

KINGSDOWN SECONDARY SCHOOL

SEN POLICY

Current SENCO: Head Teacher

Introduction and context

Kingsdown Secondary school is an independent special day school for pupils with social, emotional and behavioural difficulties. The majority of our pupils have statements of SEN for SEBD. Occasionally students may still be undergoing assessment when they are admitted to Kingsdown. All of our pupils have had fractured educational histories including multiple placements and often exclusions. As a result they have gaps in their learning and often struggle with basic skills. Some pupils have other additional SEN needs as well especially literacy difficulties.

Initial assessment

When pupils are admitted to Kingsdown a careful assessment of their educational history and current functioning is completed (see Induction Policy). This will include:

- Scrutiny of the statement and any other reports on the pupil (eg last school report, EP report etc)
- Information from parents/carer and pupil
- Baseline reading & spelling tests and assessments in English, maths, ICT and science.
- Baseline social and behavioural assessments

Target setting

Within 3 weeks of starting at Kingsdown all pupils will have an IEP drawn up by the SENCO which will contain up to 3 (very occasionally 4) broad brush targets focussing on the primary areas of need identified by the statement and Kingsdown's initial assessments. At least 1 (and usually 2) targets will be academic. Initial IEPs will be discussed with parents/carers but there may not be a formal meeting if parents/carers have attended the initial meeting at which targets have been discussed.

Tutors and subject teachers will be responsible for setting small step targets which support the achievement of the IEP targets. These will be shared with pupils in lessons and tutorials and sent home to parents for information and comment.

IEPs will also detail any provision which is 'additional to and different from' the provision made for all students. This may include withdrawal literacy support, art therapy etc and will have been identified by the SENCO in consultation as a result of the induction process.

Monitoring progress and reviews.

Progress will be monitored by subject teachers and tutors on a weekly basis and communicated to parents via the weekly report. Termly reports to parents will provide summative information on progress towards IEP targets and achievements.

Formal IEP reviews will be held annually. The pupil, parents/carers, tutor and SENCO will always be present and any other professional if appropriate. Sometimes these IEP reviews will be combined with a LAC/PEP Review. These meetings will be formally recorded and the notes of the meeting and revised IEP sent to involved parties.

Pupils with statements will have an Annual Review as required by the SENDA. The SENCO will chair these meetings and invitees will include the pupil, the parent/carer, the LA representative, the pupil's EP and any other relevant professional. Subject tutors will be asked to provide a detailed report on progress for the Annual Review. All the appropriate LA paperwork will be completed and a copy of it together with the revised IEP and notes of the meeting sent to all involved parties.

Where pupil progress is considered to be inadequate (ie where targets are consistently not met either in one particular subject or across the board) the SENCO will discuss the pupil with all the staff in order to identify what the problem may be and to discuss additional or alternative strategies which may support the pupil better.

SEN Register & statements

The SEN Register is maintained and regularly updated. It is available to all staff in the shared area. Statements are circulated to all staff on a pupil's admission along with any other relevant information. IEPs are stored on the shared area and circulated to all staff. Staff are kept updated about pupils via the weekly staff meetings & briefings, e-mails and memos. We recognise that it is very important that we all work together and consistently in order to support a pupil's SEN.

Pupil Voice

Pupils often have considerable insight into their own difficulties and are best placed to say what type of support they find beneficial. At Kingsdown we always listen to pupils and try to involve them as much as possible in the construction of IEPs, target setting and reviews. We want to develop their self-esteem, and encourage them to see themselves as independent learners.

Parent/Carers Voice

Parents know their children best and at Kingsdown we always try to work in close partnership with parents and carers. Parents/carers are encouraged to contact and/or visit the school on a regular basis and are always kept informed of their child's/ward's strengths, progress and difficulties. Parents/carers are actively supported to contribute to IEP writing and reviewing and home visits are undertaken when visiting the school is impossible.

Pupils with Disabilities

Kingsdown will always make reasonable adjustments for pupils with disabilities. The majority of disabilities experienced by pupils at Kingsdown are 'invisible' related to their emotional and behavioural difficulties eg ADHD and the reasonable adjustments form part of the provision to meet their SEN. It is unlikely given the nature of our building that we could ever admit pupils with PD but the school is considering what adjustments would need to be made for pupils with sensory impairments. We are small enough that it is usually possible to be flexible in meeting pupils' diverse needs. Kingsdown takes its responsibilities under the DDA very seriously and encourages pupils

to respect and celebrate difference. We actively promote equality of opportunity for disabled people whatever their needs.

We are conscious that parents/carers sometimes have disabilities. We will usually discuss these at the induction meeting and discuss what adjustments are needed in order to enable parents/carers to play a full part in the child/ward's education. This may include telephoning rather than using written letters, home visits etc.

Equal Opportunities

Kingsdown's SEN Policy is designed to promote equality of opportunity and enable all pupils to achieve their potential. We encourage pupils to respect difference and celebrate diversity.

KINGSDOWN SECONDARY SCHOOL

PUPIL TARGET SHEET

NAME:

DATE:

IEP TARGETS: 1)
 2)
 3)

SHORT TERM TARGETS:

SUBJECT	TARGET	SUPPORT	OUTCOME (date)
MATHS			
ENGLISH			
SCIENCE			
ICT			
MUSIC			
PE			
ART			
OTHER (If approp)			
BEHAVIOUR 1			
BEHAVIOUR 2			

PUPIL COMMENT

PARENT COMMENT

SUBJECT REPORT FOR STATEMENT REVIEW

NAME OF PUPIL:

DATE OF REVIEW:

LAST IEP TARGETS:

RA:

SUBJECT:

TEACHER:

CURRENT NC/ GCSE GRADE LEVEL _____

TARGET NC/GCSE GRADE LEVEL _____

Attendance/punctuality

Attitude/Commitment

Behaviour

Progress overall (including homework)

Ability to work independently

Progress towards targets

Suggestions re future targets

Target NC level/grade for this time next year.

Kingsdown Secondary School Individual Education Plan

Name _____ **D.O.B:** _____ **Year Group:** _____
Area/s of concern _____
Tutor _____ **Start date** _____ **IEP No.** _____
Supported by _____ **Proposed Support** _____ **Date of IEP** _____
Review Date _____

<u>Targets to be achieved</u>	<u>Achievement Criteria</u>	<u>Possible resources and techniques</u>	<u>Possible strategies for use in class</u>	<u>Ideas for support teacher / assistant</u>	<u>Outcome</u>

Parents / carers need to: .

Student needs to: .

