



**Kestrel House
School**

SEND Policy and Information Report

Ratified by:

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Person responsible for review: Lorna Bailey

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1. Introduction

Kestrel House School is a special school for young people between the ages of 5-16 with Education, Health and Care (EHC) Plans that identify Autism Spectrum Disorder (ASD) as their primary need.

Our school supports the needs of all of our learners and promotes the protection of their rights in accordance with the UNCRC (1992) with a particular focus on:

Best interests of the child – *the best interests of the child must be the top priority in all things that affect children (Article 3)*

Right to education – *every child has the right to an education (Article 28)*

Goals of education – *education must develop every child's personality, talents and abilities to the full (Article 29)*

Our school aims to:

- Provide an appropriate and high quality education for learners with special education needs & disabilities (SEND)
- Be clear about the roles and responsibilities of everyone involved in supporting the education of our learners

We believe that all our learners have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to all, and fully includes all aspects of school life. We believe that all our learners should be equally valued in school and we strive to eliminate prejudice and discrimination, and to develop an environment where all our learners can flourish and feel safe.

At Kestrel House School, we are committed to inclusion. We aim to improve and develop cultures, policies and practices that include all our learners including developing and encouraging the understanding British Values. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we treat all learners in the same way, but that we respond to learners in ways, which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Learners from minority ethnic and faith groups, Travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs & Disabilities (SEND)
- Learners who are looked after by the local authority (LAC)

We recognise that our learners learn differently and that there are many factors affecting achievement, including ability, emotional state, age and maturity, complexities associated with their autism and co-morbid needs.

At Kestrel House School, we aim to address and meet the EHCP objectives and provide teaching and learning contexts that enable every learner to achieve their full potential.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE) statutory SEND guidance, Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for learners with SEN and disabilities

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A learner has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The Headteacher and Wellbeing Co-ordinator.

The Headteacher at Kestrel House School is Mrs Lorna Bailey who can be contacted on lorna.bailey@kestrelhouseschool.co.uk

The Wellbeing Co-ordinator at Kestrel House School is Mr Laurie Clarke who can be contacted on laurie.clarke@hmschool.org.uk

To:

- Work with the headteacher and Regional Director of Education to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual learners
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners receive appropriate support and high quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet learners' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure learners and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all learners with SEN up to date

4.2 The Governing Board

The Governing Board will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The headteacher will:

- Work with the Wellbeing Co-ordinator and Regional Director for Education to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.5 Class Community Leads

Each class community lead is responsible for:

- The progress and development of every learner in their class
- Working closely with any learning support assistants or specialist therapy staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Headteacher and Wellbeing Co-ordinator to review each learner's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

This list is not intended to be exhaustive.

5. SEND Information Report

5.1 SEN Educational support

Wraparound education support for our learners is delivered through interventions for:

- Cognition and learning
- Communication and interaction,
- Social, Emotional and Mental Health
- Sensory and/or physical needs,
- Functional and meaningful life skills.

These are underpinned by therapeutic provision delivered through Occupational therapy, Speech and Language therapy, Music therapy and THRIVE.

5.2 Assessing and reviewing learners' progress towards outcomes

We will follow the graduated approach and the four-part cycle of "Assess, Plan, Do, Review". The class community team will work with the Wellbeing Team to identify the learner's needs and create Wellbeing Support Plans and learning targets, which will directly link to the EHC plan outcomes. This will draw on:

- The team's assessment and experience of the learner
- Their prior progress, attainment and behaviour
- The parent / care voice
- The learner voice
- Wellbeing therapeutic input, dialogues and prior reports
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the learner's progress.

5.3 Supporting learners moving between schools

We work closely with your Local Authority to ensure that the child is offered provision that can meet their needs. As part of our admissions process prospective parents can meet the Headteacher and see the school in action. Parents and carers can express a preference for Kestrel House School and this is usually through close working partnership with placing officers working for the local authority. All places are decided following consultation with the School Transition Team the Local Authority SEN Board.

At the early stages of the admissions process we work closely with parents and carers, learners and their current schools (if currently attending) throughout the transition stage to create bespoke transition packages that meet individual need. This will involve a referral, an initial school visit, a taster session (usually up to half a day) then a planned transition usually starting with half days building to full days depending on individual need.

5.4 Our approach to teaching learners with SEN

All learners at Kestrel House School have an Education Health and Care Plan. This document outlines the needs of each child and recommends the provision, resources, approaches and multi-agency involvement required to meet those needs. Personal targets are set at the start of each term and the progress made towards them is reviewed weekly and summative assessments form next steps. These are regularly reviewed and all evidence is recorded. The summative assessment feed into the formative assessments which are discussed within the class community and at the Progress Reviews which take place at the end of each term with families and carers. We use continual teacher assessment to identify how well learners are making progress academically, socially and in terms of identified behavioural needs. We use this information to tailor learning to work on any areas that need to be developed.

At Kestrel House School, we work closely with other professionals wherever possible to ensure that all of the needs that are outlined on the Education Health and Care Plan are met.

Learners have daily contact with their Class Community Lead, this is the first point of contact for parents and carers through daily email or phone contact or through the Home/School communication books. The Director of Education, led by the Education Executive, have responsibility to ensure that all procedures and school systems are robust, and that policies are in place, and are working effectively.

5.5 Adaptations to the curriculum and learning environment

Our curriculum has great scope to be adapted and developed to provide successful and suitably challenging lessons for all our pupils. Each learner's Education, Health and Care Plan is key to our strategic learning plans. Our Wellbeing Team plan with our experienced class community teams to ensure there is a consistent approach, underpinning the curriculum, to effective learning and progress. This is done by identifying each learner's communication style, sensory and emotional needs and creating Wellbeing Support Plans that will meet each learner's individual needs in order to be "ready to learn". These plans are implemented throughout the course of a school day and reviewed as progress or challenges are met.

Short term planning requires curriculum leads to plan in detail for the learners in their class, defining clearly the individual learning outcomes intended within a lesson or sequence of lessons. Differentiation is an important aspect of the planning and teaching process.

Differentiation can be described in several ways, all of which will be in evidence here at Kestrel House School:

- Differentiation by task
- Differentiation by outcome
- Differentiation by support given
- Differentiation by resource

Differentiated Curriculum Provision

In order to make progress a learner may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a learner's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class community lead.

Monitoring and evaluation of progress will be carried out by the class team and used to inform future differentiation within whole class planning. The learner's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention given individual starting points.

The school uses the definitions of adequate progress as suggested in the revised Code of Practice (Chapter 5: Identification, Assessment and Provision 5.37) progress which:

- Ensures full access to the available curriculum
- Demonstrates an improvement in self-help, social or personal skills

Targeted Intervention

Where a period of differentiated curriculum support has not resulted in the learner making adequate progress OR where the nature or level of a learner's needs are unlikely to be met by such an approach, targeted intervention may need to be made. This extra provision would be indicated where there is evidence usually through baseline assessment that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory needs
- Additional support is required for communication or interaction needs

5.6 Expertise and training of staff

All education staff receive a wide range of SEN specific training. As part of our on-going continued professional development program we have worked with and receive regular training from professionals on a wide range of issues including; Autism, sensory needs and our environment; Safeguarding and Attachment Disorders, Communication strategies including PECS and Makaton.

The SLT and Wellbeing Team hold regular meetings to update and revise developments in Special Needs Education and Inclusion. Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan along with In-Service training and individual professional development.

All staff has access to professional development opportunities and can apply for SEN or Inclusion training where a need is identified. Support staff, such as LSAs are encouraged to extend their own professional development and the Senior Leadership Team will ensure training where this is appropriate.

Designated Senior Staff receive regular, statutory training (Level 2) regarding safeguarding, and all school staff receive Safeguarding (Level 1) refresher training every two years. All staff receive TEAM TEACH training which will soon be retrained with MAPA training and a large number hold first aid qualifications.

5.7 Securing equipment and facilities

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of learners' work, stimulus materials and appropriate resources are very important in setting standards, raising expectations and also play a key role in effective behaviour management. All class communities are expected to manage their display areas effectively and to contribute to displays in public areas of the school. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and departments, it is expected that classrooms and learning areas are orderly environments where learners can work effectively, comfortably and most importantly of all – safely. It is crucial that adequate resources are provided and are accessible, and that learners are supported to treat classrooms, workshops and any other learning environments with respect.

At Kestrel House School we believe that the development of capability in the safe use of ICT is an essential requirement of the learners' education. ICT at the School is guided by the following principles:

- All learners have an entitlement to the safe use of ICT throughout all Key Stages. They are expected to develop both understanding and practical expertise. Learners develop their skills through specific teaching in ICT/Computing lessons where this is accessible, and as a result of the use of ICT in subject areas. All learners will be taught how to use the internet safely and will be expected to follow the school's safety guidelines.
- ICT resources are planned and deployed effectively. We seek to ensure that resources of the highest quality, and of an appropriate type are provided to meet the needs of all users.
- All of our classes are provided with resources to ensure the delivery of a personalised curriculum. Where additional resources are required to enable a learner to fully

access the curriculum, advice is provided by appropriate professionals, including the therapy team, consultants and educational psychologists.

5.8 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for learners with SEN by:

- Reviewing learners' individual progress towards their personal targets
- Reviewing the impact of interventions every half term
- Using learner questionnaires
- Monitoring by the SLT and Wellbeing Team
- Holding annual reviews of EHC plans

5.9 Enabling learners with SEN to engage in activities beyond the classroom

Our off site visits are designed to enhance curricular and recreational opportunities for all of our learners. Off site visits are also designed to create opportunities for developing independence, communication and self-management skills, and to promote positive self-esteem. We have a rigorous in-house health and safety screening for all of our off site education and work placements. This will involve working with each placement to make them aware of individual student needs and targets for the duration of the work placement and ensuring that those involved in teaching our learners off site are also aware of specific SEN through observation of lessons. All visits and off site activities are risk assessed to ensure they are appropriate and can be managed to suit individual needs.

Planned, structured experiences for learners beyond of the classroom and school environment add to each individual's overall learning experience. Intrinsic to these opportunities will be the newly introduced Nest to Flight; Independence and Life-Skill Framework, and learning opportunities through trips and visits into the local community and beyond, which will run parallel to the core curriculum.

Accessibility

Kestrel House School is a single site school; the main school is built on three levels with stairs from ground floor to first and second floors and a staircase to a basement level. Entrance to the building is through the main lobby and there is a side entrance for learner and visitor access. Classrooms are accessed by corridors. There are currently clearly identified male and female toilets for learners and adults.

We have made sure that there are good lighting and safety arrangements. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (carpeting, curtains, and quiet areas).

There is space for emergency vehicle access at the front of the school within the grounds.

Learners requiring equipment due to impairment will be provided with equipment recommended from the SEN and will be continually assessed in order to gain any extra support that they require.

Disabled visitors would be able to access the building through the side entrance leading on to the playground. We have a disabled toilet available.

5.9 Support for improving emotional and social development

We are committed ensuring that our learners have access to therapy through the Wellbeing Team whilst at Kestrel House School. This is delivered through a universal and targeted approach. Our work with other agencies is frequent, sustained and responsive to learner and family needs.

Our curriculum has great scope to be adapted and developed to provide successful and suitably challenging lessons for all our pupils. Each learner's Education, Health and Care Plan is key to our strategic learning plans. Our Wellbeing Team plan with our experienced class community teams to ensure there is a consistent approach, underpinning the curriculum, to effective learning and progress. This is done by identifying each learner's communication style, sensory and emotional needs and creating Wellbeing Support Plans that will meet each learner's individual needs in order to be "ready to learn". These plans are implemented throughout the course of a school day and reviewed as progress or challenges are met.

Short term planning requires curriculum leads to plan in detail for the learners in their class, defining clearly the individual learning outcomes intended within a lesson or sequence of lessons. Differentiation is an important aspect of the planning and teaching process.

The two areas of Education and Therapy work together in supporting the individual needs and well being of each learner. Personal and social development is at the centre of a therapeutic community in all settings. In all that the school offers the key is to provide for the support and challenge that meet individual interests and aspirations.

We have a zero tolerance approach to bullying.

5.10 Working with other agencies

All of our educational staff have undertaken specialist training and have access to a full professional development programme. All staff follow an in depth, tailored induction program when they join Kestrel House School.

We also work closely with other agencies to meet learners' needs including:

- Social Workers
- CAMHS professionals
- Professionals from the Autism Support Services
- Services for Children and Young People – Children's Social Work
- Education Welfare Service
- Learner's GP
- Speech and Language Therapy
- Music Therapy

5.11 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance, who will try to resolve the situation. If the issue cannot be resolved, the parent/carer can submit a formal complaint to the Headteacher in writing or any other accessible format. They will investigate the complaint and respond within 15 working days. Any issues that remain unresolved at this stage will be managed according to the schools Complaints Policy. This is available, on request, from the school office.

The parents of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6. Monitoring arrangements

This policy and information report will be reviewed Lorna Bailey and Simon Mendoza every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies

This policy links with our policies on:

- Safeguarding and child protection
- Complaints procedure
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting learners with medical conditions