



SEN Policy

ESNE21

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King Edwin School

About us

King Edwin School is an independent school catering for pupils with a wide range of social, emotional and educational needs.

Rationale

Admission to King Edwin School is outlined in detail in the Admissions Policy. Pupils at King Edwin School are placed by Local Authorities as an alternative provision in meeting the individual needs of pupils that cannot be maintained within mainstream provision. Pupils would normally have an Education, Health and Care Plan (EHCP) or are undergoing an assessment awaiting completion of an EHCP.

The aim of this policy is to clarify access and entitlement to learning for all pupils placed within King Edwin School and how best to meet the needs of individual pupils. King Edwin School follows the advice and guidance set out in The SEND Code of Practice (2014).

Related Guidance and Legislation

KCSIE

3 yr accessibility plan

Equality Act 2010

Purpose

King Edwin School aims to engage pupils in their learning by offering educational experiences tailored to meet the individual needs of the pupils. We aim to offer programmes of work that are broad based and differentiated. Each pupil can access a bespoke programme of study to meet their needs, and this is tailored in line with the 2010 Equality Act, taking into consideration the learners' needs and any barriers to learning that they may face. All subject and course plans are reviewed and revised regularly to take account of national developments and practices, and pupil work is continuously assessed to ensure progress. Pupil flight paths, regular reports, reviews and continuous assessment within lessons all play a part in measuring this.

King Edwin School aims to provide a safe, nurturing and stimulating environment, where success is celebrated and pupils have opportunities to acquire the skills necessary for life and work. In 2022 the SEND review and Green Paper was published which builds

upon the 2014 SEND code of practice. “The SEND review sets out government proposals for a system that offers children and young people the opportunity to thrive, with access to the right support, and at the right time, so they can fulfil their potential and lead happy, healthy and productive adult lives.” King Edwin School aims to encapsulate this. We also take into consideration the challenges highlighted in the SEND review for children and young people, particularly those that access Alternative Provision and using the resources that we have available aim to offer a bespoke curriculum that meets the needs of all learners.

The ambitious and broad curriculum includes many of the elements as set out within national frameworks in order that pupils have a broad and balanced learning experience whilst offering flexibility to meet individual needs.

King Edwin School is committed to working in partnership with professionals from other agencies who share in the assessment, planning, implementation and evaluation of pupils’ needs, and to working in close partnership with parents and carers.

King Edwin School has an ethos of mutual respect built on strong interpersonal relationships between staff, pupils, parents/carers and fellow professionals. Staff have high expectations for pupils and offer appropriate support in order that they realise their full potential.

King Edwin school’s values are Growth Mindset, Resilience, Personal responsibility and Kindness. These values are modelled by staff and students throughout their interactions and in the operation of their day-to-day duties.

Procedures

The Curriculum Policy of King Edwin School sets out the context for learning.

Pupil skills are identified through initial and continuous assessment and key targets/outcomes are identified and shared in the Educational Health and Care Plan for each pupil. Targets are reviewed and updated as appropriate during the reports cycle. Procedures for assessment are set out in the school’s Assessment, Recording and Reporting Policy.

King Edwin School is committed to meeting the needs of pupils in a spirit of partnership with parents and carers. Regular pastoral visits and telephone calls are made to parents/carers and formal reports on their child’s academic and social progress are sent to them twice yearly, with opportunities to reflect on, and refocus together on areas of

development and to celebrate successes being offered by school on receipt of each report.

A variety of teaching methods and engagement strategies are employed throughout the school. The preferred learning styles and needs of pupils are acknowledged, and a flexibility of approach is adopted to engage pupils in their learning.

All staff are recruited for their skills, knowledge, experience and empathy in working with children and young people with a range of special educational needs. Pupils are supported throughout the school by high levels of teaching and support staff.

Some pupils may spend part of their day in other provisions such as college or work experience placements, or with specialist therapeutic provision commissioned by the school. Arrangements and transitions are carefully planned and monitored. Support is available to ensure that these elements of their curriculum is of benefit and meets their individual needs.

King Edwin School embraces inclusive practices and works in conjunction with colleagues in a variety of settings to ensure access to beneficial programmes and learning experiences for all pupils.

Whilst EAL is not a specific SEN need, the needs of students for whom EAL is a need are specifically addressed as part of the provision prescribed within their EHCP.

Annual review of Education Health and Care Plans

All plans will be reviewed annually with the parents, the pupil, the LA and the school to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the Plan. The annual review will focus on what the pupil has achieved as well as on areas for development.

The annual review held in Year 9 will be particularly significant in preparing for the pupil's transition to employment, further education, work-based training, higher education and adult life. The aim of the annual review in Year 9 and subsequent years is to review the young person's plan and draw up and review the plans for transition. This must involve the Careers Advice as set out in the Code of Practice published January 2018 and should consider the experiences as identified by the Gatsby Foundation.

Resources

King Edwin School has a delegated budget. The annual budget is agreed and managed by the Principal, with delegated budgets applied to areas of the school such as the Behaviour and Welfare team and the curriculum team. Staff are consulted as to how best to spend the resources budget. Students are at the forefront of all budget considerations.

The greatest resource available is the staff group. Staff members are encouraged to access learning that enhances their practice. Staff are supported financially and by having time allocated to complete their studies.

Equality

King Edwin School recognises that it is the right of everyone to equal chances and opportunity. Everyone within the school is respected for who they are regardless of age, ethnicity, gender, social circumstances, ability, disability or sexuality. Students are expected to demonstrate understanding and appreciation of each other's strengths and needs.

The school's Single Equality Policy and Accessibility Strategy demonstrate in detail how we aim to achieve equality, diversity and inclusion for all within King Edwin School.

Health and Safety

King Edwin School recognises that the Health and Safety of all pupils, staff and visitors to the school is of paramount importance. The Health and Safety Policy is available to all. Inspections are carried out on a regular basis with remedial action being taken to remedy any arising or emerging defects identified.

Professional Development

King Edwin School is committed to ongoing learning for all. Staff are given opportunity, encouragement and support to enhance their knowledge and skills by undertaking training and development activities. Links with other schools and colleges are maintained and shared training and development is always encouraged.

Related Policies

Equality Policy

Promoting Positive Behaviour

3 Year Accessibility Policy