



Special Educational Needs Policy

Approved March 2025

Review due by April 2026

This policy relates to the revised Special Educational Needs and Disability Code of Practice: 0 to 25 years; July 2014, updated April 2020.

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Principles

- Each child is seen as a child first and foremost. Their individual needs are met within a context appropriate to their level.
- All teachers and support staff have a responsibility to meet the needs of each child.
- All our policies, strategies and interventions relate to the special needs of our children.
- Our children are part of the education system, therefore we endeavour to provide them with access to a relevant curriculum, the content and approach of which has





been differentiated to meet their individual needs. Each child has a right to a broad and balanced curriculum.

- All children have the right to take part in all aspects of school life. It is our aim to enable them to reach their potential through curriculum and learning experiences.
- Provision for our children is delivered in partnership with parents, the wider community and stakeholders.





How do we meet these principles?

- The school meets the needs of children with Generic Learning Difficulties (GLD) aged 2 to 11.
- All children at the school must have an EHC plan on entry, or have been placed by the Local Authority on an assessment place.
- All staff take part in ongoing training related to teaching children with GLD. Many of our teachers and support staff have additional qualifications in supporting children with a wide range of Special Educational Needs and Disabilities (SEND). This includes training to meet children's educational, physical, sensory and medical needs.
- The school is fully wheelchair accessible. Resources and environments are adapted to meet specific needs of individual children.
- Each of our children has annual targets which helps them to achieve the End of Key Stage outcomes in their EHCP. The annual target is then broken down into termly Personal Learning Outcomes (PLO's) the number of which depends on the pathway the child is following.
- PLO's are evaluated termly which allows us to individualise learning programmes depending on progress.
- The school uses a 'total communication' system for all its children, including the use of objects, symbols, photographs, pictures, smells, sounds, signs, technological communication aids and the spoken word catering for the individual child's needs.
- All lessons are presented in a multi-sensory way, differentiated to meet the individual needs of the children.
- The school works closely with all external agencies, including:
 - occupational and physiotherapists, speech and language therapist, Child and Adolescent Mental Health Service, school and complex needs nursing team, and the children with disabilities social care team. This cohesive working relationship ensures that all children's needs are met and that there is a consistent approach for all.
- The school provides a child centered, focused, purposeful, relevant, realistic and balanced curriculum that is age appropriate and suitably differentiated to meet the needs and abilities of all the children. The curriculum aims to raise standards of achievement whilst at the same time be highly motivating and fun for the children. The curriculum provides opportunities for all children to learn and achieve.
- All children have access to a minibus enabling weekly educational visits to enhance the curriculum provision.





Provision for children with Autistic Spectrum Disorders (ASD)

- A visual approach using repetition and structure.
- Staff are trained in use of PECS, TEACCH, Intensive Interaction, social stories, sensory integration strategies, sensory processing, and sensory diets.
- Regular CPD for all staff related to teaching children with ASD.
- Provision of workstations if necessary.
- A physical environment to meet the holistic needs of each child, including their sensory needs.

Provision for children with physical needs

- Ceiling hoists within the classrooms, hygiene suites, soft play room and multi-sensory room.
- Access to mobile hoists.
- Specialist seating and equipment to develop physical skills.
- Access to occupational and physiotherapist.
- Access to hydrotherapy and rebound therapy.
- Staff who will follow advice and implement programmes from occupational and physiotherapists.
- Staff conversant with the school's policy on undertaking personal hygiene care.
- Access to specialist personal hygiene equipment.
- High ratio of adults to children.
- Training for all staff in moving and handling.
- Access to a member of staff trained in the MOVE approach.

Provision for children with challenging behaviour

- Staff trained in Team Teach.
- Communication and Regulation Plan to support positive behaviour.
- Access to quiet rooms and spaces.
- Access to Thrive practitioners.





Provision for children with Profound Multiple Learning Difficulties (PMLD)

- Ceiling hoists within the classrooms, hygiene suites, soft play room and multi-sensory room.
- Access to portable hoists.
- Specialist seating and equipment to develop physical skills.
- Access to Occupational, Speech and Language and Physiotherapists.
- Access to hydrotherapy and rebound therapy.
- Staff who will follow advice and implement programmes from occupational and physiotherapist.
- Staff conversant with the school's policy on undertaking personal hygiene care.
- Access to specialist personal hygiene equipment.
- Specialist educational resources.
- A multi-sensory based approach, breaking down concepts into very small achievable steps.
- High ratio of adults to children.
- Soft play and multi-sensory room.
- Access to low and high tech communication aids.
- Members of teaching staff experienced in teaching children with PMLD.
- Training for all staff in moving and handling.
- Access to a member of staff trained in the MOVE approach.





Identification and assessment of children's needs

- Most children start our school with an EHC plan already in place. If a child presents with an additional need that has not been addressed in their EHC plan, whilst at school, staff will follow procedures to refer them to the appropriate service.
- If necessary an EHCP application will be made by the SENCO.
- The Review of a child's EHC plan takes place each academic year, but if circumstances require, it can be held more frequently. For children under the age of 5, reviews are held at 6 monthly intervals. When a child is first admitted to the school, at whatever age, we hold a Placement review approximately 2 months later. The Placement review includes a report on how the child has settled into school and the EHCP is discussed and reviewed.
- Teachers carry out a baseline assessment during the first term of the child starting school at Kingsbury. Following this baseline assessment, Annual Targets and Personal Learning Outcomes (PLOs) are set for the next term, using the information gathered.
- Assessment of Annual Targets and PLOs forms the key part of our assessment process, as these are directly linked to outcomes on the EHCP. PLOs are baselined at the beginning of each term and progress is assessed at the end of each term.
- In order to support the planning process for each child, a variety of tools are used to assess the children's progress on a termly basis. One particular tool, or a combination of tools, is used depending on the individual needs of each child. Please refer to our Assessment policy or SEN Information report for further details
- Progress across all areas of school life is tracked using the electronic web-based Evidence for Learning programme.





Facilities

- Soft play room
- Multi-sensory rooms
- Access to iPads and laptops
- Interactive whiteboards/interactive large screen TVs
- 2 full size trampolines
- Specialist hygiene suites
- Sensory garden
- Library
- 12 classrooms
- EYFS classrooms
- EYFS provision
- Co-located with a mainstream primary school
- Large outdoor play areas with additional smaller fenced playgrounds specifically for Kingsbury children
- Enclosed Forest School
- Sensory playground





Admissions

A placement in our school involves parents making a positive decision in the light of the information and options available to them.

The school has an average intake of 15 children per year, however, actual intake depends upon the number of children opting for a place and their specific needs. A child can be admitted at any stage of the school year as long as a place is available and the school can meet their needs.

Children undergo assessment under the procedure laid down in the "Code of Practice" on the identification and assessment of special educational needs.

If a school for children with Generic Learning Difficulties is needed the Inclusion Team will request a placement. The Headteacher will consider the child related documentation, and if there is a vacancy, inform the Inclusion Team. The child will be admitted if his/or her needs identified on the EHC plan can be met and a space is available in the appropriate class group.

Once admitted to our school the child's progress is reviewed termly. Each child has termly PLOs. The EHC plan is reviewed on an annual basis. We also review the placement to ensure that a child is correctly placed. Movement to another school for a more suitable situation is always an option that we, or parents, can initiate.

If a parent of a potential child wishes to visit the school to learn more about our provision, then we will organise a 'without prejudice' visit. They will have the opportunity to visit our school where we will show them our facilities, explain how the school runs and what we provide for individual children and answer any questions they may have.





Parental Involvement

- Opportunities are offered to parents to accompany children on educational visits, swimming or sporting activities.
- There are three parent governor positions at Kingsbury.
- Parents are invited into school for formal parents' consultations, three times a year.
- Each term the children's PLOs are shared with parents.
- Parents always have the opportunity to come into school to talk over any concerns, issues or find out more about the provision for their child.
- Parents are invited to attend EHCP reviews and these can be arranged virtually if that is best for the family.

Success Criteria

The following will contribute to the self-evaluation of the school carried out by the school's Senior Leadership Team and governing body:

- Judgements on the children's progress
- Attainments and achievements of outcomes
- Judgements on the quality of teaching and learning
- Responses and comments from parents
- External assessment including, Independent School Adviser and Ofsted.

For further details of how the school meets the needs of all its children please refer to the School's SEN information report on the school website.

