



KITE RIDGE SCHOOL
CHANGING MINDS

**SPECIAL EDUCATIONAL NEEDS
POLICY**

Approved:

December 2024

Next Review:

December 2025

This policy embodies the principles and objectives of the Special Educational Needs and disability code of practice: 0-25 years.

School Arrangements

This SEN policy has been approved by the staff and the Governors of the school. It describes the objectives of the Management Committee in making provision for pupils with special educational needs, and a description of how it will contribute towards meeting those objectives.

School Values

Kite Ridge School: Educates, values, supports and accepts each student unconditionally in accordance to their individual needs providing a holistic, happy, safe environment that is committed to the success of everyone.

Through the everyday implementation of the Kite Ridge School Values we will endeavour to ensure:

- Community Engagement and Participation
Students are enabled to engage in and contribute to society.
- Autonomy and Self Determination
Students are provided with a range of experiences to enable them to make and communicate meaningful choices.
- Personal Development and Independence
Students are enabled to grow, develop, and experience the new.
- Material and Financial Sustainability
Students are enabled to aspire to employment and economic independence.
- Social and Intimate Relationships
Students are enabled to develop respectful attitudes towards others and a range of friendships, social and intimate relationships.

General Statement

Kite Ridge School seeks to develop each pupil's potential through equipping them with academic and social skills that will allow them access to lifelong learning and their place within their families, the neighbourhood and society at large.

The school provides an environment which is stable, supportive and non-threatening, while providing clear and consistent boundaries within which pupils can achieve and enjoy their learning.

Kite Ridge aims to develop confident and caring young people. It is recognised that education through quality teaching and learning, both within and outside the classroom, is essential if pupils are to maximise their potential.

All aspects of the school day will contribute to raising self-esteem and acknowledging their own success. These will include the curriculum with structured programmes to encourage growth and also the quality of relationships, attitudes and patterns of behaviour

Aims of the SEN Policy

- That practice reflects our school mission statements;
- That pupils receive the provision set out in their Statement of Educational Need and their Educational Health Care Plan;
- To identify the changing needs of pupils;
- To respond to these changing needs so that pupils can further develop their potential as individuals.

Objectives

- To provide a physical environment in which all pupils achieve their maximum potential;
- To create and maintain co-regulated therapeutic relationships through the practice of Unconditional Positive Regard;
- A warm, calm and inviting environment;
- A learning environment which motivates and recognises achievement;
- A wide range of social opportunities and facilities.

To create an ethos that enables pupils to address social, emotional and educational problems through:

- Improvement in self-image through early and continuing success;
- Enabling them to develop appropriate relationships with peers and adults;
- Varied, stimulating and relevant educational programme throughout the day;
- Unconditional Positive Regard;
- Positive Behaviour Support.

To provide teaching and learning through which pupils may develop their potential and satisfy their subsequent needs through:

- Broad, balanced and relevant Curriculum.
- Appropriate and specialised teaching strategies and approaches.
- Appropriate and accredited Qualifications.
- Access to the world of work and lifetime learning.

Roles and Responsibilities

To contribute towards meeting the aims of the school, the Governors have determined the following provision, which is additional to or otherwise different from the educational provision made generally for children at mainstream schools.

Staffing

- An intensive level of Teachers, Curriculum Delivery Learning Mentors and Learning Mentors, providing opportunities to learn in small groups or individually.
- An intensive level of therapy and positive behaviour support through a designated team.
- Appropriate administrative staff and procedures to give support for Teachers and Learning Mentors.

- Appropriate catering and cleaning staff to deliver a healthy diet and clean living and learning environment.

All members of staff within the school will offer access to reliable, predictable and consistent models of behaviour to facilitate the learning and emotional and behavioural adjustment of pupils. All staff pay due regard to equalities legislation.

Approaches:

- To devise organisational and teaching structures to enable effective delivery of an adopted curriculum.
- To develop confidence and competence in all aspects of the school's life.
- To improve pupils' self-esteem and achievement by increasing their involvement in the educational process. This will be achieved through setting appropriate goals and challenges.
- To develop a range of provision within the school that will address a wide range of need and provide a relevant curriculum for all pupils.

Managing Provision:

Students at Kite Ridge School having complex learning difficulties. In some cases they will exhibit a range of behaviour patterns and interactions which can impede personal and social development and engagement in daily school activities.

Kite Ridge provides a highly personalised curriculum designed around student's individual needs and outcomes.

Identification, Assessment and Provision

How the needs of pupils are identified and resourced

Each pupil placed at Kite Ridge School is subject to an Educational Health Care Plan which is drawn up by the Local Authority. The Statutory Annual Review considers the school's, parents' and pupils' views of the progress made and the previous year and any difficulties. It then sets targets for the following year. The process is highly valued by the school. The dates are set at the beginning of the year but where parents are unable to attend in the first instance, an alternative date is sought and failing this the review will go ahead with the child.

At the Annual Reviews which follow a pupil's fourteenth birthday, outside transition agencies will offer advice, alongside that of the parents, pupil and the school, in order to produce a coherent plan for the pupil's transfer to adult life.

At least one parent consultation evening offers the parents an opportunity to celebrate the academic and social achievements of their children every year. Staff are also able to maintain close liaison with parents through the use of the student's Home School Diary, or email, which is completed each day by both morning and afternoon staff, as well as regular phone contact and use of online meetings when required. All staff closely monitor the needs and progress of the pupils and review approaches as appropriate.

Curriculum access and inclusion

There is a highly personalised approach to the curriculum at Kite Ridge School. This is made up of three areas, academic, therapy and positive behaviour support. Students' targets are identified in accordance with their EHCP, Preparation for Adulthood and consultation with

families.

Preparation for the world of work is achieved through work experience and life skills lessons. This preparation means that the school's values of helping students to ensure they have material and financial sustainability are met.

Evaluating Success

The Governors regularly visit the school and report on their observations to a full meeting. All aspects of school life are covered by visits enabling the Management Committee to carry out its monitoring and evaluation responsibilities effectively. The School Development Plan which outlines the aims of the school and the objectives attached to them, are considered at strategic points throughout the year, and the financial implications included in the Budget Plan.

The Annual Review procedure provides parental perceptions on the work and life of the school and the analysis of these comments are used as an indicator of success.

The Senior Leadership team regularly review progress data and interventions are put in place as necessary to ensure expected progress for each pupil.

Complaints Procedure

Kite Ridge School have a separate Complaints Policy which can be found on our website.

If parents wish to discuss any aspect of the school and its curriculum they are welcome to contact the school to make an appointment to see the Head Teacher.

In the event of a complaint the first stage is informal and parents are encouraged to meet with a member of the Senior Leadership Team and attempt to resolve any concerns. If they still have concerns then a meeting can be arranged with the Head Teacher.

Most concerns are resolved at Stage 1, however if you remain dissatisfied and wish to take the matter further, to a stage 2 complaint, you can let us know in person, by telephone or in writing. A complaints form is available as an appendix to the Complaints Policy.

If you are still not satisfied, at Stage 3 the complaint will be considered by a panel, who will meet to consider the complaint and make a final decision about it on behalf of the Management Committee.

If you are still not satisfied, you may wish to put your complaint to the Secretary of State for Education who can review whether the school has acted reasonable and followed the correct procedures.

Partnership within and beyond the school

Staff development and appraisal

The Management Committee has delegated the responsibility for in-service training and appraisal for all staff to the Head Teacher. They receive reports on the programmes and monitor those elements within the School Development Plan.

Links with other agencies, organisations and support services

The school carefully considers pupils' individual needs and where necessary accesses the appropriate external support services. Visits are made to the school by CAMHS, Social Care, Physiotherapists, Speech Therapists and Occupational Therapists when necessary. The Education Welfare Officer visits as does the Educational Psychologist, School and Community Nurse, Area Medical Officer and Social Workers as required.

Kite Ridge School works closely with Social Care as most students have an assigned Social Worker.

Informal advice and support is available through the contacts established by the school with the children's teams in each area.

Partnership with Parents

The partnership between home and school is important as it is a commitment to support, encourage and recognise the success of a pupil. It also allows both to understand each other's role to support and complement each other.

To achieve this partnership the school will:

- Provide opportunities to exchange information and encourage dialogue to seek ideas and opinions;
- Seek co-operation when planning the range of experiences for the pupil by involving parents in the process of determining the way forward;
- Inform parents and develop with them an understanding of assessment and the recognition of achievement of success.

The voice of the Student

The school actively encourages the voice of the child through the School Council representatives which meet regularly to discuss their agenda items.

Links with other schools

Kite Ridge School has strong links with other secondary special schools, both formally and informally. KiteFest, our two-day Music Festival, is one of these informal occasions.

Kite Ridge negotiates and supports a suitable transition programme to ensure a successful transfer takes place in line with its own Inclusion Policy.