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1. AIMS AND OBJECTIVES

To outline Kora Hall School approach in identifying and responding to SEND and to support effective inclusion in our school and communities. This policy outlines the framework for the school to meet its duty, obligation and equality values to provide a high-quality education to all its pupils, all of whom have SEND.

Our SEND policy aims to:

- Make sure our school fully implements national legislation guidance regarding pupils with SEND
- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Help pupils with SEND make a successful transition into adulthood
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil

2. VISION AND OBJECTIVES

At Kora Hall School we will provide all pupils with access to a broad and balanced curriculum.
We are committed to making sure all our pupils have the chance to thrive and support them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.We will ensure that there are clear and effective systems in place to meet the needs of all pupils in order that they make the necessary progress to fulfil their potential. In doing so we will:

- Provide all children with their legal entitlement to a broad, balanced and relevant curriculum that is differentiated according to their individual needs
- Use a transdisciplinary approach to support pupil progress and support areas of need.
- Provide an education that enables pupils to achieve their best and develop in confidence
- Ensure the teaching and learning environment is effective by implementing autism specific practices and which will have a positive impact and improve the educational outcomes for all pupils;
- Ensure that there are planned, robust and transparent systems in place, that are understood by everyone, to support an efficient and consistent approach to the identification and assessment of all pupils' special educational needs
- Ensure we work in partnership with parents and maintain close links with external support services and professionals where appropriate
- Ensure the school environment and expectations of staff are designed to promote independence and provide appropriate level of challenge and support
- Provide effective assessment procedures to ensure early identification of any areas of difficulty and inform interventions.

- Nurture self-esteem and celebrate the success of all pupils
- Prepare pupils to make successful transitions, throughout their school journeys including into adulthood, whether into employment, further or higher education, training or supported living.

3. LEGISLATION

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

- This policy is also based on the following legislation:
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for Independent Schools which sets out trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. ARRANGEMENTS AND APPROACHES

- All pupils attending Kiora Hall School will have an Education, Health & Care Plan and a diagnosis of autism as the primary diagnosis.
- All pupils are funded by their Local Authority.
- High quality teaching, differentiated for individual pupils, is the first step in our school's response to students.
- On entry to the young person's strengths and areas for development will be assessed and identified and used to plan support and provision.
- Documentation to support pupil's will be created such as risk assessments and individual STEP plans, IEPs.
- Families have a vital role to play in supporting their child's education and as such their views will be sought and they will be included in decision making.

4.1 Our Pupils will have

- full access to a broad, balanced and relevant education, including an appropriately individualised and differentiated curriculum.
- The school will manage its resources to ensure all pupils' needs are met.
- Provision and progress for our pupils will be monitored and reviewed regularly.
- The school will collaborate with outside agencies, education, health and social care services to provide support where appropriate.
- The responsibility for Education, Health & Care Plans will be reviewed regularly in line with SEND Code of Practice and children's needs and this lies with the local authority.
- Transition planning will lead to successful entry into the school and successful preparation for adulthood, including independent living and employment.
- Provide a range of accredited courses that are personalised as appropriate.

4.2 School will evaluate the success of their provision, considering:

- the level of support pupils received and the amount of progress they make (including against EHCP outcomes)
- the progress data of pupils
- where appropriate, the success of pupil premium strategies
- the impact of training and new approaches to meeting needs
- the views of pupils and parents
- the views of outside agencies
- destination tracking
- additional assessment data such as reading or spelling ages
- achievement of external qualifications
- observations of teaching and learning
- monitoring of attendance data, both daily and/or sessional
- monitoring of engagement in learning
- monitoring of behaviour incidents and risk assessments
- informal discussion with students
- regular communication with parents or carers
- parent or carer and student questionnaires

5. CHILDREN WITH SPECIFIC CIRCUMSTANCES

Please note this section should be considered alongside the expectations and procedures of the school's Safeguarding Children and Young People (Child Protection) Policy – SO-0189 and the government's Keeping Children Safe in Education 2023.

5.1 Communication Needs

- We note that many of the pupils in our school will have communication needs related to their Autism diagnosis.
- We will work to ensure that all pupils have a medium to be able to express their wishes and feelings, and that these wishes and feelings are taken into account by school staff and leadership

5.2 Children with a Social Worker

- We note that all children with a disability can be considered a Child in Need under Section 17 of The Children Act (1989). Therefore, many of our pupils will have or previously have had a Social Worker for this or other reasons.
- Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse and/or neglect and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.
- Where children need a social worker, this will inform the school's decisions about Safeguarding (for example, responding to unauthorised absences or a child being missing from education) and about promoting welfare (for example, considering the provision of pastoral and/or academic support).
- We will work closely with all relevant professionals including Social Workers to safeguard and promote the educational interests of our pupils.

5.3 Children in (or previously in) the care of the Local Authority

Children at the school who are being accommodated, or who have been taken into care, by their Local Authority are legally defined as being 'looked after'.

- The school has a designated member of staff the Principal for coordinating the support for children in the care of the Local Authority.
- Designated teachers should ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.
- Our school will promote the child's Personal Education Plan (PEP) and ensure this is reviewed regularly.

- Our school is conscious that children in the care of the Local Authority are more likely to be missing from education, and we will ensure that any concerns of this nature are dealt with as part of our Schools Safeguarding Children and Young People (Child Protection) Policy – SO-0189.
- A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe.
- We note that when dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.
- We will promote the educational and welfare needs of Care Leavers as they transition to adulthood, working in collaboration with their Personal Advisors.

5.4 Pupils with Medical needs

Section 100 of the Children and Families Act 2014 places a duty on schools to make appropriate arrangements for supporting pupils at their school with medical conditions. Without effective support pupils with both medical conditions and SEND are at risk of being significantly disadvantaged.

- Schools will ensure the impact of any medical condition is understood by all staff in addition to their SEND.
- Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.
- Where deemed appropriate, school will request relevant medical investigations and assessments closely working with medical professionals and follow guidance to meet pupil physical and mental needs.
- Therapeutic and clinical support will be embedded throughout, and clinicians will be closely working with education staff and external agencies as appropriate

5.5 Pupils from Ethnic Minority Backgrounds

Kiora Hall School will consider all aspects of provision to ensure it is effective for this group. Our school is committed to taking action to prevent discrimination and to support equality. This includes, but is not limited to -

- procedures for assessment and interventions, training of staff, curriculum, wellbeing and parent support.
- Some pupils are in areas where there is a higher representation of people from ethnic minority backgrounds. School will work with their local authorities with regards to understanding local need and ensuring strong provision.

6. ROLES AND RESPONSIBILITIES

6.1 The Trustees are responsible for

- Ratifying and regularly reviewing this policy to ensure it conforms to relevant law and guidance (in conjunction with the NEAS Director of Education)
- Ensure local procedures are in place to effectively implement this policy within the school.
- To keep themselves informed through regular meetings with staff and visits to the school.
- Monitor the effectiveness of the policy and advise of NEAS board of trustees of any necessary amendments.
- Appointing a trustee who will review the effectiveness of implementation and report back to the trustee board meetings on a regular basis.
- To ensure that any issue that may be perceived as a potential reputational risk is referred to the NEAS board of trustees.

6.2 The Principal is responsible for

- Ensuring all relevant staff are aware of this policy, receive appropriate professional development and local procedures are followed.
- The Principal will assign member/s of the leadership team to ensure the code of practice is effectively implemented as well as effective liaison with external agencies and coordination of annual reviews and appropriate training to meet individual need.

6.3 The Senior Leadership Team is responsible for:

- Determining the strategic development of SEND policy and provision in the school with the support of Executive Leadership Team (ELT)
- Day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils, all of whom have an EHCP
- Providing professional guidance to colleagues, working closely with staff, parents and other agencies;
- Being aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils receive appropriate support and high-quality teaching;
- Liaising with the relevant Designated Teacher where a pupil is a looked after child;
- Advising on the deployment of the school's budget and other resources to meet pupils' needs effectively;
- Being a key point of contact with external agencies, especially the local authority and its support services;
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- Ensuring that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all pupils up to date;

- Coordinating access to appropriate therapy services.

6.4 Class teachers are responsible for:

- Knowing pupils and their needs really well. This starts through forming effective relationships with pupils and their families.
- Planning and reviewing support for the pupils in their class
- Setting high expectations for every pupil, taking into account their individual needs
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil can access the school's curriculum
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils they are working with.
- Keeping the leadership team up to date with any changes in profile, academic developments and causes of concern.
- With the Principal, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.

6.5 Parents or Carers

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given a termly report on the pupils' progress
- The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.6 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions
- The pupil's views will be taken into account in making decisions that affect them, whenever possible

7. EQUALITY IMPACT ASSESSMENT

In the design of this policy, we have considered the complex inter-relating elements that impact on the effective support and identification of those with SEND. This policy seeks to promote the rights of people who have one or more of the protected characteristics (of which everyone does). This policy also seeks to focus on the impact of factors such as EAL and particularly the impact on staff, children and families. We alert users of this policy to the need to consider these specific factors alongside SEND. This policy aims to support equality and inclusion both within our schools and communities. Effective SEND provision will ensure any adverse impacts are identified and actions are taken to remove or mitigate.

Through the implementation of this policy, we seek to lessen some of the known inequalities that exist in society, including, but not limited to race, disability and gender, through carefully designed provision and support that affords opportunities for people with those protected characteristics to excel.

8. EVALUATING THE EFFECTIVENESS OF THE POLICY

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

- We will evaluate how effective our SEND provision is with regards to:
- All staff's awareness of pupils with SEND at the start of the autumn term
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carer

9. LINKS TO OTHER POLICIES

This policy operates in conjunction with the following school policies:

- Curriculum offer
- Behaviour Policy
- Child safeguarding Policy
- STEP policy