



Policy and Procedure

	EDAC09 Acacia School SEND and Inclusion Policy and Procedure
	Education
	Group Executive Education Lead
	Safeguarding Committee
	February 2024 (as ED16)

	February 2022
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This policy applies to all staff (teaching and non-teaching), the Governors and volunteers working in Acacia School, and affects all learners.

Children/young people have special educational needs and disabilities (SEND) if they have a learning, communication or social and emotional difficulty which calls for additional educational provision to be made for them. Children/young people have SEND if they:

- Have a significantly greater difficulty in learning than the majority of children/ young people of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children/ young people of the same age in schools within the area of the local education authority
- Are under/over compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Special education provision means educational provision which is additional to, or different from, the educational provision made generally for children/young people of their age in schools maintained by the LA, other than special schools, in the area. All of our learners attend Kisimul school/college have a SEND and attend Kisimul because it has been identified that their needs cannot be met within their Local Authority provision.

Autism is a lifelong condition that affects the way a person communicates with and relates to people around them. Autism can influence every aspect of daily functioning and is often linked high levels of anxiety. Autistic learners may have difficulty processing information and are therefore likely to have problems with understanding and using language. In addition, they might lack the motivation or inclination to communicate either verbally or nonverbally, so that

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Ensure clarity in roles and responsibilities of everyone involved in providing for learners with SEND.

Ensure there are clear and effective systems in place to meet the needs of all learners in order that they make the necessary progress to fulfil their potential.

Provide all learners with their legal entitlement to a broad, balanced and relevant curriculum that is differentiated according to their individual needs.

Ensure the teaching and learning environment is effective and improve the educational outcomes for all learners including those with SEND.

Ensure 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 learners' special educational needs and/or disabilities.

Provide appropriate intervention programmes and resources to ensure the individual needs of all learners are met.

Ensure we work in partnership with parents/carers and maintain close links with external support services and professionals.

Ensure the school/college 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 intervention programmes.

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to address SEND can be used to build the quality of whole-school provision as part of their

Determines the strategic development of SEND policy and provision in the school/college with the principal and the governing body.

Has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual learners with SEND, including those who have EHC plans.

Provides professional guidance to colleagues and will work closely with staff, parents and other agencies.

Is aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that learners with SEND receive appropriate support and high- quality teaching.

Liaises with the relevant Designated Teacher where a looked after pupil has SEND.

Advises on the graduated approach to providing SEND support.

Liaises with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

Is a key point of contact with external agencies, especially the local authority and its support services.

Liaises with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.

Ensures that the school/college meets its responsibilities under the with regard to reasonable adjustments and access arrangements.

Ensures that the school/college keeps the records of all learners with SEND up to date.

Designates responsibility for coordinating SEN provision or learners within the school. This will include ensuring access to appropriate therapy services and external professionals as identified in the pupil's EHCP, as well as responsibility for co-ordinating personalised plans.

Following this SEND policy and procedure.

We support all learners to understand their own learning needs and develop their emotional regulation skills and toolkits for learning to learn. We recognise that different learners require different teaching approaches. We deliver personalised learning that builds on strengths

individual education and behaviour plans. Where possible, the school will provide information to parents/carers in a user-friendly format that minimises the use of professional jargon.

The school operates an open-door policy, so parents are welcome to arrange additional appointments to discuss how their child is progressing.

Parents/carers will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their
- child's education.
- Have knowledge of their child's entitlement within the SEN framework.
- Make their views known about how their child/young person is educated.
- Have access to information, advice and support during decision making processes about Special Educational provision.
- Be involved in supporting the assessment and target setting process for discussions about progress and to be involved in identifying appropriate intervention strategies to support both in school/college and at home.

All annual review meetings from Year 9 include a specific focus on preparing for adulthood. Acacia School provides stepping stones towards intended destinations from Year 9, including onsite enterprise and supported internships in the workplace. The curriculum includes significant emphasis on a pupil's next steps.

- Liaison with previous school(s) prior to transition
 - Assessments by our therapeutic support team
 - Teacher baseline assessments
 - Local authority and parent/carer concerns
 - Monitor progress and other data
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- Robust pastoral support with strong focus on transition and integration.
 - All students will have access to accredited courses in Key Stage 4 and 5 as well as at our college
 - Individualised timetables to ensure continuity and progression are working at the pace and level that suits their mental health and SEN needs.
 - All pupils benefit from a personalised curriculum
 - We provide a nurturing and supportive environment in a small school setting
 - Pupils are taught in small mixed ability groups subject to their level of ability and pastoral needs
 - Our teachers use various strategies to adapt the curriculum to ensure access to learning for all children in their class.
 - We carry out detailed assessments for education as well as mental health functioning in education.
 - Pupils are supported through the use of personalised plans for learning, communication and support their behavioural presentation.
 - Our therapeutic support team provide both universal, targeted and direct intervention. This includes Educational Psychologists, Speech and Language therapists, Occupational Therapists and Music therapists.
 - Specialist assessor able to carry out various assessments for exam access arrangement
 - Relevant and timely interventions
 - Flexible staffing levels across the school to ensure high level of supervision and monitoring of safety.
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- Small class sizes
 - Specialist SEN trained staff
 - Bespoke timetables

- Semi – formal curriculum model
- Specialist environment with access to large outdoor space, Sensory Multi-interactive Learning Environment, swimming pool, animal husbandry and theatre
- Specialist resources
- Education, Health and Care Plan (EHCP) support and advice.
- Visual support strategies
- Visual Timetables
- Intensive Interaction
- Attention Autism
- Social Thinking
- Use of Blank level questioning
- Modelling and expanding
- Lego-based Therapy
- Colourful Semantics
- Assistive Augmentative Communication (AAC)
- Music Therapy
- Polyvagal Informed Interactions
- Emotion Coaching
- Zones of regulation
- Sensory Circuits

All staff have core training in:

- Safeguarding
- Trauma Informed Practice
- Autism
- Communication
- Wellbeing

All staff have on-going training which includes in-service training days and bitesize training as a part of regular meeting cycles and the impact of this is reviewed by the Group Executive Education Lead as a part of Quality and Assurance monitoring. The relevant governing body will evaluate the effectiveness by focussing on pupil outcomes.

- Monitoring progress is an integral part of teaching and leadership
- Parents/carers, pupils and staff are involved in reviewing the impact of what we do.
- The EHC plan will also be formally reviewed annually at the Annual Review meeting.
- LAC reviews are also held where parents and carers discuss progress and set targets.
- Progress data of all learners is collated by the whole school and monitored by Senior Leadership team.
- There is a whole school assessment system that is linked to the wider curriculum, EHCPs and also uses progress reviews across services including residential (if appropriate), parents, professionals and therapists.
- Progress is reported by regular liaison between teachers and parents; this is flexibly provided on an individual basis to suit need.
- LAC reviews, PEPs and EHCP reviews are also used to discuss progression with parents and other professionals. Targets are set to ensure progress for the overall well-being of the child.
- Parents are invited to call, email or visit school to discuss any concerns.
- At Kisimul we have a range of opportunities for learning. This includes both onsite and community based learning which also provides contextual learning opportunities .
- There are opportunities to participate in fundraising and volunteering opportunities.
- This links with our assembly topics that cover a wide range of SMSC, PSHE and topical education.
- Work experience, visits to place of work are arranged where appropriate.
- We have regular trips both educationally focused and life skills based.
- The school has up to date technology to ensure maximum impact for SEN students.
- There is an accessibility plan which outlines adaptations made to support learners, their families and supporting staff of all profiles to access the building.
- Visual support is available to enhance displays and signage so can be accessed by all.
- Support Plans will include approaches to enable young people to have successful transitions between school, home and/or other services.

- Quality transition work, visits and activities
- Progressive accredited qualifications
- Curriculum that has a focus on physical and mental wellbeing, communication and independent life skills.
- Careers and vocational input
- Providing in-depth transitional documentation for next placement

