

# Special Educational Needs Policy

KTS Academy



<b>Approved by:</b>	Governing Body	<b>Date:</b>
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## Introduction

KTS Academy is located at Brotton and within Redcar and Cleveland Local Authority. It is an all age (3 - 19) Special School catering for pupils who have and EHCP. The need range includes:

Profound and Multiple Learning Difficulties  
Severe Learning Difficulties  
Autism  
Speech, Language and Communication Difficulties  
Physical Difficulties (with additional learning difficulties)  
Behaviour, Emotional and Social Difficulties (with additional learning difficulties)

## Aims

At KTS Academy we aim to promote life-long learning and happiness, through quality of education, respect and equality for all.

## Vision

At KTS Academy our vision is to develop and maintain the highest quality of provision with a dedicated, experienced and skilled staff, ensuring that every member of the school community receives the highest standard of education, care and support to enable them to achieve the best outcomes now and in the future.

## Values

### **A Unique Child**

At KTS Academy we embrace and celebrate diversity. Each child is supported and educated in a way which meets their needs and their curriculum is expertly adapted to reflect this.

### **Positive Relationships**

Positive relationships are at the heart of everything we do. Staff are empathic, supportive and demonstrate great care for the pupils. From initial meetings with families, to supporting them when their child leaves school, having respectful and supportive relationships with families is crucial. Staff support each other and well-being for all is high priority.

### **Enabling Environments**

The school environment provides spaces that are rich and varied and expertly tailored to meet the needs of the pupils they cater for. Leaders are reflective and learning environments are regularly adapted and updated to ensure pupils have access to the highest quality provision including:

- Dedicated ICT suite
- I pads/laptops for each child as well as AAC devices for pupils who need them
- Hydrotherapy pool with changing area
- Soft play
- Specialist physiotherapy/occupational therapy room
- Sensory Integration Room

- Specialist medical room
- Specialist speech and language room
- Parents/Conference room
- Multi-sensory area
- Hall
- Specialist changing area
- Hoist and lifting facilities
- Outside play/leisure areas
- Specialist furniture for identified pupils
- Classrooms adapted to the needs of the pupils in each classroom
- Individual rooms for students who need their own space
- Wheelchair accessible vehicles
- Outdoor classrooms and learning spaces adapted for pupil's needs

### **Learning and Development**

Experienced and skilled staff ensure pupils are equipped with the knowledge, skills and resilience they need for the future, through an ambitious curriculum which goes beyond the academic. Pupil's are challenged at an appropriate level and given a wide range of experiences to develop their knowledge and interests, which they can take into adulthood.

### **RRSA**

At KTS, we embrace the United Nations Children's Emergency Fund (UNICEF) Convention on the Rights of the Child (CRC). The UNICEF UK Rights Respecting Schools Award (RRSA) supports schools across the UK to embed children's human rights in their ethos and culture. The award recognises achievement in putting the UN Convention on the Rights of the Child (CRC) at the heart of a school's practice to improve well-being and help all children realise their potential. The staff at KTS are committed to the principles contained in the CRC and the school demonstrates its commitment through ensuring it is embedded within school policy.

Where a policy directly relates to Articles of the UN Convention on the Rights of the Child, these are referred to in the relevant policy. The wording used is from a simplified version of the convention produced by Save the Children. Within the SEN Policy, Article 1 applies (Everyone under 18 has these rights).

### **Implementation**

Pupils will have:

- Access to a broad, balanced, differentiated and dynamic curriculum.
- All curriculum pathways are well-sequenced to ensure pupils build on prior knowledge and develop their interests and skills.
- Effective monitoring systems in place.
- Effective target setting systems in place.
- Opportunities for integration and inclusion when appropriate.
- An appropriate system of recording progress and achievement.

- Opportunities to access advice/support from relevant external agencies when appropriate.
- Parents/carers included in the decisions, achievements, issues relating to their education.
- Access to guidance, experience and training to prepare them for their placement after school.

### **Resources, Assessment And Reporting**

Resources are allocated to the school via the school budget and standards fund. The budget expenditure is monitored by the Governors finance committee.

After staffing and SLA services resources are allocated via priorities identified on the school development plan. Each department is given funding to enable its continued development. A budget is allocated to ensure the continued professional development of all staff.

Robust assessment tools are used throughout school in order to identify pupils' needs, and next steps and teachers use this information to carefully plan sequences of lessons using the relevant curriculum. Formative and summative assessment takes place throughout the year and parents are kept informed about their child's progress.

The curriculum is adapted where necessary to ensure pupils can access all areas and it reflects pupil's needs. The Governors are provided with ongoing reports for development and progress from the Headteacher at Governors meetings. Any complaints relating to the curriculum from parents are addressed with parent/carer as full partners in school and will be acted upon. Parents have the opportunity to contact the Governing Body if issues are not resolved to their satisfaction.

## **Staffing and Partnerships**

All staff are encouraged and supported to continue their professional development as outlined in the schools 'Continued Professional Development' Policy. This includes a robust induction programme for all new staff.

The school has active links with a range of outside agencies as partners:

- Elements of the medical profession.
- Psychological services.
- Occupational therapists.
- Physiotherapists
- Speech and language therapists
- Careers advice and support
- Educational welfare service, social care, etc.
- Child and Adult Mental Health Service (CAMHS)

The school also liaises with other educational establishments (Primary, Secondary and Colleges) when appropriate and practical, to enhance the curriculum of pupils.

Appropriate transition plans are in place both for the in-coming pupils and pupils leaving KTS Academy. The 14-19 curriculum is specifically designed to identify an appropriate placement for after school and prepare pupils for this placement.

## **Parental Role**

We (School, Parents, Pupil) complete our Home/School Agreement as a formal recognition of our desire to work together.

Parents are invited to attend formal meetings regarding their child and informal gatherings of celebration/fund raising.

KTS Academy offers an 'Open Door' policy to parents/carers, which means they are welcome in school to assist/visit at any time. If parents/carers wish to meet with a particular member of staff we prefer a prior arrangement in order to prevent disruption to the education of the pupils.