

Kesgrave High School



Special Educational Needs Policy

This policy reviewed **annually**

Policy Approval

Where	Chair	When
LGB	Sue White	3 May 2023

Chair of Governors	Sue White
Headteacher	Julia Upton

Policy History

Issue No.	Author	Date written	Approved by governors	Comments
1	Roz Coe/Lisa Stevens	April 2023	3 May 2023	Updated format and history Updated staffing

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Section 1: Vision and Ethos

Kesgrave High School aims to provide an inclusive curriculum in mixed ability groups to learners with a wide range of abilities. The following policy outlines the measures in place for learners with Special Educational Needs and Disabilities (SEND) with the aim of making sure they have the same access to our unique learning experience. The School Information Report is available on the school website, www.kesgrave.suffolk.sch.uk. This resource is available for multiple users; please contact Miss R Coe (Assistant Head and Head of Learning Support) if you have any questions.

1.1 Kesgrave High School's Specific Objectives

- To develop the talent and ability of all learners
- To engage those on the SEND register through differentiated learning in order to make the best possible progress
- To ensure those on the SEND register access and engage with all areas of the curriculum on offer within the school
- To liaise with primary feeder schools to identify pupils with Special Educational Needs and Disabilities.
- To make the transition from Primary to Secondary education as smooth as possible
- To allow all learners the freedom of expression, specifically in relation to their own learning
- To inform and liaise with parents, guardians and carers effectively on a regular basis
- To promote effective relationships with outside agencies when assisting in a learner's well being
- To provide equal opportunities for all. regardless of gender, disability, race, religion, sexual orientation or ability

1.1 Transition Arrangements

Admission for the majority of pupils occurs during the transition from primary to secondary education. The following points outline the arrangements in place to introduce *all* pupils effectively into our community, and to monitor their progression. All information obtained on pupils is through careful and considered liaison with the Learning Support Team alongside relevant staff and agencies both inside and outside of the school.

- Kesgrave High School promotes secure and excellent relationships with Primary Pyramid feeder schools.
- The transition for incoming Year 7s commences in January/February; intake records are recorded and databases created. General information is held within SIMS and SEND pupil files are all held confidentially within Learning Support.
- Transition work is made easier for those on the SEND register, and those considered vulnerable to school change, through the provision of a nurture group. This is a small support group which meets for four consecutive sessions during the summer term prior to transition and is led by Teaching Assistants, enabling the students to familiarise themselves with the school setting
- During the summer term the SEND register (Edukey) for the forthcoming Year 7 is compiled and meetings take place with all primary feeders to discuss pupils on the register.
- A booklet is also created about SEND/vulnerable pupils in order to outline learning difficulties faced, alongside measures and strategies for use in the classroom.
- The SEND register is taken into account when allocating pupils into form groups to ensure that support is allocated appropriately.
- A range of baseline assessments take place in the autumn term to identify students'

- areas for development.
- Additional entrants who may transfer mid-year due to moving into the area, managed moves etc are considered individually, with liaison between the appropriate personnel.

1.3 Co-ordination/ Responsibility for Special Educational Needs and Disabilities

SEND improvements are made as part of the School Development Plan.

The Learning Support Team comprises:

Head of Learning Support and Inclusion: Miss R. Coe
 Assistant Heads of Learning Support: Mrs L. Stevens & Ms L. Markwell
 PAs: Mrs S. Temple & Mrs L. Tessier
 Teaching Assistants
 Student Support Officers
 SEND Governor

All work collaboratively to ensure provision is appropriate and effective across the school.

Section 2: Practice and Provision

2.1 Access Arrangements

The following arrangements are in place to enable all those on the SEND register to access a broad and balanced curriculum. All support is allocated throughout the school day; children with Educational Health Care Plans (EHCPs), or those needing extra support are allocated hours during curriculum time. Intervention activities take place to support certain pupils identified with additional needs in specific areas of learning.

The Learning Support Department liaises with all school staff to promote the effective practice of differentiated learning - focusing on all learners, not just those on the SEN Register. It reviews Pupil Passports, Annual Reviews, and Learning Plans to promote individual pupil progression.

Staffing Allocation

- The Student Support Officers provide extra support for pupils on the SEND register who have pastoral and behavioural issues. The opportunity for further individual counselling makes the pupils' experience and development much more personal.
- Well-qualified Teaching Assistants (TAs) support pupils with Special Educational Needs and Disabilities within the classroom. Teaching assistants also monitor and guide the intervention activities, building upon individual relationships with pupils, enhancing the experience of their learning. Some TAs facilitate 1:1 and small group literacy and numeracy sessions instead of Modern Foreign Language (MFL) lessons

for those students with more detrimental literacy/numeracy difficulties in conjunction with a specialist teacher.

- TAs work alongside the subject teacher and are directed to certain learners within that environment.
- The size of the department allows certain areas of specialism within our TA staff, with specific areas of strength in literacy and numeracy, in-house diagnostic testing, provision of access arrangements, Irlens screening, dyslexia and dyscalculia screening.

Intervention Activities

- Some learners have gaps in their knowledge of essential basic skills, KHS offers specific clubs to address certain areas of learning in both literacy and numeracy. The following clubs are timetabled during morning registration:
 - Touch-typing Club
 - Handwriting Club
 - Literacy Intervention
 - Numeracy Intervention
 - Social Skills Intervention
 - Organisational Skills Intervention.

The clubs are personally moulded to each child's individual learning needs and on some occasions provide a 1:1 learning experience. The main aim is for pupils to develop and progress in essential skills that are needed in all subjects.

- Additional reading interventions are also run by the English Department.
- Emotional Literacy Support Assistants have allocated time to support learners with pastoral, social, and emotional needs.

English as an Additional Language (EAL)

- Whilst being a pupil with EAL does not necessarily mean inclusion on the SEND register, it is readily accepted that these students may need additional support. With this in mind KHS has a dedicated specialist teacher who works with these individuals and creates bespoke resources as well as two TAs who work closely with the EAL learners and a further Ukrainian speaking TA who works with some of our most recent arrivals..

Access Arrangements for Examinations

- Many examination boards allow for a variety of arrangements including language modifier, scribe, reader, enlarged paper, coloured paper, extra time, use of a laptop, etc., dependent on the learning need of the individual. These are available in all examinations and controlled coursework from Key Stage 3 to Key Stage 5. The department is aware that the process of scribing, being read for, or planning work is very different to the conventional way of preparing for an examination. Those pupils

who are entitled to exam arrangements are then taught with their arrangement in mind. This is achieved through internal resources, briefing discussions and continued liaison with all staff.

Development: Technology and Construction

- Chromebooks allow pupils who need support when writing to type instead of struggling with handwriting. These have been especially useful with pupils who have literacy issues, dyslexia, dyspraxia, and other learning difficulties.
- The Exam Pen gives students who find decoding challenging the opportunity to have extracts read to them in lessons and exams. It can also be used in exams which are assessing reading such as the English Language exam in which a human reader cannot be used.
- The school looks to cater for all pupils and plans to continue to develop its site in relation to all learning difficulties. The site is accessible for wheel chair users.

Continued Support in Key Stages 4/5

- The school looks to continue specific and individual learning assistance to pupils in Key Stages 4/5, especially in reference to the demands and criteria of their examinations and examining boards.

2.2 Implementation and Co-ordination of Learning Plans, Assessment and Reviews

The school is committed to the use of Learning Plans as a tool to track the development and progression of any learner on the SEND register.

How is a child placed on the SEND register?

If a child has their learning affected by any physical, mental and social difficulties they may be eligible for extra assistance. The purpose of the SEND register is to make provisions for such children, ensuring the curriculum is as accessible to them as it is to others.

In practice, most children on the SEND register are identified to the school on the transition from primary to secondary education. However, any pupil identified as struggling in any area of the curriculum, and in any year, may be placed on the SEND register to assist their learning. Additional testing is carried out as necessary to identify students in need of this support. Access arrangement testing in advance of the GCSE exams often identifies additional students with SEND who require support to enable them to achieve their potential in their examinations.

Many measures are in place to ensure children are consistently monitored in regard to their academic performance.

We have introduced an additional banding (KHS Teacher Support) for students who are vulnerable or have some learning needs to ensure that staff are aware and incorporate appropriate planning and differentiation for all within their Quality First Teaching.

How do Learning Plans work?

During the transition process we gather information about our new intake and put relevant information into the Learning Plan for the students. This encompasses areas of need, areas of concern and strategies which help. In year 7 children are assessed and after a few months feedback is gathered about how they are getting on academically, emotionally and socially. This then allows us to finalise the information on the Learning Plan, set appropriate targets and share this information with parents. In later years this information is reviewed and updated as necessary.

Section 3: Resources and Allocation

3.1 Resource Allocation

Resources for SEND needs are allocated using the school's TAs. TA support is allocated primarily for students with EHCPs and thereafter on a priority basis. TAs will also provide support for others in the teaching group where appropriate and necessary. Administration of financial resources is controlled by the Head of Learning Support and Inclusion.

Where additional training needs are identified, these will be discussed with the Head of Learning Support and Inclusion and appropriate action taken.

3.2 Staffing Policy and Partnership

External support services play an important part in helping the school identify, assess and make provision for pupils with Special Educational Needs and Disabilities. For example:

- The school has strong links with the Specialist Educational Services.
- The school may seek advice from specialist advisory teaching services for children with sensory impairment, physical difficulties and behavioural issues.
- CPD for TAs is co-ordinated by the Assistant Head of Learning Support.

This Policy Document does not replace, but supports any aspect of the school-based stages of Assessment and Provision outlined in the Code of Practice.

Section 4: References

- **Special Educational Needs Code of Practice**

Please visit the following website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- **Special Educational Needs and Disability Act**

Please visit the following website:

http://www.opsi.gov.uk/ACTS/acts2001/ukpga_20010010_en_1

- **Equality Act (2010) Disability Quick Start Guide: What Do I Need to Know?**

Please visit the following website:

<http://www.homeoffice.gov.uk/publications/equalities/equality-act-publications/equality-act-guidance/disability?view=Binary>

Appendix 1: Named Responsibilities

This appendix names the individuals with particular responsibilities defined within this policy.

The *names* in this appendix may be updated whenever required without the need to review the policy itself.

Head of Learning Support and Inclusion

Miss Roz Coe (Assistant Head)

Assistant Heads of Learning Support and Inclusion

Mrs Lisa Stevens

Ms Laura Markwell

Members of the Governing Body

Sue White

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