

Kesgrave High School



Special Education Needs and Disability Policy

Policy Approval

Where	Chair	When
Whole Governing Body	Sue White	30 June 2021

Chair of Governors	Sue White
Headteacher	Julia Upton

Policy History

Issue No.	Author	Date written	Approved by governors	Comments
1	Roz Coe	5.5.21	June 2020	
2	Roz Coe	1.6.21	30.6.21	

Section 1: Vision and Ethos

- 1.1 Kesgrave High School's Specific Objectives
- 1.2 Transition Arrangements
- 1.3 Co-ordination/ Responsibility for Special Educational Needs

Section 2: Practice and Provision

- 2.1 Access Arrangements
- 2.2 Implementation and Co-ordination of Pupil Passports – Assessment and Reviews

Section 3: Resources and Allocation

- 3.1 Resource allocation
- 3.2 Staffing Policy and Partnerships

Section 4: References

Appendix:

- 1. Individual Named Responsibilities

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.

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, race, religion or ability

1.2 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 six 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 for the forthcoming Year 7 is compiled and visits to all primary feeders take place to discuss pupils on the register.
- A booklet is 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: Ms L. Markwell & Mrs L. Stevens
 PAs: Mrs J. Roper & Mrs L. Banham
 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, Suffolk Pupil Support Frameworks, Action Plans, Behavioural reports and other report procedures 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 literacy and numeracy sessions instead of Modern Foreign Language (MFL) lessons for those students with more detrimental literacy/numeracy difficulties.
- 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
 - Additional Literacy
 - Fine and Gross Motor Skills
 - Breakfast Club
 - Working Memory Club
 - Study Skills
 - Sensory Awareness

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.

- In addition, the Learning Support Department has a range of computer-based programs that can be individualised to a pupil's learning, allowing the pupils to develop their skills and progress at their own pace.

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

- Alpha/Forte Keyboards and 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, physical disability in relation to writing and other learning difficulties.
- DocsPlus allows pupils access to word banks and predictive text to support written work. It also has a useful mind mapping facility and can read text to students in different voices and at a speed of their choice.
- The school have brought in Office 365, which has the "Immersive Reader" function which can read out to students any text. It also has the "Dictate" function which can be used with a microphone for speech to text.
- 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 Pupil Passports, Assessment and Reviews

The school is committed to the use of Pupil Passports 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.

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.

What is a Pupil Passport?

A Pupil Passport is distributed to all adults, staff and parents involved in working with the child. This is completely from the student perspective. This covers the following areas:

- Pupil strengths
- What is important to the student
- How the student feels they can be best supported
- Goals/targets
- Current levels
- Additional info/aspirational targets
- Current level of provision

What is a Learning Plan?

A Learning Plan identifies the learning difficulties faced by the child. It is a tool for learning, ensuring everyone is aware of the differentiated learning needs of the child involved.

A Learning Plan helps to ensure a child makes sufficient progress in their learning; there are then two levels of assessment:

- *SEND Support*
- *EHCP*

How and when is a Pupil Passport/Learning Plan reviewed?

A Pupil Passport and Learning Plan is to be reviewed on an annual basis. The Date of Review will be clearly stated. The School is committed to continually developing a child's Pupil Passport and Learning Plan in relation to their learning throughout any academic year.

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 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.

The school makes an annual audit of training needs for all staff, taking into account school priorities, as well as continued professional development. Where additional training needs are identified between training audits, 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 County Inclusive Support Service and KHS has signed up for an annual package in order to access support for pupils.
- The school may seek advice from specialist advisory teaching services for children with sensory impairment, physical difficulties and behavioural issues.
- A speech and language therapist or trained TA contributes to the reviews of pupils with significant speech and language difficulties.
- In-service training 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

Ms Laura Markwell
Mrs Lisa Stevens

Members of the Governing body

Sue White

END OF DOCUMENT