

A large, light blue shield logo is centered in the background. At the top of the shield, the letters 'KHS' are written in a large, serif font. Below the letters, there are three stylized maple leaves arranged in a triangular pattern.

Welcome to Kesgrave High School SEND Information Report

Click on the link that you would like to find out about:

Kinds of SEND that are provided for

Interventions

Expertise and training of staff

Adapted curriculum

Effectiveness of provision

Additional Learning Opportunities

Inclusion

A – Z of Learning Support

Sharing information with staff

Contact Details

Procedures for identification of SEND

Pupils and Parents

Approach to Teaching SEND

Results of SEND Students and Post-16 placements

Local Offer

KINDS OF SEND THAT ARE PROVIDED FOR:

We cater for students with many different disabilities and needs including but not limited to:

Attention Deficit Hyperactivity Disorder (ADHD)

Dyspraxia

Oppositional Defiant Disorder (ODD)

Auditory Processing Disorder (APD)

Emotional Based School Avoidance (EBSA)

Sensory Processing Disorder (SPD)

Autistic Spectrum Disorder (ASD)

Executive Functioning Disorder (EFD)

Slow Processing

Cerebral Palsy

Foetal Alcohol Spectrum Disorder
(FASD)

Social Emotional and Mental Health Issues (SEMH)

Chronic Fatigue Syndrome (CFS)

Global Developmental Delay (GDD)

Specific Learning Difficulties (SpLD)

Cystic Fibrosis

Hearing Impairment (HI)

Speech and Language Difficulties

Downs Syndrome

Hypermobility

Visual Impairment (VI)

Dyscalculia

Moderate Learning Difficulties (MLD)

Working memory issues

Dyslexia

Obsessive Compulsive Disorder (OCD)

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INTERVENTIONS

Learning Support, in conjunction with the English and Maths departments, run a number of interventions designed to cater for a range of students' needs. Please click on the link below to view some of the options available based on need:

Weak Literacy

Weak Numeracy

Working Memory

Social and
Emotional Mental
Health

Speech and
Language

Fine and Gross
Motor Skills

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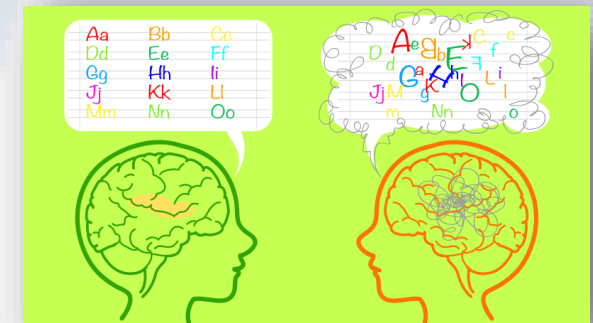
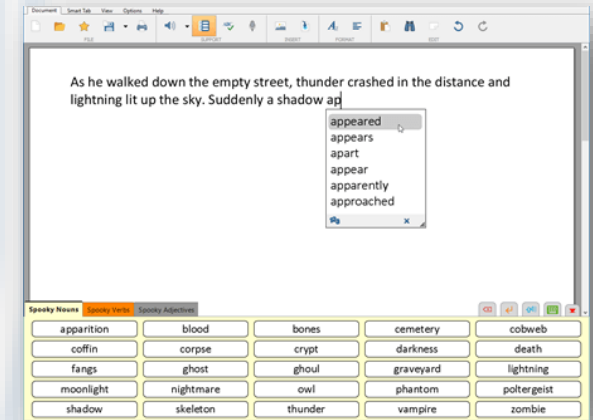
In addition to these interventions please note that we can also assess for Access Arrangements that would allow us to put in place when necessary a Scribe, Reader, Extra Time and an Language Modifier

Weak Literacy

Additional Literacy: A number of our students are invited to attend additional literacy sessions instead of studying for a Modern Foreign Language. The number of students are kept to a minimum to ensure that staff can work on a more individual basis with our students. This is planned and led by a Teacher. They work on a number of different Literacy programmes in an attempt to boost the students' ability.

Chromebooks: Learning Support have a number of Chromebooks that we are able to loan to students who find handwriting difficult. The students borrow the Chromebooks for a lesson, where they are able to type up and then print off their work. They will then return the Chromebooks to Learning Support.

Dyslexia and Irlens Screenings: We have TAs who are trained to screen for Dyslexia and Irlens. This is available upon request. Although not a diagnosis these can prove beneficial in ensuring that students have the support that they need in place. If the student does show a risk of Irlens then they will be added to our register ensuring that all staff are aware of any needs. Coloured exam papers are available.



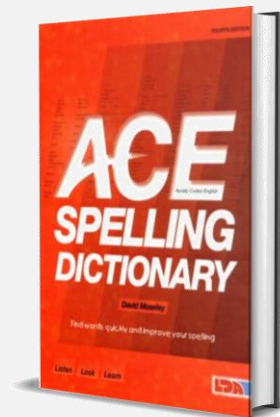
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Weak Literacy

Dyslexic friendly Dictionaries: ACE dictionaries are a useful resource which we can signpost students to as necessary.

Reading Pens: The school has a number of reading pens that can read aloud short pieces of text without intonation, enabling students to decode words they may otherwise struggle with.

TA support: The department have approximately twenty four TAs who are available to support students. If your child needs a high level of support we will endeavour to ensure that there is a TA in most of their lessons, especially in core subjects. Our TAs are very experienced and do a fantastic job at supporting our students. We offer professional development to our TAs to enhance their knowledge and understanding. One-to-one TA support is generally not beneficial to encouraging independence, therefore TA support will be on a shared basis.



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Weak Numeracy

Hegarty Maths: An online resource used by the Maths department that allows suitably differentiated work for students to be set.

Lead TA: Kesgrave High School has a lead TA who has responsibility for numeracy testing.

Maths groups: Maths groups are set within the first half term of year 7 to allow for significantly differentiated teaching.

Nessy Numbers: An online intervention designed to help our weakest students with their numeracy.

Numeracy Intervention: A number of our students receive additional support with their numeracy. This is led by teachers from the Maths department and supported by TAs and 6th Form students.

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TimesTable Rockstars: An online intervention used by the Maths department to promote numeracy ability specifically with times tables.



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Working Memory

Recordable Post-cards: Learning Support have purchased a number of Talk-Time recordable postcards. These are really simple and easy to use. You press a button and record instructions. The student can play this back as many times as they want. Especially helpful for our students who struggle with their working memory!

Testing: We have access to a working memory test which enables us to assess students' needs and provide teachers with appropriate suggestions for how to support individuals with working memory issues.

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Social and Emotional Mental Health

Emotional Literacy Support Assistants (ELSAs): We have two qualified Emotional Literacy Support Assistants (and three awaiting training) who provide support for children with identified social, emotional and behavioural difficulties.

Key workers: All of our TAs act as mentors to some of our more vulnerable students. Key workers will meet with the students on a regular basis to check in with them and ensure that key students have an adult they feel they can talk to who they can turn to for advice.

Safe Space during unsupervised times: At break and lunchtime a number of our vulnerable students prefer a more structured environment. Learning Support provides them with a place to meet with others and play games or do homework in a supportive and supervised environment.

Student Support Officers: Each year group has a Student Support Officer working alongside the Head of Year who works closely with staff and students alike to ensure that all students feel supported.



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Speech and Language

Speech and Language Therapy: A number of our students require access to Speech and Language intervention. Teaching Assistants work with individual students on a fortnightly basis to encourage and promote good communication skills. There is a lead TA who coordinates this intervention.

Key workers: All of our TAs act as mentors to some of our more vulnerable students. Key workers will meet with the students on a regular basis to check in with them and ensure that key students have an adult they feel they can talk to who they can turn to for advice.

Emotional Literacy Support Assistants (ELSAs): We have two qualified Emotional Literacy Support Assistants (and three awaiting training) who provide support for children with identified social, emotional and behavioural difficulties.

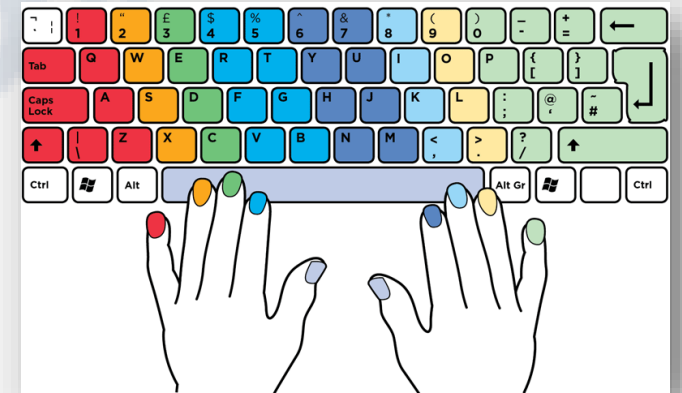


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Fine and Gross Motor Skills

Handwriting intervention: A small group intervention that runs on a short term basis, the students come to Learning Support in morning registration.

Touch Typing: An intervention that runs in the mornings in Learning Support. This is a self-paced computer programme so the length of the intervention will be dependent on the student and their abilities. This intervention is especially useful for students who find handwriting difficult.



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EXPERTISE AND TRAINING OF STAFF

We have three qualified SENDCos: Roz Coe (Head of Learning Support), Laura Markwell and Lisa Stevens (Assistant Heads of Learning Support). Both Assistant Heads of Learning Support are also qualified Access Arrangement Assessors.

We have staff with expertise in Mindfulness and Trauma Informed Practice, Bereavement, Emotional Literacy Support, and Speech and Language Therapy.

We also contribute to the professional development training for all teaching and associate staff.

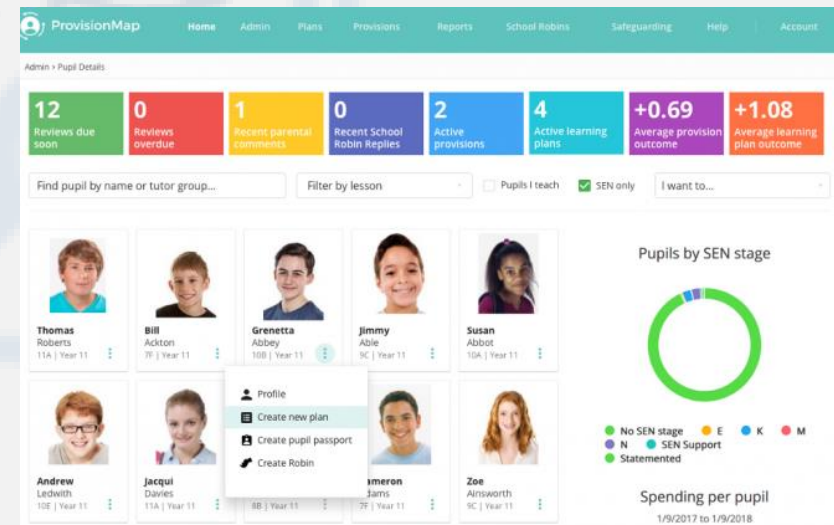
TRAINING



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SHARING INFORMATION WITH STAFF

We use provision map by Edukey which stores all of the information about our SEND students including what their needs are, how best to support them, test scores, previous interventions, access arrangements etc. This is accessible to all staff and parents of SEN students have access to some limited information.



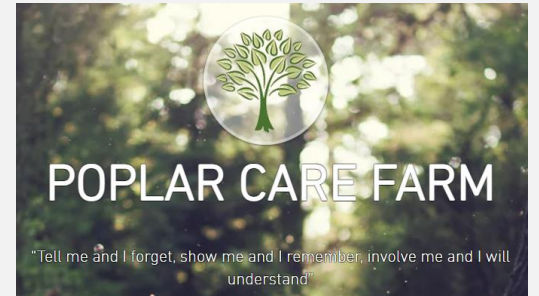
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ADDITIONAL LEARNING OPPORTUNITIES

A number of our students struggle to cope with a full curriculum. We offer students with complex issues the opportunity to withdraw from certain subjects in exceptional circumstances in consultation with the Headteacher. In addition to this some students have been able to access work experience for a day a week.

In the past some of our students have been able to undertake placements at Genesis Orwell Mencap and The Green Bike Project.

We also have links with Poplar Park, PLOT, and the Green Light Trust. This is usually part of a bespoke package for a small number of students who have a high level of need.



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PROCEDURES FOR IDENTIFICATION AND ASSESSMENT OF SEND

Data is regularly reviewed within the school so that any students who are struggling to achieve their potential can be investigated and supported appropriately. When it is felt to be beneficial, this can lead to students being placed on the SEN register and given the opportunity to participate in relevant interventions.

Furthermore, if a member of staff has a concern regarding a student's ability to achieve or access the curriculum this can then be investigated. We have teachers/TAs who are qualified to assess students across a range of needs.

During the summer term of Year 6 information is shared with us by our colleagues in the primary schools to ensure that students are supported through their transition to high school.

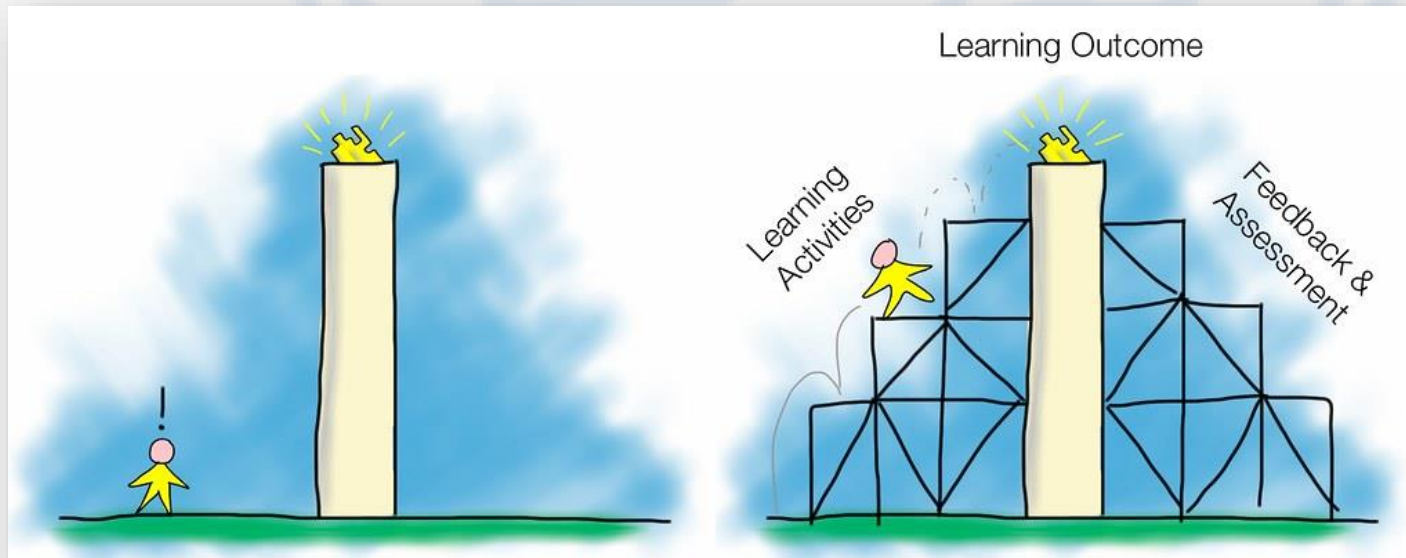


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APPROACH TO TEACHING

All of our teaching staff are fully knowledgeable about **Quality First Teaching** and we work in **research groups** each year to continue to develop these skills. Kesgrave High School's policy is to teach to the top and then scaffold down to our weaker students ensuring that all students have the opportunity to learn top level skills in all subjects.

Adaptation can take many forms in Kesgrave High School including adapted tasks, homework, worksheets etc.



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ADAPTING THE CURRICULUM AND THE LEARNING ENVIRONMENT

ADAPTING THE ENVIRONMENT

We have many adaptations to help our students access the environment including:

- Access ramps for wheelchairs
- Disabled/inclusive toilets
- Lifts in all two storey buildings
- Adjustable desks
- Writing slopes
- Cushions
- Sensory wedges
- Stationery for dyspraxic/dyslexic students

ADAPTING THE CURRICULUM

We have many adaptations to help our students access the curriculum including:

- Small maths groups
- Small science groups
- Reading pens
- Chromebooks
- Talktime recordable postcards
- TA Support

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HOW WE INVOLVE PUPILS AND PARENTS

All of our students on the SEN register are surveyed at least once a year to find out what is working for them and what needs to be improved. Once this has occurred a Learning Plan will be written for these students with their teachers' inputs.

Parents of our students who have an Education and Health Care Plan are invited in annually to review their plan and the provision for them.

Parents of all our SEN students are invited in for a coffee morning twice a year, this is a valuable opportunity to meet the Heads of Learning Support and any of the Teaching Assistants who support their children.

The diagram illustrates a four-stage cycle for creating and reviewing a Learning Plan:

- Assess** (Teal header):
 - Areas of strength (light blue box)
 - Areas of need (light blue box)
- Plan** (Purple header):
 - Areas of concern (light blue box)
 - Target (light blue box)
 - Success criteria (light blue box)
- Do** (Blue header):
- Review** (Green header):



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INCLUSION

All of our SEND Students attend the same lessons as their peers, although some students with an identified need are withdrawn from languages in order to access additional literacy sessions with a specialist teacher.



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HOW WE EVALUATE THE EFFECTIVENESS OF PROVISION



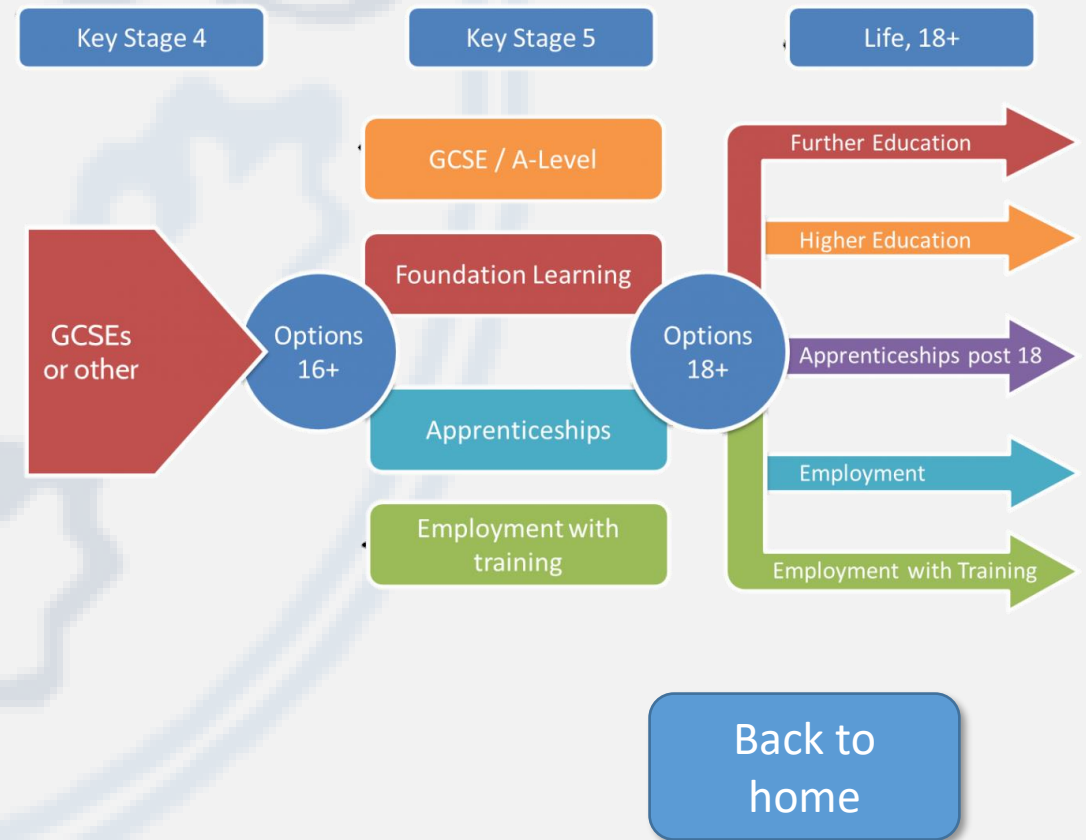
We review the provision offered to our students on an annual basis. We will always look at pre-intervention scores and post-intervention scores to evaluate if the students are making progress. We also look at any new interventions suggested by Education and Health Care Plans to ensure that we are meeting the needs of our students.

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RESULTS AND POST - 16 PLACEMENTS

All of our students move on to a **post-16** provider and are supported through this process to ensure that the placement is appropriate to enable them to achieve at their level. This process is carried out by a number of professionals.

The majority of our SEND students achieve their potential at GCSE and A level.



CONTACT DETAILS



Headteacher – Julia Upton



Assistant Head Teacher and Head of Learning Support - Roz Coe



Assistant Head of Learning Support – Laura Markwell



Assistant Head of Learning Support – Lisa Stevens

Link Governor – Sue White

KESGRAVE HIGH SCHOOL

Office: office@kesgrave.suffolk.sch.uk

Learning Support:
LearningSupport@kesgrave.suffolk.sch.uk

Phone number: 01473 624855

Address: Kesgrave High School
Main Road
Kesgrave
Ipswich
IP5 2PB



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