

# Kesgrave High School

## SEND Information Report

### Mission Statement September 2018

As a school we value all our pupils and work hard to ensure that SEND pupils have access to the same opportunities as all others, providing them with the necessary support to allow them to access the curriculum and develop in confidence and self-esteem.

The SEND cohort achieve beyond their expectations across a wide range of curriculum areas as shown by GCSE/BTEC results and RAISEonline data.

You can find our SEND policy on the website for further information on the way in which we identify children and young people with SEND and assess their needs. Please see contact details on last slide if you have any further questions or concerns.

# Kesgrave High School – SEND Information Report

Inclusive practice –  
appropriate and  
individualised  
Assessment of need  
Teacher led support  
Quality First  
Teaching -  
differentiation  
Staff training  
Provision  
Transition  
Links with LA

## Support

Staffing and staff  
training  
Quality First  
Teaching –  
differentiation  
Appropriate and  
accessible  
curriculum  
Curriculum adapted  
to pupils' needs  
Data analysis  
Regular reviews of  
provision  
Target setting with  
reviews  
Interventions linked  
to classroom  
practice

## Raising attainment

Accessible to all  
users  
Transparent  
Regularly updated  
Policies and  
provision  
Multi-agency  
approach  
Transition plans  
Links between  
schools

## Information sharing

Transparent  
Accessible  
Good, effective  
communication  
Trust  
Joint working  
Proactive support  
Listened to  
Questions  
answered  
Open and  
welcoming  
Flexibility

## Families

# Support

## Whole school universal approach

- Staff training to raise awareness of a full range of needs.
- Identification and assessment of need.
- Access to relevant student information to ensure appropriate teaching and learning opportunities.
- Planning of “Reasonable adjustments” within the classroom.
- Monitoring and review of progress.
- Access to the whole curriculum including trips and visits.
- Access to the whole school site.
- Transition planning in place.

## Targeted support

- Staff CPD for specific support strategies along with access to specialised support and guidance.
- Information sharing with all adults to promote effective classroom practice.
- Strategic planning for the use of additional adults.
- Graduated approach to level of support.
- Appropriate adaptations for access to the curriculum, trips and visits.
- Reasonable adjustments to allow full access across the school.
- Individual transition plans for required students.

## Specialised individual support

- Training for specific intervention programmes.
- Diagnostic testing and assessment as required.
- Links between focused intervention and support strategies and classroom practice.
- Personalised planning for bespoke packages.
- Pupil Passport/Interventions in place.
- Support provided to allow access to all areas of the school.
- Access arrangement testing undertaken to ensure exam success.
- Individualised transition planning with links to a range of external agencies.

# Raising Attainment

## Whole school universal approach

- **Quality First Teaching (QFT)**
- Appropriate curriculum regularly reviewed.
- Appropriate qualified staff.
- Differentiation of learning materials.
- Homework – accessible and appropriate.
- Accessibility and inclusion for all.
- Department reviews, lesson observations and learning walks.
- Sharing best practice.
- Working in partnership with parents and carers in sharing curriculum information e.g. website and prospectus.
- Effective transition planning.
- Access to all policies with regular reviews.
- Equipment/resources – appropriate to curriculum.
- Performance management and staff CPD.
- Pupil voice

## Targeted support

- **QFT plus**
- Adaptation of learning materials.
- Effective Teaching Assistant support.
- Differentiation in place with appropriate TA support.
- Homework – accessible and appropriate.
- Review of interventions and support in lessons.
- Lesson observations and sharing best practice.
- Use of Pupil Passports – in collaboration with staff, students and parents.
- Adherence to appropriate policies with special reference to the new SEND Code of Practice (June 2015).
- Additional resources provided as per need/s.
- Links with LA.

## Specialised individual support

- **QFT plus**
- Specialist provision e.g. SALT, CISS, etc.
- Provision/support/intervention delivered by trained staff.
- Access arrangements.
- Homework – accessible and appropriately supported by school and family: available through a range of support and media.
- Lesson observations and sharing best practice.
- Bespoke learning packages as and where appropriate with regular reviews of progress.
- Use of Pupil Passports – in collaboration with staff, students and parents.
- Adherence to appropriate policies with special reference to the new SEND Code of Practice (June 2015).
- Links with LA.
- Regular communication with student and family.

# Information sharing

## Whole school universal approach

- Assess levels of ability. Plan appropriate input. Do: put it into practice. Review: evaluate outcomes.
- Current, regularly updated policies and provision, available and accessible to all.
- Staff training
- Performance management
- Pupil voice
- Advice and support for families
- Links between schools
- Transition process
- Sharing information: website; staff; governors; community; outside agencies.
- Effective links between SEND Department and curriculum areas across the school.

## Targeted support

- Assessing, planning, doing and reviewing in conjunction with teaching staff.
- Provision in line with SEND policy
- Identification and Review of whole staff training needs
- Role of SEND governor
- Information sharing about specific support and provision
- Links with the Local Authority
- Working with families
- Transition – sharing of information/knowledge of individual needs
- Equipment/resources for targeted provision
- Accountability

## Specialised individual support

- Assessing, planning, doing, reviewing in conjunction with teaching staff.
- Statutory needs met
- Specialist training needs
- Role of SEND governor
- Reasonable adjustments to meet a full range of additional needs
- Personalised planning with family and child/young person
- Links with Local Authority
- Working with families
- Transition planning with attention to specific needs

# Families

## Whole school universal approach

- Partnership working between schools and families based on trust
- Offering advice about wider support services
- Use of website to have key documents easily accessible
- Regular sharing of pupil data: CtL and Attainment
- Flexibility in meeting times with parents
- Variety of communication methods available
- Resources made available to all parents
- Information events offered on a range of suitable topics

## Targeted support

- Use of outside support to build relationships with families if necessary
- Regular meetings with families to update about progress and achievement, and to listen/respond to concerns
- Outside agencies consulted to provide additional support/information where necessary
- Staff delivering interventions feed back to parents and relevant staff

## Specialised individual support

- Regular meetings where all relevant parties meet to discuss the child
- Advocate support if necessary for parents and pupils
- User friendly information and communication
- Changes in legislation explained to all parents and the implications
- Specific outside agencies used to ensure pupils and their families are accessing the curriculum
- School staff liaise to ensure consistent message is given to parents
- Regular opportunities to meet/speak with SENDCo and/or support staff

# Areas of need we support

Learning difficulties

Communication difficulties

Autistic Spectrum Disorder

Specific learning difficulties (dyslexia, dyspraxia, dyscalculia etc.

Physical difficulties and medical needs

Sensory difficulties

Emotional and social difficulties including mental health

## Contact details:

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