



SPECIAL EDUCATIONAL NEEDS POLICY

Next to be reviewed: September 2019

Person responsible for managing the provision for children and young people with disabilities:

Meg Woodward, National Award for Special Educational Needs

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The Senior Leader with responsibility for children and young people with disabilities is Gareth Mellor, Assisstant Headteacher

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The governor with responsibility for children and young people with disabilities is Stephen Reynolds

Introduction

Kettlethorpe High School is an inclusive school committed to empowering all pupils to realise their potential. KHS offers a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs.

Whole school Special Educational Needs and the Learning Support facility is managed by Meg Woodward, SENCo. Anne Brook is the Assistant SENCo with responsible for the day to day operation of the learning support department. The department also consists of 18 Learning Support Assistants (LSAs) with a wide variety of specialisms. They also act as key workers for identified SEND pupils. The senior leader with responsibility for SEND is Gareth Mellor. Stephen Reynolds is the governor with responsibility for SEND.

Meeting the needs of pupils with Special Educational Needs and Disabilities

Kettlethorpe High School is committed to meeting the needs of all pupils including those with special educational needs. We share the expectation that all pupils, regardless of their specific needs, should be offered inclusive, quality first teaching which will enable them to make the best possible progress in school and to feel that they are valued members of the wider school community.

Kettlethorpe High School caters for the four broad categories of need, although caution should be practiced since many children cut across more than one area of need. The areas of need are:

- Communication and interaction. Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- Cognition and learning. This includes moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), covers a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- Social, emotional and mental health difficulties. Children and young people may experience a wide range of social and emotional difficulties which reveal themselves in many ways. These may include displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical

symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- Sensory and/or physical needs. Some children and young people require special educational provision because they have a disability. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Deciding whether to make special educational provision

The SENCo together with applicable teachers and staff will consider all of the information gathered about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. Outside agencies and professionals may become involved in order to gain a thorough overview so that all possible interventions are put in to place for the child. Parents and carers will be informed of any interventions with outside agencies and professionals. Kettlethorpe High School uses the graduated approach to decide whether a child should be placed on the SEND or School Support register as follows:

- Kettlethorpe High School believes that additional support and intervention cannot compensate for effective 'quality first teaching'. Quality first teaching is the first step in responding to pupils with special educational needs. The SENCo, together with teaching and support staff may create a pupil profile which identifies teaching strategies that will encourage differentiation strategies specific to each child on the SEND register.
- Data about individual pupils is collected periodically, at least three times per academic year, and is reviewed. For some pupils a renewed pupil profile may be necessary in order to attend to their changing needs and to support quality first teaching. Pupil profiles provide a database which highlights specific areas of need and suggested strategies to support learning and provide details of specific interventions. Classroom teachers, Key Stage Leaders, Team Leaders, Learning Support Assistants and the SENCo will work together to provide an inclusive support system for pupils.
- Where a child is not making expected progress then extra, wave two, provisions may be necessary. Wave two interventions are assigned on top of quality first teaching strategies, for example small group work.

- If wave two interventions do not fully support any pupil effectively in their learning then a local authority 'My Support Plan' may commence. At this stage parents and carers will be notified and close liaison will ensue. The 'My Support Plan' is reviewed periodically.
- If Kettlethorpe High School feels that after taking the graduated approach that further support is needed then an Educational Health and Care Plan (EHCP) may be requested from the local authority. This is done by the SENCo or Assistant SENCo in close liaison with parents, the school team and applicable outside agencies.
- See appendix: Waves of intervention model on page 12

Assessment, Planning and Review

All pupils receive formal academic progress reports once a term.

Ongoing monitoring by Team and Key Stage Leaders/subject teachers and form tutors identifies pupils who are not making good progress or whose needs are affecting their ability to fully engage in learning activities.

After discussion with key staff and parents/carers, additional support will be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties. Kettlethorpe High School works hard to support a 'child centred approach' so at this stage, we will take into account the views of the pupils or young person about their own support.

This additional support is documented in a pupil profile on the school information management system. Appropriate teaching strategies will be provided and staff will be guided to use the school's SEND strategy sheets to support teaching and learning and work toward positive outcomes. Where external agencies are involved, their advice and recommendations are included as pupil profiles. Pupil profiles take into account each pupil's strengths as well as their difficulties. In a small number of cases, a Learning Support Assistant may be allocated. This support is deployed to ensure pupils can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Formal interviews are held for SEND pupils with an Education Health Care Plan annually or more often where appropriate and these are led by the SENCo. Parents/carers will have the opportunity to meet with relevant staff at official parent's consultation evenings and at other times by arrangement.

The SENCo assesses SEND provision through a variety of qualitative and quantitative methods as follows:

- Staff surveys and questionnaires
- Pupil questionnaires
- Parent consultation and views taken in annual reviews and EHCP transfer meetings
- Tracking of pupil data
- Number of parent and pupil complaints
- Training feedback
- Casual feedback and discussion
- Performance management reviews with subordinates and superiors

This range of data is kept by the SENCo and is freely available for perusal by the senior leadership team, parents and regulatory officials, including the local authority and Ofsted.

Parent Consultation

All parents of children with an Educational Health Care Plan or a support plan are regularly liaised with regarding their child's educational needs.

The views of parents, pupils and staff are reviewed through an annual questionnaire carried out by the SENCo. Further parent feedback is taken during annual reviews, parents' evenings and meetings between parents and the SENCo, class teachers and key workers. Annually, the governing body require the SENCo to produce a SEND annual review. This document is reviewed by the governing body and the senior leadership team and provides a means by which continuous evaluation and monitoring of SEND arrangements occurs.

Pupil Consultation

Pupils on the SEND register are asked, during the annual review process, to complete a self review. This provides parents and the SENCo with important information about the views and experience of the pupil. This is an important document and is a valuable tool in making sure that the pupil feels well supported and is accessing a high level educational experience. All pupils with a 'My Support Plan' and Educational Health Care Plan (EHCP) are asked to provide extensive information about their interests, experiences and aspirations. All the views of pupils are reviewed regularly as a part of a protocol supported by the Wakefield Local Offer and national SEND legislation.

Criteria for exiting the SEND register

Should data collections show that a pupil is making effective progress, in line with national expectations over a sustained time periods, then a pupil may be taken off the SEND register. The SENCo will liaise with Key Stage and Team Leaders, parents and the SLT lead for inclusion.

A pupil on the SEND register for emotional and social needs may exit the SEND register if they are making expected progress and their registered needs are no longer a barrier to learning. The SENCo will liaise with the above individuals and the SLT lead for Behaviour for Learning.

Tests and Examinations: Access Arrangements

Additional arrangements can be made for some pupils to enable them to access fully a range of tests. This might include additional time, rest breaks or the use of a reader, scribe or word processor. The Assistant SENCo or Examinations Officer will inform parents/carers about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JQA (Joint Council for Qualifications) can be accepted for access arrangements for public examinations.

Accessing the Curriculum

An ongoing programme of training for staff is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of pupils with SEND.

Teachers are provided with relevant information about pupils with SEND or with additional learning needs. This is provided at the start of each academic year and as necessary throughout the academic year. A whole school LSA/teacher agreement and a series of strategy sheets are available to support teachers plan for a range of pupils needs.

Our SENCo, Assistant SENCo and LSAs keep abreast of current local and national initiatives and policies to support pupils with SEND through a weekly departmental meeting and though close liaison with national and local agencies and local specialist schools as follows:

- National Association of Special Educational Needs (NASEN)
- National Autistic Society
- Wakefield Local Offer and associated agencies
- Wakefield Special Educational Needs Review and Assessment Team (SENART)

- Barnsley Special Educational Needs Assessment and Review Team
- Wakefield Learning Community SENCO group and its 'Closing the Gap' conferences
- Barnsley SENCo Updates and Procedures Training
- Kettlethorpe Pyramid Schools SENCo Forum
- Highfields Specialist School in Cognition and Learning, Wakefield
- Pinderfields Hospital Pupil Referral Unit, Wakefield

We always welcome opportunities for sharing good practice with other local schools. The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

We have staff with specialised expertise and qualifications in school including:

- Training for pupils with Autism
- Specialist Dyslexic teaching
- Literacy and Numeracy
- Specialist support staff for pupils with physical and sensory needs.

Provision to facilitate and support access to the curriculum

KHS provides a graduated response dependent on the pupil's needs. These support mechanisms help pupils to engage in activities alongside their peers who do not have SEND.

Responses may include:

- Access to learning support staff (LSAs)
- Access to the learning support area
- Adapted timetable
- Small group teaching of English and mathematics
- Access to appropriate technology
- 1:1 or small group sessions with support staff
- Literacy catch up programmes
- Numeracy catch up programmes
- Strategies to support and develop independent learning
- Study skills and revision workshops
- Strategies to support and develop literacy and numeracy skills

- All new Year 7 pupils receive assessed reading tests
- Paired reading programme
- Homework support after school
- Identified SEND pupils have a key worker
- Pupils with Pupil Premium funding may also have access to additional specialist support

Increasing Accessibility

Identified pupils receive:

- access to strategies/programmes to support occupational/physiotherapy needs as required including modified PE lessons or exercise programmes
- access to modified equipment and ICT on advice from external agencies
- access to medical interventions
- staff training in administering some medications e.g. Epipen, insulin
- photographs of pupils with severe medical conditions provided to staff
- key staff trained in First Aid
- regular visits from the outside applicable health professionals
- close liaison with other medical agencies e.g. physiotherapy, occupational health, CAMHS

Pastoral Support

Kettlethorpe High School has a strong network of pastoral support which involves all teaching and non- teaching staff. Form Tutors offer daily support which is led by Key Stage Leaders. Pupils also have access to the following interventions where appropriate:

- Extra-curricular clubs
- Supervision at social times
- Liaison with parents/carers
- Boxall profiles are a method of providing support for pupils with specific emotional and social needs within our nurture provision.

We have a very clear anti-bullying policy in place and all bullying will be acted upon. Anti-bullying is addressed through the PHCE and citizenship programmes. We actively seek to support pupils to talk confidently about their fears and problems. If a pupil feels they are being bullied they can report it to any member of staff.

At Kettlethorpe we say NO to bullying

Working with Outside Agencies

Kettlethorpe High School works with applicable outside agencies to seek advice and support to ensure that the needs of all pupils are fully met.

These include:

- Educational Psychology Service (EPS) – access to EPS through planning meetings and ongoing support for children with an EHCP or a ‘My Support Plan.’
- Learning Support Services (LSS) – the advisory teacher liaises with the school and SENCo/Assistant SENCo to support the literacy and numeracy needs of identified pupils, to provide relevant and up to date training for staff, and to advise on strategies and provision as necessary
- Social Communication and Interaction Team (CIAT) – the advisory teachers liaise with the school and offers support and advice as necessary
- Sensory Support Service – the Vision and Hearing Support services offer advice and support throughout the school year. Both services visit pupils in school to monitor their needs and liaise closely with staff to ensure strategies and interventions are in place.
- Speech and Language Therapy – school will implement recommendations following specialist assessment.
- School first aider updates pupil medical information as is necessary and informs staff with updates.
- Occupational health/physiotherapy services are accessed as and when required
- CAMHS – Child and Adolescent Mental Health Service
- Looked after children (LAC) – this service oversees and monitors provision for children who are in the care of a Local Authority (LA). The LA where the child was registered remains responsible for that child in loco parentis regardless of where the child currently resides or is educated. Debbie Howell, Assistant Headteacher has responsibility for children who are looked after; Gareth Mellor, Assistant Headteacher, is responsible for safeguarding issues.

- Paediatric services – accessed via GP

Transition

Kettlethorpe High School strives to support successful transition by:

- Liaising with primary schools to share important information and special arrangements
- Ensuring that all necessary documentation is passed on and shared
- Liaising with applicable Key Stage and Team Leaders and form tutors
- Arranging for vulnerable pupils and their parents to visit the school
- Attending annual reviews for Year 5 and 6 pupils to discuss specific needs and develop an applicable support plan well in advance of Year 7

In addition, the SENCo and/or Assistant SENCo will attend the Pyramid Schools SENCo Forum to discuss pupils with SEND and collect relevant records and paperwork from the partner primary schools.

Transition to Post 16 Provision

The SEND department works closely with the Lead Teacher for careers and post-16 education. Each child has the opportunity to take part in a bespoke work experience programme and has the opportunity to visit local further education colleges. Additional support is provided to help pupils who may be apprehensive about this transitional step. The SEND department work closely with the learning support facilities across a variety of local post 16 providers. We invite them to annual reviews/EHCP transfer meetings and liaise closely to pass on applicable examination access arrangements and information.

Handling complaints

Kettlethorpe High School endeavours to work with parents to effectively deal with complaints. A comprehensive procedure can be found by clicking on the following link:

<http://www.kettlethorpehigh.co.uk/wp-content/uploads/2018/01/Complaints-procedure.pdf>

References

GREAT BRITAIN, DofE, CROWN COPYRIGHT (2014) The Equality Act 2010 and schools, Departmental advice for school leaders, school staff, governing bodies and local authorities (DFE-00296-2013)

GREAT BRITAIN, DofE, CROWN COPYRIGHT (2014) Special Educational Needs and Disability Regulations 2014

GREAT BRITAIN, DofE, CROWN COPYRIGHT (2014) Supporting pupils at school with medical conditions, statutory guidance for governing bodies of maintained schools and proprietors of academies in England

GREAT BRITAIN, DofE, CROWN COPYRIGHT (2013) The National Curriculum in England (DFE-00177-2013)

GREAT BRITAIN, DofE, CROWN COPYRIGHT (2011) Teacher's Standards.

Appendices and useful links

Amongst others, the following school policies are available on the Kettlethorpe High School website (<http://www.kettlethorpehigh.co.uk/policies/>):

Equality and diversity policy

Safeguarding policy

Medication policy

Behaviour policy

Wakefield local offer: <http://wakefield.mylocaloffer.org/Home>

Waves of intervention model

