

Special Educational Needs and Disability policy and SEND information report

Reviewed: October 2022

Next to be reviewed: October 2024

CONTACT US

 01924 251 605

 @ketthighschool

 www.kettlethorpehigh.co.uk

Contents

Aims	3
Legislation and guidance.....	3
Definitions.....	3
Roles and responsibilities	4
THE SENCO	4
THE SEND GOVERNOR.....	4
THE HEADTEACHER	5
CLASS TEACHERS	5
SEND information report	5
5.1 The kinds of SEND that are provided for	5
5.2 Identifying pupils with SEND and assessing their needs	6
5.3 Consulting and involving pupils and parents	7
5.4 Assessing and reviewing pupils' progress towards outcomes.....	8
5.5 Supporting pupils moving between phases and preparing for adulthood	9
Transition to Post 16 Provision.....	9
5.6 Our approach to teaching pupils with SEND	10
5.7 Adaptations to the curriculum and learning environment.....	10
5.8 Additional support for learning	11
5.9 Expertise and training of staff.....	12
5.10 Securing equipment and facilities	13
5.11 Evaluating the effectiveness of SEND provision	13
5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND.....	14
5.13 Support for improving emotional and social development.....	14
5.14 Working with other agencies	15
5.15 Complaints about SEND provision.....	15
5.17 Contact details for raising concerns	16
5.18 The local authority	16
Monitoring arrangements.....	17
Links with other policies and documents	17

Aims

Kettlethorpe High School policy and information report aims to:

- meet 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.
- to empower all pupils to realise their potential by offering a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or SENDsory or physical needs.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report.

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

THE SENCO

The SENCO is Mrs Hannah Bennett.

They will:

- work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching;
- advise on the graduated approach to providing SEND support;
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- be the point of contact for external agencies, especially the local authority and its support services;
- liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- ensure the school keeps the records of all pupils with SEND up to date.

THE SEND GOVERNOR

The SEND governor is Andrea McGlashan. They will:

- help to raise awareness of SEND issues at governing body meetings;
- monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this;
- work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

THE HEADTEACHER

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

CLASS TEACHERS

Each class teacher is responsible for:

- the progress and development of every pupil in their class;
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- working with the SENCO to review each pupil's progress and development and decide on any changes to provision;
- ensuring they follow this SEND policy.

SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, ASD, speech and language difficulties. 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) and severe learning difficulties (SLD). Specific learning difficulties (SpLD), covers a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) 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, for example, visual impairments, hearing impairments, processing difficulties, epilepsy. 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.

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. 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. This includes the “Supporting Me to Learn” plan.
- 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 in close liaison with parents, the school team and applicable outside agencies.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil’s areas of strength and difficulty;
- we take into account the parents’ concerns;
- everyone understands the agreed outcomes sought for the child;
- everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil’s record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

Pupils on the SEND register are asked, during the 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.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil;
- their previous progress and attainment and behaviour;
- other teachers' assessments, where relevant;
- the individual's development in comparison to their peers and national data;
- the views and experience of parents;
- the pupil's own views;
- advice from external support services, if relevant.

All the above are available on the Pupil Profile which is accessible to all staff. The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

At Kettlethorpe High School 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 reviews 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.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

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 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.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

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;
- Pupils with Pupil Premium funding may also have access to additional specialist support.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc;
- Adapting our resources and staffing;

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc;
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc;
- 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.

5.8 Additional support for learning

We have 14 teaching assistants who are trained to deliver interventions such as literacy and numeracy catch up programmes. We work with the following agencies to provide support for pupils with SEND:

- Social Communication and Interaction Team (CIAT) – the advisory teachers liaise with the school and offers support and advice as necessary;
- Speech and Language Therapy – school will implement recommendations following specialist assessment;
- SENSS (Special Educational Needs Support Service) - advice on behaviour strategies;
- 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 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;
- 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;

- School first aider updates pupil medical information as is necessary and informs staff with updates;
- Occupational health/physiotherapy services are accessed as and when require;
- CAMHS – Child and Adolescent Mental Health Services;
- Looked after children/Children in Care (LAC/CiC) – 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. Mel Mumby, Assistant Headteacher has responsibility for children who are looked after and for safeguarding issues.
- Paediatric services – accessed via GP.

5.9 Expertise and training of staff

The Senior Leader with responsibility for SEND is Melanie Mumby.

Andrea McGlashan is the Governor with responsibility for SEND.

Whole school Special Educational Needs and the Learning Support facility is managed by Hannah Bennett, the SENCO, who is responsible for the day to day operation of the learning support department. We have a team of 14 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver maths/science provision. The learning support assistants (LSAs) including 4 Team Leaders have a wide variety of specialisms. 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;
- nurture practitioners.

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 in planning for a range of pupils needs.

Our SENCO, HLTAs and LSAs keep abreast of current local and national initiatives and policies to support pupils with SEND through a weekly departmental meeting and through 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;
- Specialist Autism unit at St Thomas a Becket Catholic School.

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.

5.10 Securing equipment and facilities

SEND equipment is securely stored within the department when not in use.

When equipment is on loan to pupils at home e.g. computers or hearing aids, parents will be asked to sign a document agreeing to take responsibility for its care and security outside of school.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- reviewing pupils' individual progress towards their goals each data collection;
- reviewing behaviour and attendance data on a regular basis;
- reviewing the impact of interventions regularly using school and external data;
- using pupil questionnaires;
- monitoring by the SENCO;
- using provision maps to measure progress;
- holding annual reviews for pupils with Education and Health Care plans.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Our Accessibility Plan aims to:

- to increase the extent to which disabled pupils can participate in the school curriculum.
- to improve the physical environment of the school so that all pupils, regardless of sex, race, disability, religion or belief and sexual orientation are fully able to take advantage of education and the associated services provided by Kettlethorpe High School.
- to provide accessibility for pupils, staff and visitors so that our school is a fully inclusive establishment

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- pupils with SEND are also encouraged to be part of extracurricular club to promote teamwork/building friendships etc.;
- 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:
- 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. (Diamonds);
- Diamonds provision and other time out facilities.

We have a very clear anti-bullying policy in place and all bullying will be acted upon. Anti-bullying is addressed through the PSHCE 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. We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Kettlethorpe High School works with appropriate 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 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;
- Speech and Language Therapy – school will implement recommendations following specialist assessment;
- 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;
- 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. Mel Mumby, Assistant Headteacher has responsibility for children who are looked after and for safeguarding issues;
- Paediatric services – accessed via GP;
- SENSS - behaviour.

5.15 Complaints about SEND provision

Kettlethorpe High School endeavours to work with parents to effectively deal with complaints. A comprehensive procedure can be found on the school website:

<http://kettlethorpehigh.co.uk/policies/> under Complaints Procedure.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- suspensions;
- provision of education and associated services;
- making reasonable adjustments, including the provision of auxiliary aids and services.

5.16 Contact details of support services for parents of pupils with SEND

<http://www.wakefield.gov.uk/schools-and-children/special-education-needs-sen/support-for-families-with-disabled-children>

5.17 Contact details for raising concerns

SEND:

hbennett@kettlethorpe.wakefield.sch.uk

attendance@kettlethorpe.wakefield.sch.uk

nobullying@kettlethorpe.wakefield.sch.uk

Safeguarding:

mmumby@kettlethorpe.wakefield.sch.uk

5.18 The local authority

Our local authority's local offer is published here:

<http://wakefield.mylocaloffer.org/s4s/WhereILive/Council?pagelId=4005>

<http://fsd.barnsley.gov.uk>

<https://localoffer.bradford.gov.uk/>

<https://www.calderdale.gov.uk>

<http://www.doncaster.gov.uk>

<https://www.leeds.gov.uk>

<http://www.kirklees.gov.uk>

Monitoring arrangements

This policy and information report will be reviewed by Melanie Mumby every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

Links with other policies and documents

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

- Admissions policy
- Attendance policy
- Accessibility Plan
- Equality information and objectives
- Safeguarding policy
- Medication policy
- Behaviour for learning policy