



KESGRAVE HIGH SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

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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 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 SEN register through differentiated learning in order to make the best possible progress
- To ensure those on the SEN 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
- 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 SEN pupil files are all held confidentially within Learning Support.
- Transition work is made easier for those on the SEN 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 SEN 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 SEN/vulnerable pupils in order to outline learning difficulties faced, alongside measures and strategies for use in the classroom.
- The SEN register is taken into account when allocating pupils into form groups to ensure that support is allocated appropriately.
- A range of assessments take place in the autumn term to identify students' areas for



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- 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

SEN 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: Mr C. Patten & Mrs L. Stevens
PAs: Miss C. Miller & Mrs J. Merlo
Teaching Assistants
Student Support Officers
SEN 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 SEN register to access a broad and balanced curriculum. All support is allocated throughout the school day; children with Statements/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, Pastoral Support Programs, 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 SEN 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 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.



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- 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, Irlen 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:
 - Touchtyping Club
 - Spelling Club
 - Reading Club
 - Maths Club
 - Social Skills Club
 - Working Memory Club

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.

English as an Additional Language (EAL)

- Whilst being a pupil with EAL does not necessarily mean inclusion on the SEN register, it is readily accepted that these students may need additional support. With this in mind KHS has a dedicated support staff of TAs who work with the pupils, creating banks of specific learning resources and individualising EAL pupils' learning, in line with subject staff and the curriculum.

Access Arrangements for Examinations

- Many examination boards allow for a variety of arrangements including scribe, reader, enlarged 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 Keyboards allow pupils who need support when writing to type instead of struggling with handwriting. These have been especially useful with pupils who have



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literacy issues, dyslexia, physical disability in relation to writing and other learning difficulties.

- 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 SEN register.

How is a child placed on the SEN 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 SEN 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 SEN 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 SEN register to assist their learning.

Many measures are in place to ensure children are consistently monitored in regard to their academic performance.

What is a Pupil Passport?

A Pupil Passport profiles the learning difficulty faced by a child. It is then distributed to all adults, staff and parents involved in working with the child. 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/aspiration targets
- Current level of provision

Ultimately, a Pupil Passport is a tool for learning, ensuring everyone is aware of the differentiated learning needs of the child involved.

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

- *SEN Support*
- *Statement of SEN/EHCP*



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How and when is a Pupil Passport reviewed?

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

Section 3: Resources and Allocation

3.1 Resource Allocation

Resources for SEN needs are allocated using the school's TAs. TA support is allocated primarily for students with SEN Statements/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. For example:

- The school is visited by the Educational Psychologist for the area. The Head of Learning Support and the Pastoral team are responsible for liaising with and monitoring the input and direction given by this agency.
- The school may seek advice from specialist advisory teaching services for children with sensory impairment, physical difficulties and behavioural issues.
- The school has strong links with the County Inclusive Resource and KHS has signed the service level agreement in order to access this for pupils with Autistic Spectrum Disorder, where appropriate.
- 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 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**



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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>



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'more than just a school'

Ratified by the Whole Governing Body: 15/10/2014



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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

Mr Chris Patten
Mrs Lisa Stevens

Members of the Governing body

Julia Dessaur

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