

# **SCHOOL OPERATING POLICY**



**SEND POLICY**

## **The Special Educational Needs and Disability (SEND) Policy**

Kelvin Hall School believes that all students should have access to a broad and balanced curriculum which will include the National Curriculum. We believe that students who need extra support to enable them to access the curriculum effectively and fulfil their potential should be given appropriate help.

This document includes the processes identified to respond to pupils with SEND and also meets the statutory reporting regulations of the SEN Information Report. It also details the school's provision with regard to the Local Offer.

Guidance has been taken from the **SEND Code of Practice (2014)**, the **Equality Act (2010)** and **Part 3 of The Children and Families Act 2014**.

This document has been prepared in collaboration with all stakeholders, including school Governors and parents to ensure a consistent approach in implementing support for young people with SEND.

The SEN Information Report and SEND Policy will be reviewed annually and published on the school website.

### **What are special educational needs and disabilities? Definitions of Special Educational Needs (SEN), Disability and Special Educational Provision**

"A child or young person has SEN if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her."

A learning difficulty **is a significantly greater difficulty in learning than the majority of others of the same age.**

A disability under the Equality Act 2010 is **a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.** This definition includes sensory impairments which are both affecting sight or hearing, and a long term health condition such as asthma, diabetes, epilepsy and cancer.

Special Educational Provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England; or the provision made for a pupil with a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SEN Code of Practice 2014

## **The aims of the SEND Policy**

To make reasonable adjustments for those with SEN and/or disability by taking action to increase access to the curriculum, the environment and to printed information for all.

To identify individual needs of students, both short and long term, in order to identify strategies to enable them to fulfil their potential.

To stimulate and maintain pupil interest and enjoyment, recognising that students learn at different rates and in different ways. To encourage students to explore a range of learning styles in order to become disciplined, confident and self-motivated learners.

To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.

To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement

To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum. Kelvin Hall School currently supports children who have a range of special educational needs (SEN) as described in four broad areas in The Code of Practice 2014.

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, mental and emotional health**
- 4. Sensory and/or physical needs**

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership. To fully involve parents and pupils in the identification, assessment and support to strive to achieve close cooperation between all agencies concerned.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development. To promote whole staff responsibility for meeting the individual academic, social and emotional needs of the students.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To encourage all adults and students who work at Kelvin Hall School to work in a cooperative manner, valuing and respecting the views of others.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## SEND: A Graduated Approach

All actions and procedures relating to SEN support will follow an 'assess, plan, do and review' model:

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained.

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the local authority to conduct a Statutory Assessment of education, health and care needs. Throughout this assessment process the local authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

## 1. Assess

### Identification and assessment of pupils with SEN

#### a) Transition arrangements: assessments made prior to entry to the school.

- The process of identification and assessment starts through liaison with our partner primary schools.
- The SENCO, ASENCO and Heads of Year are responsible for liaison with primary SENCOs.
- Visits are made to feeder primary schools to meet prospective pupils. All students attend induction days in July and more vulnerable students are invited for additional transition days in order that specific plans can be put in place to meet their needs.
- Where a child has a Statement of Special Educational Need or an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. Where parents express a preference for Kelvin Hall School a carefully planned transition package is put in place.
- The ASENCO attends Annual Reviews for those pupils with a Statement of Special Educational Needs in years 5 and 6.

#### b) Assessments made on entry to the school.

- CAT testing on admission into year 7.
- Reading tests annually for years 7-9, and specifically for year 9 to inform examination access arrangements.
- Spelling tests annually for years 7-9.

#### c) Targeted assessments for individual students.

- For students highlighted as having difficulties on initial testing.
- Following concerns raised by teaching staff or parents via our formal SEN referral process.
- Following observation of the student which indicates additional need(s).
- Following specific screening, e.g. dyslexia.
- Whole school tracking of attainment outcomes indicates below expected levels of progress.
- Training given to teaching staff to help them identify such children.

#### d) The role of parents.

- At Kelvin Hall School there is a strong emphasis on the involvement of parents in the education of their children and this is particularly important for students with special educational needs.
- Learning Support staff attend Parents' Evenings and Academic Reviews and meet parents on request to answer queries or concerns.

- Parents of students on the SEND register are invited to attend Annual Reviews in order to register their views. Parental consent is always gained before pupils are referred to any external support service.

**e) Further assessment by external agencies**

- Pupils who do not make adequate progress through the graduated approach may be further assessed by external agencies, such as the Educational Psychologist, IPASS and Speech and Language Therapy Services.

## **2. Plan**

### ***Planning provision for all students with SEND***

The arrangements outlined in this section apply to all pupils with SEN, whether or not they have EHC Plans.

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

The Learning Support Department links with all departments in the school. In all Departments/Faculties a key link staff member meets regularly with Learning Support staff to ensure that all pupils with SEND:

- Have full access to a broad and balanced curriculum wherever possible
- Are set suitable learning challenges
- Are educated alongside their peers within the normal curriculum of the school
- Feel happy and safe in their learning

This liaison also ensures that departments:

- Are differentiating work for all student needs and this is reflected in Schemes of Work
- Are striving to overcome barriers to learning

The school's core curriculum is inclusive and differentiated, allowing students with SEN to make good progress in mainstream classes. Where students' needs are more complex, they may be withdrawn from class for individual/group support in the learning support department.

### **How do we know if children need extra help?**

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- A pupil asks for help.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical

### **How is the decision made about how much support each child will receive?**

- For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo and parent.
- For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.
- At present clear criteria is applied for placement on the SEN Register and to discriminate between levels of support at School Action and School Action +. This process is currently under review in the light of the new SEN Code of Practice.

## **3. Do**

### **Implementing provision for all students with SEND**

SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

### **How will the curriculum be matched to each child's needs?**

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENCo and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken will be recorded and shared with parents.

Approaches to teaching pupils with special educational needs vary dependent upon the particular needs of the student. Some of the interventions that are used at Kelvin Hall School are:

- Literacy interventions at KS3, where pupils are withdrawn from lessons to work in small groups on a variety of interventions dependent upon their specific need.
- KS3 Maths interventions to support pupils who show signs of difficulty with numeracy.
- In-class support from a teaching assistant (TA), where a higher level of support is required.
- At KS4, a differentiated curriculum is provided offering a more practical range of subjects, such as COPE, designed to allow pupils with a variety of needs to be able to access learning and qualifications at a level appropriate to their abilities.
- Social skills groups where appropriate.
- Supervised break and lunch time clubs are offered covering a variety of activities pupils who find unstructured time difficult to manage.
- A variety of Inclusion sports activities are held throughout the school year and pupils with special educational needs are encouraged to participate.
- A pastoral system operates for all pupils in the school including those with special educational needs. This system allocates each child a form tutor with whom they meet regularly to discuss any problems and successes that they may have. Further support is available as required.

- Training – awareness for all staff
- Observation and monitoring

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

Kelvin Hall School is a new building, constructed in 2012 specifically to meet the needs of all students including those with disabilities. Where specialist equipment and facilities are needed, funding may be provided by the school or requested from other appropriate agencies.

Our accessibility plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information and is available via the school website.

## 4. Review

### Evaluating provision and progress for students with SEND

The school closely monitors the progress of all pupils, including those with **special educational needs** to ensure that adequate progress is being made. Progress is reviewed regularly by class teachers in partnership with parents, the SENCO and the pupils themselves.

All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. Their attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in regular progress meetings that are undertaken between the subject leader and the line manager and if appropriate, the pupil themselves.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

- Classroom observation and learning walks by the senior leadership team, the SENCO, external verifiers,
- Ongoing assessment of progress made by pupils with SEND,
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
- Teacher meetings with the SENCO to provide advice and guidance on meeting the needs of pupils with SEND,
- Pupil and parent feedback on the quality and effectiveness of interventions provided,
- Attendance and behaviour records.
- Questionnaires for staff, student and parents

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Educational Psychologists
- Speech and Language Support Agency
- ASD Team
- Northcott Outreach Service
- IPaSS – Integrated Physical and Sensory Service(Visual/Hearing/Physical)
- Social Care Team
- Children’s Centres
- CAHMS for Mental Health Needs
- Rowan Centre – Home Education Support
- Kids – Parent Partnership
- School Nursing Team
- Barnardo’s
- Police

Links to all of these can be found in the Hull Authority Local offer.

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school’s own resources; a request will be made to the local authority to conduct a Statutory Assessment of education, health and care needs. Throughout this assessment process the local authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

## **Arrangements for consulting parents of children with special educational needs**

(How will parents be helped to support their child’s learning?)

Parents/carers are invited to discuss with the SENCO (and/or class teacher/form tutor) the needs of their child in the first instance. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child’s needs can be met.

Parents/carers are well informed and encouraged to be actively involved in all aspects of their child’s provision. This can take the form of:

- Liaison with the class/form teacher informally.
- Parents Evenings when advice and support in helping their child at home can also be given. In addition to this
- Formal review their child’s progress with the SENCO (and/or class teacher/form tutor).
- Parents can check on pupil learning via the school planner.
- Meetings of the SEN Parents’ Group.
- Adult Education Course for Maths skills.

Parents are encouraged to give feedback about the special educational provision available at Kelvin Hall School during parents' evenings, Annual Review meetings and via the Parents' Group. Any issues that may arise can also be raised with a classroom teacher or Head of Year in the first instance, as many problems can quickly be resolved in this way. However, parents may also raise their concern with the ASENCO or the SENCO.

The schools' complaints procedure ensures that Parents can, if necessary, refer the matter on; in the first instance to the Headteacher, and subsequently to the Governing Body. All complaints are given serious and immediate attention.

The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

The Parent Partnership Service is 'Kids'. They offer independent advice and support to parents and carers of all children and young people with SEND. Contact details are available via the Learning Support Department.

Kids will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.

**The Learning Support Department communicates with parents in many ways, including:**

- Telephone or direct contact with parents regarding immediate issues.
- Letters to parents of individual pupils concerning for instance, achievement and progress attendance, punctuality or other issues.
- Student passports, student profiles and ISP's.
- Reports and other regular school communication.
- School planners, particularly regarding day to day issues in school and homework issues.
- Personalised means of communication, appropriate to the needs of individual students eg via a notebook that the student may carry with them each day for rapid communication between home and school.
- Regular, minuted meetings of the Parents' Group.

**What should a parent do if it thinks their child may have special educational needs?**

- If parents have concerns relating to their child's learning they can discuss these with their child's subject teacher or Pastoral Year Leader. This then may result in a referral to the school SENCO
- Mr. Ray Khan, contact telephone number: 01482 342229, Email: [khanr@kelvinhall.net](mailto:khanr@kelvinhall.net)
- Parents may also contact the SENCo directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

## **What support will there be for children's overall well-being?**

The school offers a wide variety of pastoral support for pupils, including;

- The school has a Personal, Social, Health and Economic (PHSE) programme that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Student Leadership Team is in place to voice student views.
- Small group evidence-led interventions (Life Skills) to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being.
- Pupils who find unstructured time difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- An extensive, skilled and experienced pastoral team to ensure pupil welfare.
- All staff are trained in Child Protection issues and a rigorous anti-bullying policy is in place.

## **Pupils with medical needs (Meeting the Statutory duty under the Children and Families Act)**

Kelvin Hall School has weekly visits from the Health Authority nurse who conducts health checks and counselling sessions to students and advises on general health related issues, including those relevant to a student's particular special need or learning difficulty.

The Department also works with the following services as necessary:

- Speech and Language Therapy
- Occupational Therapy and Physiotherapy
- IPASS (including sensory impairment)
- Educational Welfare Services
- Autism Outreach Service
- Health Care
- Social Care

All contact details are available through the links provided in the Hull Authority Local Offer.

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the school Medicine Administration Policy.

## **Expertise and training of staff in relation to children and young people with special educational needs**

(What training do the staff supporting children and young people with SEND undertake?)

Relevant staff have received a range of training at three levels; awareness, enhanced and specialist.

An example of Awareness training has been provided to staff on:

- Safeguarding and Child Protection

An example of Enhanced training being provided to staff on:

- Autistic Spectrum Disorder

An example of Specialist training has been provided to staff in:

- Speech, Language & Communication

Full details of all training can be found in the Learning Support Department Office

## **Arrangements for consulting young people with special educational needs about their education**

The child/young person is involved (as is appropriate) at every stage of the process:-

- At the initial assessing and planning stage, in order to support a 'person-centred approach', the child/young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.
- Any documentation used as a part of the agreed provision (for example, Individual Support Plans or similar) will be produced in a 'child friendly' format.
- The child/young person is able to discuss any aspect of their provision informally with their class/form teacher at any time.
- Where appropriate, they could attend a more formal meeting to review their progress and provision. They may contribute to this meeting either by attending in person or by providing written input.

## **Preparation for adulthood and independent living**

### **After school:**

- The school employs its own Careers and Guidance Officer and adheres to the guidance in *Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff* April 2014 <http://preview.tinyurl.com/mn5muuo>. This places a duty on schools to secure independent careers guidance for all Y8-13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of

post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.

- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

### **How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified to target the broad areas of need:
  1. Cognition and learning Social,
  2. Mental and emotional
  3. Communication and interaction
  4. Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to meet with the SENCo.

### **How will my child be included in activities outside the classroom including school trips?**

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

### **Information on where the local authority's offer is published**

This section will simply be a link to the local authority website where their local offer is published.

### **The Roles and Responsibilities of the Learning Support Department**

*'Successful support for all pupils with Special Educational needs is achieved through working in partnership'*

## **The Governing Body**

- The Governing Body determines the Code of Practice and discharges its statutory duties to ensure that the needs of all SEND students are met, where possible, by the school.
- The Governing Body monitors the School's SEND provision and policy.
- The Governing Body ensures that all SEND pupils integrate and experience the same educational experiences as their peers.
- The Governing Body ensures that all staff in the school are aware of the importance of effective identification, assessment and SEND provision.
- The Governing Body ensures that, where the Headteacher has been informed by the LA that a pupil has Special Educational Needs, these needs are made known to all staff working with that student.

## **The Head Teacher**

The Head teacher has a responsibility for:

- Reporting to the Governing Body and keeping them informed on all relevant SEND issues
- Working closely with the SENCO to ensure all SEND issues are addressed

## **The SENCO**

The SENCO works collaboratively with the Head teacher, Governing Body and staff. The SENCO has the responsibility for:

- Determining the strategic development of the SEND policy and provision and reports to the Governing Body and Senior Leadership Team
- The operation of the school's Learning Support Department and coordinating the SEND provision of all SEND students in the school
- Managing the Teaching Assistants and SEND teachers
- Monitoring and evaluating the provision of SEND
- Identifying barriers to learning through analysis of the quality of teaching, pupils achievements and progress
- Advising subject teachers and organising liaison with faculties
- Maintaining the school SEND register and all SEND pupil records
- Liaising with parents of SEND students
- Liaising with, advising and supporting teaching staff.
- Contributing to and leading staff INSET
- Working in partnership with external agencies
- Attending Senior Leadership Team meetings