



SEN Information Report
Kelvin Hall School
Bricknell Avenue
Hull
HU5 4QH

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The Special Educational Needs (SEN) Information Report

This document has been prepared in collaboration with governors, staff and parents to ensure a consistent approach in implementing support for young people with SEN.

It aims to ensure that everybody involved with Kelvin Hall School understands and agrees with what is currently in place to meet the needs of students with SEN.

It also details the school's provision with regard to the Local Offer.

In preparing this report, 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**.

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

Definition of Special Educational Needs (SEN)

“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**.

Definition of Disability

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 affect sight or hearing, long term health conditions such as asthma, diabetes, epilepsy and cancer.

Definition of Special Educational Provision

Special Educational Provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age.

SEN Code of Practice 2014

Special Educational Needs Provision at Kelvin Hall School

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**, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. **Cognition and Learning**, including severe learning difficulties (SLD) and Specific Learning difficulties (SpLD), including Dyslexia.
3. **Social, mental and emotional health**, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), and mental health issues such as anxiety and depression.
4. **Sensory and/or physical needs**, including a range of physical difficulties (PD) as well as hearing impairment (HI), and visual impairment (VI).

All provision for students with special educational needs follows the **graduated approach** of '**Assess, Plan, Do, Review**'. That is, the needs of the student are identified and assessments carried out (**assess**) in order to inform careful planning to meet those needs (**plan**). Appropriate provision is then put in place for an agreed period of time (**do**), after which progress is reviewed (**review**) and a reassessment of the student's needs is made. This process continues until the needs of the student have been fully met.

How do we identify and assess the needs of pupils with SEN?

We use information provided by primary schools/previous schools

A clear and detailed transition process ensures that there is good communication between Kelvin Hall School and our local primary schools. This allows quality information to be gathered about all transferring students, including those with SEN.

A range of assessments are carried out as part of the transition process, both during induction visits to the school and on entry to year 7.

a) Assessments made on entry to the school.

- CAT testing on admission into year 7.
- Reading tests and spelling tests (repeated annually for years 8 & 9)

b) Targeted assessments for individual students.

- For students highlighted as having difficulties on initial testing.
- Students with a reading age of <10 years are assessed using the Rainbow Reading Programme to assess their suitability for this intervention.
- Students with a spelling age of <8 years are assessed using the ALK programme.

- Students are placed on the Lexia programme if there is a discrepancy of >15 points between the V and NV CAT scores and the RA/SA is significantly below CA.
- Following concerns raised by teaching staff or parents via our formal SEN referral process.
- Specifically for year 9 to inform examination access arrangements.

c) 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.

How do we make provision for all pupils with SEN?

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

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.

Students may be assessed using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty. Equally, any student failing to make expected progress or having learning difficulties can be quickly identified and appropriate interventions put in place.

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:

1. Literacy interventions at KS3, (including Rainbow Reading, ALK, and Lexia), where pupils are withdrawn from lessons to work in small groups on intervention programmes tailored to meet their specific needs.
2. KS3 Maths interventions, supported by teaching assistants, for pupils who show signs of difficulty with numeracy.
3. In-class support from a teaching assistant (TA), where a higher level of support is required.
4. 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.
5. Social skills groups where appropriate.
6. Supervised break and lunch time clubs are offered covering a variety of activities pupils who find unstructured time difficult to manage.
7. A variety of Inclusion sports activities are held throughout the school year and pupils with special educational needs are encouraged to participate.
8. 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.

How do we review the progress of students with SEN and the success of our interventions?

The 'assess, plan, do, review' cycle ensures that evaluation of student progress and the effectiveness of interventions is part of an on-going process. Our annual summary report also provides a detailed analysis of progress made by students with SEN.

SEND Report: Summary 2013

5+ A* - C All Qualifications = 97% of pupils at School Action, 100% of pupils at School Action Plus and 100% of pupils with a Statement of Special Needs achieved.

5+ A* - G All Qualifications = 100% of pupils with SEN achieved.

Progress KS2-4 : English

- 52% of SEN pupils made Expected Progress (National Average 50%)
- 67% School Action Plus made Expected Progress (National Average 44%)
- 100% of SEN Statement made Expected Progress (National Average 26%)

- NC L3B = 50% of pupils made Expected Progress (3+ levels)
- NC L3A = 67% of pupils made Expected Progress and 28% made More Than Expected Progress (4+ Levels)

To support literacy development a structured Reading Intervention programme enables targeted students to have full access to the curriculum...

Year 7 Progress

- 100% of students have made at least one year of progress.
- 76.3% of students have made progress of two years plus.
- 47.3% of students have made progress of three years plus.
- 15.7% of students have made progress of four years plus.
- 13.1% of students have made progress of five years plus.
- 13.1% of students have made progress of six years plus.
- 2.6% of students have made progress of seven years plus.

Year 7		7 years	6 years	5 years	4 years	3 years	2 years	1 year
			+	+	+	+	+	+
		2.6%	13.1%	13.1%	15.7%	47.3%	76.3%	100%

Year 8 Progress

- x5 students followed a structured programme of intervention
- 100% of students made progress of 5 years plus.
- 80% of students made progress of 6 years plus.
- 60% of students made progress of 7 years plus.

Year 8	Number of students	7 years +	6 years +	5 years +
	5	60%	80%	100%

Progress KS2-4 : Maths

- 67% School Action Plus made Expected Progress (National 39%)
- 50% of SEN Statement made Expected Progress (National 21%)

SEND Report: Summary 2014

Progress KS2-4 : English

At this stage, results indicate...

Progress KS2-4 : English

- 77% of SEN students made 3+ levels of progress (Expected)
- 39% made 4+ levels of progress (More Than Expected)
- 8% made 5+ levels of progress (Excellent)
- 47% of School Action Plus made Expected Progress, 6% made Excellent Progress.
- 100% of SEN Statement made More Than Expected Progress.
- NC L2 = 57 % of pupils made Expected Progress (National Average 2013 = 48%) & 57% made 4+ levels of progress (National Average 20013 = 21%)
- NC L3 = 89% of pupils made Expected Progress (National Average 2013 = 55%) & 48% made 4+ levels of progress (National Average = 21%)

Year 7 Progress

- 78% of students made progress of one year plus.
- 47% of students made progress of two years plus.
- 26% of students made progress of three years plus.
- 9% of students made progress of four years plus.
- 26% of students completed the full programme.

Year 7		4 years +	3 years +	2 years +	1 year +	Completed
		9%	26%	47%	78%	26%

Year 8 Progress

- 90% of students made progress of 2 years plus.
- 60% of students made progress of 3 years plus.
- 20% of students made progress of 4 years plus.
- 10% of students made progress of 5 years plus.
- 40% of students completed the full programme.

Year 8		5 years +	4 years +	3 years +	2 years +	1 year +	Completed
		10%	20%	60%	90%	90%	40%

The on-going specialist training and development of support staff will give rise to wider and more frequent intervention across all year groups to meet student need.

Progress KS2-4: Maths

Progress in Maths remains a focus for the school - targeted interventions in Maths have given rise to...

- NC L2 = 25 % of pupils made Expected Progress (National Average 2013 = 18%) & 25% made 4+ levels of progress (National Average 20013 = 9%)
- NC L3 = 59% of pupils made Expected Progress (National Average 2013 = 44%) & 46% made 4+ levels of progress (National Average = 23%)

- 41% of SEN students made 3+ levels of progress (Expected)
- 6% made 5+ levels of progress (Excellent)

Attendance

SEND Attendance = 93.5 %

School Attendance = 95.6 %

Details of our Special Educational Needs Coordinator (SENCO)

SENCO name: Mr Ray Khan

Contact Telephone number: 01482 342229

Email: khanr@kelvinhall.net

Staff training in relation to students with SEN

1. Whole staff training is undertaken as part of staff INSET and this regularly includes SEN elements.
2. Whole staff awareness training is also provided as necessary on important issues, such as changes to the Code of Practice for SEND.
3. More specific training is given to particular groups of staff dependent on need, for example, raising awareness of how to support students with Autistic Spectrum Condition.
4. Training is also provided in school by outside agencies, such as SEN issues for EAL students and staff also attend off-site training as appropriate.

A full training record for all staff is available in school.

What equipment and facilities do we have to support students with SEND?

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

How do we consult with parents of students with SEN?

Parents/carers are kept 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.
- Formal review of their child's progress with the SENCO (and/or class teacher/form tutor).
- Meetings of the SEN parent support group.

Parents/carers' views are always valued, they are encouraged 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 might best be met.

How do we consulting young people with SEN?

Students are involved (as is appropriate) at every stage of the '**assess, plan, do, review**' process:-

- At the initial assessment and at all planning stages, the student's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. Our approach is very 'person-centred', enabling students to 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 student is able to discuss any aspect of their provision informally with their class/form teacher at any time.
- Where appropriate, students 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.

How do we deal with complaints regarding SEN provision?

Kelvin Hall School has a clear and easily understandable complaints procedure.

Complaints about SEN provision within the school are initially dealt with by the SENCO.

Where a satisfactory conclusion cannot be reached, a parent/carer can then make an appointment to see the Headteacher. If a satisfactory conclusion still cannot be reached then the Governing Body must become involved.

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

How does the governing body involve other agencies in meeting the needs of pupils with SEN?

Where, in spite of provision via the graduated approach, the school still has concerns that a student may require additional external support to meet their special educational needs, a request can be made to one or more of the agencies listed:

- Educational Psychologist
- Speech and Language Support Agency
- ASD Team
- Northcott Outreach Service
- IPaSS – Integrated Physical and Sensory Service(Visual/Hearing/Physical)
- Social Care Team
- CAHMS for Mental Health Needs
- Rowan Centre – Home Education Support
- KIDS – Parent Partnership
- School Nursing Team

Links and contact details for all of these can be found in the Hull Authority Local offer.

How do we meet the needs of students with complex SEN?

For students with complex SEN a Statutory Assessment may be sought, and advice taken from one or more service providers.

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.

Details of the Statutory Assessment process and the provision of EHC Plans is given in the SEND Code of Practice (2014), and a summary, outlining the key points is included in our 'Guide for parents and carers'.

Transition Arrangements and Support for Students with SEN.

All children with Special Educational Needs will require additional support during periods of transition. At Kelvin Hall School we have a comprehensive transition programme in place to support the move from primary to secondary education for all students, but with particular focus on those students with SEN or disabilities.

Our learning support team and Year7 team have established an effective partnership with the staff of our local primary schools, allowing us to meet the needs of both students and parents at transition. Details of this programme are available from our Learning Support Department.

Careers' advice and guidance is available to all students from Year 9 and forms part of the review process for students with Statements of SEN. Work experience placements are arranged for all Year 10 students, and where students have SEN the Learning Support Department works closely with the careers' advisor to organise appropriate settings.

Where a child has a Statement of Special Educational Needs 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, SEN staff will attend the Annual Review meeting in year 6 to facilitate the implementation of a carefully planned transition package.

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.