



## **SCHOOL OPERATING POLICY**



# **Special Educational Needs and Disability Policy incorporating SEN Information Report**

September 2020

Date of next review: September 2021

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

Students with SEN all have learning difficulties or disabilities that make it harder for them to learn than most students of similar age. They may need additional or different help from that given to others.

Many students will have SEN of some kind at some time during their education. At Kelvin Hall School, we are able to help most students succeed by making minor changes to our practice. For others, we provide additional support throughout their time in education.

All students at Kelvin Hall School have access to a broad and balanced curriculum. Where students encounter barriers to their learning due to having special educational needs, we work hard to ensure they are able to realise their potential.

This policy aims to explain how we do that. It details how we assess students' needs; provide a range of interventions and support to meet those needs and monitor the effectiveness of them. **It includes the statutory information required by the SEN Information report and details the school's provision with regard to the Local Offer made by the Local Authority.**

To ensure that our information is correct we have consulted the **SEND Code of Practice (2015)**, 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 students with SEND. This policy is available via the school website and reviewed annually.

### **What do we mean by special educational needs (SEN) and disabilities?**

A student has **SEN** if he or she has a learning difficulty that calls for educational provision that is **additional to, or different from** that made generally for others of the same age in a mainstream setting.

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

A student has a **disability** if their condition prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.

The Equality Act 2010 defines disability as a **physical or mental impairment, which has a long term and substantial adverse effect on a person's ability to carry out normal day-to-day activities**. The definition includes sensory impairments affecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer. It states that schools:

- **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people; and
- **must** make reasonable adjustments to meet their needs

## **The aims of our SEND Policy**

- To increase student 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 self-motivated learners.
- To identify the individual needs of students, both short and long term, in order to find strategies to enable them to fulfil their potential.
- To reduce barriers to inclusion by making reasonable adjustments for those with SEND, ensuring that these students can engage all aspects of school life alongside their peers who do not have SEND.
- To support students with a range of SEN as described in the four broad areas in The Code of Practice 2015: Cognition and learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and/or Physical.
- To ensure a high level of staff expertise to meet pupil need through well-targeted continuing professional development; promoting whole staff responsibility for meeting the individual academic, social and emotional needs of the students.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and establish effective working partnerships.
- To work in close partnership with the Local Authority and others to establish a multi-agency approach to meeting the needs of all vulnerable learners.
- To support pupils with medical conditions to achieve full inclusion in all school activities by promoting ongoing cooperation and consultation with health and social care professionals.
- To encourage everyone at Kelvin Hall School to value and respect the views of others.

## What kinds of SEND do we cater for in school?

Students with SEN have different needs, but the general presumption is that all students with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school. For these students categorized as 'K', in line with the school admissions policy, if a place is available we will use our best endeavours, in partnership with parents, to make the provision required to meet their needs.

For students with an EHCP, parents have the right to request a particular school and a local authority must comply with their preference and name the school or college in the EHC plan unless;

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or;
- the attendance of the student would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a student's EHCP, the local authority will ascertain the views of our governing body and consider their comments carefully. Parents of a student with an EHCP also have the right to seek a place at a special school if they consider that it could better meet the student's needs.

### **Students with SEN may need extra help because of a range of needs, which fall into four broad areas.**

**Communicating and interacting** – for example, where students have speech, language and communication difficulties, which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

**Cognition and learning** – for example, where students learn at a slower pace than their peers. They might have difficulty in understanding parts of the curriculum, or with organisation and memory skills. Some students may have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy

**Social, emotional and mental health difficulties** – for example, where children and young people have difficulty in managing their relationships with other people. They may be withdrawn or behave in ways that hinder their and other students' learning; or affect their mental health and well-being.

**Sensory and/or physical needs** – for example, students with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

Some students may have SEN that covers more than one of these areas.

## How many students at Kelvin Hall School have SEN?

Our SEN register records the details of all students in school with SEN. The table below gives the numbers of students in each year group as well as a breakdown of the type of SEN need that they have, (students are categorised below by their Primary Need). Note that we use the term cohort rather than year group. The cohort refers to the year in which the students started at Kelvin Hall and remains unchanged throughout their time at the school.

	<b>Cohort 2021</b>	<b>Cohort 2020</b>	<b>Cohort 2019</b>	<b>Cohort 2018</b>	<b>Cohort 2017</b>	<b>Cohort 2016</b>
<b>Total number of students with SEND 261</b>		52	57	49	58	45
EHCP		10	6	6	7	3
Support 'k'		42	51	43	51	42
ASC		8	4	5	4	3
MLD		8	17	12	19	6
NSA		1	2	0	1	21
SLCN		3	9	9	9	0
SPLD		15	12	11	8	5
SEMH		13	11	5	9	9
PD		1	0	2	3	0
HI		0	1	0	4	1
OD/D		2	0	3	1	0
SLD		0	1	0	0	0
VI		1	0	2	0	0

ASC: Autistic Spectrum Condition

MLD: Moderate Learning Difficulties

NSA: No Special Assessment

SLCN: Speech, Language and Communication Need

SPLD: Specific Learning Difficulties

SEMH: Social, Emotional and Mental Health

PD: Physical Disability

HI: Hearing Impairment

Od/D: Other Difficulty/Disability

SLD: Severe Learning Difficulty

VI: Visual Impairment

To meet the varied and complex needs of our students, our SEND department follows the 'Assess, Plan, Do, Review' model outlined in the SEND Code of Practice (2015).

## **Assess**

This section details how we collect data on each student in order to make an accurate assessment of their needs. To identify needs we use a range of assessment methods.

### **1. Assessments made prior to entry to the school via transition arrangements.**

The process of identification and assessment starts at our partner primary schools. Our Transition Coordinator and SENCO liaise closely with their SENCOs.

We visit feeder primary schools in June each year to meet prospective students. All students then attend a transition week at Kelvin Hall School in July. Additional transition days are arranged for particularly vulnerable students in order that specific plans can be put in place to meet their needs.

Where a child has an Education Health Care Plan (EHCP), 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. A carefully planned transition package is put in place where parents express a preference for Kelvin Hall School. Our SENCO often attends Annual Reviews for those pupils with an EHCP in year 6.

### **2. Assessments made on entry to the school.**

Reading and spelling tests annually for years 7-10, and specifically for year 9 to inform examination access arrangements.

### **3. Targeted assessments for individual students.**

For students who ask for help.

For students highlighted as having difficulties on initial testing.

Following concerns raised by teaching staff or parents via our formal SEN referral process.

Where additional need(s) are indicated following observation or monitoring of students.

Following specific screening assessments, e.g. dyslexia.

Whole school tracking of attainment outcomes indicates below expected levels of progress.

### **4. Further assessment by external agencies**

With parental consent, other professionals such as the Educational Psychologist, IPASS, and Speech and Language Therapy Services, further assess students who do not make expected progress through initial interventions.

## Plan

Following assessment, we use clear criteria for each of the four areas of need to decide whether a student should be placed on our SEND register. Each student on our register has agreed interventions and outcomes set out as part of an Individual Support Plan (ISP). ISPs are available to all staff via our shared area and reviewed termly to ensure they stay relevant.

All students at Kelvin Hall School receive high quality teaching differentiated to meet the diverse needs of all learners. To facilitate this, the Learning Support Department links with all other departments in the school. In all Departments/Faculties, key link staff members meet regularly with Learning Support staff to ensure that all students with SEND:

- Have full access to a broad and balanced curriculum wherever possible and are set suitable learning challenges
- Are educated alongside their peers and 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 continually striving to overcome barriers to learning

The school's core curriculum is inclusive and differentiated, allowing students with SEND 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.

We offer a range of interventions selected for their effectiveness and ease of administration. Many of these are time-limited with clear entry and exit criteria; examples are Rainbow Reading and Lexia. These programmes aim to fill gaps in student's knowledge and skills and are transferrable to the classroom. Placement tests before each intervention starts ensure that they are appropriate to each individual student's needs. Careful consideration is given to the timetabling of intervention sessions so that they do not impact adversely on overall student progress. Some of our interventions offer support for unstructured times such as break and lunchtimes that some students find difficult to manage.

Other interventions are available via our specialist ACCESS provision, which caters for the needs of students with Social, Emotional and Mental Health difficulties and Autistic Spectrum Conditions. For some students ACCESS provides support at times of crisis; for others it offers long-term and ongoing support for their social communication difficulties. Details about ACCESS are included in appendix 2.

For students with an EHCP, detailed discussion with parents and a range of professionals ensure that relevant, challenging and achievable outcomes are set. Changes to the Code of Practice for SEND recently mean that there is now a focus on outcomes for students with EHCP rather than on the number of hours' support provided. As such, and in order to promote independence as well as academic progress, we do not routinely allocate teaching assistants to support students with EHCP on a 1:1 basis.

## **Do**

To facilitate quality first teaching, all staff, including teaching assistants have access to regular training sessions delivering a range of training at three levels: awareness, enhanced and specialist.

Awareness training provided to all staff:

- Issues of safeguarding and child protection
- How to support pupils with dyslexia and literacy difficulties
- How to support pupils with autistic spectrum condition
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties

Enhanced training provided to ACCESS Coordinator and the SENCO:

- Emotional Literacy Support training
- Talking Partners

Specialist training provided to the SENCO:

- The SEN Coordination award.
- Behaviour Support Team regarding specialist support for individual pupils.
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils.

A detailed record of all completed and planned training is available in the Learning Support Department Office.

### **Interventions for students with SEND**

We work hard to ensure that we put the best provision possible in place for students with SEND both in and out of mainstream classes. In-class teaching assistant support for all students, but especially those with EHCP is a careful balancing act between essential intervention and the need for the development of independence skills.

The majority of our literacy programmes take place in Year 7 as early intervention has proved to be the most effective strategy. Details of the Rainbow Reading and Lexia programmes that we use are outlined in appendix 3. The use of social skills and Lego therapy for students with SEMH and ASC is included in the ACCESS information in appendix 2. Other interventions for students with SEND include:

- In-class support from a teaching assistant where a higher level of support is required.
- Literacy interventions for students in KS3, where students are withdrawn from lessons to work in small groups on a variety of interventions dependent upon their specific need.
- KS3 Maths interventions to support students who show signs of difficulty with numeracy.
- At KS4, a differentiated curriculum 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 available via our ACCESS provision.
- Supervised break and lunchtime clubs provide a variety of activities for students who find unstructured time difficult to manage.
- A variety of Inclusion sports activities held throughout the school year
- A pastoral system that allocates a form tutor to each student, with whom they meet regularly to discuss any problems and successes that they may have.

All of our intervention programmes are delivered by trained SEND staff in close liaison with the SENCO. Detailed records of student achievement and progress are maintained by our intervention manager and ACCESS coordinator. Staff feedback allows us to continuously monitor the effectiveness of these programmes in developing transferrable skills.

In addition, the school involves external agencies as appropriate for advice on maintaining high quality interventions and guidance on strategies to meet the needs of students with SEND and their families. This allows us to advise class teachers on how to adapt the curriculum and the learning environment to cater for the needs of students with SEND, reducing barriers to learning and improving curriculum access.

Reasonable adjustments (such as auxiliary aids and services) are provided to enable students with disabilities to overcome any barriers to accessibility and increase their interaction with the taught curriculum. Kelvin Hall School is a relatively new building, constructed in 2012 specifically to meet the needs of all students including those with disabilities. 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.

For activities outside the classroom, including school trips we carry out detailed individual risk assessments. With careful planning and appropriate procedures in place, we strive to enable all students to participate in all activities. We make every endeavour to ensure that students with SEND are included in all school activities.

## Review

This section describes how we evaluate the progress of students with SEND **and** the effectiveness of our provision. All students, including those with SEN have individual curriculum targets set in line with national outcomes to ensure challenge. Our whole school tracking system quickly identifies those students failing to make expected levels of progress. These students are discussed in regular progress meetings to which the students themselves, class teachers, the SENCO and parents all contribute. The quality of classroom and small group teaching provided to students with SEND is monitored through a number of processes that includes:

- classroom observation and learning walks by the senior leadership team, the SENCO and external verifiers,
- ongoing subject specific assessment of progress,
- work sampling and scrutiny of planning to ensure effective matching of work to student need,
- teacher meetings with the SENCO to provide advice and guidance,
- student and parent feedback on the quality and effectiveness of interventions provided,
- scrutiny of attendance and behaviour records,
- questionnaires for staff, students and parents.

All SEND support is recorded on an ISP that clearly identifies expected outcomes and sets a review date. These outcomes include academic and developmental targets that take into account parents' aspirations for their child. Students and their parents are also advised on actions they can take that will support attainment of the desired outcomes.

Where progress is made, specific criteria are used to determine whether students can exit interventions. If necessary, the SEND register is also amended. Formal reviews of the register also take place termly. If students are judged to be underachieving despite the delivery of high quality interventions, advice is sought from external agencies regarding strategies to best meet their specific needs. This will only be undertaken after parent permission has been obtained. A very small percentage of pupils have needs so significant and complex that the level of support required to meet them cannot reasonably be met from within the school's own resources. In these instances, a request is made to the local authority to conduct a Statutory Assessment of education, health and care needs. Following this, the local authority will make a decision whether an EHCP is considered appropriate for the child. Throughout this process, the local authority has a duty to request the opinions of parents, school staff and other involved professionals. Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is appropriate and will be issued.

## **We use a range of measures to assess progress for students with SEN.**

### **Quantitative**

- Attendance levels: school and individual lesson
- Rates of exclusion
- Use of ACCESS cards
- Attainment in reading and spelling (assessed annually)
- Progress through Rainbow Reading Programme
- Progress through Lexia programme
- Subject specific progress as indicated by school tracking (all subjects but with specific focus on English and Maths)
- Mock examination results
- Subject specific testing e.g. end of unit tests

### **Qualitative**

- Questionnaires completed by students/parent/carers/staff
- Feedback from staff/students/parents/carers for SEND reviews
- Feedback from work experience placements

## Headline figures 2020

Cohort	Student Count	KS2 Fine Level	Progress 8	Attainment 8	% English and Maths Grade
EHCP	5	3.42	+0.91	35.80	0
SEN Support	34	4.54	-0.71	33.55	11.8
All Students	266	4.80	+0.19	48.63	42.1

## Progress 8

Cohort	Student Count	Progress 8	English P8	Maths P8	EBacc P8	Open P8	% Positive P8
EHCP	5	+0.91	+0.90	+0.35	+1.48	+0.71	80.00
SEN Support	34	-0.71	-1.24	-0.45	-0.56	-0.85	38.2
All Students	266	+0.19	-0.23	+0.09	+0.56	+0.11	58.6

## English and Maths

Cohort	% English and Maths at Grade 5+	% English and Maths at Grade 4+	English P8	English A8	Maths P8	Maths A8
EHCP	0	20.0	+0.90	8.00	+0.35	5.20
SEN Support	11.8	35.3	-1.24	6.56	-0.45	6.88
All Students	42.1	65.0	-0.23	9.57	+0.09	9.29

## English Baccalaureate

Cohort	EBacc APS	EBacc P8	% EBacc at 5+	% EBacc at 4+
EHCP	3.30	+1.48	0	20.0
SEN Support	2.82	-0.56	0	14.7
All Students	4.53	+0.56	53.4	39.5

## **We achieve success for all pupils with SEND through working in partnership**

### **Working in partnership with students**

Our students are involved (as appropriate) at every stage of their learning; from assessment to intervention.

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) is produced in a 'student friendly' format. Students are able to discuss any aspect of their provision informally with their class/form teacher at any time. Where necessary, if students need to attend meetings, care is taken to ensure the environment remains informal and supportive. We also give students the option of contributing to meetings but not attending in person if they are not comfortable with this.

### **Working in partnership with 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. Parents are always encouraged to be involved at the earliest opportunity so that we can agree on appropriate remedial actions.

Members of Learning Support staff attend Parents' Evenings in order to address any SEND issues that might arise. Parents of students on the SEND register attend Annual Reviews in order to give their views. In addition, these parents are invited to termly review sessions held in the Learning Support Department. We also make telephone contact with parents regarding immediate issues and regularly send letters to parents of individual students concerning issues like achievement, attendance and punctuality. Where necessary, some students with SEND have personalised forms of regular communication.

If parents believe that their child may have SEND we encourage them in the first instance to speak to their child's pastoral year leader, class tutor or subject teachers. We have a referral system in place that ensures parental concerns reach our Special Educational Needs Coordinator (SENCO). In some cases, parents may also contact the SENCO directly if they feel this is more appropriate.

We always listen to parents. We see their views as essential to an effective assessment process and to the success of our provision.

## **Working in partnership with our pastoral team**

The school has an extensive Personal, Social, Health and Economic (PHSE) programme that aims to provide all students with the knowledge, understanding and skills they need to develop emotional and social well-being. Details of the specific topics covered by this programme can be found in the curriculum area of our website.

We have an extensive, skilled and experienced pastoral team dedicated to student welfare and a Student Leadership Team in place to allow students to voice their views. Alternative supervised small group activities are available for students who find unstructured times, such as break and lunchtimes, difficult.

We deliver small group interventions such as Life Skills to support students' well-being and improve their interaction skills and emotional resilience.

Kelvin Hall School has a rigorous anti-bullying policy in place and all staff has received extensive training with regard to Child Protection and Safeguarding.

## **Working in partnership with our nursing team to meet students' medical needs**

In order to meet the Statutory duty under the Children and Families Act, Kelvin Hall School receives weekly visits from a Health Authority nurse. This nurse conducts health checks, advises on general health related issues, including those relevant to a student's particular special need or learning difficulty and delivers counselling sessions for students.

Detailed Health Care Plans, compiled in partnership with the school nurse and parents, are provided for students with medical needs. Staff who volunteer to administer and supervise medications complete formal training and are verified by our school nurse as being competent. Our Medicine Administration Policy adheres to Local Authority and Department of Education guidelines; it has been written with regard to *Supporting pupils at school with medical conditions*. (DfES, 2014)

Our Learning Support Department and nursing staff also work a range of outside agencies and services as necessary.

## **Working in partnership with our EAL staff**

The statutory guidance on SEN clearly states that students do not have learning difficulties *just* because their first language is not English. However, we are aware that some students with EAL may also have SEN. We work closely with our EAL staff to identify students' needs as early as possible and collaborate on the provision of appropriate resources to meet these needs.

## **Working in partnership with our Careers and Guidance Officer.**

Preparation for adulthood and independent living

The school employs its own independent Careers and Guidance Officer who provides information for students on the range of education or training options, including apprenticeships and other vocational pathways. Parents are also directed to the website of the National Careers Service, which offers information and professional advice about education, training and work to people of all ages. The local offer published by the local authority also 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 onwards at the latest, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

## **Working in partnership with other specialist professionals and agencies.**

We work closely with a wide range of professionals and outside agencies in order to provide effective strategies to best meet the specific needs of students. These include:

- Educational Psychologists
- Speech and Language Therapists
- ASD Team
- Northcott Outreach Service
- IPaSS – Integrated Physical and Sensory Service(Visual/Hearing/Physical)
- Social Care Team and Children’s Centres
- CAMHS, Headstart and Mind
- The Sullivan Centre
- Specialists in other schools, including our partners in the Thrive trust

Links to these and additional agencies are available via the Hull Authority Local Offer.

## **How are resources matched to student's special educational needs?**

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

- A proportion of the funds allocated per student 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 students 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.
- Funding is used to provide equipment and facilities to support students with SEND – targeted to cover the four broad areas of need.
- For those students with the most complex needs, the school receive additional educational needs funding from the Local Authority's High Needs SEN Funding allocation.

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

This can be accessed via the following link:

<http://hull.mylocaloffer.org>



## **Appendix 1**

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

#### **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

## **Appendix 2 – ACCESS provision**

### **Purpose**

As an inclusive school, Kelvin Hall is aware that some students can struggle to access the curriculum or are unable to cope with aspects of school life. These students can be described as vulnerable.

The ACCESS provision has a clear purpose:

To intervene and work with a small number of students who struggle to access the curriculum due to specific SEN conditions, have an Education Health & Care Plan (EHCP)/Statement of SEN and have mental health and/or emotional problems that require intensive and tailored support. The ACCESS provision is a positive intervention to address and tackle any barriers to learning, to increase self-esteem and motivation.

The ACCESS provision aims to:

- Facilitate an improvement in academic achievement by providing tailored, support specific to the needs of the student.
- Equip the student with communication and social skills that are essential in education and are transferable to everyday life.

### **Ethos**

The school aims, values and principles set the context for the ACCESS provision.

The ethos is positively oriented, rewarding active participation, positive attitudes and intervening to provide students with appropriate coping strategies when feeling anxious, nervous or upset.

There is an emphasis on increasing self-esteem through achievement and high expectation.

The ACCESS provision will aim to create student success and build upon it.

### **Rationale**

For a given period of time, specific students may benefit academically and emotionally from a modified curriculum, a specific teaching style and a socially inclusive learning environment than many other students in school.

### **Aims**

It is each student's right to be able to learn. In order for this to be a reality, certain conditions need to exist. Within the ACCESS provision, expectations of academic work are as high as possible.

The basic aims are:

- To provide an inclusive provision that helps students deal with SEN conditions that may prevent them from learning.
- To provide coping strategies for vulnerable students, both during their time in the ACCESS provision and in mainstream lessons.
- To develop a culture of motivation and achievement through positive reinforcement, raising self-esteem and emotional wellbeing.

- To further develop positive and supportive links between parents and school, based on mutual support and regular communication.
- To offer a relevant and responsive personalised curriculum, to tackle any learning difficulties or barriers to learning and to provide alternatives such as Lego Intervention and Social Stories.
- To value the individual student and provide equal opportunities towards inclusive education.

### **Objectives**

Towards achieving the aims specified the ACCESS provision will work:

- To provide students with individual and specific targets.
- To reduce incidents of emotional distress and upset when students return to mainstream lessons by closely monitoring the pupil and working with SEN support staff.
- To raise students' self-esteem by teaching and promoting social skills.
- To maintain regular communication with parents to discuss the needs of their child and any proposed interventions.
- Work closely with other school staff to ensure that the specific needs of the student are catered for in the classroom and around the school as far as is possible.

### **Structure**

#### **Physical**

The ACCESS provision is located in Room 1-34 – within the Student Support area of the school.

#### **Staffing**

The provision is led by the full time ACCESS coordinator. The ACCESS provision is line-managed by the SENCo as an SEN provision.

#### **Students**

Referrals are made by the SENCo and Year Leaders and will be reviewed collaboratively by the SENCo and the ACCESS Coordinator. The ACCESS Coordinator will decide on and deliver the most appropriate intervention strategies for the student.

If possible, students will rarely be taken from core subjects to attend ACCESS sessions. Students will reintegrate to lessons when:

- They have met their personalised target(s).
- They are comfortable to do so without distress.
- The ACCESS coordinator has discussed the intervention(s) with the student's relevant teacher.

The reintegration process is planned collaboratively by the Pastoral Year Leaders and the ACCESS Coordinator. The ACCESS Coordinator will monitor the reintegration process carefully.

### **Rewards**

The ACCESS Coordinator will reward progress made by students during intervention sessions – in line with whole school policy. The incentives form part of the process of enabling student success and establish positive work patterns.

### **Sanctions**

The ACCESS provision adopts the whole school behaviour policy, however it is preferred that the ACCESS Coordinator deals with matters relating to behaviour wherever possible and relevant. Contact with home will usually be made in order to gain support and find solutions.

### **Agency Involvement**

Regular contact will be made with any supportive agency to enable student progress. The agency may contribute to the student's Individual Support Plan (ISP) or offer advice and guidance to the school to support the student.

With parental consent, new referrals to agencies will be made where appropriate

### **Roles and Responsibilities**

The following outlines the roles and responsibilities of staff involved in the ACCESS provision:

#### **ACCESS Coordinator:**

- To lead the daily operation of the provision.
- To report on student progress.
- To coordinate/deliver individual support interventions.
- To ensure the classroom displays, resources and materials are in place and utilised.
- To ensure that the necessary administration and documentation i.e. ISP, student observations and reports are completed in an appropriate time frame.
- To liaise with parents and agencies as well as meet with the SENCo to discuss progress/student support.
- To mark students' work and feedback as per whole school policy.
- To liaise with subject teacher's prior to reintegrating.

#### **SENCo:**

- To line-manage the ACCESS provision – ensuring any learning difficulties are known, tackled effectively and reviewed.

### **Admission**

Students can be referred by the SENCo and Pastoral Year Leaders if they have relevant concerns. A referral form must be completed for the Student.

It may be the case that the ACCESS Coordinator needs to complete an observation of the student in the classroom environment to assess the best intervention method(s).

### **Criteria for Admission**

Students are considered for the ACCESS provision who meet the following basic criteria:

1. Students with an EHCP/Statement re: ASD / Social Communication Difficulties or ADHD/Mental Health issues (as long as the presentation is not exclusively behaviour as PLD is more appropriate in these cases).
2. Students with ASD/ADHD/Mental Health issues (particularly those with appropriate diagnoses) who are on the SEN Register at K (previously 'school action').
3. Students with short-term/acute emotional issues due to specific circumstances.

### **Reintegration**

It is the aim of the ACCESS Coordinator to reintegrate students to mainstream lessons as quickly as possible following successful intervention. The time it takes to reintegrate will vary from student to student depending on their needs. In some cases, a student may need to be referred again.

### **Home Links**

The ACCESS provision fosters strong home links as parents are asked to support the interventions put in place by the ACCESS Coordinator.

The support of parents is vital to the effectiveness of the ACCESS provision and regular contact by telephone, letter and school visit will be required. Progress reports and updates will be provided and parents are encouraged to contact the ACCESS coordinator to discuss concerns and progress.

### **Student Progress Monitoring**

Progress will be monitored by the ACCESS Coordinator in one-to-one or small group settings. Progress will focus more on the development of communication skills, social skills and emotional wellbeing of the student(s). The ACCESS Coordinator will monitor student attainment against their target grades.

During the reintegration process, the ACCESS Coordinator will monitor the student(s) via communication with teaching staff, lesson drop-ins and check-ins with parents/carers/guardians (as appropriate).

### **Provision Monitoring**

To judge the effectiveness of the ACCESS provision a number of performance indicators may be considered:

- Improvement in attainment and progress (academically and socially) of students who have used the provision.

- Data collected via pre and post intervention questionnaires (Appendix 2).
- Frequent reviews between the ACCESS Coordinator and SENCo.

### **Monitoring Attendance and Absences**

The ACCESS coordinator will work with the Attendance Team to monitor attendance and absences. The support of parents in ensuring regular attendance is essential in ensuring the success of any intervention(s).

### **Curriculum**

The ACCESS Provision should be welcoming and inclusive.

Many of the sessions embrace activities that develop communication skills, social skills and promote emotional wellbeing.

Those in Key Stage 4 will also be taught how to effectively use additional exam arrangements.

Students who have an ACCESS pass may visit the ACCESS coordinator outside of scheduled sessions for support when experiencing emotional upset. Passes are provided by the ACCESS Coordinator once a completed referral from has been completed.

### **Educational Aims**

The positive educational aims are to help students to achieve their potential by:

- Helping them develop strategies that allow them to learn independently.
- Helping them to cope with day-to-day school activities for improved learning.
- Helping to achieve their best and extend their talents and abilities.

## Appendix 3 – Literacy Intervention – Rainbow Reading

### September 2018 to April 2019 - Rainbow Reading Intervention Year 7

Report on the progress of students in Y7 (Cohort 2018) on the Rainbow Reading Programme.

Year group	Number of students	3 years +	2 years +	1 years +	0 years +
Year 7	21	2	11	15	4
		9.5%	52.3%	71.4%	19%

- 21 Y7 students are enrolled on the programme at different starting dates and levels. One student did not commence the programme until January 2019. Of these, 9 were girls and 12 were boys.
- 19% (4 out of 21 students) have not progressed to the next level but are within imminent reach.
- 71.4% (15 out of 21 students) have made progress of 1 years or more.
- 52.3% (11 out of 21 students) have made progress of 2 years or more.
- 9.5% (2 out of 21 students) have made progress of 3 years or more.

### September 2017 to April 2019 - Rainbow Reading Intervention Year 8

Report on the progress of students in Y8 (cohort 2017) on the Rainbow Reading Programme.

Year group	Number of students	6 years +	5 years +	4 years +	3 years +	2 years +	1 years +	0 years +
Year 8	17	2	7	10	14	15	17	0
		12%	41%	59%	82%	88%	100%	100%

- 17 - Y8 students are enrolled on the programme at different starting dates and levels.
- Of these 8 were girls and 9 were boys.
- **4 out of the 17 students are on the Violet Level (11-12y) and are close to completing the programme during the summer term.**
- **3 out of the 17 students are on the Blue Level (10-11Y) and have the potential to complete the programme during the summer term.**
- **2 out of the 17 students are now off roll**
- 2 out of the 17 students did not commence the programme until September 2018.
- Of the 17 students, 4 have since successfully completed the programme.
- 100% (16 out of 17 students) have made progress of 1 years or more.
- 88% (15 out of 17 students) have made progress of 2 years or more.
- 82% (14 out of 17 students) have made progress of 3 years or more.
- 59% (10 out of 17 students) have made progress of 4 years or more.
- 41% (7 out of 17 students) have made progress of 5 years or more.
- 12% (2 out of 17 students) have made progress of 6 years or more.

## Appendix 4 – Complaints procedure

At Kelvin Hall we work hard to listen to and act on the opinions and concerns of all who come into contact with the school.

If parents or carers have a concern about a specific special educational need regarding their child they should normally contact the SENCo or ACCESS Coordinator. The vast majority of concerns and complaints will be resolved promptly by this means.

If the member of staff is unable to resolve the issue directly, parents and carers should put their complaint in writing to the Headteacher, Mr Cavanagh. Complaints will then be investigated thoroughly and parents and carers will be notified of the outcome.

If parents and carers are not satisfied with the response they receive from the Headteacher, they should write to the Chair of the School's Governing Body, who will try to resolve the issue. They may be invited to a meeting of the Governing Body's Complaints Committee, who will review how the complaint has been investigated.

For a copy of the Complaints Procedure please follow this link [Kelvin Hall School Complaints Procedure](#)

If parents and carers believe that the procedure has not been followed correctly, they may refer the

complaint to the Department for Education. Initial complaints and concerns referred directly to the Local Authority will be referred to the Headteacher, who will follow the procedure as outlined above.

To pass on a concern or 342229 or email to make a complaint, you may also call the school on (01482) [info@kelvinhall.net](mailto:info@kelvinhall.net) .