



KINETON HIGH SCHOOL
A Specialist Sports College

ADDITIONAL SUPPORT NEEDS
POLICY

ADDITIONAL SUPPORT NEEDS POLICY 2014

At Kineton High School we use the term **Additional Support Needs** to refer both to the needs of pupils with traditionally defined special educational needs and to the needs which may be experienced by students from particular groups, including vulnerable learners and the gifted and talented.

The term “special educational needs” has traditionally referred to children’s learning needs in school. In Britain, as in many other countries, SEN is legally defined and this legal definition is used to decide whether particular children are eligible for special educational services.

The SEND Code of Practice (DFE, 2014) states:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have 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.

The definition of 'special educational needs' traditionally only applies to children and young people with particular types of learning needs. The concept of **'additional support needs'** refers to any child or young person who, for whatever reason, requires additional support for learning. Additional support needs can arise from any factor which causes a barrier to learning, whether that factor relates to social, emotional, cognitive, linguistic, disability, or family and care circumstances. For instance, additional support may be required for a child or young person who is being bullied; has behavioural difficulties; has learning difficulties; is a parent; has sensory or mobility impairment; is at risk; or is bereaved. There will be many other examples besides these. Some additional support needs will be long term while others will be short term. The effect they have will vary from child to child. In all cases though, it is how these factors impact on the individual child's learning that is important and this will determine the level of support required.

(with thanks to <http://www.scotland.gov.uk/Publications/2004/06/19516/39190>)

Those covered include those who:

- have motor or sensory impairments
- are being bullied
- are particularly able or talented
- have experienced a bereavement
- are looked after
- have a learning difficulty
- are on the child protection register
- have English as an additional language
- are not attending school regularly
- have emotional or social difficulties
- are young carers
- are living with parents who are abusing substances

The above list is not exhaustive nor should it be assumed that inclusion in the list automatically implies that additional support will be necessary.

This approach to children who need more than the school system provides for the majority of children, requires the school to identify the specific challenges that each learner faces and develop specific responses to support the learner to overcome those challenges, planning targeted interventions and support as appropriate.

It is our aim to minimise the detrimental effects of the system and organisation of learning, and maximise opportunities for all learners to progress. We recognise that to have equal chances to succeed and progress learners need to be valued and treated differently as individuals each with their own specific talents, needs, character and contribution to make.

This will be achieved not only by supporting the students directly but by assisting and advising teaching staff in adopting appropriate pedagogical strategies in schemes of learning, lessons and in setting independent learning tasks. The Additional Support Needs team works across the curriculum to ensure that individual needs are recognised, understood and addressed to maximise learning progress for students.

The Assistant Headteacher has strategic responsibility for ASN provision at KHS and is also the named SENCo. The provision is led by the ASN Steering Group which includes a Governor. Support in certain areas is provided by specialist teachers and teaching assistants. (see structure at Appendix A)

In line with the Code of Practice for Special Educational Needs, the governing body:

- does its best to secure that the necessary provision is made for any pupil who has special educational needs

- ensures that, where the "responsible person"- the headteacher or the appropriate governor- has been informed by the Local Authority that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- ensures that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consults the Local Authority and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole
- ensures that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- reports to parents on the implementation of the school's policy for pupils with special educational needs
- has regard to the Code of Practice when carrying out their duties toward all pupils with special educational needs
- ensure that parents are notified of a decision that SEND provision is being made for their child.

Facilities:

ASN suite accommodating the majority of the department; the suite consists of a classroom equipped for small group withdrawal, including access to IT and internet and a staff work base and quiet meeting/counselling area. It also holds all information about our students overseen by a designated administrator.

The Student Support Centre provides for those students who may face temporary or intermittent challenges in attending mainstream lessons for a variety of reasons. These include emotional or behavioural difficulties, returning to school after a prolonged absence or exclusion, or with temporary chronic ill health.

The Additional Support Needs Team:

- identifies individual additional support needs on admission (see below), or as they arise using structures and systems in appendix B.
- compiles the Additional Support Needs register, a live organic document held principally in the shared area on the school network and regularly updated (also provide a hard copy for all teaching staff)
- makes sure all relevant staff are aware of those needs via the ASN register, individual education plans (toolkits) and specific briefings.
- provides support for identified students enabling full access to the curriculum and maximum progression.

- advises and encourages teachers across the curriculum to adopt a variety of strategies which will meet need appropriately, minimise difficulties with learning and maximise stretch and challenge.
- works directly with learners to achieve the objectives, medium and short term targets specified in Statements and on IEPs, through in-class support, small group withdrawal, individual withdrawal, partnership teaching, enrichment and extension activities and liaison with agencies and external support staff.
- monitors the learning and progress of learners on ASN register, planning and implementing targeted intervention and support to promote progress. Quality assurance and enhancement are provided through leadership coaching, and the gatekeeping mechanism of the bi-termly KHS Inclusion Panel meetings.
- liaises closely with parents through the allocation of key workers so that we can work together in partnership.
- provides the Student Support Centre as a discrete inclusion facility for learners identified and referred through the KHS Inclusion Panel.

Admissions and Identification:

In Year 7:

A thorough transition programme, working in partnership with Primary School will ensure a smooth journey from Year 6

- Discussion with the Year 6 teacher and Primary School SENCo
- Literacy & numeracy screening on admission (ngrta)
- The Cognitive Abilities Tests administered at KHS in the Autumn Term of Year 7
- SATs profiles
- Individualised transition plans on a needs basis

Subsequent admissions and/or in year transfers:

- Scrutiny of records and liaison with the previous school
- Evaluation of literacy & numeracy levels on entry

Post admission:

- Staff referral/nomination
- Scrutiny of progress tracker
- Creativity diagram
- Quirky checklist
- Performance in out of hours learning/at clubs e.g. theatre club, orchestra or sports squad

Levels of Provision

We have a graduated response to learners' needs.

Wave One Response relates to the classroom teacher's usual differentiated approach to include the full range of learning needs in the lesson.

Wave Two Response relates to small-group intervention for children who can be expected to 'catch up' with their peers as a result of the intervention and learners for whom the classroom teacher has to make particular adaptations.

Wave Three Response relates to specific targeted intervention for individual children identified as requiring additional support. Learners at Wave Three may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to learning. Provision at Wave Three is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves One or Two. Children receiving Wave Three support will always be placed on School Action, School Action Plus or have a Statement.

Identification and Categorisation:

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Kineton High School learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having ASN. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCo but will be planned and delivered by teaching and support staff.

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having ASN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.

- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the ASN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the ASN register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

Special Educational Needs Support (SENS) previously School Action / School Action Plus

The Code of Practice (Chapter 6, section 6.5, pp. 74-75) indicates that once a potential special educational need has been identified then an action cycle of assessment and intervention should be put in place with a focus on providing effective support. This makes use of Assess, Plan, Do, Review 'actions' – revisited, refined and revised on a cyclical basis by those working with a particular pupil. This would include the teacher(s), the SENCo, learning support assistants, other contributing professionals, parents and the pupil. The overall aim of the SEN Support action cycle should be to ensure an effective match between the needs of the pupil and the intervention put in place to support their learning.

Referral for Education Health Care Plan (EHCP) previously Statement

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur when the [LA] believes that the school has taken every step possible to support of the child but is unable to provide the level of support needed alone.

The decision to make a referral for an EHCP will be taken at a progress review.

The application for an ECHP will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Head teacher
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

Education Health Care Plan (EHCP)

- a. Following Statutory Assessment, an EHCP will be provided by Warwickshire Local Authority if it is decided that the school cannot provide for the child's needs on its own. The school and the child's parents will be consulted before the decision is made.
- b. Parents have the right to appeal against a decision either for or against an EHCP for their child.
- c. Once the EHCP is completed it will be kept as part of the pupil's formal record and reviewed annually by SENCo, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

All students with additional support needs will have the opportunity to participate in every aspect of school life, including out of hours learning, trips, residentials and other activities, through relevant and appropriate support, differentiation and/or adaptation of the mainstream curriculum

Targets, achievement and progress tracking:

All students have performance targets related to prior attainment.

All students' progress is monitored through the schools' termly progress tracking and reporting system. Underachievement in particular subjects or across the board is identified and interventions are planned, implemented and reviewed. Parents are involved in this through rigorous achievement tutoring arrangements and students track and analyse their own progress in tutorial time.

In addition to the above students at SENS/School Action Plus and with Statements have an IEP (toolkit) and their own allocated Key Worker. Progress is reviewed at monthly coaching meetings with the SENCo, through regular liaison between the Key Worker and home, and through bi-annual review of IEP targets.

The KHS Inclusion Panels meet half termly to monitor the behaviour, attendance and learning of students, focusing on those with the highest levels of need. Proactive responses and interventions are planned and implemented and the Panels serve as a gatekeeping mechanism for referral to external agencies, admission to the SSC, PSPs etc.

External Agencies:

Liaison with and the engagement of external agencies will take place

- as individual need arises
- as part of the CAF process
- as part of identified provision at EHCP/Statement / School Action Plus/SENS
- to provide professional development for individuals and groups of staff

This includes close working with health, social services and educational support services.

Partnership with Parents:

An effective working partnership with parents is essential to success for all learners. Partnerships will be built up in accordance with overall school policy and practice. In addition, students at SENS/ School Action Plus or with an EHCP/Statement will be allocated a Key Worker who will be the first point of contact for these families. The Key Worker will liaise with home (e.g. by phone, email, or home:school communication log) on an agreed, regular basis (half-termly as a minimum).

Links With Other Schools:

Links with primary school are maintained through:

- the Assistant Head – Transition/SENCo
- Visits to Primary Schools by the Additional Support Needs Team
- Meetings of the Kineton Learning Community Heads
- Meetings of the Kineton Learning Community SENCos
- Meetings with Kineton Professional Learning Community's SEN Advisory Support teacher
- Links with Co-ordinators at other Schools are maintained by means of local facilitated networks.

Admissions and transfers will be administrated through the school admissions officer and the Additional Support Needs Recording and Reporting officer.

Professional Development:

Requirements will be identified for all members of the Additional Support Needs team and the staff as a whole through annual performance review and departmental self-evaluation strategies. Training will be provided through a variety of means in accordance with Kineton High School Professional Development policy and within the constraints of budget.

Arrangements for Considering Complaints:

Complaints concerning the provision for Additional Support Needs will be dealt with in accordance with the school's policy for all complaints and therefore should in the first instance be raised with the Headteacher.

Monitoring the Policy:

The impact of the policy will be assessed annually by referring to the following criteria:

- the progress made by students as identified by
 - routine classroom assessment procedures,
 - the Kineton High School Progress Tracker,
 - literacy and/or numeracy assessments,
 - IEP and Annual review/achievement tutoring meetings
 - ASN key worker coaching minutes
 - Lesson observation records

- Inclusion Panel discussion
- external examination performance
- analysis of KS2-4 progress
- the awareness of the teaching staff about learners needs/pedagogical approaches as detailed on Additional Support Needs register (staff survey)
- Student voice (discussion groups and survey)
- the awareness of the staff, including new staff, and the value placed on the work of the Additional Support Needs team (staff survey).
- the effectiveness of adults other than teachers in lessons (Lesson Observation data)
- the satisfaction of parents (parent survey)

N Stevenson November 2014