

Kineton High School Special Educational Needs and Disability (SEND) Report

1. How does the school know if children/young people need extra help and what should I do if I think my child/young person may have additional support needs?

We have an experienced team of Teaching Assistants and all intervention is recorded on our provision management system. We conduct baseline assessment (CATs and Spelling and Reading) on entry to the school to ensure pupils make outstanding progress in the correct ability set and to ensure areas of difficulty are highlighted and addressed.

We have a rigorous monitoring system in place that tracks the progress of all our learners across all areas of the curriculum and allows us to identify individual next steps. Our staff work together to ensure concerns are raised appropriately using the correct procedures. We use data, verbal feedback, inclusion panel referrals and observations to identify additional needs and celebrate achievement. Parents/Carers are encouraged to speak to the class teacher/personal tutor or key worker (where applicable) about any concerns they have. A thorough transition programme ensures all relevant information from primary schools is passed to us for any student allocated a place at Kineton High School.

2. How will the school support my child/young person?

We have high expectations of all our staff in meeting a range of needs. We are striving towards all interventions being informed by research, evidence based and measured to monitor impact and attendance against expected rate of progress. Where we feel something isn't working, we are quick to respond and find alternatives through dialogue with the learner and their family. Our additional support programmes are overseen by qualified SEND experts. Support interventions include literacy and numeracy both in class and in small withdrawal groups alongside after school homework support. Students have also been identified to withdraw from MFL (Modern Foreign Languages) in order to focus on additional literacy needs. Students who have EHC plans (or have a statement which has yet to be transferred) along with high needs SENS (K) students are allocated a Key Worker. The Key Worker meets regularly with students to offer both academic and pastoral support. The Heads of House support pastoral needs, student welfare and student progress: they are all coached by a member of the Strategic Leadership Team (SLT). Our governors play an active role in monitoring the quality of our SEND provision, as does the Headteacher and member of the SLT; we have a nominated SEND governor. The SEND provision is line managed by the Deputy Headteacher.

3. How will the curriculum and other teaching strategies be matched to my child's/young person's needs and their aspirations?

Differentiation is embedded in our curriculum and practice and this is monitored through annual whole school procedures such as Teacher Appraisal and Department Partnerships Reviews. We have a tailored personalised curriculum for some pupils with more complex needs, which involves regular progress meetings/reviews with students and their families to help us to monitor and reflect on the best next steps. Our staff have clear expectations for providing differentiation for students and this is monitored closely. All students are given information, advice and guidance in terms of work experience and career interviews which helps in mapping aspirations for the future.

4. How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

We have a progress reporting system, which is provided for all students, in the form of attainment and attitudinal feedback and parent consultation evenings. Students who are on the SEND register

will receive additional feedback throughout the year with opportunities to discuss issues, this will involve their parents/carers and key worker. EHCP students have more regular informal review points as well as the formal annual review. We welcome feedback at any time and will at times invite parents/carers to contribute to forums where appropriate.

5. What support will there be for my child's/young person's overall well-being and to help them develop their independence?

All of our staff are trained to provide a high standard of pastoral support and we offer a team of experienced Heads of House to lead and support this. Students are placed in a mixed age tutor group led by a personal tutor who will have a formal point of contact with them each day in the morning. Specific staff are trained to support medical needs and new entrants with medical conditions have a meeting with all relevant personnel prior to them starting school. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully embedded and reviewed annually taking into account the views of staff, students and parents/ carers. We rigorously monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Student voice and leadership opportunities are fundamental to our ethos. We encourage all of our students to become independent learners.

6. What specialist services and expertise are available at or can be accessed by the school?

Our SEND base (youth centre) is purposely arranged to accommodate support for students with SEND. We also have a separate learning centre where intervention for literacy and numeracy takes place and a meeting area for parents, staff, students and any external visitors. We have a wide range of resources which helps support students in the classroom. In addition to this, we also have a highly valued Student Support Centre (SSC) which is managed by a very experienced member of the SEND team who has particular strengths in dealing with students struggling with social and emotional issues. The SSC is host to a small number of regular students for lesson time but also provides a safe place for a larger number at break and lunch; it is always supervised.

Our established and experienced team host a wealth of contacts of whom can be accessed to support our young people in a variety of situations. These include Within County Support and beyond. A number of key pastoral personnel are Early Help Assessment (CAF) trained and are experienced in leading or being a part of this important support network. We have access to a SEND cluster coordinator who also works with our partner primary schools, this is invaluable at the point of transition. The coordinator has particular expertise supporting students with a dyslexic diagnosis and/or tendencies and she is tasked in working with students in six week blocks following an 'Asses, Plan, Do, Review' process.

7. What training are the staff supporting children and young people with SEND had or are having?

Nationally recognised qualifications are being undertaken by the strategic lead for SEND; the strategic lead is also a qualified teacher. We have identified and recruited experts to lead on numeracy, literacy and ASD but we are not complacent when continuing to identify further ways to improve our practice and therefore our support for young people. All staff have received a thorough update on the new Code of Practice and its implications for our young people. We have also invested finance and time into ensuring we have an effective literacy programme in place in the form of Read Write Inc. The SEND department is able to offer specific expertise in a number of areas including numeracy, literacy, social emotional and ASD. We have access to the SEND cluster coordinator who

also works with our partner primary school and this is invaluable at the point of transition. The coordinator has particular expertise supporting students with a dyslexic diagnosis and/or tendencies and is tasked to work with students in six week blocks following an 'Asses, Plan, Do, Review process'.

8. How will my child/young person be included in activities outside the classroom including school trips?

Our 'out of hours learning' (OOHL) programme aims to cater for all students and our commitment to inclusion for all ensures that thorough thought and consideration is put into the planning of activities outside the curriculum. Where issues may present themselves that concern safety and access, we consult the relevant parties in order to overcome any barriers. All students are encouraged to engage in our OOHL programme and this will form part of discussions with the key worker, staff and parents as appropriate

9. How accessible is the school environment?

As part of our single equality scheme we have a full Accessibility Plan/Policy in place and as such, we consider our environment to be accessible to meet the need of our current learners and their families. We are vigilant about making reasonable adjustments, where possible. Our policy and practice adheres to the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners. Our new Science block is fully accessible, incorporating a lift for upper floor access.

10. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

We have an excellent and thorough transition programme at Kineton. All students are visited at their primary school by our transition coordinator. All students attend a minimum of two induction days along with all of the other year 6 students who are joining the school. All year 6 students and parent/carers are invited to a 'meet the tutor' evening at the end of the summer term. The transition coordinator communicates with the pastoral team and the SEND team throughout the transition process and all SEND requirements are raised early to aid the smooth process. An alternative and/or enhanced transition programme is put in place for our SEND learners and this will be bespoke to their needs. This could include attendance at the annual review (for students with an EHCP) in year 6 and if necessary year 5, continued dialogue with primary colleagues and parents before moving to Kineton and more frequent visits for the young person to ensure Kineton's surroundings are more familiar and questions are answered. This is not an exhaustive list of procedures and each package can be tailored to meet the needs of the students as best as possible.

11. How are the school's resources allocated and matched to children's/young people's special educational needs?

Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. The Head teacher, Governors and School Business Manager oversee all matters of finance in accordance with the School's Financial Values Standard. Budgets are closely monitored and aligned to the school development plan. Staffing is reviewed regularly to ensure students' needs are met. The higher needs funding is accessed on a needs basis and following feedback and review.

12. How is the decision made about what type and how much support my child/young person will receive?

We encourage all of our students to be independent learners as much as possible in every lesson. The transition process, including any 'in year' moves, will inform the school of any continuity required to secondary school in terms of support. The SEND team will ensure the students are accurately placed on the Kineton SEND register and relevant support matched to the needs of the child, including intervention groups, an allocation of a key worker etc. Inclusion meetings take place regularly involving all relevant personnel. At these meetings students' behaviour, progress and attendance are discussed and action taken forward where appropriate. The SEND register is consistently reviewed based on student progress and the impact of intervention that has taken place.

13. How are parents/carers involved in the school? How can I be involved?

We strongly encourage positive partnerships with all parents/carers of students at Kineton. We work together to ensure each student is supported in their learning, specific needs, pastoral care and aspirations. Parents/Carers are kept updated with progress through key reporting points during the year as well as a parent consultation evening. Students who have a key worker allocated to them have regular contact with this adult and they will also keep parents/carers updated as well. Students with an EHCP have an annual review where all aspects of the young person's schooling is discussed and logged. Our governing body also includes parent representation and vacancies are advertised on the website or by letter home.

14. What arrangements does the school have in place for signposting me to external agencies such as voluntary organisations?

Support services are available through Warwickshire County Council and SENDIAS; we are able to identify contact information on a needs basis along with other external groups such as charities or parent support groups (e.g. PTA Parents Talking Asperger's).

If you require any further information do not hesitate to contact us on (01926) 640465

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