

Kesteven & Sleaford SEND Information Report

Who is the school SENCO?

The SENCO is Mrs Deborah Collett who can be contacted on telephone number 01529 414044
Or by email Deborah.collett@kshs.uk.

Mrs Michelle Watts is the SEND Manager and she can be contacted on telephone number 01529 414044
Or by email Michelle.watts@kshs.uk.

Who should you contact about school admissions?

Mrs Yvette Edwards (Head of School's PA) who can be contacted on 01529 414044.

What kinds of SEND are provided for?

The school makes provision according to the needs of the students on roll:

- Cognition and learning and specific Learning Difficulties, such as Dyslexia and/or Dyspraxia
- Communication and Interaction Needs, such as Autistic Spectrum Condition (ASC)
- Behaviour, Emotional, and/or Social Development Needs
- Mental Health needs
- Sensory or physical needs, such as hearing or visual impairment
- Speech and language difficulties

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

How do we identify students with SEN and assess their needs?

We know when students need help from a range of sources:

- Primary schools inform us at the point of transition
- Concerns are raised by parents/carers, teachers or the student
- Students are making less than the expected progress given their age and individual

- circumstances
- If there is a marked and noticeable change in the student's behaviour or progress
- The particular Special Educational Needs of a student are identified and assessed through a range of
- processes. Assessment of the student will include some of the following:
- Observations
- Tracking data
- Screening procedures and diagnostic testing
- Involvement of outside agencies

A constant monitoring review cycle of progress is in place involving the student, parents and teachers during all interventions.

What arrangements exist for consulting parents of students with SEND and involving them in their child's education?

Parents are involved in planning their child's education and particularly for students with EHC Assessments, through the annual review process. Parents are also involved in six monthly reviews of progress with the SENCO or SEN Manager (previously known as IEP reviews). There are published Assessment points across the academic year. These results give a clear indication as to whether progress has been made.

There is an annual parents' consultation evening for all students each year. The SENCO or SEN Manager is available to meet with parents to discuss student progress and/or any concerns/worries parents may have. This contact can also be maintained via email.

What arrangements exist for consulting students with SEN and involving them in their education?

The views of students are taken into account through Student Voice questionnaires, student forums and person centred reviews as well as through the School Council.

Students with either a statement of SEN or Education, Health and Care Plan have the opportunity to contribute their views through the review process.

What different types of support are available for students with SEND?

The SEND provision available to students covers the following areas:

- Subject teacher input via targeted classroom teaching e.g. differentiation of classroom based tasks and activities.
- Implementation of specifically tailored support strategies.
- Group work with a small number of targeted pupils, in the classroom, supported by a member of the support team.
- Specialist groups run by, or in partnership with, specialist agencies such as the Communication and Autism Team, Educational Psychology Services etc.
- Specialised one-to-one support from specialised professionals skilled in specific areas of need, such as Dyslexia, Dyspraxia, Sensory Support, Counselling, EAL etc.
- Peer/teacher mentoring opportunities
- Provision of specialist support equipment, IT or modified resources.
- Referral to external agencies such as Child and Adolescent Mental Health Services, Speech and Language Therapy etc.

All pupils with sensory needs have access to a supportive school environment.

There will also be students who receive specified individual support funded by the Local Authority, this type of support is available for students whose learning needs are severe, complex and lifelong. This is provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This type of support is available to students with specific barriers to learning that cannot be overcome through normal classroom teaching, intervention groups, regular Teaching Assistant support or specialist teacher/agency/involvement/advice. The Statement/EHCP will outline the number of hours and financial assistance your child will receive from the Local Authority. Short-term and long-term outcomes will be specified.

How are the school's resources allocated and matched to student's Special Educational Needs?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent upon an individual's needs.

Additional provision may be allocated after review meetings, or if a concern has been raised at another time during the academic year. Resources may include deployment of staff depending on funding allocation and individual circumstances.

All resources/training and support are reviewed regularly and changes made as needed/recommended.

How is the decision made about how much support your child will receive?

Decisions are made in consultation with:

SENCO, Teachers, Head of Year, Senior Leaders, the student, parents and, if appropriate, other support staff and support agencies.

Decisions are based upon tracking of student progress and as a result of recommendations made by outside agencies.

How will the curriculum be matched to your child's needs?

The curriculum will be matched in a number of ways:

- Differentiation of work by subject teachers
- Provision of a Learning Profile (Individual Education Plan) which sets targets according to areas of need
- Provision of specialist equipment, IT or modified resources.

How will the school monitor and evaluate SEND provision?

We use appropriate intervention-specific tools when pupils have taken part in an evidence based intervention.

- Assessment outcomes and target data are tracked and formal test results are monitored
- Review meetings are held
- Where necessary, students will have a Learning Profile where progress against targets will be regularly reviewed and updated.
- The progress of students with a Statement of SEND/EHCP will be discussed at an Annual Review Meeting.

How will you know how your child is doing?

Parents should know how well their child is doing in a number of ways:

- You will be able to discuss your child's progress at Parents' Evening
- Provision of Tracking Data and an annual school report
- Review/progress meetings with SENCO with subject teachers and Head of Year attending when appropriate
- Review/progress meetings with specialist professionals and external agencies
- Email communication access with all members of staff
- Comments made by staff in School Planner

What support will there be for your child's overall well-being?

The school offers a wide variety of pastoral support for students who are encountering emotional difficulties. These include:

- Members of staff, such as form tutor, Head of Year, SENCO, Pastoral Support, Wellbeing Ambassadors
- A Key-worker all being available to students who wish to discuss issues or concerns.
- A quiet area is available at lunchtimes for those who struggle with non-contact time
- Referrals to outside agencies can be made when needed e.g. Child and Mental Health Adolescent Services (CAMHS)

How does the school cater for student medical needs?

Where students with SEN also have a medical condition, their provision is planned and delivered in a coordinated way with a Health Care Plan. The school adheres to the procedures specified in the School Medical Conditions Policy as laid out in the DfE Guidance for Supporting Pupils at School with Medical Conditions April 2014. There is a room for physiotherapy and some buildings have a disabled toilet. There is also a hoist in one of the toilets. A designated first-aider helps to manage the administration of medicines.

What specialist services and expertise can be accessed by the school?

The school works alongside, and seeks support from other agencies where required, to maximise learning opportunities and potential.

Directly funded by school are:

- A SENCO
- SEND Manager
- Teaching Assistants providing in-class, group and one-to-one support to students with Additional Needs
- At times it is necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:
- Autism Outreach
- Child and Adolescent Mental Health Service (CAMHS)
- Sensory Support Service
- Speech and Language Therapy Team
- Social Services

What training do the staff supporting students with SEND have?

Staff have access to a variety of training pertaining to SEND within school. This includes:

- Specific Learning Difficulties, Dyslexia
- Dyspraxia

- Autistic Spectrum Disorders
- Social, Emotional and Behavioural Needs
- Anger Management
- Mental Health training

Whole school training is provided on SEND issues. Individual teachers and support staff attend in school and external training relevant to the needs of specific students in their class.

How will your child be included in activities outside the classroom, including school trips?

The school aims to ensure that activities and school trips are available to all:

- Risk assessments are carried out and procedures are put in place to enable all pupils to participate. This is done in liaison with the SENCO.
- “Reasonable adjustments” are made for those students with additional, medical and/or physical needs.
- If it is deemed that an intensive level of one-to-one support is required then a Teaching Assistant will accompany the student during their activity or trip.
- Appropriate provision of specialist equipment is provided such as a laptop, magnifier etc.
- Advice and guidance from specialist agencies is sought and followed.

How accessible is the school environment?

The school site is made up of a range of buildings. The oldest building is the ‘House’ which is mostly inaccessible.

Both floors of the ‘K’ ‘S’ and ‘V’ blocks are fully accessible. The ground floor of the M and L blocks are accessible.

The Sports Hall is fully accessible.

What arrangements exist to support students moving between phases of education and to prepare them for adulthood?

The school aims to make transitions as smooth as possible using a range of strategies:

- Discussions and meetings between previous or receiving schools, colleges, universities or other organisations, prior to the student joining/leaving. The school endeavours to pass on/receive all relevant information and records regarding students with SEND. Information is disseminated to teaching staff and Teaching Assistants with appropriate recommendations/advice implemented.
- All new Year 7 students attend an Induction Day in July
- Parent/student information evenings and open days also facilitate transition.
- Additional visits are also arranged for students who need extra time in their new school.

The SENCO or SEND Manager is always happy to meet parents/carers prior to their child joining/leaving the school to discuss anticipated learning needs/support arrangements. Likewise, school staff can also make external visits to schools/colleges/universities/organisations to plan transition arrangements in more detail.

Independent Careers Advice is available to all students.

All school SEND review meetings include transition discussions, and take advice from parents, teachers and other professionals involved.

All students with a statement or EHCP will complete a Transition Plan at key moments of change in their education.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school.

The School takes its responsibilities towards students and parents of students with special educational needs very seriously. It is very important to be able to use informal and formal complaints procedures to remedy the situation as soon as possible.

Stage 1: Parents should contact the school SENCO. A meeting will be arranged to discuss the complaint and try to agree an acceptable resolution to the problem.

Stage 2: Parents should contact the Head of School. A meeting will be arranged to discuss the complaint and try to agree an acceptable resolution to the problem.

Stage 3: If the complaint cannot be resolved, the school Governing Body recognises its duty to comply with The Education Regulations 2010. The procedures specified in the School Complaints Policy (available on the school website) should be followed.

Where can I get further information about Special Educational Needs support services for my child?

Lincolnshire Local Authority Family Services Directory online Lincolnshire's Parent Carer Forum
www.lincspcf.org.uk

National Autistic Society, 393 City Road, London, EC1V 1NG
<http://www.autism.org.uk>

British Association for Counselling, 1 Regent Place, Rugby CV21 2PJ
www.bacp.co.uk

Dyslexia Action, Provincial House, Sutton Coldfield, B72 1QU
www.dyslexiaaction.org.uk

Dyspraxia Foundation, Hitchin, Herts SG5 1EG
www.dyspraxiafoundation.org.uk

The information in this report forms part of Lincolnshire's Local Offer which contains further information and a directory for all support services in the area for parents of pupils with SEN. This Local Offer can be accessed via

<https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page>