



SEND Information
& SEND Report

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Introduction

We recognise at Kents Hill Park School that a range and degree of learning difficulties, behavioural problems, physical or sensory disabilities will be experienced by some of our pupils. We pride ourselves on being an inclusive school, with a strong focus on academic progress of all our pupils not withstanding any additional needs. The primary focus is to secure outstanding outcomes for all of our young people.

The SENCO for Kents Hill Park School is James Pilgrim- email: enquiries@kentshillpark.school, telephone number: 01908 533290

It should be noted that:

1. As appropriate, the aims and objectives of the SEND team relate directly to those of the school and the Statement of Principles adopted by the Local Authority. These are also based on the values derived from, and are guided by, the requirements of the Equality Act 2010; SEND Code of Practice (2014); Schools SEND Information Report Regulations (2014)
2. To be consistent with the SEND Code of Practice 2014, the following terminology has been used:
 - A pupil is recognised as having a learning difficulty if he/she has significantly greater difficulty learning than the majority of others of the same age
 - The term “parents” is employed throughout this policy and others to refer to any parent, guardian, or other adult in “loco parentis”.
 - A pupil under compulsory school age has special educational needs if they fall within the definition above, or would do so if special educational provision was not made for them
 - This definition of learning difficulty does not apply to pupils who have learning problems solely because his/her first language is different from the language in which he/she will receive his/her education
 - It is noted that the following factors may impact on progress and attainment but are not in themselves a learning difficulty:
 - Disability (the Code of Practice 2014 outlines reasonable adjustment duties under the Disability Equality legislation which we are compliant with)
 - Attendance and punctuality
 - Medical conditions
 - Being in receipt of pupil premium grant
 - Being a looked after child

Aims

1. To ensure full entitlement and access for SEND pupils to high-quality education within a broad, balanced and relevant curriculum and stimulate pupil interest and enjoyment of their education
2. To educate pupils with SEND, wherever possible, alongside their peers within the normal curriculum of mainstream schools, after giving due consideration to the appropriate wishes of the pupils and parents and their individual needs
3. To enable SEND pupils to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives
4. To identify and assess pupils with SEND at the earliest opportunity
5. To fully involve parents and pupils in the identification, assessment and delivery of SEND and to strive for close co-operation between all agencies concerned
6. To work proactively with local authorities and other external agencies to ensure we perform our role in terms of joint commissioning of services (Children's and Families Act 2014)
7. To advocate a person-centred planning approach
8. To provide requisite information for the "local offer" in accordance with the special educational needs (local offer) (England) Regulations Clause 30, and at the behest of the local authority
9. As a mainstream educational setting we will use our best endeavours to secure the special educational provision called for by the pupil's or young person's needs (Code of Practice 2014)

Admissions

The Headteacher/ SENCO monitor our annual intake to ensure that pupils with special educational needs have not been refused admission or discriminated against because of their special needs.

- For those who have SEND, but are not in receipt of an Education Health and Care Plan, we will consider applications on the basis of our published admissions criteria as part of normal admission arrangements.
- For those who have special educational needs, but do not have an Education and Health Care Plan, we will continue to follow local arrangements
- For those that have an Education and Health Care Plan, we will liaise closely with the local authority and parents and will ensure that our legal obligations are met

Identifying Special Educational Needs

Primary

Within the primary phase, pupils who have additional needs are identified by nursery provisions and transitional visits are made by the SENCO. Further identification is usually made initially by class teachers and subsequently investigated by the SENCO. All pupils are

tracked at each stage of their education, which may lead to identification of pupils who are not making expected progress.

Secondary

The process of identification and assessment normally starts through liaison with our primary feeder schools, or home visits. Relevant staff visit our feeder schools or pupils' homes to meet prospective pupils, parents and teachers during the year prior to commencement.

During the first three weeks of September, all Year 7 pupils are given reading and spelling tests (which provide reading/spelling ages and standardised scores) and Cognitive Ability Tests (measuring verbal, non-verbal and quantitative skills.) Identification of pupils needing literacy or numeracy support will be largely based on the results of these tests. Subsequent requests for support are also considered from various sources, including parents and teachers. Some pupils may personally request support and the school endeavours to assess, identify and intervene as far as is possible within the limits of the resources.

Parents will be contacted if assessment or referral indicates that a pupil has SEND and are thereafter kept regularly informed by a variety of means of their child's progress.

Within both Primary and Secondary phases identification of special educational needs is a holistic process taking into account the needs of the whole child.

A Graduated Approach to SEND Support

Curriculum

The school will ensure that the curriculum and timetable:

- Is balanced (i.e. that it allows for and facilitates adequate development in each curricular and skill area)
- Differentiated according to individual needs
- Offers equality of opportunity and access to the different curricular and skill areas

This entitlement curriculum is regularly reviewed to ensure that it is relevant to the pupil's needs, both present and future, and that it is perceived as such by the pupils themselves and their parents.

Quality of Teaching

Kents Hill Park School recognise that "all teachers are teachers of special educational needs" (Code of Practice 2014.) In order to support this, the Learning Support Team offers advice and INSET (training) opportunities to subject teachers and other departments on employing differentiated teaching methods and resources to meet the needs of a wide range of learners. Additionally, we ensure that subject staff are made aware of the special educational needs of any pupils in their charge.

We recognise that high quality teaching, appropriately differentiated, is the first step in responding to children who have, or may have, SEND and that additional intervention and support cannot compensate for good quality teaching. We regularly review the quality of teaching for all pupils which includes additional INSET opportunities for teaching staff to improve understanding of strategies to support vulnerable pupils.

Additional SEND Support

The Learning Support Team staff:

- Provide expertise in the education of pupils with learning difficulties;
- Provide expertise in the education of pupils with social learning difficulties;
- Emotional and behavioural difficulties;
- Provide expertise in the education of pupils with specific numeracy difficulties

A range of support is offered to pupils who are identified as needing additional SEND support above that of good quality teaching.

How do we decide if a young person needs additional SEND support?

- **ASSESS:** The decision is made to allocate additional SEND support dependent on the individual's level of need and ability to access the school curriculum and make good progress. In making this decision, we consider academic progress and national benchmarking in conjunction with information from a range of skill-specific standardised assessments
- **PLAN/DO:** If a child is indicated as likely to benefit from SEND support, we discuss and plan the type and focus of this support and share this information with parents in a variety of formats
- **REVIEW:** Parents are offered the opportunity to review this document on a termly basis with a member of the Learning Support Team. This review will discuss the progress information provided by subject teachers within our internal census and the impact that SEND support is having on supporting pupil progress

Managing Pupils Needs on the SEND Register and the Local Offer

The range of SEND Support at KHP includes access to shared TA support in lessons, intervention programmes such as literacy, numeracy, social support and alternative provision. This reflects the needs of any given cohort and as such will change over time.

Careful consideration will be given to each pupil's needs in terms of determining their access to additional support. Their allocation will be determined with reference to the significance of their needs in relation to those of their peers. We are committed to an equitable, flexible and creative distribution of this resource. It is based on a principle of equivalent funding and not limited to a number of hours of TA support.

In terms of the local offer, we deploy devolved SEND monies to support the range of additional SEND support as described above. If an individual's required SEND support

provision is in excess of the devolved monies already made available to KHP, then we will apply to the SEND Inclusion Forum in order to be able to make the necessary provision available in school. We will notify parents of such applications as required.

For those that have an Education Care and Health Plan, any application to the SEND Inclusion Forum would be in excess of the individual monetary support already provided by either the Statement or EHCP.

Should we believe a child's needs meet the published local criteria for an EHCP, we will make the relevant application to Milton Keynes Council. This step will only be taken after lengthy and substantive discussion with parents.

Specialist External Support

This range includes the Educational Psychology Service, Speech and Language Therapy Team and Target Autism. The decision to involve and fund specialist external support will be made on the needs of the individual child in relation to the needs of their peers, the likely benefit of such support and the perceived impact on pupil well-being and progress.

Additionally, we work proactively with external agencies to secure good outcomes for our children.

Complaints

Any concern regarding provision of support shall be communicated to the SENCO / Headteacher, James Pilgrim – email: enquiries@kenthillpark.school telephone number: 01908 533290. A copy of the school's complaints policy can be found on its website.

Access Arrangements

In terms of Access Arrangements, we follow the guidance of the JCQ and ensure that all those who qualify under the JCQ criteria and would benefit from access arrangements have these in place. We operate under the principle that access arrangements must reflect usual classroom practice. Parents will be informed if your child has been allocated access arrangements and support arrangements are discussed between parents and learning support staff.

Support Outside of the School Day

There is a wide range of extra-curricular activities and educational visits. Every effort is taken to ensure that all those who would like to take part in such an activity are not disenfranchised by any additional need. In a very small minority of visits, this process requires close working between our SEN team and parents/carers to ensure that there is a balance of consideration between health and safety risks and the benefits of such opportunities.

A range of activities are staffed during lunchtimes by staff to ensure that pupils who would benefit from such activities are able to do so.

Communication with Parents

All pupils have a planner which acts as the first point of contact between school and home and all pupils have a form tutor who is the primary point of reference for parents/carers. Information about the curriculum studied by our pupils is available for parents/ carers to read on our website.

Transitions

Both transitions into KHP and transitions out of KHP are managed by the SEN Team for those who have EHCPs or who are not named in such a document but require a high level of additional SEND support and as such have a higher level of need that would ordinarily be met by the usual transitions work of the school. We recognise the importance of parents within this process and seek their involvement at every stage.

Communication with Pupils

All pupils are fully involved in discussions about appropriate SEND provision and their needs are canvassed regularly and taken into consideration as appropriate.

Monitoring and Evaluation

SEND provision is regularly reviewed internally by both inclusion staff and wider personnel within the school and Trust. Additionally, the trust conducts an annual external review of the school that includes SEND provision.

Appendix 1

Information on Milton Keynes Council's Local Offer can be found at the following link:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/SEND-local-offer>

Further information on support services for pupils of SEND including the arrangements made in accordance with clause 32 (impartial advice for parents) can be found at:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/mk-special-educational-needs-and-disability-information-advice-and-support-service>

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🌐 www.kentshillpark.school

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