



SEND Information Report
2023/2024

CONFIDENT · INDEPENDENT · FORWARD -THINKING

ADOPTION AND AMENDMENTS TO SEND INFORMATION REPORT

Written November 2023

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1. OUR APPROACH

Kents Hill Park School is an inclusive school that helps pupils to achieve their potential. We promote high standards of quality first teaching and deliver additional interventions to support the emotional and social development of our pupils. A person-centred and whole-school approach has been adopted to ensure that pupils have high aspirations and are actively involved in their learning and to become confident, independent and forward-thinking.

2. WHICH TYPES OF NEED DOES THE SCHOOL PROVIDE FOR?

Our school provides for pupils with the following needs:

AREA OF NEED	EXAMPLE OF NEED	EXAMPLE OF PROVISION
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Speech and language difficulties</p> <p>Social Communication difficulties</p> <p>ASC/ASD – Autism Spectrum Condition/Disorder</p> <p>Processing difficulties</p>	<ul style="list-style-type: none">• Links to Speech and Language services, both NHS and funded service Magic Words• Social Communication intervention• Social communication groups• Extra-curricular clubs to help improve communication• Personalised provision and strategies for the child/young person• Use of outside agencies, such as Think for The Future and Commando Joes
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties	<ul style="list-style-type: none">• Reading interventions, such as Toe-by-Toe, Fresh Start, Read Write Inc, direct Instruction• TA support within lessons• Use of coloured overlays• Targeted teaching strategies• Memory aides and teaching strategies to help processing difficulties• Outside agency support, such as

		<p>specialist teacher input</p> <ul style="list-style-type: none"> • SENDIAS • Use of computer technology • Use of reader pen • Access Arrangements for exams
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>	<ul style="list-style-type: none"> • Use of 'drop-in' system for pupils with SEND • Use of fidget toys • Pastoral team • Behaviour coaches • Zones of Regulation intervention • Socially Speaking intervention • Art Therapist on site (referral service) • Links to CAMHS • Links to Mental Health Support Team (based at the secondary) • Staff training around SEND and SEMH • Use of Thrive
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>	<ul style="list-style-type: none"> • Use of Thrive room provides a calm respite for pupils with sensory needs • Adjustments to alleviate visual stress • Adaptation of equipment and resources • Use of ICT consultation including iPad • Specific TA support • Quiet room access for break and lunchtimes • Limiting classroom displays

3. STAFF SUPPORT AND TRAINING

Staff expertise

<u>Staff</u>	<u>Area of expertise</u>	<u>Qualification</u>
Mrs. F Berzins	SENCO & Assistant Headteacher	BA Hons, Masters in Education, National SENDCO Qualification,
Mrs. S Pillay	SENCO & Senior Assistant Headteacher	BA Hons, National SENDCO Qualification, Mental Health Lead Qualification
Mrs. N Taylor	SEND Administrator	

At Kents Hill Park School, we pride ourselves on the development and training of our staff. We have a dedicated timeslot on a Monday afternoon for specific CPD, of which includes a range of collective and self-study opportunities. We have a team of teaching assistants, including some Higher Level Teaching Assistants (HLTA), who are trained to deliver SEND provision and interventions. Additionally, all of our teachers receive in-house training regarding SEND, and are supported by the SENCO to meet the needs of the pupils with SEND.

External Agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families.

This range includes:

- Educational Psychology Service
- Speech and Language Therapy Team (both NHS and Magic Words)
- Local Authority (Inclusion Team, Outreach Team)
- GP and pediatricians
- School nurses
- CAMHS
- Social services

The decision to involve, refer and/or 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.

4. IDENTIFICATION OF SEND

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Primary phase

Within the primary phase, pupils who have additional needs are identified by nursery and infant provisions and transitional visits are made, where appropriate, 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 phase

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

During the first three weeks of September or of starting with us, all Year 7 pupils are given reading and spelling assessments (which provide reading/spelling ages and standardised scores) and cognitive baseline assessments. Identification of pupils needing literacy or numeracy support will be largely based on the results of these assessments. 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.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

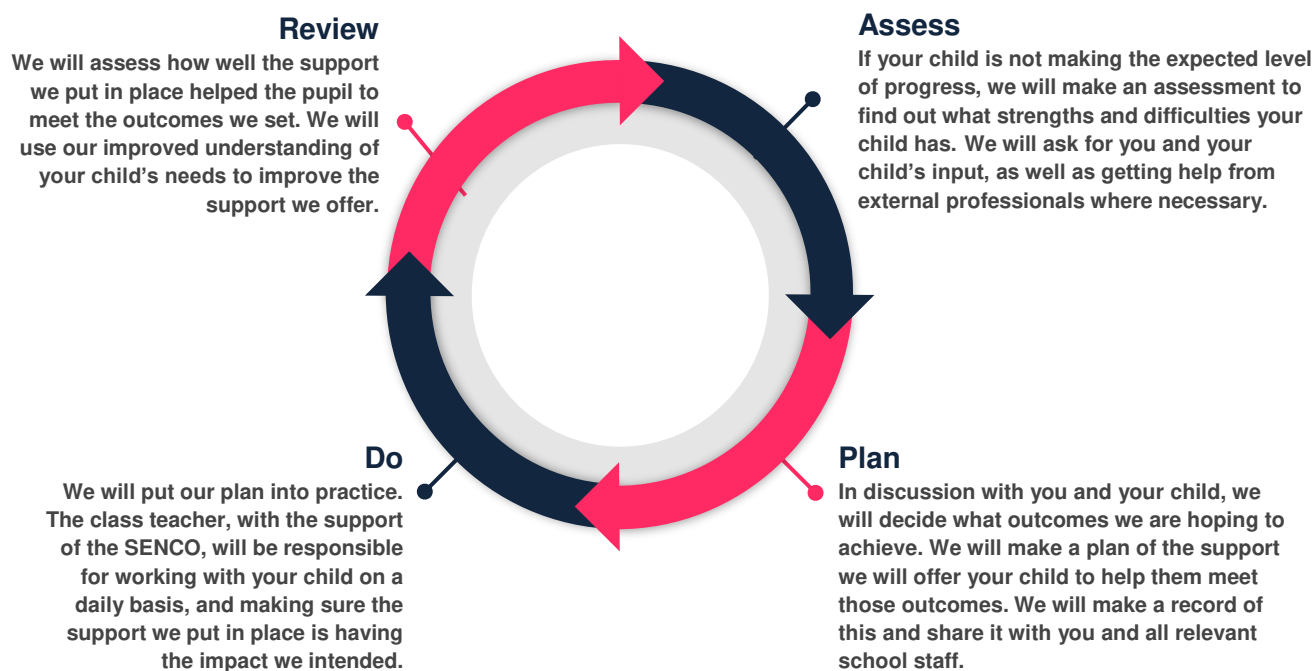
- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

5. MEASURING PROGRESS

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes for individual pupils.

Whenever we begin an intervention with pupils, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on pupil progress.

We will track pupils progress towards the outcomes we have set over time and improve our offer as we learn what each child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. COMMUNICATION WITH PARENTS AND PUPILS

All pupils have a form tutor who is the primary point of reference for parents and carers. For more specific enquiries relating to SEND, this will be done through Frances Berzins for secondary queries and Saras Pillay for primary queries. Our SEND administrator, Nicola Taylor, is involved with parental communications and will help to take phone calls, organise meetings and take notes during meetings. We provide parental SEND consultations both in person and via Teams, and where possible, we include the pupil as part of these conversations.

The level of pupil involvement depends on the child's age. Where appropriate, pupils are involved in discussions about appropriate SEND provision and their needs are canvassed regularly and taken into consideration as appropriate.

If a pupil is unable to join in a meeting, we may seek 'pupil voice' by discussing their views with a familiar adult, asking them to complete a quiz or survey or to draw a picture to show how they are feeling if they are unable to communicate in words.

7. ADAPTIVE TEACHING

Kents Hill Park School recognise that "all teachers are teachers of special educational needs". At Kents Hill Park School, Quality First Teaching means high quality, inclusive teaching that enables all pupils to make great progress (Code of Practice 2014.) In order to support this, the SEND Department offers advice and INSET (training) opportunities to subject teachers and other departments on employing adaptive 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 adaptive teaching 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.

Some ways that teachers may adapt their teaching for individual pupils are:

- Rephrasing questions or content
- Adapting language to ensure all learners understand the content
- Providing exemplars or WAGOLLS – 'what a good one looks like.'
- Highlighting and emboldening key learning points
- Prompting learners with key words, visuals, sound bites or other sensory stimuli
- Setting up temporary groups as an additional layer of scaffolding
- Gauging group responses to support individual answers
- Giving step-by-step instructions for tasks

8. EXAM 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.

9. FUNDING ARRANGEMENTS

The range of SEND Support at KHP includes access to shared TA support in lessons, intervention programmes such as literacy, numeracy, social support and, in some cases, 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 Local Authority in order to be able to make the necessary provision available in school. We will notify parents of such applications as required. We will use the MKC SEND Support Plan to record outcomes and progress and use this for any funding or EHCP requests.

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

10. WIDER CURRICULUM ACTIVITIES

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 SEND Department 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 accessing them are able to do so.

11. ADMISSION ARRANGEMENTS

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 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

12. DISABILITY AND ACCESSIBILITY

Under the Equality Act 2010, schools are required to take proactive steps to ensure that their disabled pupils, staff and trustees, parents/carers and other people using the school,

are treated equally. Schools are required to establish a Public Sector Equality Scheme to promote equality of opportunity for all, including those with disabilities. The goal is to improve facilities and the physical environment of the school, as well as to the curriculum and information for pupils.

At Kents Hill Park School, all pupils, regardless of their disability, are given full access to the curriculum. No pupil is excluded from taking part in activities, clubs or trips, due to their SEN or disability.

Further information can be found within the Disability and Accessibility Plan found on the school website.

13. SUPPORT AT TRANSITION POINTS

Both transitions in and out for pupils with SEND are managed by the SEND Department, and the relevant Head of Year. 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, additional meetings will be organized to discuss provision. We recognise the importance of parents within this process and seek their involvement at every stage.

Preparation into adulthood is managed carefully for our pupils with SEND. We provide all our pupils with appropriate advice on paths into work or further education. We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

14. SUPPORT FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN WITH SEND

Our Designated Safeguarding Lead is Emma Harris, eharris@kentshillpark.school, and our Designated Teacher for looked-after children is Elaine Brassington, ebrassington@kentshillpark.school.

Both our DSL and designated teacher for looked-after children work closely with the SENCO to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

15. SUPPORT AVAILABLE TO FAMILIES

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Milton Keynes local offer: <https://www.mksendlocaloffer.co.uk/>

Our local special educational needs and disabilities information advice and support services (SENDIAS) organisations are:

<https://www.milton-keynes.gov.uk/sendias>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

16. COMPLAINTS ABOUT SEN PROVISION

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the form tutor or SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher, Mr. James Pilgrim, in the first instance. They will be handled in line with the school's complaints policy, which can be found here on our website: <https://www.kentshillpark.school/our-school/our-policies/>

A. GLOSSARY

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEND information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages



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