



Kenilworth School and 6th Form

Special Educational Needs and Disability Information Report 2018

Please note link to Warwickshire's Local Offer at:
www.warwickshire.gov.uk/send

SEND Provision at Kenilworth School and 6th Form

- Kenilworth School is a mainstream school. It is the aim of Kenilworth School to enable all teachers in all subjects to meet the needs of all pupils through highly effective teaching and learning. All pupils have access to a broad and balanced mainstream curriculum alongside their peers.
- SEND involves all school staff, supported by the Senior Leadership Team, the SENCo (Special Educational Needs Co-ordinator) and Learning Support Staff.
- The aim of the SENCo and Learning Support Staff is to enable subject staff to teach their subjects to all pupils, whilst recognising the value of small group / 1:1 sessions in order to meet more specific needs of some pupils.
- Students' needs can be met most effectively when subject teachers, learning support staff, parents and support agencies are carefully co-ordinated to result in joint working.

Identification and assessment of pupils with special educational needs

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment and information obtained from primary schools
- Performance in National Curriculum tests (KS2)
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Standardised screening or assessment tools – all pupils are assessed for spelling on entry to Year 7 to inform provision (British Standard Test for Spelling). Pupils' who did not make expected progress in KS2 SATS will complete the National Group Reading Test.
- Involvement of outside agencies (*Specialists Teaching Service, Educational Psychology Service; Child and adolescent mental health service – CAMHS;*) or other appropriate services (see "Local Offer")

Arrangements for involvement of parents of children with SEND

- The SENCo, Assistant SENCo and members of the SEN dept. welcome communication from parents and carers regarding their children's needs and provision at Kenilworth School. Contact can be by phone or email in the first instance and formal meetings can be arranged as appropriate.
- The SENCo or Assistant SENCo is available at parents' evenings to discuss progress and provision.
- Annual review meetings take place for all students with a Statement of Special need or an EHCP (Education Health Care Plan); however regular contact with parents/carers is made outside of these meetings to address any concerns or extra support required. Normally a "key worker" who is a member of the SEN department will maintain a close relationship with students and their parents.
- Regular phone calls are made home to discuss progress and support of SEN students.
- The head teacher holds regular parents' consultation meetings to discuss any aspect of school.
- Whole school parent surveys are conducted and available at parents' evenings
- Year 7 "Meet the Tutor" evenings are also held early in the first term as well as progress and parents' evenings where the SENCo or Assistant SENCo is available.

Arrangements for consultation with students with SEND

- Students with an EHCP have a named "key worker" who will support them closely and get to know them. Students' views are gathered in preparation for meetings concerning their provision and future education plans.
- All students with SEN in year 11 will have a careers information and support meeting.
- Whole school student surveys are carried out.
- Whole school marking policy allows the opportunity for student feedback on their work and progress.
- There is a student council to represent views of all students.
- Students are able to approach their tutor, head of year or SEN dept. with any concerns.

Assessment and reviewing the progress of students with SEND

- The SEND Code of Practice advises that students with SEND are monitored within the same data system as all students; all students have targets set in all subject areas and progress towards these is monitored regularly to inform interventions that may be required.
- All students receive written reports and parents have access to progress data for their children via the "Parent Portal".
- Students with an EHCP have annual review meetings with feedback about progress and support. This includes any recent assessments by the school as well as any outside agencies involved.
- Some higher needs SEND students may have an IEP (Individual Education Profile) which outlines their needs in detail and provides strategies to support their progress.

Transition arrangements for students with SEND

- The school holds an induction meeting for parents prior to the start of term; the SENCo is available to answer any queries or explain SEND procedures.

- The SENCo or Assistant SENCo visits all local primary school and contacts other primary schools of students with SEN to discuss individual needs and strategies for support.
- The SENCo /Assistant SENCo may attend annual review meetings for those students with an EHCP in the term prior to their entry to Kenilworth School.
- Pre-visits can be arranged for any student who may need extra support in managing transition; teaching assistants may visit students in their primary school setting to develop relationships before the start of term.
- Parents are invited to Year 9 options evenings and assemblies take place for students to enable them to make informed choices for KS4. Additional meetings with heads of year and / or the SENCo can be arranged for students needing further support in making their subject choices.
- Year 11 students receive careers advice and information; students with SEND are invited to meet with careers personnel and may be accompanied by their parents or a TA.
- There is close liaison between school and colleges and information regarding extra support or intervention is shared. Colleges may send a representative to annual review meetings for those students with an EHCP. Close communication takes place between school and college for all students.

The approach to teaching children and young people with SEND and additional support

Teaching SEND students is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.

The range of provision for SEND pupils includes:

- Participation in mainstream classes alongside their appropriate peer group supported by subject teachers using a differentiated curriculum where necessary
- In-class support by teaching assistants as directed by the SENCo to aid the learning students with SEN where appropriate
- In-class support by a teaching assistant in low ability maths sets as selected by the head of maths.
- Small group or extra 1:1 sessions for those pupils with specific needs such as literacy, social and communication needs and SEMH (social, emotional and mental health difficulties) provided by teaching assistants or outside agencies under the direction of the SENCo
- Literacy Intervention in small groups or 1:1 under the direction of the Head of SEN
- Provision of laptops / netbooks where appropriate
- Alternative, part-time, off-site provision for a small number of SEN pupils in KS4 e.g. vocational studies or creative arts at LAMP. The school takes care to provide appropriate alternative provision to match the needs of its pupils.
- Provision within "The Hub" for a small number of students with high level needs either full or part-time in order to access the curriculum and achieve in line with their peers
- Supervision of vulnerable pupils over lunchtime in the SEN resource base or Hub
- Referral to the Early Intervention Service for pupils with high level of need for further assessment
- Referral to "Time for You Counselling" (Relate) for vulnerable students

- Co-ordinating exam access arrangements for GCSE and GCE exams; liaising with Specialist Teaching Service for testing and assessment of entitlement to special arrangements e.g. extra time, a reader or scribe depending upon the need and SEND history of the pupil
- At Kenilworth 6th Form students are assessed on entry and provision is given by a learning mentor according to need; staff are also involved in extra help for a small number of students with SEND
- The school is equipped with lifts, ramps and disabled toilet facilities.

Staff training for supporting students with SEND; involvement of outside agencies

- The SENCo is an experienced qualified teacher and has completed The National SENCo Qualification; also Assistant Head for Inclusion; lead designated teacher for child protection and looked after children
- All staff are teachers of students with SEND; regular training sessions take place in identifying and addressing different needs. There are comprehensive reference notes as well as IEPs on our staff VLE to enable all teachers to access strategies to address the needs of all students. Teachers are expected to differentiate materials in order to enable all students to access the curriculum.
- Teaching assistants are well trained and have much experience; they are well qualified in all areas of need. However a small number of TAs are qualified in more specific areas such as literacy difficulties (dyslexia) and Autistic Spectrum Disorders (ASD).

Links with External agencies (external support Agencies)

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEN pupils. When it is considered necessary, colleagues from the following support services will be involved with SEN students:

- Educational Psychology Service
- Medical officers and school health advisors
- Specialist Teaching Service (STS) teaching and learning advisory teachers e.g. for ASD (Autistic Spectrum Disorders), visual and hearing impairment
- Education Social Worker
- Careers and guidance
- Health and social services
- Early Intervention Service (EIS)
- The Flexible Learning Team
- Children and adolescents mental health services (CAMHS)
- The virtual School - LAC (Education of Looked After Children)
- MIND / targeted support / Vibes
- "Time for You" counselling service (Relate)

Evaluation of the effectiveness of provision made for students with SEND

- All students' progress is monitored closely; details of targets and current levels of performance are checked regularly and parents can also monitor through the "parent portal". Where appropriate progress is not being made, interventions and strategies will be reviewed and adapted accordingly.
- Teaching assistants supporting students in class monitor students closely and record progress and any concerns to be reported to the teacher and/or SENCo.

- Individual education profiles and strategies are reviewed at annual review meetings for students with an EHCP plan or statement for SEN. Students who receive SEND support are reviewed regularly to check provision is appropriate to their needs and progress is being made.

Engagement of students with SEND in all school activities

- Kenilworth School is fully inclusive and every attempt is made to enable students to take part in all activities.
- TAs are available at lunchtimes and breaks to supervise students who need a little extra support to establish friendship groups or attend sports sessions etc.
- There is a homework club available to SEND students every Wednesday after school where they may bring a friend.
- Teaching assistants usually accompany school trips and visits and ensure students are able to access and take part fully.

Support for the emotional and social development of students with SEND

- Teaching assistants are present in all year 7 tutor groups and are available to support students with any issues they may have.
- There is a strong pastoral care system to support all students with any issues they may have; they are encouraged to speak to their tutors if they are worried about anything such as bullying which is dealt with promptly.
- The school offers a counselling service “Time for You” (Relate Counselling Service); the school nurse is available weekly to support students with any issues.
- The school offers a range of sessions through outside agencies for “resilience”, “anger management” and “anxiety”.

Involvement of local authority services and voluntary organisations in meeting students' SEND and supporting their families.

- Kenilworth School has long established links with external support agencies (see above)
- Targeted Youth; “Youth for Christ” mentoring for individuals and small groups.
- Parent Partnership Service provides support to families by providing impartial advice about SEND processes including referral procedures for statutory assessment (EHCP)
- Early Help procedures are in place where appropriate to support students and families.
- Alternative education providers for a small number of students where required e.g. LAMP; The Vineyard

Complaints procedures

The SENCo is available to discuss with parents and listen to any concerns they may have. If parents feel that their concerns are not being addressed then they may follow the school's complaints procedure.

The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements.

Details of the SEND Co-ordinator (SENCo) : Kenilworth School and 6 th Form

Mrs Nicki Dandy (Director of Inclusion) n.dandy@ksnadmin.ksn.org.uk

Mrs Caroline Wadsley (Assistant SENCo) c.wadsley@ksnadmin.ksn.org.uk