

# **Kinver High School's SEND Information Report**

*At Kinver High School we are constantly looking at how we can improve the provision for our pupils. To this end the information in these responses will be regularly reviewed and updated as necessary.*

## **1. How does Kinver High School know if children need extra help?**

We know when pupils need help if:

- ❖ concerns are raised by parents/carers, teachers or the pupil's previous school
- ❖ there is a lack of progress
- ❖ poor test scores
- ❖ there is a change in the pupil's behaviour
- ❖ a pupil asks for help

## **What should I do if I think my child may have special educational needs?**

If you have concerns then contact your child's form tutor, subject teacher or Ms Parker, the SENCo

## **2. How will I know how Kinver High School supports my child?**

- ❖ Each pupil's Individual Learning Plan (ILP) will be drawn up either by the SENCo or the child's lead TA in consultation with the child and parents. It will be differentiated accordingly to suit the pupil's individual needs and include individual SMART targets. A copy of the targets will be given to each of the child's teachers and their parents/carers.
- ❖ If a pupil has needs related to more specific areas of their education or social skills, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil may be placed in a small focus group. You will be notified of arrangement. This will be run by a teaching assistant. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- ❖ These interventions and their impact will be recorded on the pupil's provision map. If you have any queries related to the interventions please do not hesitate to contact the SENCo.
- ❖ SEND meetings are held throughout the year, once per term. This shared discussion may highlight any potential problems in order for further support to be planned. It is here that the ILP will be reviewed and amended with new targets where appropriate.

- ❖ Occasionally a pupil may need more expert support from an outside agency such as the Educational Psychologist or Speech and Language service. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

### **3. How will the curriculum be matched to my child's needs?**

- ❖ Teachers plan from pupils' levels, differentiating work to closely match the pupil's ability and learning needs. When a pupil has been identified with SEND their work may be further differentiated by the class teacher, as appropriate, to remove barriers to learning and enable them to access the curriculum more easily.
- ❖ A teaching assistant may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- ❖ If appropriate, specialist equipment may be given to the pupil.

### **4. How will I know how my child is doing?**

- ❖ You will be able to discuss your child's progress during SEND meetings and also during Parents Evenings with subject staff.
- ❖ Appointments can be made to speak in more detail to the SENCo by phoning the School Office or via email.

### **4. How will you help me to support my child's learning?**

The class teacher may suggest additional ways of supporting your child's learning through a note in their homework planners, at Parents' Evenings or by arranging a meeting with you.

- ❖ Ms Parker (SENCo) may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed.
- ❖ Our inclusion team or your child's Form Tutor or Head of Year may meet with you discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- ❖ Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home.

### **5. What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties. These include:

- ❖ Members of staff such as the class teacher, teaching assistants, SENCo, Form Tutors, Heads of Year and our Pastoral Support Officers are readily available for pupils who wish to discuss issues and concerns.
- ❖ The inclusion team and our TAs run Nurture groups, targeting social skills, self-esteem, emotional wellbeing and anger management.
- ❖ Pupils who find lunchtimes difficult are able to join the Homework/Lunch club run by experienced teaching assistants. If necessary, a quiet eating area is provided.
- ❖ The School also refer children to our School Counsellor who provides a counselling service delivered in school.

#### Pupils with medical needs

- ❖ If a pupil has a medical need then a detailed Care Plan is compiled in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- ❖ Where necessary and in agreement with parents/carers medicines are administered in school where a signed Care Plan is in place. Medication may be given in some circumstances.

### **6. What specialist services and expertise are available at/or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- ❖ Autism Outreach Team
- ❖ Educational Psychologist
- ❖ Behaviour Support Service
- ❖ CAMHS (Child & Adolescent Mental Health Service)
- ❖ Educational Welfare Officers)
- ❖ Physical & Sensory Service to support pupils with hearing/visual Impairment
- ❖ Inclusion Team
- ❖ South Staffordshire Local Support Team
- ❖ Social Services
- ❖ Health Teams (Speech & Language/Occupational Therapy)
- ❖ Staffordshire/Dudley Hospitals
- ❖ School Nurse

An Educational Psychologist is allocated to each school. Ours is Dr Claire Smith. She normally only works directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is generally planned at the Planning meeting held in September. Cases which arise throughout the year are discussed as the needs arise. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent/carer and give feedback after the assessment has been completed. She will offer advice to the school

and parent/carers on how to best support the pupil in order to take their learning forward.

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

All staff have received training related to SEND.  
These have included sessions on:

- ❖ How to support pupils with a diagnosis of dyslexia.
- ❖ How to support pupils on the autistic spectrum
- ❖ How to support pupils with behavioural difficulties
- ❖ How to support children with sensory issues
- ❖ All staff have completed the Inclusion Development Programme: 'Teaching and Supporting Pupils with Dyslexia'.
- ❖ Ms Parker has completed the NASENCO Award and is a specialist psychometric assessor.
- ❖ Mrs Lawrence is trained to deliver the 'Talkabout' programmes to support students with social difficulties or those on the autistic spectrum. She works closely with the Autism Outreach Team to support ASD pupil's with complex needs.
- ❖ All of the TAs have been trained on 'Precision Teaching'.
- ❖ All of the TAs have received training about speech and language difficulties.

### ***8. How will my child be included in activities outside the classroom including school trips?***

Activities and school trips are available to all.

- ❖ Risk assessments are carried out and procedures are put in place to enable all children to participate.
- ❖ If a health and safety risk assessment suggests that that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

### ***9. How accessible is the school environment?***

As a school we are happy to discuss individual access requirements.  
Facilities we have at present include:

- ❖ Ramps to make the site accessible to all.
- ❖ Disabled toilets users.
- ❖ Double doors in some parts of the building.
- ❖ Lift in the new block

### ***10. How will the school prepare and support my child when joining Kinver High School or transferring to a new school?***

We understand what a stressful time moving schools can be, therefore many strategies are in place to enable the pupils' transition to be as smooth as possible.

On entry, these include:

- ❖ Parents/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- ❖ Our Head of Year responsible for Transition, Mr Heeks, visits all children in their primary school setting. Where concerns are raised Ms Parker (SENCo) may visit the setting and a meeting with parents to discuss any issues may be arranged. In some circumstances individual arrangements may be made for starting school.
- ❖ Mrs Lawrence works with SEND children anxious about the move. This provides them with the opportunity to discuss any concerns they may have. Dependent on need, Mrs Lawrence may organise additional 'taster' sessions.
- ❖ Children attend a transition day in the summer term.
- ❖ Opportunities for the local primary schools to work with us at Kinver are actively encouraged so that children become familiar with their new school. (e.g. Science days and English/media days)

#### ***11. How are the school's resources allocated and matched to children's special educational needs?***

- ❖ The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- ❖ Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. CAHMS)
- ❖ Funding may be used to buy in specialist support (e.g Educational Psychology)
- ❖ Individual Pupil Premium payments may be used to support that pupil's learning.

#### ***12. How is the decision made about how much support my child will receive?***

- ❖ The SENCo will decide, in consultation with other professionals, the level of support needed. This may take the form of additional individual or small group support in class or in other focus groups tailored to the pupil's needs.
- ❖ During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.
- ❖ Parents/carers will be notified if their child is receiving 1-1 or small group support outside of the classroom.

**13. How will I be involved in discussions about, and planning for, my child's education?**

All parents are encouraged to contribute to their child's education.  
This may be through:

- ❖ discussions with the class teacher
- ❖ during parents evenings
- ❖ during discussions with the SENCo or other professionals
- ❖ parents are encouraged to comment on their child's ILP with possible suggestions that could be incorporated.

**14. Who can I contact for further information?**

If you wish to discuss your child's educational needs or are unhappy, please contact one of the following:

- ❖ Form Tutor
- ❖ Subject teacher
- ❖ Ms Parker SENCo
- ❖ Mr Walker (AHT Support)
- ❖ Mr Rogers (Head Teacher)

Appointments can be made with any of these people through the school Office.

Telephone: 01384 686900