

# Kinver High School

## Special Educational Needs and Disability Information report Sept 2021



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# Introduction

- The purpose of this report is to explain how Kinver High School supports children who have been identified as having or are suspected of having Special Educational Needs. It has been written with regard to the Statutory Special Educational Needs and Disability Code of Practice: 0-25 years which came into effect in September 2014.
- As an inclusive 11-18 secondary Kinver High School is committed to ensuring that every child has the opportunity to:
  - Achieve their best
  - Enjoy learning
  - Leave school equipped with the learning behaviours, acumen and skills to achieve academic success.
  - Become lifelong learners who progress onto positive destinations.
  - Make a positive contribution to society.

For more general queries about learning and progress, attendance or behaviour please contact your child's form tutor or Head of School.



# Support for Learning Team - Contact Us

For queries regarding SEND learning, progress and support, please contact the Director of Inclusion, SENCO, Teaching Assistants. For all SEND queries please use the following email address:

[senco@kinverhigh.co.uk](mailto:senco@kinverhigh.co.uk)

Mrs R Keane - SENCO (currently maternity leave)

Mrs C Spooner - Deputy Headteacher & Acting SENCO

Mrs A Perry - Achievement & Inclusion Manager

Mrs R Crowhurst - Acting Assistant SENCO

Mrs H Grove - Acting Assistant SENCO

Miss L Robinson - TA

Miss H Driver - TA

Mr M Roberts - TA

Miss A Evans - TA



# How does the school know if a pupil needs extra help?

- We know when pupils need help if:
- Concerns are raised by parents/carers, teachers, or the pupil's previous school;
- Tracking of attainment outcomes indicates a lack of progress;
- Pupil observation indicates that they have additional needs in one of the four areas listed above;
- A pupil asks for help.
- All children are assessed when they join our school so that we can see what stage they are at and we can move them forward from what they already know. This provides starting points for an individualised learning programme.
- When English is an additional language a first language assessment may also be completed.
- Children joining from other schools are supported using information provided by the previous school.
- If assessments show, or have shown in other settings, that a child may have a learning difficulty, parents will be contacted to discuss concerns and draw up a plan to support the child.
- If necessary, the child may be listed as having SEND and extra provision is provided.
- If English is an additional language for parents, they are encouraged to bring a 'trusted friend' to translate for them. In some cases, the school may provide translation services.



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

- If you have concerns then please firstly discuss these with your child's subject teacher or form teacher.
- This then may result in a referral to Mrs Keane .
- Contact the school office and they will arrange the meeting for you: 01384 686900 or email the school office: [office@kinverhigh.co.uk](mailto:office@kinverhigh.co.uk)
- All parents will be listened to.
- Your views and aspirations for your child will be central to the assessment and provision that is provided by the school.



# How will the school support my child?

- School based support for pupils with special educational needs is provided to support the needs of the child:
- Firstly, support comes through the delivery of Quality First Teaching in all subject areas. This is planned by each class teacher within their faculty area. All pupils are supported this way.
- SEN support is delivered through targeted learning programmes and specific targeted in class support; planned and delivered by the SENCO and Learning Support Team. Most pupils with SEN are supported this way.
- Some SEN support is targeted at an individual pupil level, and may be delivered by the SENCO, Learning Support staff or from an external provider. Some pupils are supported this way. Some of the pupils who receive this level of intervention will have an Education Health and Care Plan.
- All support is reviewed termly in order that we continue to provide the most effective support for student progress.
- Some pupils receive short term support, but are not registered as having SEN. This may include targeted support programmes (for example literacy intervention in Year 7).



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

- The curriculum at Kinver High School is broad and balanced, and has been developed to meet the needs of our pupils. Details of the contents of the curriculum is available on our website under 'Curriculum Policy' and on the curriculum section of our website.
- All subjects are taught in relevant year groups and differentiated appropriately to meet the needs of all the children in the class.
- Additional support with phonics and reading is provided through Lexia and Accelerated Reader programmes.
- Students are provided, where appropriate, with key words at the start of new topics or lessons to enable them to access the curriculum.
- Each half term students are given a knowledge organiser which contains core knowledge and key words to support them with their new topic.
- Additional provisions can also be made so that any pupil, regardless of their needs, is able to access the full curriculum.



## How will the school and I know how my child is doing?

- Students are assessed in lessons regularly.
- Each term, assessment data is formally recorded and tracked, so that pupil progress can be closely monitored.
- Reports on pupil progress are published each term to parents on Edge and each year there is a parents' evening where progress can be discussed.
- The school regularly texts, emails or contacts parents by phone to discuss any concerns or progress.
- Praise, rewards and behavioural concerns are logged on Edge and can be viewed by parents on a daily basis.
- For pupils with Education Healthcare Plans, an Annual Review takes place to review outcomes. This meeting, which can include the student, will be to discuss and agree support programmes, or review the support offer.
- If you wish to meet to discuss your child's progress further, then the SENCO, can be contacted to arrange an appointment.



## How will the school help me to support my child's learning?

- In SEN reviews and meetings with parents we will discuss practical strategies on how to support your child with their learning.
- For pupils on targeted intervention programmes, such as for literacy or numeracy, the programme leader will provide information about what activities can be done at home to support your child with their learning.
- At parents evening there will be the opportunity to discuss subject specific support and guidance strategies.
- We also aim to offer parental support and training events, subject to pupil needs, availability and interest.



## What support does the school offer for my child's overall well-being?

- All pupils are allocated to a tutor group with a form tutor. Heads of School are responsible for leading the pastoral care for their individual year groups.
- To ensure students with SEND feel safe during break and lunchtime, the SEND and Pastoral Team run a 'Chill and Chat' room and the library is also accessible. A small number of students with SEND attend this and socialise with peers and play games over lunch.
- The school has a named member of staff, Mrs Hill, who coordinates regular, prescribed medications (e.g. asthma inhalers).
- Our enrichment programme during period 7 on Tuesdays and Wednesdays includes a range of activities that your child can be involved in. This includes sports, taekwondo, board games, mindfulness and Art.



## What specialist services and expertise are available at the school?

- All teachers at Kinver High School have high expectations of all students; including those with SEND. The SENDCo will inform all teachers of your child's needs and provide a 'Teaching and Learning Strategy Sheet' to ensure that staff can adapt their lessons to meet these. At Kinver High we adopt an 'Every Teacher is a Teacher of SEND' approach, thus meaning that all staff need to ensure that lessons are fully accessible for all students with SEND.
- We have an experienced team of teaching assistants who are highly skilled and qualified.
- The school has a Safeguarding Lead (Mr Davies) and Deputies (Mr Parry & Mrs Mouzer)



# What specialist services can be accessed by the school?

- **External services accessed by the school include:**
- Strengthening Families hubs (South Staffs)
- Sickle Cell (Tier2/3 family support)
- Autism Outreach Team
- Hearing and Vision Impairments Support
- Occupational Therapy Team
- Speech and Language Therapy Team
- Educational Psychology Team
- Liaison with Social Services
- Signposting to other services as appropriate
- School nursing team
- The What Centre
- CAMHS
- Statutory Education Welfare Service
- Attendance Officer
- T3 support services (substance misuse)



## What training is available to the staff supporting children with SEND?

- Staff have access to a wide-ranging programme of Continuing Professional Development which focuses on the needs of our pupils.
- All staff are regularly updated on curriculum matters through HUB Network meetings and Updates.
- It is our intention to ensure that all TAs are First Aid Trained and selected staff are trained in the use of restraint techniques.
- We also buy-in training and advice on a range of issues such as Educational Psychology and Occupational Therapy in order to ensure that we offer the best provision.
- We currently have staff trained in the following areas: Accelerated Reader, Lexia, Mental Health First Aid, Safeguarding (up to Level 3).



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

- All children have access to a number of enrichment opportunities and activities through our period 7 enrichment.
- All students also have a leadership role in the school or are currently working on our Aspire to Lead programme to ensure that they have a role in the future.
- The enrichment opportunities are in six week blocks and include:
  - Netball
  - Science Club
  - History Club
  - Young environmentalists
  - Rugby
  - Table tennis
  - Football
  - Taekwondo
  - Fashion Upcycling
  - Board Games
  - Mindfulness

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.



# How accessible is the school environment?

- Kinver High School is a safe and accessible building and is welcoming to our students, parents and the community.
- All safeguarding procedures and risk assessments are in place and adhered to by all staff.
- We have a some facilities to help SEND students throughout our school including a lift to access our one of our buildings and disabled toilets.
- Please see Accessibility Plan for details; this is available on the school website.



## How will the school prepare and support my child when they join the school or transfer to new providers?

- During the summer term, Year 6 teachers and their SENDCos from feeder schools in the surrounding area meet with relevant staff with responsibility for transition to Kinver High. At this point, children's needs and interests are discussed. Transitions may begin earlier than this depending on the specific needs of the child or the personal requirements of the parents.
- Teaching staff meet together, prior to the end of each half term and at the end of the school year to discuss the needs and interest of the children. This professional dialogue may lead to setting or group changes/adjustments or alternatively, lead to additional support being put in place.
- We have a comprehensive careers advice programme which is supported by a talented Careers Advisor who works with SEND students as a priority to ensure they are accessing appropriate levels of support and guidance.



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

- Funding for pupils with special educational needs is allocated to staffing an experienced Learning Support Team to provide for in class support and small group work.
- Funding is also used to support staff training. High quality resources that will enable pupils to make better progress are carefully selected and their use is reviewed each term.
- Each pupil's individual needs are carefully considered when allocating support through our Provision Mapping.
- Provision maps outline our support offer for pupils and their individual needs.
- Decisions about the type and quantity of support offered are made on a child by child basis, between the SENCO, subject teachers and parents.
- The school is committed to offering a graduated approach to SEND support: we will assess the needs of each pupil, plan the offer of support, follow the programme of support and review how effective that support has been in relation to the pupil's progress and outcomes.
- This is known as the Assess, Plan, Do, Review cycle.



# How are parents involved in the school?

- As parents you can also support your child by:
- Helping them to be organised (including bringing the right equipment and books);
- Helping them to have full attendance and good punctuality;
- Completion of homework;
- Encouraging reading;
- Regularly checking the Edge Learning Platform to review progress, homework, attendance, punctuality, consequences and rewards information.
- Attending parents' meetings;
- Attending any meetings specifically arranged for your child.
- Through parents' information evenings and parents' evenings we help to develop parents' understanding of how reading, writing and maths are taught.
- The Headteacher includes 'Welcome to Year 7, 8, 9, 10, 11 Evenings' which will allow the English and Maths leaders to showcase how parents can support their child's learning in these year groups.

