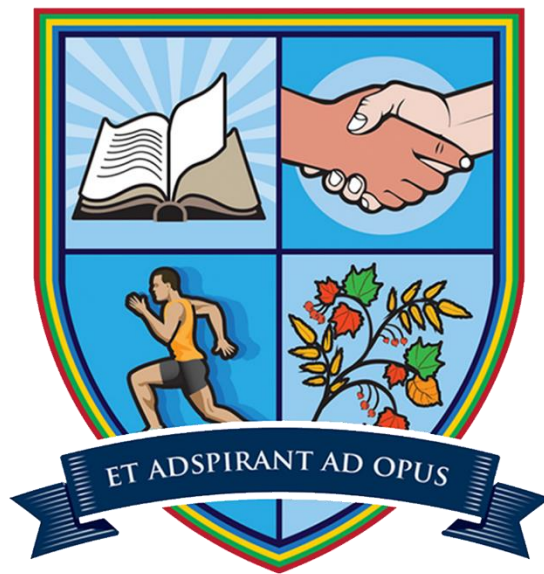


# KINVER HIGH SCHOOL



ENGAGE, SUCCEED, ASPIRE TO LEAD

# SEND Policy

## **Our Mission Statement**

“We have high expectations of everyone; each member of our school community is nurtured and supported to develop academically, socially, emotionally and morally to be the best they can be. Every interaction between our members is well planned, deliberate and meaningful. Learning happens everywhere in our school, in a variety of different ways and together with our curriculum, we ensure that all students, regardless of starting points or barriers, enjoy learning and leave school equipped with the learning behaviours, acumen and skills to achieve academic success. We engender our students into lifelong learners who progress onto positive destinations, fulfil their high aspirations and make a positive contribution to society.”

## **Our School**

Kinver High School is a family and community academy, where many parents came themselves and so have a vested interest in its well-being and upkeep. The school has a good reputation in the local community and has developed excellent links with various groups, such as the Rotarians and St Peter's Church as well as other numerous societies and groups.

The fact that our school is part of a successful multi-academy trust - Invictus - will ensure that your child's opportunities are extended, through its bespoke package of interventions, extra-curricular and curricular activities. For example, the trust possesses three sailing boats which students can learn to navigate and use on Himley Lake. We have access to a Rugby Academy on site at Kinver, supported and developed by the Rugby Football Union which utilises expert coaching from Worcester Warriors.

All children have a right to mainstream education if it is appropriate to their needs. At Kinver High School we strive to include and cater for all children: the gifted and talented; those with learning difficulties; those with a physical disability and children who have English as an additional language. Our aim is to set very high standards of education, develop your child in terms of their spiritual, moral, social and cultural understanding of the world. Critically, alongside this, we believe we provide good care and pastoral support systems.

### **Aims of the Kinver High SEND policy:**

The aims of our special educational needs and disability policy in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all;

- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN;
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement

<https://www.gov.uk/government/collections/national-curriculum>

- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership;
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development;
- To support pupils with medical conditions so that they have, as far as reasonably possible, full inclusion in all school activities. This is ensured by consulting with appropriate health and social care professionals;
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **Who is the school's Special Educational Needs and Disabilities Co-ordinator (SENDCo)?**

The SEND Co is Mrs R Keane who has been working as an English teacher at Kinver High School since 2015 and took on her new role as SEND Co in January 2021. Mrs Keane welcomes enquiries from parents and carers of all pupils who might have or might have special educational needs. She can be contacted via email and/ or telephone and will return any messages that you leave and will also be available for appointments at all parents' evenings.

### **How does the 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;
- 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.

## **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 are children with SEND identified & how are parents informed?**

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.

## **How will parents be consulted and reported to on their child's education?**

There will be plenty of opportunities to meet the various class teachers and wide pastoral and SEN team throughout the year. This is in the form of EHCP Annual Reviews, family learning events/information evenings, Parents Evening and informal "drop ins", telephone or email conversations. We use all previous knowledge of the child, including information from the parents to begin our assessments.

Where appropriate, personalised learning targets for SEND pupils are written for each intervention session they attend. These are evaluated at the end of each session and revised weekly. Mrs Keane, SEND Co-ordinator, meets with those staff delivering interventions each half term to monitor the progress of attending students. Learning targets are shared with parents and parental contributions are most welcome. New targets are set to help reduce the gap between current and age expected levels of attainment. Annual Reviews of

Education Health and Care Plans take place each academic year to ensure that the child's educational needs are being met. Parents will receive and report prior to the annual review for discussion at this meeting. A student with an EHCP will also have an Individual Education Plan (IEP) which is reviewed termly. The use of IEPs for other students is currently under review.

Each pupil will receive various school reports to parents and this is used to report the academic progress made over the year and captures other areas of progress such as independent skills, effort and behaviour. Parents can also make use of the on-line Kinver High School Edge Platform to gain a breakdown of attendance, punctuality and current academic progress. Information on this system can also be gained on rewards and consequences.

### **How are a child's needs assessed?**

Assessment includes, but is not limited to:

- All children in KS3, KS4 and KS5: assessed regularly through observations.
- From Year 7 children are regularly assessed in reading, writing, maths and spelling. Many subjects such as History, Geography and RE have spelling and grammar components, which presents additional opportunities to identify concerns. This is a continuous process throughout your child's time at school and uses a trajectory based on their key stage 2 SAT examinations to determine their achievement to date.
- If a child is not making expected levels of progress, extra support may be provided through adjustments to class teaching.
- They may be invited to join a tailored intervention group to address areas of difficulty.
- The SENDCo, class teachers, Heads of Department and Heads of School closely monitor the progress and attainment of all students; including those who have or may have had SEND. The continuous monitoring of students during their time at Kinver High School will endeavour to highlight students with a special educational need that has not been identified.
- This identification may come from the SEND team, subject teachers, Heads of Learning School, outside agencies, parents/carers or the students themselves. If your child needs to be assessed, we will gather evidence and make a referral to our specialist teacher so an assessment can be carried out.
- We follow a graduated approach to identifying and assessing needs. Suitable and effective interventions will be put in place if your child is not making expected progress despite receiving differentiated learning opportunities.

- Your child's progress within interventions will be monitored every half term. All students with SEND are placed on the SEND register which is accessible to all staff. Staff use this information and as well as key updates sent out via emails and in weekly briefings to inform their lesson planning and to ensure that they are meeting students' needs.

### **How are parents involved in supporting their child?**

Parents are encouraged throughout their child's time in school to support them with reading, spelling, learning times tables and other basic Maths skills. The school provides information in terms of curriculum overviews and half termly learning updates in student's books which identify how parents can support their 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.

### **How does school evaluate the effectiveness of SEND provision?**

Kinver High School considers a wide range of evidence in order to evaluate its effectiveness. This includes, but is not limited to:

- intervention target data
- impact termly tracking with adaptations made to provision, through the use of interventions as required.
- formal assessment data
- lesson observations, scrutiny of pupil work, teacher planning and record keeping.
- parental/carer feedback
- pupil feedback
- individual plans relating to behaviour, physical needs, etc.
- the Head Teacher's report to school governors, evaluation and academy committees.
- SEND Information Report published on our website.

### **How is the school curriculum organised and made accessible to all?**

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 through the termly curriculum information sent home to parents and provided in planners.

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 new list of 'ambitious vocabulary' which they are rewarded for using accurately in their lessons. Additional provisions can also be made so that any pupil, regardless of their needs, is able to access the full curriculum.

### **How is emotional, mental and social development supported?**

All staff share responsibility for this, and this is reflected in our teaching and in our curriculum. This is also reflected in our anti-bullying policy and the existence of our school council. Children are encouraged to support one another. Many of the students in the school council, Worry Warriors and PREFECT roles are trained anti-bullying ambassadors, having undertaken this as part of the multi-academy trust's initiative. Their support work here may involve visiting forms for an informal 'drop-in' or on a more formal and structured basis (e.g. the 'Circle of Friends' intervention).

### **What are the transition procedures between key stages and classes?**

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.

Groupings for GCSEs or other KS4 courses are also considered based on such professional dialogue. The school will seek to accommodate preferences but professional guidance and understanding of what best suits the child is an overriding point in the decision making process. When your child is approaching the start of Key Stage 4, we will assess and apply for exam 'Access Arrangements' according to the Joint Council for Qualifications exam regulations. If granted, these access arrangements will be applied to all subject areas

The appropriateness of A' Level or other post 16 courses is based on whether students can and have met the entry criteria and based on previous behaviour. Professional dialogue will also inform the suitability of specific courses for students.

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.

## **How is the expertise in supporting children with SEN continued for staff members?**

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).

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.

## **What are the procedures for medical and personal care?**

The school has a named member of staff, Mrs Hill, who coordinates regular, prescribed medications (e.g. asthma inhalers).

## **What access arrangements does the school have in place?**

The majority of students with SEND follow a traditional curriculum. However, a small number of learners have a personalised timetable to match their individual needs, interests and abilities. This may include option choices; additional literacy and / or numeracy; nurture groups and intervention groups. A number of students also receive Literacy and Numeracy interventions during form time.

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 club daily and socialise with peers and play games over lunch.

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 range of different facilities to help SEND students throughout our school including a lift to access all areas; disabled toilets and wide corridors.

Please see Accessibility Plan for details; this is available on the school website.



## **How will a child with SEND be included in activities outside the school classroom including school trips?**

All children have access to a number of after school clubs and activities. Some of the activities available to children are delivered through the school House System, which is an integral feature of our work to promote student engagement, develop leadership and team work.

The activities available are reviewed half termly and may include:

- Netball
- Science Club
- History Club
- Young environmentalists
- Rugby
- Table tennis
- Gardening
- Football

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

## **What are the other bodies involved in meeting the individual needs of pupils at school?**

- Strengthening Families hubs (South Staffs)
- Sickle Cell (Tier2/3 family support)
- 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)

## **How else can parents support their child?**

Your support as parents and carers is crucial; it is important that you encourage your child to fully engage with their learning and with any support/interventions offered by:

- helping them to be organised (including bringing the right equipment and books);

- 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.

### **How do we support students moving into adulthood?**

As a school, we take great pride in providing a high level of student support and guidance. We have an extended and experienced Pastoral Team which comprises of Heads of House, a Raising Achievement Manager and Pastoral Support Workers. In addition to the SEN team, these key colleagues will meet with your child to discuss support and / or interventions needed. In addition, we also have Safeguarding Team who provide additional support and guidance.

There are a number of interventions and provisions that are available to support your child's emotional and social needs such as: Buddies, Counselling, Anger Management, Behaviour Therapy, and Resilience Programmes. In some cases, we adopt a 'Team Around the Child' approach and will work closely with outside agencies such as CAMHS and Sickle Cell to best support your child. In addition to this, 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.

### **Who are the key contacts in school?**

- Headteacher: Mrs N. Clifton
- Deputy Headteacher: Mrs C. Spooner
- SENDCo: Mrs R Keane
- Additional Pastoral Support: Miss A. Perry (Achievement & Inclusion Manager)
- Telephone: 01384 686900
- Email: office@kinverhigh.co.uk

### **Contact details of support services for parents of pupils with SEND:**

Staffordshire LA publishes the details of a wide range of support services on its Local Offer website:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

SENDIASS (formerly Parent Partnership). The local SEND Information Advice and Support Service for Staffordshire (Kinver) is via Staffordshire Information Advice and Support Service:

01785 356921 or <https://www.staffs-iass.org/home.aspx>

Staffordshire Assessment and Planning Service

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=bVy--cmLcOk>