



Special Educational Needs and Disability Report and Policy

Adopted at the Quality of Education and Standards Committee on 17th November 2021

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VALUES AND VISION STATEMENT

To provide, in partnership, a high quality education within a caring environment enabling all individuals to fulfil their full potential effectively.

We believe that young people learn their values and attitudes from a wide range of sources, most importantly at home, with school having a vital part to play. Every child has the capacity to learn and has something to offer their community and society at large. This learning takes place both inside and outside the school and we have many partners in educating the children of our community.

AIMS

The aims of the SEND Report and Policy cannot be separated from those of the whole school teaching and learning expectations. Kirkby High School remains committed to a wholly inclusive educational experience in which all students feel valued and have access to a broad, balanced curriculum, with quality first teaching at its core. Every teacher at Kirkby High School is a teacher of students with special needs.

All members of staff within the school community have a responsibility to ensure that every student has an equal opportunity to attain their maximum progress in all aspects of the curriculum.

These aims ensure that the outcomes of all students with special educational needs are improved by having high aspirations and expectations to ensure they:

- Achieve their best;
- Become confident individuals living fulfilling lives
- Make successful transition into adulthood, whether into employment, further education or training

To achieve our aims Kirkby High School will:

- Identify and provide for students who have special educational needs and additional needs
- Work within the guidance provided in the SEND Code of Practice, 2014
- Operate a holistic, whole school approach to the management and provision of support for special educational needs
- Provide a Special Educational Needs and Disability Coordinator (SENDCO) who will lead the implementation of the SEND Report and Policy and provide support and advice for all staff working with special educational needs students

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENDCO and the head of inclusion

The SENDCO is Joseph Carroll and the head of inclusion is Karen Hughes whose responsibilities include:

- Working with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Having day-to-day responsibility for the operation of this SEND policy and report and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advising on the graduated approach to providing SEND support

- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Being the point of contact for external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and report and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision

- Ensuring they follow this SEND policy

SEND information report

Provision

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student 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.

Consulting and involving pupils and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We will formally notify parents when it is decided that a student will receive SEND support

Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and pupils which information will be shared as part of this.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Literacy intervention
- Numeracy intervention
- SEMH support
- Speech and language intervention
- Cognitive behavior therapy

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Our curriculum is planned and adapted, to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching is delivered to the needs of each student, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have a number of skilled trained teaching assistants who are trained to deliver interventions such as literacy and numeracy. Teaching assistants will support students on a 1:1 basis where appropriate and in small groups to encourage social interaction and promote independent learning

We work with the following agencies to provide support for pupils with SEND:

- Special Educational Needs and Disability Service 0151 443 5136
- <https://www.knowsleyinfo.co.uk/content/sendiaass>
- CAMHS 0151 489 6137
- Speech and Language Team 0151 244 4387

Expertise and training of staff

The Head of Inclusion is allocated a faculty capitation each financial year.

Curriculum departments are responsible, through their own capitation allowances, for providing differentiated resources and materials where relevant and appropriate for students with additional needs.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all members of staff receive regular access to training and development.

The Inclusion Faculty consists of highly qualified, experienced and committed staff. We have high expectations and encourage, nurture, and provide consistency and continuity in the support which is appropriate to student needs.

SEND training is provided to all staff for specific educational needs. Significant focused training will take place prepared for those students that transition from primary school with additional needs, to ensure for continuity of support.

Training is timetabled half termly termly which includes an extensive programme for SEND approaches, strategies, behaviour management and identification of specific SEND difficulties.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions every half term
- Using student questionnaires
- Power Bi to monitor progress in subjects
- Holding annual reviews for students with statements of SEND or EHC plans
- SEND is quality assured by the SENDCo

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Individual and group support at unsupervised times is available for identified students. During break time and lunchtime there are many supervised clubs for students to attend. The vast majority of curriculum areas have extra-curricular activities on offer and there is an extensive range of opportunities outside of normal curriculum hours such as competitive team clubs, educational visits and residential holidays.

The inclusion faculty has clubs available before, during and after school for students to attend. These clubs will offer support for homework and revision, social skills and sports. If any student requires support to attend extra-curricular activities this will be available. We readily encourage students with special educational needs to participate in extra-curricular clubs.

Teachers, Keyworkers and support staff are on duty at break and at lunchtime to provide support for students to encourage interaction with peers within the school environment, while encouraging independence.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Encourage friendship groups and clubs
- Access to well-being support worker
- Access to school counsellor
- Intervention from the youth engagement officer
- Calm room support
- Community projects provided by Everton in the Community and Liverpool Football Club

Working with other agencies

The inclusion faculty will have regular input with pastoral staff to discuss needs of students and this discussion, where appropriate, may give reason to refer into number of agencies that the school would use to support the student.

These may include:

- School nurse
- CAMHS
- Kooth
- Family First
- Butterflies
- RASCA
- Grow, live, change
- Changing Lives

The school is working and receiving input from the Violence Reduction (community) Programme and Mersey Youth Association mentoring intervention team.

Complaints about SEND provision

It is hoped that the school's openness provides an effective channel for expressions of concern, and that these will initially be addressed to the Head of Inclusion.

Parents who wish to take any matter further may follow the school's policy on complaints procedure following the link <http://kirkbyhighschool.net/wp-content/uploads/2014/07/Complaints-Procedure-June-2016.docx>

Contact details of support services for parents of pupils with SEND

National Autistic Society	www.autism.org.uk
CAMHS	0151 489 6137
Speech and Language Team	0151 244 4387
National Autistic Society ADHD	0808 800 4104
British Dyslexia Association	www.livingwithadhd.co.uk
Dyspraxia Foundation	0333 405 4567
	01462 455 016

Contact details for raising concerns

If you have any questions or concerns, please contact Mr J Carroll, SENDCo on 0151 477 8710 ext: 3038

The local authority local offer

Kirkby High School will annually update this document on their website, describing information about the provision available for students with SEND, which should be read in conjunction with the Knowsley Local Offer.

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

Links are available at <https://www.knowsleyinfo.co.uk/content/what-send-local-offer> outlining other agencies to support families and students.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions