



## **KIRKIE KENDAL SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT (OCTOBER 2023-2024)**

**The following document is designed to provide Information for parents and carers at Kirkbie Kendal School**

### **Introduction**

Kirkbie Kendal School seeks at all times to maximise the potential of all students, whatever their needs and abilities, so that all benefit from effective learning opportunities within the school and the wider community.

We are a fully inclusive school which endeavours to enable all students to achieve their potential, personally, socially, emotionally, and academically, in all areas of the curriculum. This document is intended to give you information regarding the ways in which we support all our students, including those with SEND. It may not list every skill, resource and technique that we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements of individual students.

### **What is meant by special educational needs and disabilities (SEND)?**

Children are identified as having SEND when they have either a learning difficulty or a disability which calls for special educational provision.

A child of compulsory school age or a young person has a learning difficulty or disability if she or he:

- Has a significantly greater difficulty in learning than the majority of others of the same age
- Has a disability that prevents them from making use of the educational facilities generally provided for others of the same age in a mainstream setting.

### **How are students identified at KKS as having a special educational needs and disability?**

Students are initially identified as having an additional need through Year 5 and 6 transitional visits to primary schools. Identification may also occur via tracking of data throughout the school year, teacher, student and parent referrals and concerns. All students joining KKS are assessed to determine a baseline in reading using the STAR reading tests as a part of our Accelerated Reader Programme. Students that are considered to need further academic or social/ emotional support then go through the Graduated Approach of - Assess, Plan, Do, Review. Students that require more than the usual support within lessons are then placed on the SEND register. Students are placed on the appropriate stage, in line with the Code of Practice. These students will have a support plan in place, which is communicated to all appropriate staff. This details how to adapt lessons in line with each individual's specific needs.

Most students who are identified as having additional needs can have their needs met through quality first teaching in the classroom by the class teacher.

We have two formal categories of SEND at Kirkbie Kendal School, SEND Support (K) and Educational Health Care Plans (EHCP):

**SEND Support (K)** students are those who may also be supported long term by a Teaching Assistant, Educational Psychologist, Special Advisory Teacher or other professional. They may be taking part in an intervention offered by the Learning Support Department. These students may have a Student Support Plan as their needs are defined as being additional or different from that generally made to others of the same age in Kirkbie Kendal School.

**EHCP** applies to those students who have a long term additional need and receive specialised advice and support. These students will have a Student Support Plan.

### **Who is in The Learning Support Department?**

The department is led by Mrs Fraser and consists of a team of Teaching Assistants (TAs) and Progress Mentors. Each student with an EHCP plan will have a lead TA whose role is to liaise between students, parents or carers and teachers. Some students may be supported in class; some may receive interventions out of class depending on individual needs and circumstances.

### **Role of the Special Educational Needs Co-ordinator (SENCo)**

The SENCO at Kirkbie Kendal School is Hannah Fraser

The role includes:



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- Determining the strategic development of the SEND policy and provision in the school and working with the Headteacher and school governors to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- The day-to-day operation of the SEND policy and coordination of specific provision made to support students with SEND and EHC plans
- Providing professional guidance to colleagues ensuring they are aware of specific needs.
- Liaising with parents, carers, staff and other agencies
- Liaising with primary schools.
- Liaising with potential next providers.
- Ensuring that the school keeps the record of all students with SEND up to date.
- Ensuring that proper examination provision is made for students with SEND.
- Contribute to the in-service training of staff.
- Overseeing Student Plans with the lead Teaching Assistant.

### **How will the school support children with special educational needs?**

At Kirkbie Kendal School it is every teacher's responsibility to adapt teaching to respond to the strengths and needs of all students.

Teachers can adapt their curriculum in four ways: content, process, product and learning environment. Inclusion is considered at every stage of the curriculum; design, enacted and experienced.

Teachers are informed about students' needs through the Confidential Student Information document which is updated throughout the year, through access to reports, and by information emails which are circulated when needed.

For students with a Student Support Plan the plans are circulated at the start of the year and after each review.

### **Table showing example of support**

<b>Need</b>	<b>Example of need</b>	<b>Example of provision and strategies used at KKS.</b>
<b>Communication and interaction</b>	Such as: SLC - Speech language and communication needs, Autism Spectrum Disorder, Asperger's Syndrome, autism	<ul style="list-style-type: none"> <li>• Use of Student Support Plans for students with EHCP.</li> <li>• Effective Transitional Arrangements with feeder primary schools.</li> <li>• Use of an effective assessment process which identifies barriers to learning upon entry and provides appropriate action to reduce any negative impact upon student success</li> <li>• Support and advice is sought and implemented from external agencies to ensure any barriers to learning are identified and responded to.</li> <li>• All teaching assistants are effectively deployed to encourage student progress and independence.</li> <li>• Communication with parents and carers is important. Each student with an EHCP has a lead TA for progress and communication purposes. Parents and carers contribute to the production of plans to support their children.</li> </ul>
<b>Cognition and Learning</b>		<ul style="list-style-type: none"> <li>• Small group targeted intervention programmes are delivered to students to develop skills in a variety of areas.</li> <li>• ICT is used to reduce barriers to learning where possible and new resources are tested and purchased.</li> </ul>
<b>Social, emotional and mental health difficulties</b>	Such as: Challenging, disruptive and disturbing behaviour. Anxiety and depression	<ul style="list-style-type: none"> <li>• The school's behaviour system is predominantly based on a positive approach encouraging students to make the right decisions and choices.</li> </ul>



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	<p>Attention Deficit Disorder (ADD), Attention deficit hyperactivity disorder (ADHD), Attachment disorder</p>	<ul style="list-style-type: none"> <li>• The behaviour policy recognises the need for reasonable adjustments to minimise exclusions.</li> <li>• Risk assessments ensure that action is taken to increase the safety and inclusion of all students in all activities.</li> <li>• Support is offered and signposted to families to reduce the impact of any disadvantage.</li> <li>• The school provide effective pastoral care for all of its students.</li> <li>• External support is sought and advice implemented to support the students.</li> <li>• Student voice - School Council leads to changes in school practices and encourages a greater level of engagement.</li> <li>• Small group targeted programmes are delivered to students to improve social skills and emotional resilience.</li> <li>• There is a room available for vulnerable students at break and lunch time.</li> </ul>
<p><b>Sensory and/or physical needs</b></p>	<p>VI- vision impairment HI- Hearing impairment MSI- Multi sensory impairment PD- physical disability</p>	<ul style="list-style-type: none"> <li>• Advice and guidance are sought and implemented from the Local Authority SEND team.</li> <li>• ICT is used to increase access to the curriculum where appropriate.</li> <li>• Advice and guidance are sought and implemented to respond to students who have significant medical needs.</li> <li>• Staff receive training and guidance to ensure understanding of a sensory need.</li> <li>• The school implements a medicine administration policy.</li> <li>• Access to information and support about a range of needs is provided for staff in school.</li> <li>• Interventions are continually evaluated and produced to reflect the needs of students.</li> <li>• The SENCO and Teaching Assistants complete necessary training to ensure their effectiveness in offering advice and guidance to staff regarding the needs of students.</li> <li>• All teachers at KKS strive to deliver Quality First Teaching as part of a graduated approach.</li> <li>• Each year the curriculum is reviewed to meet the needs and requirements of the students</li> </ul>

How will the curriculum be adapted to meet each student’s needs?

All teachers at KKS are responsible for meeting SEND needs within each curriculum area. All staff have access to the school SEND register, which clearly details all primary and secondary needs for each student. This also shares the support plan for each student, where staff have access to information regarding individual needs and the most appropriate adaptations to put in place to support student wellbeing and progress.

At KKS we recognise the importance of planning for our SEND students at every stage of the curriculum process. This starts with our ‘curriculum intent’, where our Heads of Department develop schemes of work with SEND needs in mind. The next stage is the ‘curriculum implementation’, where every teacher adapts their lessons to meet the SEND needs within each of their classes. Finally, we focus on the ‘curriculum impact’, where teachers discuss appropriate adaptations with individual students and monitor progress.

At KKS we aim to keep all students in mainstream lessons as much as possible. We are clear that our subject specialist teachers are in the best possible position to support our SEND students in making progress. Where students have higher levels of SEND needs out of class interventions will be put in place. As detailed below.



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### **What training will staff receive or have already completed to support children with SEND?**

KKS staff training:

- Regular weekly department meetings
- Weekly briefing notices - adaptation research shared in bulletin documents
- Department focused meetings throughout all curriculum areas
- Whole school INSET sessions
- South Lakes Federation training
- National course where appropriate
- Staff involved in courses leading to nationally recognised professional qualifications
- Shared CPD opportunities - online courses

### **How is progress monitored and reported?**

As part of KKS Assessment and Reporting cycle contact will be made with parents or carers at least three times a year through Parents' Evenings, Interim Grade Sheets and full reports. A student with an EHCP will also have an Annual Review after the initial Student Support Plan has been created. All students with an EHCP and their parents or carers will contribute to the writing of the Student Support Plan.

### **Who has access to Interventions?**

Some students require more than quality first teaching and support in class. For those students, short term interventions are delivered. The aim of these interventions is to support students in cementing knowledge and skills that the subject teacher can then build upon.

Currently we have a range of interventions aimed at developing skills in reading, spelling, writing, as well as social and emotional resilience and social skills.

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

All children are supported by the school's pastoral team, led by the Deputy Head.

Students with Educational Health Care Plans, and some other students, may have access to a Learning Support Mentor. They will liaise between parents or carers and teaching staff to ensure the child has access to the social and academic opportunities at Kirkbie Kendal School.

### **What specialist services or expertise are available or are accessed by the school?**

To ensure the correct support is in place and barriers to learning are minimised, Kirkbie Kendal School has access to a range of specialist services. This list is not exhaustive but currently includes: Educational Psychologists, Special Advisory Teachers, and Inspira.

The school also has an independent Careers Advisor, Education Welfare Officer and limited access to an Educational Psychologist who works alongside the pastoral team and SEND team.

### **How will the school support transition to and from Kirkbie Kendal School?**

The school and Learning Support Department works closely with the feeder primary schools and 'next stage' providers.

For students with EHCPs, the SENCO would expect to attend Year 5 and 6 reviews to ensure individualised plans are in place. For those that are SEND Support, visits will be made to Primary schools and individualised plans made as required.

Individualised plans are also made to help students progress onto the 'next stage' of their learning career. Students have access to a Careers Advisor or Inspira. Many of our students have benefitted from supported visits to their chosen local college. Close links are made between local colleges to ensure information is shared. Local providers are usually invited to EHCP reviews in Year 11 and 13 where applicable.

### **How will the school support students with SEND in exams?**



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The SENCO has the responsibility to ensure that necessary access arrangements are in place for all external examinations. The screening and assessment process for this will begin in Year 9 but the school will endeavour to offer the arrangements throughout the student's time at KKS. Students identified for assessment are those who have received literacy intervention from Learning Support, those with support plans, those with a diagnosis of dyslexia, students identified by teachers and those requested by parents or carers.

Students who receive exam access arrangements must have a disability - 'limitations going beyond the normal differences in ability which may exist among people'. (Equality Act 2010). Those students who are eligible for exam access arrangements will be recorded on the SEND register as they have a substantial, long-term impairment that affects day to day activities. These students will have support plans, which are then shared with appropriate staff to ensure that necessary adaptations are implemented across the curriculum areas.

### **Who should I contact in school?**

Usually, the form teacher is the first point of contact. For SEND issues, the SENCO, Hannah Fraser, should be contacted. In her absence please contact Miss Rosie Butler (Literacy Lead), then Mr Bousfield, Deputy Headteacher.

For students with an SEND mentor, it is likely that an email system or Home/School book is in place to ensure the communication channels are kept open.

If you have a formal complaint about how your child's SEND needs are met within the school, please see the school's Complaints Policy on the school website. If you wish to raise concerns, please contact the SENDCo in the first instance; Hannah Fraser.

### **For further details about Cumbria's local offer visit:**

[www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/](http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/)

### **For further details about the School's Accessibility Plan visit:**

<https://www.kirkbiekendal.cumbria.sch.uk/our-school/policies/>

### **For further details about the School's Admissions Arrangements visit:**

<https://www.kirkbiekendal.cumbria.sch.uk/wp-content/uploads/2023/04/ADMISSION-ARRANGEMENTS-Policy-for-Sept-2024.pdf>