

Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School/College Name:	The Kibworth School
Address:	Smeeton Road, Kibworth, Leicestershire LE8 0LG
Telephone Number:	0116 2792238
Fax Number:	0116 279 6400
Name of Head Teacher/Principal:	Mrs Angela Edwards
Head Teacher/Principal's contact details:	Telephone: 0116 279 2238 Email: office@thekibworthschool.org
Website address:	http://www.thekibworthschool.org
Facebook account details:	
Twitter Feed details:	
School/College Specialism:	N/A
Age Range of students (start and finish) to include Post 14 onwards where relevant):	11 to 16
Date of Last Inspection:	April 2013
Outcome of last inspection:	Good with outstanding features for behaviour
Does school/college have a specialist designated unit / additional learning support department? Yes / No?	No
Total number of students with special educational needs at college/setting :	116
Total number of students receiving additional learning support:	60

1. The kinds of special educational needs for which provision is made at The Kibworth School

The Kibworth School is a mainstream setting, as such, we offer a broad and balanced curriculum to all our students, to include those with Special Educational Needs, ensuring full curriculum entitlement and access.

We are committed to maximum integration commensurate with meeting individual needs and the efficient use of resources. We emphasise the need for all students to experience success on a personal, social and academic level appropriate to the individual, because we believe that a sense of achievement is a powerful motivator. Provision for students with special educational needs and disabilities is a matter

for the school as a whole. As emphasised in the new code of practice, it is each teacher's responsibility to provide for students with SEND in his/her class and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's SEND and for following the school's procedures for identifying, assessing and making provision to meet those needs.

We are committed to ensuring that all of our students experience the very best education that can be provided for them. We make specific provision for students with learning difficulties, for students with sensory and physical impairments, for those with speech, language and communication difficulties, for students in distress and for those with emotional, social and mental health difficulties.

2. Information about The Kibworth School's policies for the identification and assessment of pupils with special educational needs.

The early identification of SEND is emphasised in the new code of practice. The graduated approach and the four-part cycle of revise, revisit, refine and refresh are reflected in our practice here. Students are screened prior to entry at Year 7 using standardised tests specifically designed for this age group. This is completed using an NFER/Nelson Group Reading Test and a Vernon Spelling Test in line with LA recommendations. Professional advice and guidance from the primary schools is also sought and taken into careful consideration together with information from visits or transition work. From this information, a programme of support will be constructed and a timetable drawn up. This timetable begins with the provision for students with statements/EHCPs, with next priority being given to those students classified as requiring School Support

We at The Kibworth School use our best endeavours in order to help students with SEND, recognising that there is a continuum of special educational need. Where the progress of a student is not adequate, it will become necessary to take some additional or different action to enable the student to learn more effectively.

The initial stage is when staff identify that a student has special educational needs, subject teachers, in consultation with the SENCO, the student, and parents/carers devise interventions additional to or different from those provided as part of the school's usual differentiated curriculum offer:

- Subject and pastoral teachers remain responsible for working with the student on a daily basis and planning and delivering a differentiated curriculum
- The SENCO takes lead in planning future interventions for the student in discussion with colleagues, student and parents/carers as well as monitoring and reviewing the action taken

The next stage is when the SENCO and subject/pastoral staff, in consultation with parents/carers, ask for help from external services. They are provided with advice or support from outside specialists, which is additional or different strategies to those in the initial stage and are put into place – a School Support Plan may be devised if necessary. The SENCO takes lead in

- any further assessment of the student
- planning future interventions for the student in discussions with colleagues
- monitoring and reviewing the action taken
- Seeking the views of the student and parent/carers during the process

3. Information about The Kibworth School policies for making provision for pupils with special educational needs whether or not pupils have Education Health Care (EHC) Plans, including:

a) How The Kibworth School evaluates the effectiveness of its provision for such pupils

Following the assessment process a plan of action will be put into place. This will support any needs identified, focussing on appropriate outcomes for the student. The SENCO will complete this with the student, their parent/carer and an appropriate member of staff (this could be a subject teacher or Pastoral Assistant Head).

Plans will be time limited and outcomes measurable. Any impact that the plan has on a student's progress will be monitored closely through daily support records and reviewed at agreed time intervals. The plan can be altered at any time should circumstances change.

The Governors monitor and evaluate the effectiveness through regular meetings with the Strategic Leadership Team.

b) The Kibworth School's arrangements for assessing and reviewing the progress of pupils with special educational needs

Once it has been agreed that a student requires an action plan, they will be allocated a Key Worker. This will be a member of the SEN team who will be required to maintain regular contact with the parent and update them on the progress of their child. This can be via email, telephone conversations or the use of a home school communication book. Parents will be invited into school to review the progress of their child on completion of the action plan, or a minimum of 3 times a year.

This will be in addition to the normal reporting procedures of the school.

Information will be provided to the parent/carer on how to support their child outside of the school setting.

a. The Kibworth School's approach to teaching pupils with special educational needs

All students on the SEN register will have a passport produced. This will include personal information, such as likes, dislikes, strengths and hobbies as well as any barriers to learning and strategies to overcome them. All subject teachers and support staff will have access to this document in order to plan lessons which meet the need of the students.

Subject teachers should differentiate work when necessary, providing appropriate tasks to enable the student to succeed in the classroom. Learning Support assistant support may be provided in the classroom depending on the need identified. Learning Support assistants may also work with the student to reach the outcomes shown on their action plan.

c) How The Kibworth School will adapt the curriculum and learning environment for pupils with special educational needs

In Key Stage 3 pupils with special educational needs may be withdrawn from Spanish to work on literacy skills. Access to learning a modern foreign language will be through French lessons.

In Key Stage 4 Additional Studies lessons and ASDAN courses are offered to those students with special educational needs for whom a full timetable of subjects is inappropriate and who may require extra time to complete work from core and option subjects.

d) Additional support for learning that is available to pupils with special educational needs;

In class support is available for students identified as having a Statement of Educational need or an EHCP. This is allocated according to need and in conjunction with the provision stated in a student's plan.

Homework support can be provided three times a week after school and at lunch times, where a member of the Learning Support Team is available to support students.

Additional literacy support is provided by our Lexia Computer program. Students attend sessions during registration periods and are monitored by a learning support assistant.

Access arrangements can be made for public examinations. This is done in conjunction with exam board criteria and will involve assessment of skills. Initial concerns may be raised by a teacher, parent or member of support staff. It must be pointed out that having a special educational need does not always guarantee access arrangements.

Decisions are made about additional support requirements as part of an action plan. The SENCo, subject teacher, pastoral manager, parent/carer and student may be involved. Parents and carers will be asked to complete a parental voice questionnaire as part of the process and will be invited to discuss any requirements as necessary.

e) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

Extra curricular activities include;

- Sporting activities
- Music
- Lunch time Drama club
- Free zone – students can use the ICT facilities
- Individual subject homework/course work sessions

Students with special educational needs are able to access any of the activities provided. Facilitators will be made aware of any requirements and support may be provided if required.

The School website provides details of activities and trips. Parents are informed of specific activities by letter and are welcome to discuss their child's needs with the activity or trip co-ordinator.

f) Support that is available for improving the emotional and social development of pupils with special educational needs;

The School has a team of Pastoral Assistant Head Teachers (PAH's) who are responsible for the academic, emotional and social development of pupils. Pupils can speak to their PAH for support as and when required. In addition pupils with special educational needs have a key worker who will support their needs and liaise between School and home.

Kibworth also employs an Inclusion Support Assistant, who meets with vulnerable students on a 1:1 basis or as part of a nurture group. She also supports pupils with transition from Primary to Secondary School.

A school Counsellor is also available for pupils to talk to as well as 'drop in' sessions for the School Nurse. We also have support from external voluntary organisations such as 'The Bridge' who use mediation to help resolve issues.

The Learning Support Base provides social support during breaks and lunch.

Medicines and Social care is monitored through general care plans, which follow statutory guidelines. The student health co-ordinator, looks after the welfare of students, writes medical health care plans, treats first aid incidents and deals with mental health concerns.

The Kibworth School has a policy to support behaviour for success. Students are expected to follow the policy and sanctions are put in place for those who cannot conform. Students with special educational

needs may have these sanctions adapted to meet their needs. Exclusions from school are avoided through the use of internal exclusion, or in extreme cases alternative provision outside school.

Safety – we take safety very seriously and have policies in place to deal with bullying, safeguarding, internet safety, unwanted visitors and general behaviour.

Students with special educational needs are able to contribute their views through student voice. This is obtained before Annual Reviews and following Assessment Points. They can also contribute by providing information for their student passports. These passports explain strengths, difficulties, hobbies and strategies to help students succeed.

As an inclusive school, all students including those with SEND are able to contribute to wider aspects of the learning environment. Applications to join the student council are accepted from all students. Those with special educational needs are also invited to join interview panels for new members of staff.

4. The name and contact details of the SEN Co-ordinator

Mrs Geraldine Setchell MA Education (Inclusion and Diversity), National Award for Special Needs Co-ordinators

Tel: 0116 2792238

Email: gsetchell@thekibworthschool.org

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured;

The School is committed to professional development and as such staff can request training to support their needs. This can be both internally or externally provided.

In order to prepare for a student with a need not previously supported, a member of staff (usually the key worker) would attend an appropriate training or awareness course and cascade the information to relevant parties. Depending on the need, a whole school training/awareness may be provided.

The Whole school have received Level 1 training from Autism Outreach.

Learning Support Assistants have attended training on Lego Therapy and will be taking part in some precision teaching training in January 2017. They are also trained exam invigilators.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The setting is generally accessible to all students, with wheelchair access to most areas.

Disabled changing and toilet facilities are available and students can be provided with a key to the toilet.

Disabled parking bays are located at the front of the school.

ICT, coloured overlays, books, specialist pens, reading rulers and overlays for computers are routinely available. Other specialist equipment such as visual enhancement software is secured from external suppliers when needed. Any other equipment will be provided as necessary.

The School works with relevant outside agencies to gain advice and information on supporting students.

7. The arrangements for consulting with parents/carers of children with special educational needs about and involving such parents/carers in the education of their child.

The School is committed to working in partnership with parents. For students with Special Educational Needs, this means regular contact with parents to discuss positive, shared responsibilities in ensuring the progress of students. All SEN Statements/EHCP's are reviewed annually. As a school, we actively seek to work with parents and value their contribution. We recognise their unique strengths, knowledge and experience regarding their child.

Routine parent/carer evenings are offered to each year group; this provides an opportunity to discuss progress with the subject teacher.

In addition parents and carers with children with additional needs can discuss progress with external agencies for example Autism Outreach, if they would like.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

All students should be involved in making decisions where possible right from the start of their education. The ways in which students are encouraged to participate should reflect the student's evolving maturity. Participation in education is a process which necessitates all students being given the opportunity to make choices and understand that their views matter. At the Kibworth School we encourage students to contribute individually to determine the direction of their learning and personal development.

For students who have a Statement of Special Educational Needs/EHCP, a Pupil Profile or School Support Plan is drawn up. The regular use of student tracker data and individual target setting by departments means that not every Statemented/EHCP student requires a School Support Plan as such. School Support Plans and Pupil Profiles may also be issued to some students who are not Statemented or have ECHPs. The views of parents/carers and students are invited as a contribution to the review process.

9. Any arrangements made by the governing body or proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

If parents/carers have any concerns about their child regarding the provision of SEND they should contact the SENCO at school. Parents/carers who need the support of the LA can contact a parent partnership officer.

The SENCO may seek advice from tutors, subject teachers, and heads of departments, pastoral assistant heads, the head teacher, the governing body, or the LA in some cases. The majority of cases are resolved at school level.

Parents/carers wishing to make an appeal made against the issue of an EHCP may be heard by an SEND tribunal.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with special educational needs and supporting the families of such pupils.

The governing body respects the views of other bodies in their ability to support the needs of pupils with special educational needs and their families. As such the School has good relationships with;

- Social Services
- Supporting Leicestershire Families
- The Bridge
- The Educational Psychology Service
- The Specialist Teaching Service
- Autism Outreach
- Feeder primary schools and their SENCo's
- LEBC for early careers advice and guidance.

11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

The first point of contact for a parent or carer to discuss a special educational issue is the SENCo. Alternatively if there are general concerns or worries they can contact their child's Form Tutor or Pastoral Assistant Head. For information about progress in subjects, individual teachers can be contacted directly.

Parent/carers of a child with special educational needs considering whether their child should join the School can contact the main reception or the SENCo to arrange a visit.

SENCo: Mrs Geraldine Setchell tel: 0116 2792238

Email: gsetchell@thekibworthschool.org

Parents can find the local authority's local Offer at www.leics.gov.uk/local_offer

12. The setting's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Successful transition between educational phases is important to us. We have strong links with our Primary feeders; the SENCo is invited to attend the transitional annual reviews of Year 6 pupils with EHCP's. Pre-transfer consultation meetings take place between the SENCos from the Primary Schools and The Kibworth School. Arrangements are also made for SEN students from the Primary Schools to visit The Kibworth School during the Summer Term, in order to allow for a smooth transition. Primary Schools send a Learning Support Record and information for Year 6 students, which are used to support target setting.

SENCo's from local colleges are invited to the annual review of students considering transferring to external Post 16 provision.

Learning Support Assistants in conjunction with the SENCo and Pastoral Assistant Heads provide support for students during transition. Learning Support Assistants may support students on school trips or extracurricular activities as required.

13. Information on The Kibworth School's contribution to the publication of the local authority's offer.

Local authorities have been required for some time to publish information about support for children and young people with SEND, including what they expect schools to provide from their delegated budgets and provision for short breaks.

The Kibworth School is required to produce information about the provision for students with special educational needs which will be available on the County website.

Information on the local offer can be found at:

www.leics.gov.uk/local_offer