



# Special Educational Needs & Disability (SEND) Report

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## 1. What are Special Educational Needs?

***“A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.” (Code of Practice 2014)***

The term 'special educational needs' (SEND) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. SEND pupils will have additional needs in one of the four areas listed below, as described by Coventry City Council:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

### a. Type of Need in School

#### **LEARNING DIFFICULTIES**

Pupils with moderate learning difficulties will have attainment well below expected levels in all or most areas of the curriculum, despite appropriate interventions.

Pupils with specific learning difficulties may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas.

Pupils at SEND Support may have:

- **Difficulty in transferring skills**
- **Delayed speech and language**
- **Attention and listening difficulties**
- **Poor motivation**
- **Poor memory**
- **Weak spatial skills**
- **Social and emotional immaturity**

- A specific learning difficulty such as dyslexia or dyspraxia

### **SOCIAL, EMOTIONAL AND MENTAL HEALTH**

Pupils present with a range of social, emotional and mental health difficulties that have not been improved by differentiated learning opportunities or by the consistent application of usual classroom management strategies and school behaviour policy. Pupils at SEND Support may present with persistent difficulties in one or more of the following areas:

- **underdeveloped skills in listening and attending to the teaching and learning process**
- **failure to make progress anticipated across areas of the curriculum accompanied by signs of frustration, withdrawal or isolation**
- **difficulty with social relationships including peer group relationships**
- **difficulty acquiring and applying basic social skills**
- **emotional immaturity**
- **low self esteem**
- **lack of confidence in their ability to cope with new demands and change to their routines**

### **AUTISM**

Children and young people with autism have difficulties with communication, interaction and imagination, which impede their access to learning. These difficulties may include:

- **Understanding and use of non-verbal and verbal communication**
- **Understanding social behaviour - which affects their ability to interact with children and adults**
- **Thinking and behaving flexibly – which may be shown in restricted, obsessional or repetitive activities.**

Pupils may have a diagnosis of autism, Autistic Spectrum Disorder (ASD), Autism Spectrum Condition (ASC) or Asperger Syndrome. A diagnosis of autism is usually made by Health agencies e.g. clinical psychologist, psychiatrist or paediatrician, involving input from schools and parents.

### **SPEECH LANGUAGE AND COMMUNICATION**

The pupil has difficulties with language which obstructs his or her access to the curriculum and hinders academic and/or social progress. The range of difficulties will encompass children and young people with speech and language delay, impairments or disorders. They may also apply to some children and young people with learning difficulties. The range will include those for whom language and communication difficulties are the result of a permanent sensory or physical impairment.

## **VISUAL IMPAIRMENT**

Visual impairment refers to a range of difficulties from reduced vision to partial sight through to blindness. Pupils with visual impairments cover the whole ability range. Impaired functional vision in the educational setting is the key criterion. For educational purposes, pupils are considered to be visually impaired if they have a medically recognised condition and require adaptations to their environment or specific differentiation of learning materials in order to access the curriculum. Some modifications may need to be made to the presentation of the curriculum, the school or classroom environment, or the classroom management of the pupil e.g. positioning in class, use of equipment etc.

## **DEAFNESS AND HEARING IMPAIRMENT**

Deafness or hearing impairment may impede the pupil's access to the curriculum and hinder academic and/or social progress. Hearing loss may be conductive (middle ear) or sensorineural (inner ear). It may be unilateral (in one ear) or bilateral. The loss can be mild, moderate, severe or profound and it can be temporary or permanent. Pupils with hearing impairment may or may not wear hearing aids. Pupils with severe or profound loss may have cochlear implants. Some pupil may use British Sign language or other signed communication. Pupils may have difficulties with speech, language and communication.

## **PHYSICAL IMPAIRMENT**

The pupil has a defined physical impairment or medical condition that may be subject to regular medical review/intervention. The impact of the impairment/condition may be direct in that it affects the cognitive or physical abilities, behaviour or emotional state of the pupil or indirect in that education may be disrupted. The pupil will have an impairment of motor function, affecting dexterity or mobility within school, which may, without intervention, directly obstruct or hamper the child's access to the curriculum.

Every pupil with a physical impairment is unique. Pupils' physical functioning will vary from mild to severe. Many physically impaired pupils will have an associated learning difficulty which may not be immediately obvious.

Pupils with physical impairment may:

- **Utilise specialist equipment to enhance their access to the curriculum and/or daily living activities, e.g. laptop computer, adapted ruler, foot box.**
- **Require a level of adult assistance to access the curriculum, manage their condition, or move with safety around the environment.**
- **Require a level of adult assistance with self-help skills or personal care.**
- **Require a Health Care Plan.**
- **Exhibit fatigue, lack of concentration or motivation due to their condition that is having a marked effect on classroom performance.**

- In addition the pupil's needs may impact on their self-esteem and social relationships.

## **b. The SEN Register**

President Kennedy is a fully inclusive mainstream school. The school's management information system, (which corresponds with the descriptors published by Coventry City Council), captures information about the pupils who have been identified as having significant needs using the following sub categories:

- **Autistic Spectrum Disorder (ASD)**
- **Hearing Impairment (HI)**
- **Moderate Learning Difficulty (MLD)**
- **Multi-sensory Impairment (MSI)**
- **Other Difficulty/Difficulty (OTH)**
- **Physical Disability (PD)**
- **Profound & Multiple Learning Difficulty (PMLD)**
- **SEND support but no specialist assessment of type of need (NSA)**
- **Severe Learning Difficulty (SLD)**
- **Social, Emotional and mental Health (SEMH)**
- **Specific Learning Difficulty (SpLD)**
- **Speech, Language and Communication Needs (SLC)**
- **Visual Impairment (VI)**

The school's management information system, which includes the details of all SEND pupils, is filtered to create the SEND Register using the coding shown below:

- **K = SEND support**
- **E = Education, Health and Care Plan**
- **K + E = SEN Register**

## **c. Criteria for inclusion on the SEN Register**

The criteria used by President Kennedy to determine whether a pupil will be entered onto the SEN register and coded as 'K' are as follows:

- a) Pupil has a diagnosed SEND or disability**
- b) Pupil has been on the Monitoring Register for two terms with a co-ordinated support plan with targets, however inadequate progress is still being made.**
- c) Pupil has two or more external agencies involved**
- d) Pupil is currently being referred for Statutory Assessment**
- e) Pupil has a Standardised Score below 78 in 2 or more areas.**

Decisions about placement on the SEND Register will be communicated to parents and carers in writing.

In addition to the SEND Register a 'Monitoring List' will be operated, and used to maintain a record of pupils who teachers have identified as not making adequate progress, despite high-quality teaching targeted at their areas of weakness. The criteria used to determine whether a pupil will be entered onto the Monitoring List is as follows:

- f) **Pupils whose attainment level is just below age related expectations, despite having several interventions;**
- g) **Pupils not making progress after one term;**
- h) **Pupils who have a Standardised Score of 84 or below in 2 or more areas**

#### **d. Criteria for exiting the SEN Register**

Following a review, it may be agreed that a student no longer needs to be included on the SEND register. This may be based on information from subject teachers and outside agencies that show that the student is making expected levels of progress and that their needs can be met through quality-first teaching. When this happens, the student's name will be removed from the SEND register. Parents will be informed and the student will continue to be monitored by the process of assess, plan-do-review.

#### **e. Health Care Plan (HCP)**

Pupils with specific identified medical needs will be provided with a detailed Health Care Plan (HCP), compiled in partnership with parents, medical professionals (and if appropriate, the pupil themselves).

## **2. What should I do if I think my child has SEN or disability?**

All parents are listened to. The views and aspirations you have for your child will be central to the assessment and provision that is provided by President Kennedy, which will be determined on the basis of need supported by evidence. If you think that your child has special educational needs you can discuss this matter with the school's Special Educational Needs Coordinator (SENCO) who can be contacted by e-mail on [davisa@pks.coventry.sch.uk](mailto:davisa@pks.coventry.sch.uk) or telephone on **02476 661416 Ext.2111**

The SENCO works with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. In practical terms the SENCO takes day-to-day responsibility for the co-ordination of provision made for individual children with special educational needs, which include the following activities:

- **Maintaining the records of SEND pupils**
- **Realising the school's SEND policy**
- **Advising on the graduated approach**
- **Key point of contact for the local authority**
- **Supporting SEND pupils post 16 transition**
- **Liaising with the following:**
  - **Staff**
  - **Parents**

- **Primary schools**
- **Health Care Professionals**
- **Social Care Professionals**
- **Educational Professionals**
- **Independent or voluntary Bodies**

Before contacting the SENCO you may wish to consider the following points:

- **why you think your child has SEN/disability**
- **whether your child learns at the same rate as other children their age**
- **what you think the school should do to help**
- **what you have done to help your child and what the result of that was**

You should also provide the SENCO with copies of any related paperwork that you may have, as this will help the school to investigate your concerns.

You can also discuss any concerns with the members of staff listed below who will refer any concerns on to the SENCO:

- **Tutor**
- **Subject Teacher**
- **College Director**
- **Pastoral Leader**
- **Progress Leader**
- **Learning mentor**
- **Teaching Assistant**

### **3. How will I know how my child is doing?**

Your child's attainments towards the identified outcomes will be shared termly with you in the following ways:

- **Progress Reports**
- **Parents' Evenings**
- **Information Evenings**
- **Contact via telephone**
- **Contact via letter**
- **Contact via email**
- **Contact via text message**

Parents are encouraged to arrange an appointment to discuss their child's progress with the subject teacher, SENCO or a member of the senior leadership team. Please contact the school office who will arrange a meeting for you.



#### 4. How will you know if my child needs extra help?

In addition to concerns being raised by pupils, parents and carers, we know when children need extra help through identification at the following opportunities:

- **At transition, paperwork is exchanged between schools**
- **Teachers/SENCO/Teaching Assistants visit primary schools to gather information**
- **Schools make contact with external agencies at transition regarding pupils within their service using information gathered from Year 6 Annual Reviews and CAF meetings**
- **Year 6 pupils do a piece of 'free writing' which is assessed by the English subject area.**
- **KS2 Results/Teacher Assessments are shared**
- **Year 7 pupils undertake literacy and numeracy assessment tests to give us a baseline for their ability**
- **Referral will be made to the SENCO from subject teachers after differentiation and intervention within the classroom**
- **Tracking of attainment outcomes monitored by Progress Leaders and the SENCO indicate a lack of progress**
- **Observations of a pupil indicates that they have additional needs**

The progress of individual pupils (including those receiving SEND Support) will be monitored in line with the whole school assessment policy to ensure they are making adequate progress.

The Code of Practice describes 'adequate progress' as progress which:

- **is similar to that of peers starting from the same baseline;**
- **matches or betters the child's previous rate of progress;**
- **closes the attainment gap between the child and their peers;**
- **prevents the attainment gap growing wider.**

Where staff have evidence that certain pupils are not making adequate progress, a more in depth individual assessment will be conducted by a member of the Hub (student support area), which may include psychometric assessments, lesson observations and consultation with relevant subject teachers. Specialist Services and teachers with specialist qualifications may also be called upon to assist with assessments.

Following interventions from the Hub (student support area), if your child is still not making appropriate progress at the required level, the formal assessment procedures for an Education Health and Care Plan (EHCP), will be started by the SENCO. The application for additional funding will be completed in conjunction with other specialist services and follow the legal assessment procedures outlined in the Local Offer by Coventry City Council - see below for contact details.

## 5. How will you let me know about my child's support?

If your child has special educational needs, they may need extra help in a range of areas, for example:

- **school work**
- **reading, writing, number work or understanding information**
- **expressing themselves or understanding what others are saying**
- **making friends or relating to adults**
- **behaving properly in school**
- **organising themselves**
- **some kind of sensory or physical needs which may affect them in school**

You will be informed if the school considers that your child requires SEND support and your partnership will be sought in order to improve attainments. Parents will be advised of additional support being offered to your child via one or more of the following methods:

- **Contact from teaching staff via letter/phone-call/email**
- **Parents' Evenings**
- **Letter/phone-call/email from the Hub (student support area)**
- **Invitation to a meeting with appropriate staff members**

Meetings with staff members will be used to gather the views of all stakeholders including pupils, in order to plan appropriate evidence-based interventions, which will be implemented by members of the College or subject teams with advice from the SENCO/Hub.

All identified SEND interventions and support will be recorded on a Pupil Profile or Provision Map (as detailed below) that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets (including targets around preparing for adulthood for older children). Progress towards these outcomes will be tracked and reviewed termly with parents and the pupil.

### a. Pupil Profiles

A Pupil Profile is a summary document about a child contained on one page. Pupil Profiles have a very child centred approach and are created with input coming from the pupils themselves. The profile forms a summary document that allow teachers to be fully aware of the pupil's needs and strategies to support their inclusion and academic progress.

At President Kennedy the Pupil Profiles will have the following the content:

- **The pupil's name**
- **Important data – e.g. Reading age / CATs score**
- **The pupils photograph**
- **“I would like you to know that . . .” – key pieces of information**
- **“This means that . . .” – characteristics of condition/s**
- **“I find it difficult to . . .” – a quick summary of the key difficulties**

- “It would help me if you could . . .” – a quick list of strategies that teachers can use
- “I will help myself by . . .” – self-help strategies agreed with the pupil

## **b. Provision Maps**

Provision Maps (which are a more detailed version of a Pupil Profile) are a way of documenting the range of support available to pupils with SEND within a school. A pupil’s Provision Map will contain the following:

- how adults will modify and adapt their behaviour and language to meet a child’s emotional or communication needs and the ways in which the school will be differentiating the application of its behaviour policy in relation to the child;
- specific examples of how activities will be adapted to make them more accessible (e.g. use of visual prompts, reduced text...)
- how the learning environment will be adapted to support needs (e.g. seating arrangements, lighting, provision of quiet/calm space...)
- how groupings will be used flexibly to support the child (e.g. maths buddy, friendship groups, mixed ability...)
- what equipment will be made available to support learning (e.g. maths learning pack including hundred square, phonics map, laptop for writing, personal organisation pack...)
- what additional adult support may be available (who/when) and how it will be used (e.g. to re-focus on task and then move away, to support with reading texts, to scribe, to repeat key instructions, to facilitate cooperative play then move away, to support toileting when needed, to observe and record learning/language...)
- what additional time-limited interventions (small group and/or 1:1) will be provided, how often, by who to address the learning targets for the child

## **6. How can I help to support my child’s learning?**

You can support your child’s learning by doing the following:

- ✓ **Attend Parents’ Evenings**
- ✓ **Read and act on any communications sent home**
- ✓ **Visit the school website and the links to relevant information**
- ✓ **Check FROG VLE regularly**
- ✓ **Support your child to complete assigned homework tasks**
- ✓ **Encourage your child to read every night (see below for more information)**
- ✓ **Ensure your child has what they need for school every day, such as pencil case, pens, pencils etc.**
- ✓ **Encourage your child to attend homework/revision clubs**
- ✓ **Know your child’s targets and actively encourage your child to work towards them**
- ✓ **Encourage your child to engage in extra-curricular activities**
- ✓ **Follow advice given by staff/external agencies**
- ✓ **Attend planning and review meetings**

The subject teacher or SENCO may also suggest additional ways of supporting your child's learning, however one of the most important ways parents can help their children is by reading to and with them. As you read to your child you help them develop a love of stories and poems, they want to read on their own, they practice reading and finally, they read for their own pleasure and information. When children become readers their world is forever wider and richer.

**Here are some things you can do:**

- Read aloud to your child. Read books, newspapers, magazine articles, the back of cereal boxes, labels on cans and signs in the street.
- Read poems aloud. This helps your child learn about the rhythm and the repeated sounds in language.
- Point to the words on the page as you read. Move your finger from left to right and help your child understand that those squiggles on the page mean something.
- Listen to your child read to you. Even if they do not know all the words they can turn the pages and tell you about the story.
- Use the library. There is a library at your child's school as well as one close to your home. Ask the librarian for ideas about good books to read.
- Have things to read around the house. If there are books, newspapers and magazines around the house and children see you reading they will be encouraged to read.
- Talk about what your child is reading. Why did they choose that book? Did they enjoy the book? Would they like to read more by the same author?

**Further ideas include:**

- Read to your child every day for at least fifteen minutes. It is as important to read to older children who can already read as it is to young children who are learning to read.
- Reading to your child in English or your first language shows that reading is important.
- Keep books in an accessible place.
- Give your child a set of plastic alphabet letters. Use the magnetic ones on the refrigerator door to make simple words for your child to read to you.
- When reading, turn the pages slowly and ask your child to talk about the pictures in the story.
- Label furniture and other household items.
- Take your child to the local library for storytelling time.
- Take your child to the library to get a library card and check out a book.
- Encourage your child to read at home, as well as in school.
- Keep books, magazines and newspapers around the house.
- Help your child find letters on cereal boxes, road signs, food packages etc.

- Read a book to your child over and over again.
- Encourage children to make their own books as gifts.
- Read a magazine or newspaper with your child.
- Give books to your child as a reward.
- Take books wherever you go.
- Sing songs and read poems to your child.
- Make sure your child sees you reading.
- Act out stories as you read them to your child.
- Choose books about your child's special interest.

President Kennedy organises a number of parent evenings during the year, which aim to provide useful opportunities for you to learn more about the curriculum that is being offered to their child. The parent evenings are advertised in the school newsletter and also on our website.

The school's website also contains links to useful resources that can be used by parents to support their child learn at home, which include FROG VLE.

## **7. How will I be involved in planning for my child's education?**

You will be invited to attend the listed activities, which will allow you to be involved in the planning of your child's education in the following ways:

- **School Open Evenings**
- **Parent Consultation Day**
- **Targeted Parents' Evenings**
- **Access Arrangement Information Evening**
- **Literacy Evening**
- **Planning meetings about your child's needs**
- **Annual Reviews (for Pupils with an EHCP)**
- **Discussions with external agencies**
- **Review meetings to explore if your child's needs are being met**

## **8. How will my child be involved in planning for his or her education?**

Your child will be involved in planning for their education in the following ways:

- **Take responsibility for their learning; have all equipment for that day**
- **Keep their homework planner up-to-date**
- **Talk to their Tutor/Subject Teachers/ Pastoral Leader/Progress Leader/Learning Mentor/TAs/SEND Link Workers when they have an issue**
- **Select their options carefully at the end of Year 8 and 9**
- **Undertake relevant assessments to review progress**
- **Be involved in the writing of their Pupil Profile**
- **Discuss with Tutor/SEND Link Worker how their education could be improved i.e. what extra work/intervention is necessary to enable them to achieve their targets**

- **Identified children (at SEND Support or an Education and Health Care Plan (EHCP)) will be invited to assess, plan, and review their progress on a termly basis with an allocated Link Worker.**

## **a. The Role of a Link Worker**

All registered SEN pupils will have a Link Worker who will either be a member of the College Team (including Tutors) or Student Support. The Link Worker's role is to act on behalf of the school to support pupils who have been placed on the SEN register. Link Workers will work closely with pupils and play a role in many aspects of their school life, including academic and pastoral support. The Link Worker will also play a vital role in sustaining an important link between school and home and will have regular contact with Teachers and parents/carers to ensure that the planned provision is appropriate for their SEN pupil. Link Workers will often attend and contribute to pupils' termly reviews.

The Link Worker might:

- **Help new pupils to settle into the school and their lessons**
- **Help to establish good communication between pupils and the teaching staff and other learners**
- **Provide support for pupils who might be isolated or lack support and self-confidence**
- **Provide support in getting to know rapidly changing environments and the use of new technologies**
- **Offer appropriate advice and guidance**
- **Help pupils see the way ahead – progression opportunities and career pathways**
- **Give and receive constructive feedback**
- **Help pupils to manage time, plan and prioritise work, set goals and action plans, gain a better understanding of their work**

## **b. Termly Reviews**

At President Kennedy, the progress of all pupils on the SEND register is reviewed three times a year by their Link Worker in consultation with them and their subject teachers. The review information is gathered by the Link Worker at the end of each term, which is then communicated in writing to parents and carers. Parents and carers are also encouraged to attend termly review meetings to evaluate the success of day-to-day teaching and targeted provision on the progress and development of their child. The termly review meeting will also provide parent/carers with the opportunity to consider the following:

- Has the child achieved the agreed targets?**
- Are the skills acquired through targeted support transferred back into class work?**
- How have the pupil and parents responded to targeted provision?**
- What are the views of support staff, parents and the pupil?**

- m) **How will the outcomes of this review feed back into the analysis of the child's needs?**
- n) **What changes to support, provision and targets are needed?**

## **9. How will you support my child in starting school and moving on?**

The transition programmes in place for pupils also include a number of opportunities for you and your child to meet staff in the new school.

### **a. Primary Transition**

A number of strategies are in place to enable effective pupil's transition from year 6 into 7, which include:

- General/SEND information requested from primary schools
- Primary transition meetings with Year 6 teachers and/or SENCO
- Transition sessions in primary schools run by secondary subject teachers
- Year 6 Transition Days
- Enhanced transition visits for identified pupils from primary schools
- Review meetings e.g. Annual Reviews/CAFs
- Year 6 Parent Information Evening
- Year 6 summer school (by invitation only)
- Year 7 intervention groups

### **b. Post-16 Transition**

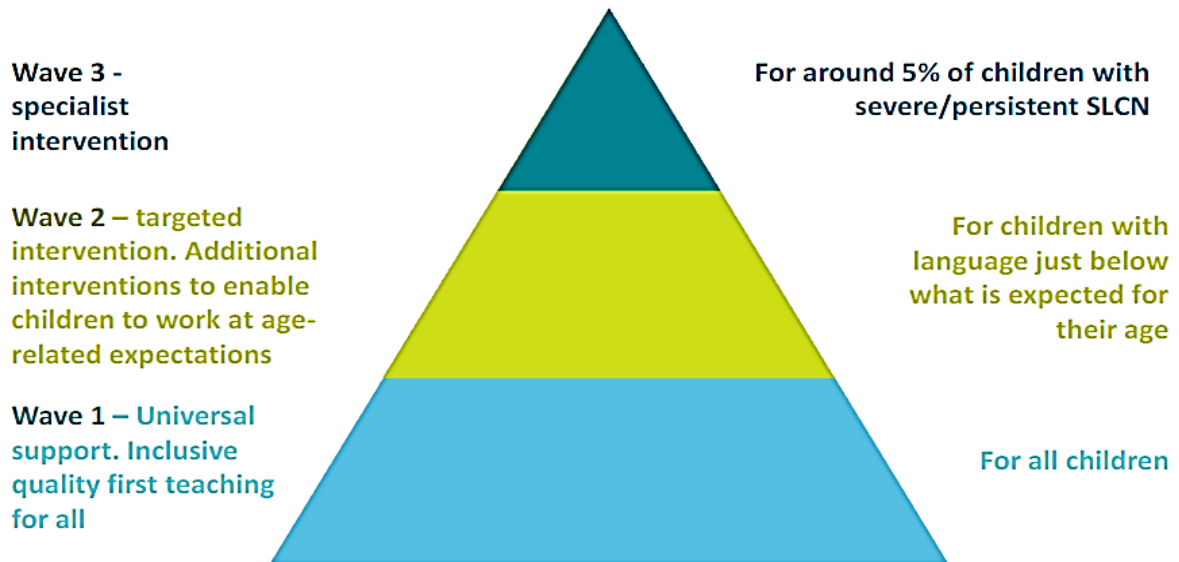
- Support with GCSE options in Year 8 and 9
- Careers education in Year 9 to 11, including information about post-16 education options
- Information shared about sixth forms, colleges, training providers
- Transition meetings are arranged and relevant information is shared with support staff at colleges/universities.
- The records of pupils who leave President Kennedy prior to the end of year 11 will be transferred within five working days of the parents notifying their child has been enrolled at another school.

## **10. How will you match the curriculum to my child's needs?**

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENCO at President Kennedy, all members of staff (both teaching and support) have very important day-to-day responsibilities in ensuring an appropriate curriculum for pupils with additional needs.

To ensure an appropriate curriculum for pupils with additional needs, President Kennedy operates within the Waves Model of Intervention, which is presented below:

## a. Wave 1 (Quality First Teaching)



Wave 1 at President Kennedy is the effective inclusion of all pupils in high-quality everyday personalised teaching.

**“All teachers are teachers of pupils with special educational needs. Teaching such pupils is therefore a whole school responsibility, requiring a whole school response” (DfES - 2001 / Ofsted 2014)**

At President Kennedy we aspire to offer high quality teaching, as our first step in responding to pupils who have or may have SEND, which is called Quality First Teaching (QFT). The key characteristics of QFT are summarised by the Department for Children, Schools and Families (DCSF) as:

- **highly focused lesson design with sharp objectives**
- **high demands of pupil involvement and engagement with their learning**
- **high levels of interaction for all pupils**
- **appropriate use of teacher questioning, modelling and explaining**
- **an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups**
- **an expectation that pupils will accept responsibility for their own learning and work independently**
- **regular use of encouragement and authentic praise to engage and motivate pupils.**



## **b. Wave 2**

The Wave 2 interventions at President Kennedy are targeted at groups of pupils with similar needs. The Wave 2 interventions are designed to accelerate learning for particular groups that are expected to catch up with the performance of their peers. Some examples of the interventions being offered are as follows:

### **i. Fresh Start**

Pupils are withdrawn from subjects in Year 7 to take part in the Fresh Start programme, which is a phonics based intervention enabling individuals to improve and develop fluent reading and writing skills. Pupils are taught the grapheme-phoneme correspondences in a clear sequence from the simple alphabetic code to phonemes with alternative graphemes. For each phoneme, pupils are taught to 'say it', 'read it', 'write it', using mnemonics and visual, auditory and kinaesthetic activities. Pupils learn to decode words by identifying the graphemes and blending the phonemes, through the word. Pupils learn the relationship between phonemes and graphemes and apply their increased phonic knowledge to reading the age-appropriate decodable texts and doing spelling and writing activities. Pupils learn to spell words by segmenting words into phonemes and that it is the opposite of blending. Pupils learn high frequency words from the earliest stages and to use knowledge of grapheme-phoneme correspondences as a first approach to words which are not completely phonically regular. Referral to the Fresh Start intervention is determined by the Key Stage 2 data, Year 7 CATs testing and baseline assessments.

### **ii. Catch-Up Literacy**

Catch Up Literacy is a structured one-to-one intervention for struggling readers whose reading age is significantly below their chronological age. It enables struggling readers to achieve more than double the progress of typically developing readers by using a book-based approach to support them so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes.

### **iii. Alpha to Omega**

Alpha to Omega is a phonetic, linguistic approach to the teaching of reading, writing and spelling. The Alpha to Omega sessions introduce spelling, grammar, punctuation and whole sentence work, in a logical sequence of steps and also offer graded dictation exercises. There are three stages of learning, which follow the usual pattern of phonological language acquisition.

### **iiii. Touch Typing**

The Touch Typing intervention is targeted at pupils in all year groups whose handwriting speed or skill is below the age related expectations, causing them to be at a significant disadvantage. Pupils with reasonable adjustments allowing them to word process (rather than handwrite) their work are invited to attend the touch typing intervention, which is structured around TypingClub, which is an educational programme. TypingClub helps students learn to type

quickly and accurately on a standard computer keyboard. The program is fully web-based, so pupils can use it to practice keyboarding during the intervention, or anywhere an internet connection can be found. By learning to touch type pupils could boost their typing speed to 40wpm and drastically cut down the amount of time it takes them to do even the most simple tasks. Not only will pupils become more efficient, but they will also be able to direct their focus to where it counts, as touch typing teaches pupils to rely on motor memory rather than sight to type.

#### **iv. Wellbeing Groups**

The Wellbeing Groups (for both boys and girls) are structured around the themes and activities explored in *Starving the Anxiety Gremlin*, which is a cognitive behavioural therapy workbook that helps pupils to understand and manage their worries and anxieties. The activities in the workbook help pupils to understand why they get anxious and how to use simple, practical techniques to manage and control their anxiety. The workbook is also used as a framework to engage in craft based activities and prompt discussions around anxiety and how to respond to different situations.

#### **v. Reading Groups**

Pupils attending the reading intervention are grouped according to ability, which also determines the targets that individuals are working towards

#### **vi. Social Skills Group**

The Social Skills Group follow the *Talkabout Social Skills* scheme, which is designed specifically for children with special educational needs. The *Talkabout* sessions facilitate independent and group activities, which develop the pupils' ability to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and personal appearance. Each pupil will be given a workbook, that will help them to explore the following themes:

- **Awareness of self and others, includes physical appearance, likes, dislikes and problem solving**
- **Communication skills**
- **Body language**
- **Paralinguistic skills**
- **Conversational and listening skills**
- **Awareness and use of assertiveness skills**

#### **vii. Friendship Group**

The key Friendship Group follow the *Talkabout Relationships* scheme, which is designed specifically for children with special educational needs who are having difficulties making or maintaining friends. The *Talkabout* sessions facilitate independent and group activities, which develop the pupils' ability to work through self-esteem and relationship skills within a group setting in a structured way.

### **Viii. Numeracy Intervention**

Numeracy Intervention gives pupils the opportunity to explore fundamental number concepts, such as the counting sequence, one-to-one correspondence, and computation strategies, whilst engaging in mathematical games. During the sessions pupils will explore number combinations, place value, patterns, and other important mathematical concepts, which will help them to deepen their mathematical understanding and reasoning. Each pupil will be provided with repeated opportunities to play games, then let the mathematical ideas emerge as pupils notice new patterns, relationships, and strategies. Games are an important tool for learning in mathematics classrooms and present opportunities for practice, often without the need for teachers to provide the problems.

### **ix. Handwriting Intervention**

President Kennedy supports the active teaching of handwriting. Handwriting fluency is fundamental to learning because pupils think and write at the same time. If pupils struggle to form their letters, then their ability to express themselves is reduced. Also, children who don't master handwriting may be slow or illegible writers. The Bridge and Gateway's goal is to help students learn proper handwriting habits and then apply them naturally and automatically to all writing experiences, which will hold lifelong benefits. The handwriting intervention follows the 'From Talking to Writing' scheme, which uses engaging multi-sensory techniques and research-based methods to make handwriting a natural and automatic skill for children of all ages and abilities. The sessions explore a fun hands-on approach to developing good skills and teaching correct letter formation. The sessions encourage pupils to describe the sequence of movements in the formation of letters. Children are taught accurate letter formation if they are to develop fluent, joined writing. An understanding of the sequence of movements and the links between groups of letters can be reinforced if pupils are encouraged to talk about how the letters are formed.

## **c. Wave 3**

Wave 3 interventions involve increasingly individualised support programmes, based on independent evidence of what works. Expectations are to accelerate and maximise progress and to minimise performance gaps. Wave 3 interventions involve support from a specialist teacher, Learning Mentor or Teaching Assistant who will offer pupils one-to-one support when working towards the achievement of very specific targets.

President Kennedy also houses a specialist Enhanced Resource Base for Speech and Language Impairment. This provision is open to students with an Education Health and Care Plan for Speech and Language Impairment and places are allocated by Coventry Local Authority. The staff are employed and led by the Complex Communication Team, but are under the day-to-day management of the Head Teacher.

## 11. How will you make decisions about how much support my child will receive?

At President Kennedy there is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of pupils will learn and progress within these arrangements. Those pupils whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

### a. The Graduated Approach

At President Kennedy we have adopted a graduated approach to education, by implementing an 'assess, plan, do, review' cycle to monitor pupils' development. If it becomes apparent that an individual is not making the expected progress, then we will make educational provision which is additional to, or otherwise different from, that for others of the same age. Where necessary we will seek external help, for example by having an outside therapist come into the school on particular days to work with an individual.

## Graduated Approach



Change in a pupil's circumstances or recommendations resulting from assessments by outside agencies will have an effect on their well-being may lead to certain interventions being arranged. However, it's really important to be aware that the teacher still maintains overall responsibility for the progress of pupils, as highlighted below by the code of practise.

## 12. How does the school allocate resources to match the needs of children with SEN?

At President Kennedy all staff are 'teachers of SEN' who are trained to meet a variety of need within the classroom. All learners will have access to high quality teaching differentiated for individual learners, which is delivered through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

The school receives funding to respond to the needs of pupils with SEN from a number of sources, which included:

- Funds to provide for their education (the Age Weighted Pupil Unit)**
- The Notional SEND budget**
- The Pupil Premium funding (for pupils who meet certain criteria)**

In addition, for those pupils with the most complex needs, the school may be allocated EHCP funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- **In-class support from Teaching Assistants**
- **Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support**
- **Specialist support from teachers e.g. 1:1 tuition**
- **Availability of accessible resources and equipment**
- **Off-site Engagement Programmes/Alternative curriculum**
- **Provision of specialist resources where an identified need is established**
- **CPD relating to SEND for staff**
- **Exam Access Arrangements (see below for more information)**
- **Provision of specialist resources where an identified need is established**

The strategies listed below will be used when offering more targeted interventions and resources to identified areas of need:

### **LEARNING DIFFICULTIES**

- ✓ Use the Inclusion Development Programme materials in the DFE National Archive for pupils with dyslexia, language difficulties and autism:
- ✓ Seek general advice about programmes and teaching approaches from relevant services e.g. Educational Psychology Service, Support Service for Special Educational Needs (primary).
- ✓ Address teaching and learning for all pupils including those with SEND through a planned programme of continuous professional development.
- ✓ Provide additional TA support to address the pupil's particular needs.

### **SOCIAL, EMOTIONAL AND MENTAL HEALTH**

- ✓ Plan for reasonable adjustments which may be required, either prior to or on entry to school via the school's accessibility plan.
- ✓ Consider undertaking a Common Assessment Framework (CAF) to determine a more holistic picture of a pupil's needs.

- ✓ Seek advice from other agencies i.e. Child and Adolescent Mental Health Services (CAMHS), School Nurse and Community Paediatrician.
- ✓ Address teaching and learning for all pupils including those with social, emotional and mental health through a planned programme of continuous professional development.
- ✓ Provide focused interventions /additional Teaching Assistant support to address the pupil's particular needs.
- ✓

## **AUTISM**

- ✓ Plan for the reasonable adjustments which may be required, especially on transition.
- ✓ Seek general advice about approaches and techniques from relevant services and any medical professional who might be involved – GP, school nurse, clinical psychologist, Community Paediatrician, speech and language therapist.
- ✓ Refer to CIASS
- ✓ Address teaching and learning for all pupils including those with autism through a planned programme of continuous professional development.

## **SPEECH LANGUAGE AND COMMUNICATION**

- ✓ Seek general advice about specific techniques from the specialist teachers and TAs in the Speech and Language Enhanced Resource Provision
- ✓ Seek general advice about programmes and techniques from relevant professionals e.g. Educational Psychologist, speech and language therapist, specialist teachers
- ✓ Address teaching and learning for all pupils including those with SLC through a planned programme of continuous professional development.

## **VISUAL IMPAIRMENT**

- ✓ Seek general advice about specific techniques from specialist professionals, and/or any medical professional who might be involved – school nurse, health visitor, general practitioner (GP), paediatrician, consultant, etc.
- ✓ Schools should address the needs of the child with visual difficulties in their in-service training as appropriate with guidance from the specialist teacher of the Visually Impaired.
- ✓ Plan for reasonable adjustments, which may be required, either prior to or on entry via the school's accessibility plan.
- ✓ Check that:

- lighting levels are appropriate and control of natural lighting is possible in rooms to be used and in public areas.
  - hazards are highlighted
  - colour schemes enable doors etc., to be highlighted appropriately
  - signage is clear
- ✓ Pupil may need discreet assistance with situations such as choosing meals and locating toilets.
  - ✓ General information e.g. newsletters, may need to be presented so the pupil is able to access them.
  - ✓ Ensure classroom setting/management takes account of social relationships.
  - ✓ Individual support including peer support and groupings should be considered.
  - ✓ Use a range of differentiation techniques to promote full access to all activities (including extra-curricular)

#### **DEAFNESS AND HEARING IMPAIRMENT**

- ✓ Seek general advice from relevant professionals, or any medical professional who might be involved – school nurse, health visitor, GP, paediatrician, audiology consultant, etc.
- ✓ Address the needs of pupils with hearing impairment through In-Service Training as appropriate.
- ✓ Plan for reasonable adjustments which may be required, either prior to or on entry to school via the school's accessibility plan.
- ✓ Ensure classroom setting/management takes account of social relationships. Individual support and/or groupings should be considered, as well as appropriate peer support.
- ✓ Consider the identification of a key worker. Consideration should also be given to the provision of low cost resources.
- ✓ Ensure that:
  - acoustics are considered as far as possible in layout, fixtures and fittings of rooms and public areas (e.g. curtains, carpets and soft furnishings to reduce background noise, provision of closed quiet areas)
  - lighting levels are appropriate and control of natural lighting is possible in rooms to be used and in public areas
  - new equipment is checked for low noise (e.g. heating systems or projectors)

#### **PHYSICAL IMPAIRMENT**

- ✓ Seek general advice from relevant professionals e.g. physiotherapy service, occupational therapy service.
- ✓ Address the needs of children with physical impairment/medical needs through In-Service Training as appropriate.
- ✓ Consider the implications of the Equality Act for school visits and extra-curricular activities: the school may need to make reasonable adjustments to its environment and some building adaptations may be necessary. Plans for these should be made via the school's accessibility plan.
- ✓ Ensure classroom setting/management takes account of social relationships. Individual support and/or groupings should be considered, including strategic peer support.
- ✓ Use a range of differentiation techniques to promote full access to all activities (including extra-curricular).
- ✓ Provide additional Teaching Assistant support to address the pupil's particular needs where appropriate.

### 13. What are Exam Access Arrangements (EAA)?

At President Kennedy we aim to ensure that all pupils have equal access to examinations and are neither advantaged nor disadvantaged over their peers by any long term, substantial special educational or learning needs.

Exam Access arrangements (EAA) are agreed before an assessment. They allow pupils to demonstrate their skills, knowledge and understanding without changing the demands of the assessment. The intention behind access arrangements is to meet the particular needs of a candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments.'

A reasonable adjustment for a particular person may be unique to that individual and not be included in the list of available Access Arrangements. An adjustment may not be considered 'reasonable' if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

The application rules for EAA are set out in the Joint Council for Qualifications (JCQ) regulations, which schools must abide by, so that there is parity in how adjustments are awarded throughout a pupil's secondary schooling. Access arrangements must reflect the support that is usually given to the pupil in the classroom, internal exams and mock examinations, which should be identified as early as possible. This is commonly referred to as 'normal way of working.'



Currently President Kennedy has two Specialist Assessors (detailed below) who have both completed Level 7 postgraduate courses to qualify them for this role.

- **Miss Davis (SENCO)**
- **Mr Davies (Lead for Behaviour and Learning)**

When applying for EAA the Specialist Assessor will gather evidence about the pupil to offer a historical context and also 'paint a picture of need', which are outlined below:

- **Form 8 report from Specialist Teacher or Specialist Teaching Assistant**
- **Previous EAA from Primary Schools/ other Education Providers**
- **Subject teachers – examples of work as appropriate**
- **Results of baseline tests e.g. reading/comprehension age, writing tests**
- **Private Educational Psychologists Reports**

Some parents will independently make arrangements for their children to be assessed by a private Educational Psychologists (EP) who will produce reports, which can be submitted as evidence that their child should be awarded extra time, or EAA. However, parents need to be aware that the recommendations by an EP that a child should receive EAA, can sometimes be in conflict with what the Specialist Assessor has recommended and applied to JCQ for.

### **a. How do staff and parents know whether a pupil has Exam Access Arrangements (EAA)?**

- Teaching and support staff can access the EAA list, which is stored on the Hub (student support area) FROG VLE, which is updated on a monthly basis.
- Staff will be informed of any changes to the EAA list via email.
- Parents will be informed of awarded EAA (and the supporting assessment results) via a letter home.
- Pupils are provided with an EAA laminated card.
- Parents will be invited to an EAA event where they can discuss the adjustments that their child has been awarded.

### **b. How are Exam Access Arrangements (EAA) applied for?**

Pupils are tested formally in April/May of Year 9 in order to comply with the 26-month rule; so that any permitted exam access arrangements are in place for the full GCSE period of both Year 10 and 11. However, just because reasonable adjustments were made for a pupil in KS3/they possesses a diagnosis of Dyslexia, does not automatically entitle them to formal adjustments being made at KS4.

The Specialist Assessor will assess pupils using a variety of nationally recognised tests such as:

- **Access Reading Comprehension test**
- **Detailed Assessment of Speed of Handwriting (DASH)**
- **Comprehensive Test of Phonological Processing 2 (CTOPP)**

- **Phonological Assessment Battery (PHAB)**
- **Graded Word Spelling Test**

The assessments that the Specialist Assessor uses are replaced/upgraded periodically in line with current practice. The test that the Specialist Assessor uses depends very much upon the type of barrier to learning that the pupil may have. Following a report produced by the Specialist Assessor an application is made to the Exam Boards for permission to implement the specified arrangement/s.

### **c. What support is given to pupils with Exam Access Arrangements (EAA)?**

Pupils who have access to a reader, scribe or extra time will be invited to take part in small group sessions where an SEN Teacher will demonstrate how to effectively use their EAA and also offer guidance on what they can and cannot do. Also, pupils with EAA are encouraged to use them during lessons and internal assessments so that they gain practice at using them effectively and it becomes their 'normal way of working'.

In the event that a pupil does not wish to make use of their EAA in any given exam, they will be required to sign a form to indicate that they were aware that EAA was available to them, but it was their choice not to use them. However, where a pupil is deemed under the Mental Health Act (Code of Practice 2014) to be unable to make this decision the use of EAA will actively be encouraged.

### **d. What are the procedures for processing an application for Exam Access Arrangements (EAA)?**

Once the tests have been conducted and there is a recommendation from the Specialist Assessor for EAA, the SENCO and Exams officer will then apply to the exam boards. The feedback is instant and at this point the EAA is added to the list of pupils, and the parents are informed of the decision by letter.

The application will require evidence of need, which the SENCO will maintain records of, allowing them to be inspected at short notice. This can include:

- **Recommendations by teachers**
- **Educational psychologist reports**
- **Letters from outside agencies such as CAMHS (Children and Adolescent Mental Health Services), hospitals or doctors**
- **Information from SALT (Speech and Language Team)**
- **Education, Health & Care Plans (EHCP)**
- **Permission from the exam boards for the arrangement/s**
- **A signed copy of the Form 8 report by the designated tester**
- **A data protection form signed by the pupil**
- **For Extra Time – history of evidence of need in the form of copies of work where a pupil has regularly used more than the allotted time.**

Deadlines for submitting applications for access arrangements and modified papers are published in the JCQ regulations and must be processed and approved before an examination or controlled assessment.

Special Consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which will be administered by the Exams Officer.

## 14. What training or expertise do your staff have?

President Kennedy has a team of Learning Mentors and Teaching Assistants who provide the following support:

- **General or child- specific classroom support**
- **1:1 and group tutoring in Numeracy and Literacy**
- **1:1 and group tutoring in touch typing**
- **1:1 and group tutoring handwriting**
- **1:1 and group tutoring in social skills**
- **Support for individual pupils with medical needs**

Our Learning Mentors and Teaching Assistants have specialisms in different curriculum areas and specific training in aspects of SEN, which include the following:

- **In-house and specialist training is provided for all staff**
- **Workshops led by specialist practitioners**
- **Common Professional Development training as per Performance Management Reviews**
- **Specialist training has been provided to the SENCO**
- **The Governor with specific responsibility for SEN has completed the SEN Governor training**

The training of Learning mentors and Teaching Assistants will be updated at regular intervals as identified by school leadership and as dictated by changes in legislation.

## 15. What specialist services could be available for my child?

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- **SEND Information, Advice and Support Service (IASS)**
- **Dyslexia Centres**
- **Complex Communication Team**
- **Hearing Impairment team**
- **Visual Impairment team**
- **Educational Psychologist Service**
- **Physical and disability support service**

- Social Services
- School Nurse
- CAMHS (Child & Adolescent Mental Health Service)

## **16. How will the school know that its SEN provision is effective?**

The teaching and support staff at President Kennedy will gather information about the progress of your child through regular assessment of individual subjects, which will indicate if your child is making expected progress and this will be shared with you. Interventions will also be assessed to indicate progress or not and this will be used to plan for your child's needs within school

## **17. How accessible is the school environment?**

Buildings are adapted with ramps at the entrances and a lift to access the upper floors.

Disabled parking spaces are available for staff and visitors.

## **18. How will you support my child's overall well-being?**

All pupils are looked after by their own Tutors and College team. They are the first people to get in touch with if there are any problems. These members of staff get to know the pupils really well, encouraging them to do their best, monitoring their progress and listening to their successes and concerns.

The Pastoral Leader will offer guidance on personal and social welfare matters and are responsible for effective home/school liaison. Also, in accordance with the New SEN Code of Practice, a named Link Worker will also be appointed for some pupils as need indicates.

## **19. How will you include my child in activities outside the classroom?**

- Your child is invited to access extra-curricular activities at lunchtimes and after school
- Tutor and subject teachers will inform their class about extra-curricular activities
- Completing relevant risk assessments for out of school activities
- Planning for appropriate transport and reasonable adjustments to make sure that all pupils are able to take part.

## 20. What should I do if I have a complaint?

The Governors and staff believe that it is in everyone's best interest to resolve concerns and complaints at the earliest possible stage, therefore in the first instance if your child has a problem at school, informal discussions with one of the following members of staff are advised:

- **If it is subject-related, contact the subject teacher or Subject Leader.**
- **If it is related to social aspects of school, contact the Tutor or Pastoral Leader.**
- **If it is related to SEND provision, contact your child's Link Worker or the SENCO via the Hub (student support area) in the first instance.**
- **If the complaint is about the SENCO and you would rather speak to someone else, contact Mrs Samantha Rooke (Deputy Head Teacher) who is the SEND line manager.**

If you can't resolve a problem informally, you can follow the school's formal complaints procedure, which can be found on the school's website.

## 21. Where can I find more information or advice?

The **Local Offer** simply aims to pull information for children and young people with special educational needs (SEND) and their parents or carers in a single place, making it clear and accessible for you and your family. Coventry's Local Offer includes leisure and activity providers, health and care services, education providers and support groups, which can be found at:

[http://www.coventry.gov.uk/info/156/special\\_educational\\_needs\\_and\\_disabilities](http://www.coventry.gov.uk/info/156/special_educational_needs_and_disabilities)

## 22. How will you evaluate the success of your SEND Report?

The Governing Body will report annually on the success of President Kennedy's SEN Report. In evaluating the success of this policy, the school will consider the views of teachers, parents, students and external professionals.