



Kirkby Stephen Grammar School SEN Information Report [2017 – 2018]

This report is regularly updated to ensure the information is as current and applicable as possible.

The information required to be included in this SEN Information Report is stated in **The Special Educational Needs and Disability Regulations 2014**

SCHEDULE 1: Information to be included in the SEN information report. This can be found at: _

<http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

Introduction

Kirkby Stephen Grammar School is a fully inclusive mainstream school. At KSGS, all pupils are valued equally, regardless of where their abilities lie. All students are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. Within its aims, KSGS is committed to equal opportunities, with students being encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum in both content and styles of learning.

Students of all ages and all abilities will:

- Be treated as individuals where their individual needs, interests and aptitudes are recognised
- Be entitled to have an emerging or evident special educational need identified and assessed
- Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.
- Receive a balanced curriculum in both content and style of delivery which allow them to make informed choices as they progress beyond the school.
- Be encouraged to achieve their full potential, whatever their abilities
- Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.
- Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.
- Be encouraged to see education as a life-long process to the benefit of all aspects of their life.

This SEN Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEN), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

Regulation	Question	Response
1. The kinds of Special Educational Needs for which provision is made at the school	<i>What kinds of SEN do pupils have in your school?</i>	Children are identified as having SEN when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEN Regulations 2014). Students at Kirkby Stephen Grammar have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.
2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs.	<i>How do you know if a pupil needs extra help?</i>	When your child first joins Kirkby Stephen Grammar School, we use information from a range of sources to help identify SEN and other needs. This includes information from parents/carers, primary school teachers, end of key stage 2 levels, base line testing, Cognitive Ability Tests (CAT tests), literacy and numeracy tests, application form information, subject teachers, specialist colleagues and external agencies. Our class teachers, Heads of Department and Heads of Year closely monitor the progress and attainment of all students, including those who have or may have SEN. The continuous monitoring of students during their time at Kirkby Stephen will further identify pupils with a special educational need. This identification may come from tutors, subject teachers, support colleagues, Heads of Year, outside agencies, parents/carers or the pupils themselves. If your child needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and referrals can be made. We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support colleague's or others concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress. All students with SEN are on the SEN support register which facilitates the graduated approach and is accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate.

		This may include small group or individual work across a broad range of activities.
3a. How the school evaluates the effectiveness of its provision for such pupils	<i>How will I know that my child is making progress?</i>	The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets. All students, including those with SEN, are assessed on a regular basis. Teachers formally assess and review progress and attainment three times a year which is communicated to parents/carers by a report that is sent home. Additionally, parents' evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEN and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are regularly reviewed through regular evaluation. Additionally progress and attainment data for students is analysed for effectiveness and value for money.
3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	<i>How do you check and review the progress of my child and how will I be involved?</i>	We use information systems to regularly record and track progress through classwork, tests, assessments, CATs, SATs and close monitoring. We will have set targets, and these are worked on regularly with the child/young person, so we can help move the child/young person forward to get the most out of their education. The school will send home three reports each year which will show your child's current and target levels and progress. Heads of Department, Heads of Year and Learning Support staff will monitor and review your child's levels and pick up on any subjects where your child is not making the right amount of progress. We will then take the appropriate action to support the student. At the next reporting time we will check whether the right progress has been made. We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents' evenings, notes in planners, email, telephone calls, appointments made with individual teachers. Where a student is on the school SEN register school will be in regular contact with parents, at least 3 times a year. Education, Health & Care Plans have a mandatory annual review. The school provides information for parents through newsletters, information on the website, Parents' Evenings and letters home.

<p>3c. The school's approach to teaching pupils with special educational needs</p>	<p><i>How do teachers help pupils with SEN?</i></p>	<p>Our teachers have high expectations of all students, including those with SEN. All teachers will be told about your child's individual needs and will adapt their lessons to meet their requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies and further practical/adaptation of resources and activities. This enables your child to fully access all lessons.</p> <p>Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support available. When your child is approaching the start of Key Stage 4, if we think it is appropriate, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.</p>
<p>3d. How the school adapts the curriculum and learning environment for pupils with special educational needs</p>	<p><i>How will the curriculum be matched to my child's needs? How accessible is the school environment?</i></p>	<p>Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices, additional literacy, nurture groups, intervention groups and number of qualifications studied.</p> <p>Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEN students throughout our school including ramps to access some areas, visual markers and equipment to help with reading and writing.</p>
<p>3e. Additional support for learning that is available to pupils with special educational needs</p>	<p><i>Is there additional support available to help pupils with SEN with their learning? How are the school's resources allocated and matched to children's special educational needs? How the decision is made</i></p>	<p>We have a wide range of staff to support pupils and address additional needs as required, including pupils with SEN. This includes Learning Support Assistants (HLTA and TA trained). Resources are allocated based on evidence of need and effectiveness.</p> <p>Students with a Statement/EHCP have resources allocated as outlined in their statement or plan. Learning Support Assistants are allocated, where resources allow, to support students in lessons. Staff liaise closely with them to ensure maximum impact. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.</p>

	<i>about how much/what support my child will receive?</i>	Students with a Statement or EHCP will have targets and strategies set at the annual review. Annual reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact. To decide on the support, we gather information from teachers as well as the child/young person themselves and from parents. We have test and assessment results as well as CAT results to highlight any concerns. Other outside agencies may already be involved, or we may decide together with you that they should be involved.
3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs	<i>What social, before and after school and other activities are available for pupils with SEN? How can my child and I find out about these activities? How will my child be included in activities outside the classroom, including school trips?</i>	A large range of academic and hobby/interest clubs are available at KSGS. They are open to all students, including students with SEN. We run a range of activities to support SEN students within the Homework Club and Lunch Club, held in the Library and ICT room. We also offer coursework/revision sessions for older students as and when required. The extra-curricular timetable is available on the school's website. All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join in with these experiences.
3g. Support that is available for improving the social, emotional and mental development of pupils with special educational needs	<i>What support will there be for my child's overall well-being?</i>	At Kirkby Stephen we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor. There are additional members of staff who are able to provide pastoral support, these include: Heads of year and the Assistant head (pastoral lead). We also have excellent relationships with a number of external agencies for example the South Lakes Federation, Local Health Centre who organise regular visits by the school nurse and Inspira.

<p>4. In relation to mainstream schools, the name and contact details of the SEN co-ordinator</p>	<p><i>Who should I contact if I want to find out more about how Kirkby Stephen supports pupils with SEN? What should I do if I think my child may have a special educational need or disability?</i></p>	<p>SENCo – Sue Bennett Head of Year – John O’Doherty (Y7), Debs Short (Y8 to 11) Rachel Steels (Sixth Form) Speak to your child’s teachers in the first instance and then contact any of the above.</p>
<p>5. Arrangements for moving between phases of education</p>	<p><i>How do we support the transition process?</i></p>	<p>We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible. The SENCo will visit primary schools and attend annual reviews. Your child will be able to visit our school and stay for taster sessions and additional visits if this is appropriate. If your child is moving to another school we will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the receiving school. We will make sure that all records about your child are passed on as soon as possible.</p>
<p>6. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured young people with special educational needs about, and involving them in, their education</p>	<p><i>What training have the staff supporting children and young people with SEN had or are having?</i></p>	<p>We have a Learning Support Team which is made up of the SENCo and learning support assistants, HLTA and TA trained. Within this team we have staff who have a range of experience and training covering various SEN needs. Training is provided to all staff, including teachers and LSAs, as the need arises. There is on-going training for all staff as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEN.</p>

	<p><i>What happens if my child needs specialist equipment or other facilities?</i></p>	<p>As a school we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services.</p> <p>We can access a range of services including Visual and Hearing Impaired Team and Physical Disability Team. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact Sue Bennett or discuss the issue at the next review/parent's evening.</p>
	<p><i>How will I be involved in discussions about and planning for my child's education?</i></p> <p><i>How will you help me to support my child's learning?</i></p>	<p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> • Helping them to be organised for their day (including bringing the right equipment and books) • Full attendance and good punctuality • Completion of homework • Checking and signing planner • Attending parents meetings • Attending any meetings specifically arranged for your child <p>We will endeavour to support you by having regular contact and communication in place.</p>
	<p><i>How will my child be involved in his/her own learning and decisions made about his/her education?</i></p>	<p>Students are encouraged to take part in Pupil Voice (School Council) activities, regularly evaluate their work in lessons, attend review meetings, contribute to target setting and reviewing and reflect on their learning and achievements. SEN mentoring takes place at least termly, when students have detailed discussions with their SEN mentor about their attainment, progress and next steps for improvement.</p>

<p>8. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school</p>	<p><i>Who can I contact for further information? Who can I contact if I have a complaint?</i></p>	<p>A copy of the schools complaints procedure can be found on our website: www.ksgs.cumbria.sch.uk.</p> <p>In the first instance contact the subject teacher or your child's tutor who may refer your concerns to the Head of Year or a senior member of staff if necessary.</p> <p>For further information please contact Sue Bennett or the school directly via the main office.</p>
<p>9. How the governing body involves other organisations, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils</p>	<p><i>What specialist services and expertise are available at or accessed by the school?</i></p>	<p>As a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHS), Social Care, School Community Nurse Service, Educational Psychology Service; Speech and Language Therapy Service, Education Entitlement and Occupational Therapy Service etc. These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with the Local Authority and uses the EHA process when appropriate to do so.</p> <p>If you believe your child needs support from a specialist please contact Sue Bennett or discuss at the next review/parent's evening.</p> <p>Cumbria Local Education Authority also has links to the school and the provision offered via the Local Offer which is available on the Cumbria schools online website.</p>
<p>It is the school's aim to remove barriers to learning for all students in its care through improving outcomes, raising achievement and enabling participation in the full life of the school. Please refer to the Local Offer for more information regarding the support available at Kirkby Stephen Grammar School. View the school Local Offer information by following this link: http://www.ksgs.cumbria.sch.uk/content/local-offer</p>		
<p><u>Key Staff:</u></p> <p>SENCO – Sue Bennett (sue.bennett@ksgs.cumbria.sch.uk)</p> <p>School Governor with responsibility for SEN: Mrs Barbara Dowson</p> <p>You can contact any member of staff by telephoning the main office on 017683 71693 or via the web-site www.ksgs.cumbria.sch.uk</p>		