

SEND Information Report

Kelvin Hall School

2024 - 2025

1	Provision	<p>We currently provide for children with additional needs across the following broad areas: Physical & Sensory, Communication & Interaction, Cognition & Learning and Social, Emotional & Mental Health.</p> <p>We have a number of children who are being assessed for additional needs, yet are awaiting a formal diagnosis.</p> <p>The school also has an Additional Resource Base provision called 'The Hub', which supports students with an EHCP and a diagnosis of an Autism Spectrum Condition.</p>
2	Identification	<p>Some children arrive at our school with their needs clearly identified from their previous setting.</p> <p>Every pupil's progress is closely monitored through regular meetings and consultations with parents and carers. This enables the identification of additional needs. In addition, we also use internal referrals and specialist assessments to identify any additional needs. Specialist agencies and support services are also used to identify additional needs, including Speech and Language Therapy, Educational Psychology Services, Autism Outreach and the School Nursing Team.</p> <p>Concerns raised by parents and carers are discussed, recorded, and acted upon. The pupil is then monitored by the SENCo and the SEND team, following a graduated response approach.</p> <p>The school's SENCo is Mrs Wendy Pratt.</p>
3	Pupil Numbers	<p>There are currently 223 pupils at SEND Support</p> <p>There are currently 73 pupils with an Education, Health & Care Plan (EHCP) in the Mainstream setting and 15 students with an Education, Health & Care Plan (EHCP) in 'The Hub' (an Additional Resource Base provision).</p> <p>There are 8 EHCP applications pending with the LA.</p>
4	Parents & Carers	<p>We welcome parents and carers into school and fully encourage involvement.</p> <p>We meet with parents and carers of students with an EHCP each year at the Annual Review. In the interim period, the SEND team are available to meet parents and carers at Progress Evenings, receive calls, attend meetings and facilitate visits (if necessary) throughout the academic year. Members of the SEND team are also available at 'Gab and Grab', our weekly community pantry, which is partnered with FareShare.</p> <p>Subject teachers are available for contact throughout the school year and discuss progress at Progress Evenings (Parents; Evenings). The SENCo and the Director of SEND and Inclusion (Assistant Headteacher) are available to meet with parents and carers during Progress Evenings.</p>
5	Pupil Involvement	<p>Wherever possible, pupils are involved in the target-setting process. Pupils are encouraged to know their targets and should know who is responsible for what in order to support them in meeting their targets. Pupils' views are sought, and they agree to the set targets.</p>

6	Assessing & Reviewing	<p>The school follows a graduated response as detailed in our SEND Policy, where we assess, plan, deliver, and then review the programme for each pupil. Increasing (where possible) or decreasing the level of support based on their progress.</p> <p>Pupil progress meetings are held half-termly with the Deputy Headteacher, Director of SEND and Inclusion (Assistant Headteacher) and the SENCo. During these meetings, the progress and support in place are discussed and reviewed against the progress made.</p> <p>The Local Governing Body is given reports of progress and support through our Local Governing Body meetings and reports from the Headteacher.</p>
7	Exit Criteria	<p>SEND can be transient; some pupils may need support for their entire time at school, while others may make good progress so that their attainment is in line with their peers and they no longer require support. We liaise with parents to decide whether support is to be continued or if it is appropriate for their child to be removed from the SEND register. The progress and provisions of the child would be discussed with parents/carers and staff to determine whether a child should be removed from the register or not.</p>
8	Moving Between Phases and Preparing for Post-16	<p>Relevant staff visit the primary school and speak to the Year 6 Teacher and the SENCo. If a meeting is not possible, phone conversations or online meetings are arranged to share the relevant information. All SEND records, along with a completed transition document, are sent by the Primary School. Where possible, the secondary SENCo attends the Year 6 Annual Review. Early transition visits also take place for students who require a more personalised transition.</p> <p>In preparation for the Post-16 transition, meetings or phone calls are held with careers staff and SENCos to discuss students and their needs, ensuring continuity of appropriate support. To aid transition between phases, from Year 9, a member of the careers team also attends Annual Reviews</p>
9	Teaching	<p>We strive to be an inclusive school by all measures. We treat each pupil as an individual, taking into account their specific needs. Teachers plan lessons carefully so pupils with SEND can access the curriculum. Elements of the curriculum have been adapted to ensure that all pupils have the same opportunity and are not restricted in their learning. Within this, differentiation is provided in several ways, including Quality First Teaching, adult support, learning adaptations, and access to specific resources.</p> <p>Some pupils with SEND receive additional support via interventions, which can be ongoing (prior or catch-up learning) or for a block of support (structured interventions). The SENCo oversees this provision and evaluates the impact.</p> <p>Teachers are directly involved in the SEND reviews (or their comments are included) alongside parents and pupils.</p>
10	Adaptations	<p>The SENCo plans the education programme or adjustments, following advice and recommendations from any supporting agencies.</p> <p>We endeavour to make all reasonable adjustments to the school's routine to support our learners with SEND. We can provide a range of activities for learners with SEND, in addition to those available through the curriculum, such as ELSA, Lego therapy, Art therapy, Therapy dog interventions, social skills groups, friendship groups, sensory circuits, or interventions in Literacy and Numeracy. We also make adjustments to the school to accommodate all learners and to provide a purposeful and productive learning environment.</p> <p>We offer several additional provisions. A Y7 & Y8 Transition Group for any pupil identified as requiring a more gradual integration into the Secondary curriculum. The ACCESS Room and Sensory Room are designated quiet spaces to offer support to students with Autism Spectrum Condition (ASC) and anxiety, or any other pupil who requires this type of support. The Hub (admissions through the LA) is an LA-funded resource base for pupils with an EHCP and diagnosis of ASC, and implements appropriate adaptations to meet the needs of pupils attending the Hub.</p>
11	Staff Training	<p>All staff have access to a range of training throughout the school year, both in-house training and provided externally. All staff are asked to disseminate information and share expertise gained if attending an external course.</p>

		We invite specialists into school to support and train staff on an ongoing basis and use information from parents and carers about how they would like their child to be supported.
12	Evaluation	The SENCo monitors and evaluates provision via learning walks, work scrutiny, lesson drop-ins, and measuring the impact of interventions.
13	Wider Curriculum	Activities are fully accessible to pupils with SEND so that every learner is included. Close consultation with home is made when planning trips and activities so that the school can assist learners with SEND to access trips and activities, including providing additional adult support when necessary. Where possible, the school will make physical adaptations to allow learners to be included.
14	Social & Emotional Development	School assemblies also cover a broad range of aspects and themed activities such as Anti-bullying Week, there are themes and campaigns to raise awareness, enhance knowledge and further pupil understanding. The school collects donations for charities, e.g. White Ribbon, Hull Pride, etc. We have staff trained to deliver Emotional Literacy and staff dedicated to pupil wellbeing. Where a pupil requires a higher level of support than this, specialist agencies such as MIND and CAMHS are requested.
15	Agencies	Each pupil's needs are managed on an individual basis, with the school involving agencies as and when appropriate. The school has excellent links with a wide range of professionals, offering various support to families. We involve other agencies in agreement with parents and carers and as part of our graduated response