

## SEND Information Report Kelvin Hall School 2023-2024

1	<b>Provision</b>	<p>We currently provide for children with additional needs across the following broad areas: Physical &amp; Sensory, Communication &amp; Interaction, Cognition &amp; Learning and Social, Emotional &amp; Mental Health.</p> <p>We have a number of children who are being assessed for additional needs, yet are awaiting a formal diagnosis.</p>
2	<b>Identification</b>	<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/carers. This enables us to identify additional needs and we use specialist assessments, including using specialist agencies and support services including Speech and Language Therapy, Educational Psychology, Autism Outreach and the School Nursing Team.</p> <p>Concerns raised by parents are discussed, recorded and acted upon; the pupil is then monitored by the SENCo, following the graduated response approach.</p> <p>The school's SENCo is Mrs Wendy Pratt</p>
3	<b>Pupil Numbers</b>	<p>There are currently 221 pupils at SEND Support There are currently 48 pupils with an Education, Health &amp; Care Plan (EHCP) in the Mainstream setting and 15 students with an Education, Health &amp; Care Plan (EHCP) in the HUB.</p> <p>There are 7 EHCP applications pending with the LA.</p>
4	<b>Parents &amp; Carers</b>	<p>We welcome parents/carers into school and fully encourage involvement.</p> <p>We meet with parents/carers of students with an EHCP each year at the Annual Review. In the interim period the SEND team are available to meet parents/carers at Progress Evenings, receive calls, attend meetings and facilitate visits (if necessary) throughout the academic year.</p> <p>Subject teachers are available for contact throughout the school year and discuss progress at Progress Evenings. The SENCo/SEND Manager are available to meet with parents during parents' evenings for all students on the SEND register.</p>
5	<b>Pupil Involvement</b>	<p>Wherever possible, pupils are involved in the target setting process. Pupils are encouraged to know their targets and should know who is going to do what in order to support them to meet their targets. Pupils' views are sought and they agree to the targets as set.</p>
6	<b>Assessing &amp; Reviewing</b>	<p>The school follows the graduated response as detailed in our SEND Policy - 2023 where we assess, plan, deliver and then review the programme for each pupil, increasing (where possible) or decreasing the level of support as determined by their progress.</p> <p>Pupil progress meetings are held half-termly with the Deputy Head, Director of SEND and Inclusion and the SENCo. During these meetings, the progress and support in place is discussed and reviewed against progress made.</p> <p>The Governing Body is given detailed reports of progress and support.</p>
7	<b>Exit Criteria</b>	<p>SEND can be transient; some pupils may need support for their entire time at school, 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</p>

		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.
8	<b>Moving Between Phases and Preparing for Post-16</b>	<p>Relevant staff visit the primary school and speak to the Y6 Teacher and the SENCo. If a meeting is not possible, phone conversation imparts relevant information. All SEND records along with a completed transition document are received. Where possible, the secondary SENCo attends the Annual Review in Y6. Early transition visits also take place for those students requiring a more bespoke transition.</p> <p>In preparation for Post-16 transition, meetings or phone calls take place with careers staff and SENCos to discuss students and their needs and ensure continuity of appropriate support.</p>
9	<b>Teaching</b>	<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. Elements of the curriculum have been adapted to ensure that all pupils are given the same opportunity curriculum and to ensure they are not restricted in their learning. Within this, differentiation is provided in a number of ways including Quality First Teaching, adult support, adaptations for learning and access to specific resources.</p> <p>Some pupils with SEND receive additional support via interventions, these 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	<b>Adaptations</b>	<p>The SENCo plans the education programme, or the adjustments, following the 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 to learners with SEND in addition to those available through the curriculum, e.g. ELSA, Lego therapy, social skills 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 provide the following additional provision - Y7 &amp; Y8 Transition Group for any pupil identified as requiring a more graduated integration into the Secondary curriculum. The Hub (admissions through the LA) which is a LA-funded resource base for pupils with an EHCP and diagnosis of ASC. The ACCESS Room is a designated quiet space with a calm corner, and staff who provide emotional support for pupils with ASC and anxiety or any other pupil who requires support of this nature.</p>
11	<b>Staff Training</b>	<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> <p>We invite specialists into school to support and train staff on an ongoing basis and utilise information from parents/carers about how they would like their child to be supported.</p>
12	<b>Evaluation</b>	The SENCo monitors and evaluates provision via learning walks, work scrutiny, lesson drop-ins, and measuring the impact of interventions.
13	<b>Wider Curriculum</b>	<p>Activities are fully accessible to pupils with SEND so that every learner is included.</p> <p>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.</p> <p>Where possible, school will make physical adaptations to allow learners to be included.</p>

14	<b>Social &amp; Emotional Development</b>	<p>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.</p> <p>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.</p>
15	<b>Agencies</b>	<p>Each pupil's needs are managed on an individual basis, with school involving agencies as and when appropriate. School has excellent links with a wide range of professionals offering a wide range of support to families. We involve other agencies in agreement with parents and as part of our graduated response</p>