

## Special Educational Needs Policy Kelvin Hall School

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## 1 Thrive Charter

### Thrive Mission Statement

*Inspiring pupils to thrive in life*

### Thrive Values<sup>1</sup>

Thrive Co-operative Learning Trust **understands thriving to mean learning**, and *learning* to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when **we work together for the common good**. This sense of agency plays out at three scales as it affects the future of **the individual, their community (local and national), and their planet**.

To thrive, pupils and staff need **environments that are safe**, for **equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

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<sup>1</sup> Thrive's values are directly descended from the [Co-operative Values](#)

## 2 Introduction

Prior to final approval by the LGB, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

## 3 Definition of Special Educational Needs & Disability (SEND)

3.1 “A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

SEN Code of Practice - 2014

3.2 The Code of Practice - 2014 describes four broad areas of SEND:

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD);
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia;
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

3.3 A pupil may have difficulties in more than one of these areas, but usually there is a primary need with other additional needs. This policy aims to address the needs of these pupils and should be read in conjunction with all other school policies. As a staff, we accept that the responsibility for meeting the educational needs of all students in our classroom lies with us;

3.4 The Equality Act of 2010 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities. Having a disability does not automatically mean that a child will have a special educational need; if it does not affect their access to the curriculum and progress, it is not a special educational need.

3.5 Although there are acknowledged links in some instances with pupils who have English as an Additional Language, this is a separate area of provision and is, accordingly, addressed in a different policy document. Children with EAL should not be regarded as having SEND, although pupils with EAL may also have SEND.

## 4 Our Aims

1. To ensure that the school meets the needs of the Code of Practice 2014 and any updated advice from the Government;
2. To ensure that we identify and assess pupils with SEND as early as possible;
3. To ensure the planned curriculum of the school is matched effectively to meet the needs of all children;
4. To monitor the provision for pupils with SEND and ensure that interventions for each child are reviewed regularly to assess their impact, the pupil's progress and the views of the child, their teachers and their parents;
5. To provide support and advice to all teachers in order that they are able to provide matched activities for children with special needs and to build up a collection of evidence to support movement through the procedures of the Code of Practice;
6. To ensure the SENCo works in close consultation with class teachers to set appropriate, and specific targets for children which are reviewed at regular intervals;
7. To ensure that the school has adequate and appropriate resources to meet the needs of all children with SEND including those of the more able and a system in place to identify and purchase further equipment as necessary;
8. To establish and maintain a close working relationship with parents and outside agencies in order to provide maximum and effective support;
9. To consider the wishes of children, when appropriate, taking into account age and understanding;
10. To provide regular in-service training for staff in order to keep them informed of all new legislation and procedures and up-dated strategies, resources etc.

## 5 Roles and Responsibilities

### 5.1 The Governing Body

The Governing Body has important statutory duties towards pupils with SEND. They should, in cooperation with the Headteacher:

- Determine the school's general policy and approach to children with SEND;
- Establish the appropriate staff and funding arrangements to ensure that pupils with SEND are fully included within the school community - so far as that is reasonably practical and compatible with the pupil receiving special educational provision;
- Ensure that there is efficient use of resources to support the learning of all pupils, including those with SEND;
- Have regard to the Code of Practice when carrying out duties toward all pupils with special educational needs;
- Contribute to the school's Annual SEND Report to the parents;
- Provide a designated member of the Governing Body to liaise with the Headteacher and SENCo and assist in the oversight of SEND provision in school.

## 5.2 The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision of children with SEND. More specifically the Headteacher, in liaison with the SENCo, takes responsibility for:

- Keeping the Governing Body fully informed;
- Establishing funding priorities, making necessary financial arrangements in line with the delegated SEND budget to secure provision for children with SEND;
- Liaising with parents of pupils with special educational needs where appropriate;
- Attending meetings with the SENCO and the named Governor as necessary.

## 5.3 SENCo

The SENCo at Kelvin Hall School is Wendy Pratt.

5.31 The SENCo co-ordinates SEND provision throughout the school, taking responsibility for:

- Operating the school's SEND Policy on a day-to-day basis;
- Liaising with and advising teachers and teaching assistants;
- Maintaining the school's SEND Register and overseeing the records on all pupils with SEND
- Ensuring staff have knowledge/access to resources and materials;
- Helping with the assessments of children with SEND;
- Liaising with parents of children with SEND;
- Chairing/attending the Annual Review
- Contributing to staff INSET, attending meetings/courses and disseminating relevant information to staff;
- Liaising with agencies

### 5.32 Removal from the SEND Register

If a pupil makes a good level of progress and is attaining similar levels to those expected, then the SENCo will remove their name from the SEND Register. Progress will still be monitored by the standard school procedure during pupil progress meetings.

## 5.4 Teachers

All teaching staff are responsible for the identification and initial assessment of pupils with SEND within their classes. Teachers will make provision for such children and ensure that they have full access to the curriculum. Key responsibilities include:

- Planning work to ensure the inclusion of all pupils;
- Recognising pupils who require SEND provision and implementing a plan of action for those children;
- Maintaining records of all pupils with SEND;
- Contributing to planning and review sessions as required;
- Implementing school guidance and methods to support where appropriate, utilising them as working documents and being rigorous in monitoring progress towards targets;
- Liaising with support staff when planning and evaluating work for pupils.

## 5.5 Teaching Assistants

The role of the TA is to:

- Be aware of and implement the SEND Policy;
- Support the learning of pupils and assist in the delivery of programmes of work for specific pupils (for example, intervention programmes as directed);
- Meet with external specialists as required;
- Attend appropriate training;
- Attend meetings as necessary, requested by SENCo.

## 5.6 Lunchtime Supervisors

Lunchtime Supervisors are to:

- Liaise with the SENCo regarding the specific needs of particular pupils and assist in ensuring effective inclusion of these pupils.

## 6 Assess, Plan, Do, Review: A Graduated Response to SEND

6.1 All staff have a responsibility for identifying and supporting students with Special Educational Needs. Teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way. The school follows the Code of Practice (2014) in operating a graduated approach to identifying, assessing and supporting pupils with special needs. Figure 1 below shows the graduated stages.

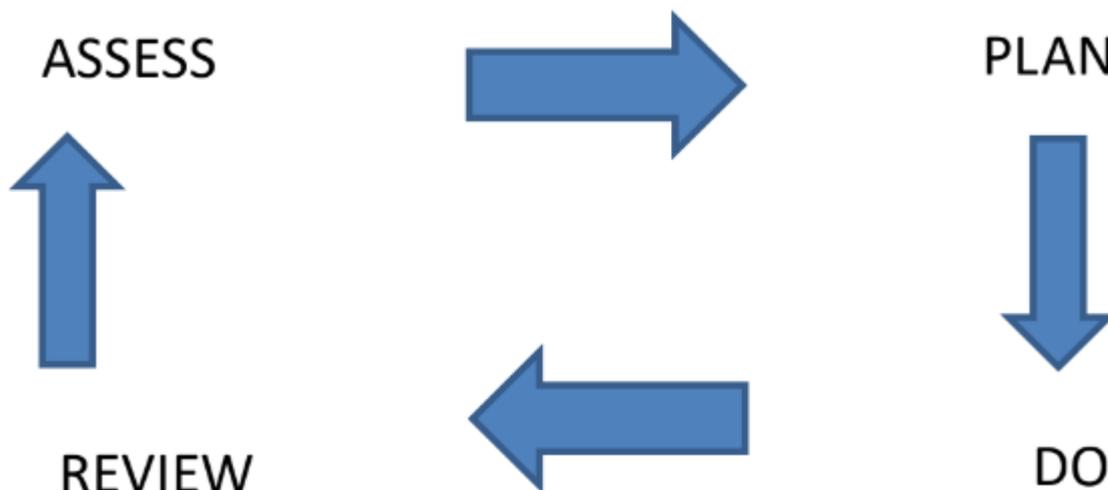


Figure 1.

6.2 Pupils are assessed by specialists within the school e.g. SENCo and/or by assessments from external professionals. A plan is then put into place (in liaison with staff, parents and where appropriate with the child) stating the provision and strategies that will be used to enable the child to overcome their barriers to learning and make good progress.

This plan will be delivered and all people responsible for support will communicate throughout to ensure the effectiveness of provision is being evaluated regularly. The plan of support will be reviewed

regularly and outcomes will be assessed. This process of 'assess, plan, do, review' should occur at least once a term.

THRIVE have a set criteria for identifying SEND in the primary areas of need. See Appendices. At this point, pupils are placed on the SEND register for support and monitoring.

### 6.3 Universal Level - Quality First Teaching

Planning is differentiated to account for the varying abilities of pupils in a class. This is overseen as a part of our whole-school monitoring of teaching and learning.

### 6.4 Cause for Assessment

If the child has not made satisfactory progress and has significantly greater difficulty in learning than the majority of children of the same age, it may be decided to place the child onto the SEND Register and begin the 'assess, plan, do, review' process. There may be the following triggers that alert class teachers to the fact that a child is experiencing difficulties:

- Making little or no progress despite different approaches to learning being provided;
- Working significantly below that expected for their age/stage;
- Persistent emotional/behavioural difficulties despite different strategies being used;
- Sensory or physical problems, little or no progress made despite additional aids, equipment and advice.

6.5 In addition to the above, a child may be identified as potentially requiring SEND provision as a result of the following:

- Teacher and TA observations evidence and data;
- specialist teachers observations and data;
- previous school's data/reports;
- parental concerns;
- screening / testing procedures;
- information from other agencies;
- end of year/Key Stage outcomes;
- assessment outcomes.

6.6 At this stage, teachers assess the needs of the pupil, set up relevant work, monitor progress and build up a bank of evidence that should be given to the SENCo. Parents/Carers will be made aware of the concerns noted in school and will be invited to take part in the planning stages of provision. At the planning stage, advice may be sought from the SENCo, curriculum lead teachers or agencies.

Agreed targets will be set for the pupil based on their needs. Progress towards agreed outcomes will be reviewed and updated regularly; parents are kept informed of targets and how their child's needs are being met. Any comments from parents/carers will be taken into account. Parents/carers will be kept informed through liaison with staff and at Parents' Evenings when advice and support in helping their child at home can be given.

6.7 When reviewing progress towards agreed outcomes, if despite additional input, it is felt that more specialist support is required; the school may decide to call on specialist support agencies to help the child make progress. These include:

- Educational Psychologist;
- Learning Support Service;
- Referral units;
- Autism Outreach Team;
- Physical Disability Support Service;
- Speech and Language Service

## 7 Education, Health and Care Plans (EHC Plan)

7.1 If, despite input at the above stages, adequate progress has not been made and the child's SEN remains significant, a request will be sent to the Local Authority (LA) to consider a Statutory Assessment. A statutory assessment is a multi-professional assessment of a child's needs and the help that is required to support them.

7.2 An EHCP request for assessment is completed by the SENCo and this will document evidence that the graduated response has been followed and there is evidence of strategies and interventions that have been thoroughly implemented and reviewed using the assess, plan, do, review process (as stated in the SEN Code of Practice 2014). This will also document involvement of agencies and provide evidence of liaison with the Educational Psychologist for at least 2 terms.

7.3 If the child meets the LA criteria for an EHCP, the LA will issue an EHCP detailing the needs of the child, what provision will be made for them, aims and objectives and the level of banding. The funding that may accompany an EHCP does not have to be spent on providing a Teaching Assistant for individual support and may be spent on providing resources/training, whatever is best to meet the needs of the child.

7.4 Once the EHCP is issued, a planning meeting takes place within 8 weeks to discuss provision and targets for the following year. The EHCP is then reviewed annually. Where concerns persist, the Annual Review can be held early, before one year has passed.

## 8 Record Keeping

### 8.1 Primary

8.1.1 Each teacher has a folder containing all relevant information about each child with SEND in their class. The information in this folder will pass through the school with the pupils until they reach the 6th year when the information will be passed on to the relevant secondary school. This system ensures a whole school approach.

8.1.2 Master copies of the records, details of standardised tests and where appropriate, medical records, are kept centrally. Other records will include full EHC Plans, Annual Reviews and reports from professionals.

There will be comments from pupils where appropriate and any additional information from parents, TAs or lunchtime supervisors. A copy of the SEND register is kept up to date in the SENCo's office along with analysis.

## 8.2 Secondary

8.2.1 The SENCo gathers this information and holds it centrally.

## 9 Liaison with Parents/Carers

9.1 Parents/carers are informed of their child being placed on the SEND Register, the reasons why and their primary need. Parents/carers are invited to discuss any issues or concerns. Parents/carers are updated should their child's SEND status be changed.

9.2 Parents/carers will also be kept informed through liaison with teachers informally and at Parents' Evenings when advice and support in helping their child at home can be given. Parents/carers will be involved in the review process and any comments will be taken into account. Individual Learning Targets are shared with parents as ongoing.

## 10 Voice of the Child

10.1 *"It is very important to engage directly with children and young people to discuss their needs, and plan how they can achieve the best outcomes. This should be integral to all planning for children and young people with SEN throughout their lives.."* (SEN Code of Practice, 2014). Pupils are therefore involved in discussing their provision and what they feel will help them achieve their full potential. They are invited to review meetings (when appropriate) and are made to feel that they can contribute/have an opinion about their support. Where the child may be unable to communicate or provide a written input, observations of pupils are made in order to gather information regarding their likes, dislikes and difficulties.

## 11 Bullying

11.1 At all times our aim is to safeguard the needs of pupils with SEND, promote their independence and build resilience in their learning. The school's Behaviour Policy outlines the steps that are taken to ensure and mitigate the risk of bullying to children with SEND.

## 12 SEND Budget/Resources

12.1 The SEND Budget and the Pupil Premium are utilised to provide resources to support SEND provision in general, including:

- Trained support staff;
- High quality tailored interventions;
- Books and programmes to support reading development of all children;
- Computer programmes to support reading development;
- Assessment tools for identifying specific difficulties of pupils with SEND
- Educational Psychologist time to support high priority pupils;

- School Nurse support for pupils with social and emotional difficulties, mental health difficulties; sensory and physical difficulties as well as to provide support in general to parents/carers of pupils with SEND;
- Family and home support;
- SENCo time;
- Speech and Language Therapy;
- Friendship groups;
- Quiet Club/areas at lunchtimes

### 13 Admissions Arrangements

13.1 The school follows the LA guidelines on Admissions, The Code of Practice - 2014) and also the Children and Families Act 2014. As such, no child will be refused admission to the school on grounds of physical disability or any other special need, unless there are very compelling reasons given in response to the consultations.

13.2 Any special admission arrangements for SEND pupils will be made following consultation with the Headteacher, SENCo, parents/carers and agencies where appropriate and in line with the SEND Code of Practice (2014).

### 14 Physical Accommodation for SEND

The school can be accessed by all, including those with little or limited mobility. There is access from the outside to all areas of the school.

### 15 Transitions

15.1 When pupils transfer to another school/setting, all documents and records are sent to the receiving school/setting. If the destination is unknown, records are kept securely until information is received. A transition document provided by the LA is also completed and telephone conversations between the school's SENCo and the SENCo at the receiving school are made whenever possible.

15.2 If transferring to secondary school, the relevant staff visit the school and speak to the Y6 Teacher and to the SENCO. If a personal interview is not possible then a telephone conversation imparts relevant information. All SEND records along with a completed transition document are sent to the secondary school. Where possible, the secondary SENCo attends the Annual Review in Y6 if the pupil has an EHCP.

15.3 The transition document is completed, when possible, with parents/carers and pupils in order to provide reassurance and allow for the transfer of accurate information. If transferring to a Post-16 provider, liaison between the secondary SENCo and the Post-16 SENCo ensures a smooth transition.

### 16 Links With Other Organisations

16.1 The school makes full use of the various advisory services such as the City Psychological Service, Integrated Physical and Sensory Services, Social Care, Speech and Language Service, the School Health Service, the PRU/special schools' outreach services and the KIDS Parent Partnership.

16.2 The SENCo is also part of a SENCo cluster group across the Trust, enabling the sharing of effective practice and the dissemination of up-to-date information and guidance.

## 17 Staff Development

17.1 Staff Development needs in relation to SEND issues are identified during the year and taken into account at the annual review of INSET provision undertaken by the Head and the Senior Leadership Team.

17.2 INSET will be of various kinds e.g. in-house by the SENCo or from outside agencies

17.4 The SENCo will attend courses and meetings with the aim of being up-to-date with SEND information which will then be disseminated to the staff through training.

## 18 Evaluating the Success of the SEND Policy

18.2 The policy will be reviewed annually and as part of the Trust annual SEND Audit. The SEND Governor visits regularly and meets with the SENCo to evaluate the impact of SEND provision.

18.3 Areas of the policy will be scrutinised annually, including:

- Whether the objectives are clear and still pertinent to the school;
- Whether the allocation of resources to and amongst pupils with special needs is correctly made and whether the best use of these resources is being made;
- Whether the assessment and review arrangements are adequate and give clear evidence of progression, adherence to procedures and policy, and provide sound evidence for future planning;
- Whether access to a balanced and broadly based curriculum is being provided for all pupils with SEND and whether these pupils are integrated fully in the school as a whole;
- Whether the SEND INSET provision is effective
- Whether effective use is made of agencies, together with the links with parents and the wider community.

## 19 Complaints

19.1 Complaints about SEND provision within the school are first dealt with by the SENCO during arranged meetings.

19.2 Where a satisfactory conclusion cannot be reached, the parent can escalate this via the complaints procedure.

19.3 The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals.

## 20 Disability Equality Impact Assessment

20.1 This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

## 21 Public Sector Equality Duty

21.1 The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity and
- foster good relations across all characteristics

21.2 Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

21.3 This policy was reviewed and updated with reference to this duty. The author/s of this document considered this policy in the light of these requirements to ensure that the school adheres to these statutory regulations.

## 22 Person Responsible

Updated Autumn 2022

Head of School

To be reviewed Autumn 2023

## Appendix 1 Placement On The SEND Register

### A1.1 Review

- The SEND Register is reviewed at **least termly in primary** and also at Census;
- At **secondary**, the Register is reviewed at Census and for Year 7 only, at the end of the Autumn term;
- Placement is reviewed in discussion with staff, parents/carers, pupils themselves and supportive agencies;
- Pupils may be removed following improvement and when progress is made towards or by achieving set targets. Removal from the Register is always in consultation with parents.

Pupils are placed on the SEND Register across the four areas of need for the following reasons :

### A1.2 Cognition & Learning - Primary School

- In response to a lack of progress, despite in-class intervention, sustained support and strategies;
- Working at AS-2 and below;
- Significant barriers and areas of weakness;
- Evidenced by internal cognitive assessment, EP assessment and/or agency involvement;
- Medical condition affecting C&L;
- Not 'picking up' phonics.

### A1.3 Cognition & Learning - Secondary School

- Working significantly below peers;
- Standardised score <84 on entry;
- Withdrawal for intervention.

### A1.4 Communication & Interaction

- ASD diagnosis;
- ASD traits impacting negatively on learning;
- SALT referral and SALT intervention in school;
- Referral to Language Unit;
- Elective mutism;
- Northcott involvement;
- Medical condition affecting S&L;
- ADHD or ADD diagnosis.

### A1.5 Social, Emotional & Mental Health

- Significant emotional difficulties including anxiety, lack of resilience, self-harm and suicidal feelings;
- In response to acute need at any given time/for a short time;
- Referral to/involvement with ELSA/CAMHS/School Nurse/GP/BVWH;
- Behaviour impacting negatively on teaching, learning and progress;
- At risk of Permanent Exclusion due to persistent poor behaviour;
- Intensive pastoral support needed;
- PSP implemented.

## A1.6 Physical & Sensory

- As evidenced by sensory assessment;
- Referral to/involvement with agencies, services and/or iPASS;
- Where conditions and barriers impact on curriculum access, learning and progress;
- Where adjustments and adaptations have to be made;
- Where a current NHS Medical Care Plan is in place.

## Appendix 2 Kelvin Hall Arrangements

### A2.1 Introduction

To meet the varied and complex needs of our students, the SEND Department follows the 'Assess, Plan, Do, Review' model as follows:

### A2.2 Assess

This section details how we collect data on each student in order to make an accurate assessment of their needs. To identify needs we use a range of assessment methods.

#### Assessments made prior to entry to Kelvin Hall School

A2.2.1 The process of identification and assessment starts at our partner primary schools. Kelvin Hall School's Transition Coordinator and SENCO liaise with Primary SENCOs.

A2.2.2 We visit feeder primary schools in June each year to meet prospective students. All students attend a Transition Week at Kelvin Hall in July. Additional transition days are arranged for vulnerable students so that specific plans can be put in place to meet their needs.

A2.2.3 Where a child has an Education Health Care Plan (EHCP) a preference for educational setting is made at the Annual Review process in Year 6. This enables the LA to consult and request placement at the preferred school. A carefully planned transition package is put in place where parents express a preference for Kelvin Hall School. The SENCO often attends the Annual Review in Year 6 for pupils with an EHCP where parents request Kelvin Hall School.

#### Assessments made on entry to the school.

A2.2.4 Reading and spelling tests annually for years 7-10 and specifically for year 9 to inform examination access arrangements. CATS for all Y7 pupils on entry.

#### Targeted assessments include:

- For students who ask for help;
- For students highlighted as having difficulties via initial testing;
- Following concerns raised by teaching staff or parents via our formal SEN referral process;
- Where additional need(s) are indicated following observation or monitoring of students;
- Following specific screening assessments, e.g. Dyslexia, Dyscalculia, LUCID Exact, ADHD, ASD checklists, Rainbow Reading and Lexia.
- Where whole school tracking of attainment outcomes indicates below expected levels of progress.

#### Further assessment by agencies

A2.2.5 With parental consent, other professionals such as the Educational Psychologist, IPASS and the Speech & Language Therapy Service assess students who do not make expected progress via initial interventions.

## A2.3 Plan

A2.3.1 Following assessment, we use criteria for each of the four areas of need to decide whether a student should be placed on our SEND Register. Each student on our register has agreed interventions and outcomes set out as part of an Individual Support Plan (ISP). ISPs are used by all staff and are reviewed termly to ensure they are relevant.

A2.3.2 All students at Kelvin Hall School receive high quality teaching, differentiated to meet the diverse needs of all learners. To facilitate this, the Learning Support Department links with all departments in school. Key link staff members meet regularly with Learning Support staff to ensure all students with SEND:

- Have full access to a broad and balanced curriculum and are set suitable learning challenges;
- Are educated alongside their peers and feel happy and safe in their learning.

A2.3.3 This liaison also ensures that departments:

- Are differentiating work for all student needs and this is reflected in Schemes of Work;
- Are continually striving to overcome barriers to learning.

A2.3.4 The school's core curriculum is inclusive and differentiated. A focus on Quality First Teaching enables students with SEND to make good progress in mainstream classes. Where students' needs are more complex, they may be withdrawn from class for individual/group support in the Learning Support Department. The Learning enrichment additional programme (LEAP) provides more bespoke intervention for students with Moderate to Severe Learning Difficulties.

A2.3.5 We also offer a range of interventions selected for their effectiveness. Many of these are time-limited with clear entry and exit criteria; examples are Rainbow Reading and Lexia. These programmes aim to fill gaps in students' knowledge and provide skills that are transferable to the classroom. Placement tests before each intervention starts ensure they are tailored to individual student needs. Careful consideration is given to the timetabling of intervention sessions so that they do not impact adversely on overall progress. Some interventions offer support for unstructured times as some students find these times difficult to manage.

A2.3.6 Other interventions are available via our specialist ACCESS provision, which caters for the needs of students with Social, Emotional and Mental Health difficulties and Autistic Spectrum Conditions. We offer Lego Therapy, Social Skills groups and ELSA sessions. For some students ACCESS provides support at times of crisis, for others it offers long-term and ongoing support for their social communication difficulties.

A2.3.7 For students with an EHCP, detailed discussion with parents and a range of professionals ensure that relevant, challenging and achievable outcomes are set. There is a focus on outcomes for students with an EHCP rather than on the number of hours' support provided. In order to promote independence as well as academic progress, we do not routinely allocate a Teaching Assistant to support students on a 1:1 basis.

## A2.4 Do

A2.4.1 To facilitate Quality First Teaching, all staff have access to regular training delivering a range of training at three levels: Awareness, Enhanced and Specialist.

A2.4.2 Awareness training provided to all staff:

- How to support pupils with Dyslexia and literacy difficulties;
- How to support pupils with Autistic Spectrum Condition;
- How to support pupils with behavioural difficulties;
- How to support pupils with Speech, Language and Communication Difficulties;
- Enhanced training provided to ACCESS Coordinator, the SENCO and SEND Manager;
- Issues of Safeguarding and child protection.

## Specialist training provided to the SENCo:

A2.4.3 Training

- The National SEN Coordination award;
- Behaviour Support Team regarding specialist support for individual pupils;
- The NHS Speech Language Therapist termly to assess and plan support for targeted pupils.

## Interventions for students with SEND

A2.4.4 We ensure that we implement the best provision possible for students with SEND, both in and out of mainstream classes. In-class Teaching Assistant support for all students, especially those with EHCP is a careful balancing act between essential intervention and the need for the development of independence skills. The majority of our Literacy programmes take place in Year 7 as early intervention has proved to be most effective.

A2.4.5 Interventions for students with SEND include:

- In-class support from a Teaching Assistant where a higher level of support is required;
- Rainbow Reading and Lexia Literacy interventions for students in KS3, where students are withdrawn from lessons to work in small groups, dependent upon their specific need;
- KS3 Maths interventions to support students who show signs of difficulty with Numeracy;
- At KS4, a differentiated curriculum offering a more practical range of subjects, such as Certificate of personal effectiveness (COPE) designed to allow pupils with a variety of needs to access learning and qualifications at a level appropriate to their ability;
- A variety of Inclusion sports activities held throughout the school year;
- A Pastoral system that allocates a Form Tutor to each student, with whom they meet regularly to discuss any problems and successes;
- Homework Club provided each morning before school;
- Learning Enrichment Additional Programme (LEAP);
- Programmes to improve speaking and listening skills including the Vocabulary Enrichment Programme and Narrative Intervention Programme.

A2.4.6 All of our intervention programmes are delivered by trained staff in liaison with the SENCo. Detailed records of student achievement and progress are maintained by the SEND Intervention Manager and ACCESS coordinator.

A2.4.7 The school involves agencies as appropriate for advice on maintaining high quality interventions and guidance on strategies to meet the needs of students. This allows us to advise class teachers on how to adapt the curriculum and the learning environment.

A2.4.8 Reasonable adjustments (such as auxiliary aids and services) are provided to enable students with disabilities to overcome any barriers to accessibility and increase their interaction with the curriculum. The school is in a relatively new building, aiming to meet the needs of all students including those with disabilities. Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information.

A2.4.9 For activities outside the classroom, including trips, we carry out detailed individual risk assessments. With careful planning and appropriate procedures in place, we strive to enable all students to participate in all activities. We make every endeavour to ensure that students with SEND are included in all school activities.

## A2.5 Review

A2.5.1 This section describes how we evaluate the progress of students with SEND and the effectiveness of our provision.

All students, including those with SEN, have individual curriculum targets set in line with national outcomes to ensure challenge. Our whole-school tracking system identifies students failing to make expected levels of progress. These students are discussed in progress meetings to which the students themselves, class teachers, the SENCo and parents all contribute. The quality of classroom and small group teaching provided to students with SEND is monitored through a number of processes, including:

- Classroom observation and learning walks by the senior leadership team, the SENCO and external verifiers;
- Ongoing subject specific assessment of progress;
- Work sampling and scrutiny of planning to ensure effective matching of work to student needs;
- Teacher meetings with the SENCo to provide advice and guidance;
- Student and parent feedback on the quality and effectiveness of interventions provided;
- Scrutiny of attendance and behaviour records;
- Questionnaires for staff, students and parents.

A2.5.2 All SEND support is recorded on an ISP that clearly identifies expected outcomes and sets a review date. These outcomes include academic and developmental targets that take into account parents' aspirations for their child. Students and their parents are also advised on actions they can take to support attainment.

A2.5.3 Where progress is made, specific criteria are used to determine whether students can exit interventions. If necessary, the SEND Register is amended as formal reviews of the register take place termly. If students are judged to be underachieving, despite the delivery of high quality interventions, advice is sought from agencies regarding strategies to best meet needs. This will only be after parent permission has been obtained.

A2.5.4 A very small percentage of pupils have complex needs meaning that the level of support required to meet them cannot reasonably be met from the school's own resources. In these instances, a request is made to the Local Authority to conduct a Statutory Assessment of Education, Health and Care needs. Following this, the Local Authority will make a decision whether an EHCP is considered appropriate for the child. Throughout this process, the Local Authority has a duty to request the opinions of parents, school staff and other involved professionals. Following a Statutory Assessment, the Local Authority will make a decision whether an Education Health and Care Plan is appropriate and will be issued.

We use a range of measures to assess progress for students with SEN.

### A2.6 Quantitative Assessment

- Attendance levels to school and individual lessons;
- Rates of exclusion/ suspension;
- Attainment in reading and spelling (assessed annually);
- Progress through Rainbow Reading Programme;
- Progress through the Lexia Programme;
- Subject specific progress as indicated by school tracking (all subjects, yet with specific focus on English and Maths);
- Mock examination results;
- Subject specific testing e.g. end of unit tests;
- CATS.

### A2.7 Qualitative

- Questionnaires completed by students/parents/carers/staff;
- Feedback from staff/students/parents/carers for SEND reviews;
- Feedback from work experience placements;
- Records of ELSA/Social Skills/Lego Therapy groups.

We achieve success for all pupils with SEND through:

### A2.8 Working with Students

A2.8.1 Our students are involved (as appropriate) at every stage of their learning - from assessment to intervention.

A2.8.2 At the initial assessing and planning stage, in order to support a 'person-centred approach', the student's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.

A2.8.3 Any documentation used as a part of the agreed provision i.e Individual Support Plans, is produced in a 'student friendly' format. Students are able to discuss any aspect of their provision informally with their teacher at any time. Where necessary, if students need to attend meetings, care is taken to ensure the environment remains informal and supportive. We also give students the option of contributing to meetings but not attending in person if they are not comfortable.

## A2.9 Working in Partnership with Parents

A2.9.1 There is a strong emphasis on the involvement of parents in the education of their children and this is particularly important for students with special educational needs. Parents are always encouraged to be involved at the earliest opportunity so that we can agree on appropriate actions.

A2.9.2 Learning Support staff attend Parents' Evenings in order to address any SEND issues that might arise. Parents of students on the SEND Register attend Annual Reviews in order to give their views. In addition, parents are invited to termly review sessions held in the Learning Support Department. We also make phone contact with parents regarding immediate issues and regularly send letters to parents regarding issues like achievement, attendance and punctuality. Where necessary, some students with SEND have personalised forms of regular communication.

A2.9.3 If parents believe that their child may have SEND we encourage them to speak to their child's Year Leader in the first instance. We have a referral system in place that ensures parental concerns reach our SENCo.

## A2.10 Working in Partnership with our Pastoral Team

A2.10.1 The school has an extensive Personal, Social, Health and Economic (PHSE) programme that aims to provide all students with the knowledge, understanding and skills they need to develop emotional and social well-being.

A2.10.2 We have an extensive, skilled and experienced Pastoral Team dedicated to student welfare and a Student Leadership Team in place to allow students to give their views.

A2.10.3 Small group interventions such as Life Skills to support students' wellbeing and improve their interaction skills and emotional resilience.

A2.10.4 A rigorous Anti-Bullying Policy is in place.

## A2.11 Working in Partnership with our Nursing Team to meet Students' Medical Needs

A2.11.1 In order to meet the statutory duty under the Children and Families Act, Kelvin Hall School receives weekly visits from a Health Authority Nurse. This Nurse conducts health checks, advises on general health related issues, including those relevant to a student's particular special need or learning difficulty and delivers counselling sessions for students.

A2.11.2 Detailed Health Care Plans, compiled in partnership with the school nurse and parents, are provided for students with medical needs. Staff who volunteer to administer and supervise medications complete formal training and are verified by our school nurse as being competent. Our Medicine Administration Policy adheres to Local Authority and Department of Education guidelines.

### A2.12 Working in Partnership with our EAL Staff

A2.12.1 The statutory guidance on SEND clearly states that students do not have learning difficulties just because their first language is not English. However, we are aware that some students with EAL may also have SEN. We work closely with our EAL staff to identify students' needs as early as possible and collaborate on the provision of appropriate resources to meet needs.

### A2.13 Working in Partnership with our Careers and Guidance Officer.

A2.13.1 The school employs a Careers and Guidance Officer who provides information for students on the range of education or training options, including Apprenticeships and other vocational pathways. Parents are also directed to the website of the National Careers Service, which offers information and professional advice about education, training and work. The Local Offer published by the Local Authority also sets out details of SEND provision, including the full range of Post-16 options and support available to students with SEND to help them prepare for adulthood, including gaining employment.

A2.13.2 Where a student has an EHCP, all reviews of that plan from Year 9 onwards at the latest, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

### A2.14 Working in Partnership with other Specialist Professionals and Agencies.

A2.14.1 We work closely with a wide range of professionals and agencies in order to provide effective strategies to best meet the specific needs of students. These include:

- Educational Psychologists;
- Speech and Language Therapists;
- ASC Team;
- Northcott Outreach Service;
- IPaSS – Integrated Physical and Sensory Service (Visual/Hearing/Physical);
- Social Care Team and Children's Centres;
- CAMHS, MIND;
- The Sullivan Centre;
- Specialists in other schools, including our partners in the Thrive Trust.

A2.14.2 Links to these and additional agencies are available via the Hull Authority Local Offer.

### A2.15 How are resources matched to Students' Special Educational Needs?

A2.15.1 The school receives funding to respond to the needs of students with SEND from a number of sources including:

- A proportion of the funds allocated per student to the school to provide for their education called the Age Weighted Pupil Unit (AWPU);
- The Notional SEND budget. This is a fund devolved to schools to meet the needs of students with SEND;
- The Pupil Premium provides additional funding for pupils who are claiming a Free School Meal, who are in the care of the Local Authority or whose parents are in the Armed Services;
- For those students with complex needs, the school receives additional educational needs funding from the Local Authority's High Needs SEN Funding allocation.

## A2.16 The Roles and Responsibilities of:

### A2.16.1 The Governing Body:

- Determines the Code of Practice and discharges its statutory duties to ensure that the needs of all SEND students are met by the school, where possible;
- Monitors the School's SEND Provision and Policy;
- Ensures that all SEND pupils integrate and experience the same educational experiences as their peers;
- Ensures that all staff are aware of the importance of effective identification, assessment and SEND provision;
- Ensures that, where the Headteacher has been informed by the LA that a pupil has Special Educational Needs, these needs are made known to all staff working with that student.

### A2.16.2 The Head of School and Executive Headteacher

The HOS has a responsibility for:

- Reporting to the Governing Body and keeping them informed on all relevant SEND issues as per 5.1.1 above;
- Working closely with the SEND Team to ensure all SEND issues are addressed.

The SEND team works collaboratively with the HOS/EHT, Governing Body and staff. The members of our SEND Team are:

### A2.16.3 Director of SEND and Inclusion – Mrs Jayne Graham

- Oversight of the SEND Team;
- Attends SLT meetings.

### A2.16.4 The SENCO – Mrs Wendy Pratt

- Determines the strategic development of the SEND Policy and provision, reports to the Governing Body and Senior Leadership Team;
- Coordinates SEND provision;
- Manages the SEND Team on a daily basis;
- Monitors and evaluates the provision of SEND;

- Identifies barriers to learning through observation of Quality First Teaching and analysis of students' achievements and progress;
- Advises teachers and organises liaison with faculties;
- Makes decisions regarding the SEND Register and all SEND records;
- Liaises with parents of SEND students;
- Liaises with, advises and supports teaching staff;
- Contributes to and leads staff INSET;
- Works in partnership with agencies;
- Attends Middle Leadership Team meetings;
- Teaches intervention programmes;
- Chairs Annual Reviews.

#### A2.16.5 SEND Manager – Mrs Jade Lancaster

- Works in partnership with the SENCo and agencies;
- Responsible for identifying students who require interventions;
- Delivers a range of interventions;
- Tracks and updates data;
- Contributes to Exam Access Arrangements;
- Operates the referral system;
- Attends Pastoral and Middle Leadership Team meetings;
- Chairs Annual Reviews.

#### A2.16.6 SEND Administrative Assistant – Mrs Joanne Drysdale

- The first point of contact for the SEND Department;
- Organises meetings and Annual Reviews;
- Contacts parents, staff and agencies;
- Keeps SEND records up to date;
- Liaises closely with teaching staff to ensure relevant information is shared.

### A2.17 ACCESS Provision

#### A2.17.1 Purpose

- Kelvin Hall is aware that some students struggle to access the curriculum or are unable to cope with aspects of school life.

#### A2.17.2 The ACCESS provision has a clear purpose:

- To intervene and work with a small number of students who struggle to access the curriculum due to specific conditions, have an EHCP or have mental health and/or emotional problems that require intensive and tailored support. The ACCESS provision is a positive intervention to address and tackle barriers to learning, to increase self-esteem and motivation.

A2.17.3 The ACCESS provision aims to:

- Facilitate an improvement in academic achievement by providing tailored support specific to the needs of the student;
- Equip the student with communication skills that are transferable to everyday life.

#### A2.17.4 Ethos

The school aims, values, and principles set the context for the ACCESS provision. The ethos is positively oriented, rewarding active participation, positive attitudes, and intervening to provide students with appropriate coping strategies when feeling anxious, nervous or upset. There is an emphasis on increasing self-esteem through achievement and high expectations.

#### A2.17.5 Rationale

For a given period of time, specific students may benefit academically and emotionally from a modified curriculum, a specific teaching style and a socially inclusive learning environment.

#### A2.17.6 Aims

It is each student's right to be able to learn. In order for this to be a reality, certain conditions need to exist. Within the ACCESS provision, expectations of academic work are as high as possible.

The basic aims are:

- To provide inclusive provisions to help students deal with SEND conditions that may prevent learning;
- To provide coping strategies for vulnerable students, both during their time in the ACCESS provision and in mainstream lessons;
- To develop a culture of motivation and achievement through positive reinforcement, raising self-esteem and emotional wellbeing;
- To develop positive and supportive links between parents and school, based on mutual support and regular communication;
- To offer a relevant and responsive personalised curriculum, to tackle any learning difficulties or barriers to learning and to provide alternatives such as Lego Intervention, ELSA and Social Stories;
- To value the individual student and provide equal opportunities towards inclusive education.

#### A2.17.7 Objectives

Towards achieving the aims specified the ACCESS provision will work:

- To provide students with individual and specific targets;
- To reduce incidents of distress and upset when students return to mainstream lessons by closely monitoring the pupil and working with SEND support staff;
- To raise students' self-esteem by teaching and promoting social skills;
- To maintain regular communication with parents to discuss the needs of their child and any proposed interventions;
- Closely with other staff to ensure the specific needs of the student are catered for in the classroom and around the school as far as possible.

### A2.17.8 Structure

- **Physical** - the ACCESS provision is based within the Student Support area. ACCESS interventions take place within other rooms in the school;
- **Staffing** - the provision is led by a full time ACCESS coordinator. The ACCESS provision is line-managed by the SENCo as a SEND provision;
- **Students** - Referrals are made by the SENCo and Year Leaders and are reviewed collaboratively by the SENCo and the ACCESS Coordinator in order to decide on and deliver the most appropriate intervention strategies.

If possible, students will rarely be taken from core subjects to attend ACCESS sessions. Students will reintegrate to lessons when:

- They have met their personalised target(s);
- They are comfortable to do so without distress;
- The ACCESS coordinator has discussed the intervention(s) with the student's teachers.

The reintegration process is planned collaboratively by the Pastoral Year Leaders, SEND Team and the ACCESS Coordinator. The ACCESS Coordinator will monitor the reintegration process.

### A2.17.9 Rewards

The ACCESS Coordinator will reward progress made by students during intervention sessions – in line with whole school policy. The incentives form part of the process of enabling student success and establish positive work patterns.

### A2.17.10 Sanctions

The ACCESS provision adopts the whole school Behaviour Policy, however it is preferred that the ACCESS Coordinator deals with matters relating to behaviour wherever possible and relevant. Contact with home will usually be made in order to gain support and find solutions.

### A2.17.11 Agency Involvement

Regular contact will be made with any agency to enable student progress. The agency may contribute to the student's Individual Support Plan (ISP) or offer advice and guidance to the school.

### Roles and Responsibilities

The following outlines the roles and responsibilities of staff involved in the ACCESS provision:

#### A2.17.12 ACCESS Coordinator:

- To lead the daily operation;
- To report on student progress;
- To coordinate/deliver individual support interventions;
- To ensure the displays, resources and materials are in place and utilised;
- To ensure that the administration and documentation i.e. ISP, student observations and reports are completed in an appropriate time frame;

- To liaise with parents and agencies as well as meet with the SENCo to discuss progress/student support;
- To mark work and feedback as per whole school policy;
- To liaise with subject teachers prior to reintegrating.

#### A2.17.13 SENCo

- To line-manage the ACCESS provision – ensuring any learning difficulties are known, tackled effectively and reviewed.

#### A2.17.14 Admission

- Students can be referred by the SENCo and Pastoral Year Leaders if they have relevant concerns. A referral form must be completed;
- It may be the case that the ACCESS Coordinator needs to complete an observation of the student to assess the best intervention method(s).

#### A2.17.15 Criteria for Admission

Students are considered for the ACCESS provision who meet the following basic criteria:

1. Students with an EHCP re: ASC/Social Communication Difficulties or ADHD/Mental Health issues (as long as the presentation is not exclusively behaviour);
2. Students with ASC/ADHD/Mental Health issues (particularly those with appropriate diagnoses) who are on the SEN Register at K;
3. Students with short-term/acute emotional issues due to specific circumstances.

#### A2.17.16 Reintegration

- It is the aim of the ACCESS Coordinator to reintegrate students to mainstream lessons as quickly as possible following successful intervention. The time it takes to reintegrate will vary depending on needs. In some cases, a student may need to be referred again.

#### A2.17.17 Home Links

- The ACCESS provision fosters strong home links as parents are asked to support the interventions put in place by the ACCESS Coordinator;
- The support of parents is vital to the effectiveness of the ACCESS provision and regular contact by telephone, letter and school visit will be required. Progress reports and updates will be provided and parents are encouraged to contact the ACCESS coordinator to discuss concerns and progress.

#### A2.17.18 Student Progress Monitoring

- Progress will be monitored by the ACCESS Coordinator in one-to-one or small group settings. Progress will focus more on the development of communication skills, social skills and emotional wellbeing of the student(s). The ACCESS Coordinator will monitor student attainment against their target grades.

#### A2.17.19 Provision Monitoring

To judge the effectiveness of the ACCESS provision a number of performance indicators

may be considered:

- Improvement in attainment and progress (academically and socially) of students who have used the provision;
- Data collected via pre and post intervention questionnaires;
- Frequent reviews between the ACCESS Coordinator and SENCo.

#### A2.17.20 Monitoring Attendance and Absences.

- The ACCESS coordinator will work with the Attendance Team to monitor attendance and absences. The support of parents in ensuring regular attendance is essential in ensuring the success of any intervention(s).

#### A2.17.21 Curriculum

- The ACCESS Provision is welcoming and inclusive. Many of the sessions embrace activities that develop communication skills, social skills and promote emotional wellbeing. Those in Key Stage 4 will also be taught how to effectively use additional exam arrangements. Students who have an ACCESS pass may visit the ACCESS base outside of scheduled sessions for support when experiencing emotional upset. Passes are provided by the ACCESS Coordinator.

#### A2.17.22 Educational Aims

The positive educational aims are to help students to achieve their potential by:

- Helping develop strategies that allow them to learn independently;
- Helping to cope with day-to-day school activities for improved learning.

#### A2.18 The Rainbow Reading Intervention Programme

The programme comprises 8 levels (5-12 year reading levels) suitable for students aged 6-16 years.

We use the top 7 levels of the programme. Assessments for placement on this programme normally take place during Autumn 1.