

How do we identify students who have Special Educational Needs and Disabilities (SEND)?

At Katharine Lady Berkeley's School, our provision for SEND students is organised according to **four broad areas of need**. To read more on how we organise our support to meet the four areas of need, please refer to pages 4 and 5.

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

We are guided by the relevant legislation, including the Equality Act 2010 and the Code Of Practice 2014, when identifying a learning and/or physical disability.

- We use information from primary schools, teachers, parents and external agencies to build a picture of a student's needs. Students can also make self-referrals
- We monitor school reports and take student progress data into account
- Routine testing of reading / spelling / numeracy age, Cognitive Ability Tests and Accelerated Reader STAR tests also provide more information about an individual's ability. **Some students may also have additional assessments for** reading speed, single word reading, sentence and text level comprehension, and writing speeds.

For more information on identifying SEND, please read pages 2 and 3 of the school's **Special Educational Needs policy**.

What should parents /carers do if they think their child has SEND?

Initially, discuss your concerns with the student's classroom teachers and tutor. If it does not mean waiting too long, a parent's evening is an ideal time to do this. If you continue to be concerned, or if waiting for a parent's evening means a worrying delay, **please contact the SENCO—ways of doing this are listed on page 3**.

Your concerns will be logged. The SENCO will investigate your concerns and give you feedback. For more information on this process, please read page 4 of the school's SEN policy

Where is the Learning Support Centre?

A1, located next to the school's main reception area, comprises of a main classroom, several smaller tuition rooms and the SENCO's office. The rooms are used throughout the day by students who have a variety of needs.



The SEND department promotes **inclusion** by fully integrating itself with the rest of the school. We work closely with the inclusion manager, the attendance officer, the medical staff, the school's sports coordinator, the school's careers service, the pastoral system and departments delivering the curriculum to ensure that students with SEN access the curriculum, the school's facilities and enrichment activities.

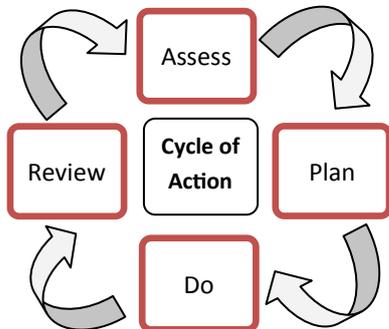
How will the school teach and support students with SEND?

The Code of Practice states that ‘**high quality teaching**, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN’ (6.37). The Senior Leadership Team (SLT) monitors teaching and learning in the school.

We have a team of **teaching assistants (TAs)**, most of whom work in classrooms with subject teachers, to support learning. The range of strategies used in the classroom by teachers and TAs is summarised in the **provision tables** on pages 4 and 5. Some **teaching groups are arranged by ability**; there are approximately fifteen students in the lower ability sets. We have intervention programmes for students requiring different / SEND support; children are identified by our criteria (see above) and we apply a graduated response according to need. The **SENCO** works closely with TAs delivering the different **SEND support** for literacy and numeracy; the outcome of this support is shared with parents and classroom teachers. A **study skills** programme for all students is delivered by the SENCO; this reinforces the strategies of the literacy intervention programme.

In KS3, **English 2** replaces a second foreign language for students who find learning difficult. In 2016, we also provided additional literacy classes targeting otherwise able and very able students. In KS4, children with SEND needs are offered the full range of subjects and, where appropriate, the subject may be taught to **Entry Level, GCSE** or take the form of a **BTEC level 1 or 2**. A **homework club**, supported by TAs, is provided four nights a week with access to the school library and computers to support the completion of work, revision and coursework.

Where children meet the criteria, **Access Arrangements** are trialled in KS3 and formally applied for, through GCSE examination boards, in KS4. Access arrangements take the form of a reader, extra time, a word processor, a prompter and rest breaks.



Review and Evaluation

Assessment of reading, spelling and numeracy, and monitoring of teacher assessments mean we can measure the progress of students. **As students make progress, they come off the SEND Support register** and we continue to monitor them closely. If a student is not making progress, we review our provision and may change, or extend, the support we offer. Parents are informed at the “assess” and “review” points of the “Cycle of Action”.

Communication and Feedback

A student’s school report, commenting on teacher assessments, homework, effort and behaviour, is sent to parents in November, March and July. Parents can **meet the SENCO** at the parents’ evening, and arrange a meeting or telephone call by emailing or telephoning Mrs Hilary Morgan, the Assistant SENCO (Administration). For some students, such as those with an **EHC plan, PSP** or **My Plan+**, there is more regular communication and feedback in accordance with the student’s needs.

A student’s voice is a vital component in ensuring that support effective. Students are encouraged to take an active role in identifying and achieving the **SMART** outcomes of a planned intervention. The SEND department also listens to the views of individuals and groups; the SENCO links to the school council’s Teaching and Learning Committee meetings and the school’s Wellbeing Committee.

Multi-Agency Working

The support we offer is guided by a **range of health and social care agencies**, as appropriate to the student's needs, including physiotherapists, speech and language therapists, occupational therapists, social care workers, the school nurse service, counsellors, CYPs, educational psychologists, Prospects, and the advisory teacher service for hearing and visual impairment, communication and interaction, cognition and learning, and physical difficulties.

To support children transferring into Y7, KLB **key staff visit all local primary schools** and meet to establish a key contact person for all students identified as requiring additional transition support— please refer to the KLB website (PARENTS / Primary Transition) for more information. The SENCO attends Y6 Education Health Care Plan (EHCP) annual review meetings, liaises with primary school staff and the Advisory Teacher Service to support the transition of children with SEND.

For Y11 students with an EHC plan, **link days to their preferred college** form part of the EHCP annual review. KLB also identifies students needing post-16 transition assistance who are supported in attending college link days and, with the student's permission, shares its SEN information with the next setting.

Members of the SEND department have training in the following areas:

NASENCO (National Award for SENCOs)	Mental Health Awareness	Differentiation in Maths
MA Education	Behaviour Management	Success @ arithmetic
CPT3A – psychometric testing / access arrangements, Level 7	Practical Solutions for Dyslexia	Read, Write Inc. Fresh Start
Safeguarding— ongoing training and updates	Supporting and working with Autism Disorder	Managing Attachment Disorder
Manual Handling	Level 3 Counselling	Nurturing Emotional Resilience
The Role of the Literacy Co-ordinator	High Impact Teaching Assistants	

Other sources of information

- **Gloucestershire's Local Offer:** <http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page>
- **Gloucestershire Schoolsnet:** <http://www.gloucestershire.gov.uk/schoolsnet/article/112634/Home>
- **Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)** <http://sendiassglos.org.uk/>
- **Gloucestershire Parent Carers:** <http://www.glosparentcarerscouncil.co.uk/>
- **The school's policies and latest Ofsted report** are available on the website; the policies for Special Educational Needs, Primary Secondary Liaison and the school's Accessibility Plan are also linked to the SEND page.

Making Contact

We hope you enjoy reading about how Katharine Lady Berkeley's School supports children with SEND. For more information, **please contact the SENCO**, Miss Karen John:

- **Telephone:** 01453 842227
- **Email:** kjohn@klbschool.org.uk

Or contact the **Assistant SENCO (Administration)**, Mrs H Morgan on 01453 842227 or hmorgan@klbschool.org.uk

Or contact the **SEND School link Governor**, Mrs R Robinson, using the school telephone number

For complaints, please read the school's Complaints Procedure—see school policies (general)

<p>Provision</p> <p>Disclaimer: Provision is subject to change as the school reviews its provision annually</p>	<p>SEN Support</p>	<p>SEN and Disabilities</p>
<p>Wave 1: Promoting Inclusion in the Classroom</p>	<p>Wave 2: Additional to / Different from most students*</p>	<p>Wave 3: Personalised* (EHC Plans and My Plan +)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Need Type: Cognition and Learning</p> <p>Differentiated curriculum planning, activities, delivery and outcome:</p> <ul style="list-style-type: none"> • Quality First teaching • Suitable learning challenges • VAK learning – increased use of visual aids for concepts • Extra time to complete work • Examples and exemplars appropriate to ability • Consolidation of key points • Vocabulary lists / word walls / key terms • Metacognition (Transferable skills: “how” to learn) • Writing frames – and the gradual withdrawal of them over KS3 where appropriate • Learning Support materials on the STUDENT pages of school website • Frequent formative feedback and targets—blue stickers • Coloured overlays and filters as required <p>In-class TA support (where available)</p> <p>ICT access / Alphasmart keyboards, Microsoft Speak; dyslexia open-test computer-based screener programme</p> <p>In-class targeted teacher support / subject report cards</p> <p>Visual timetables</p> <p>Access to whole school homework clubs – including guidance and support, ICT, resources</p> <p>After school and in-school enrichment clubs with the School’s Sport Coordinator</p> <p>Modified curriculum pathways – extra literacy lessons</p> <p>Accelerated Reader programme / Reading Events</p> <p>KS3 Study Skills / metacognition</p> <p>KS4 Study Skills / metacognition / Exam Preparation</p> <p>Examination Booster Classes</p> <p>Reports three times a year, parents evening, routine assessments</p> <p>Inset Training and Support for staff</p>	<p>Additional: Small Group Support Programmes – progress reviewed termly according to the cycle of action: “Assess, Plan, Do, Review” cycle. Feedback will be termly</p> <p>KS3 Reading Support – 1:1, paired and group intervention, requiring extraction from Extra English lessons, based on</p> <ul style="list-style-type: none"> • Read Write Inc./ Rapid / Toe by Toe • Reading Laboratory • Literacy Progress Units • Accelerated Reader with principles of Reading Recovery <p>KS3 Spelling Support small group tuition – afternoon registration three times a week – based on</p> <ul style="list-style-type: none"> • Phonics • Mnemonics • Literacy Progress Units <p>Numeracy Support from lessons across the curriculum, from extra English lessons and from the mathematics lesson based on</p> <ul style="list-style-type: none"> • Springboard Mathematics Catch up • Success@ arithmetic • Dyscalculia and Dyscalculia Plus • Sandwell Numeracy • Progression Pathways <p>In class TA support (where available)</p> <p>Alternative curriculum at KS4: Alternative accreditation / vocational courses e.g. ASDAN, Entry Level, vocational GCSEs, BTECs, City and Guilds</p> <p>Assessments for Exams Access Arrangements with support of data, teacher recommendations and an established history of need</p>	<p>Individualised / Personalised Learning.</p> <p>Support Programmes – progress reviewed termly according to the graduated four stages of action: “Assess, Plan, Do, Review” cycle.</p> <p>Small group or 1:1 literacy / numeracy support which can mean a reduced / modified curriculum</p> <p>EP / Specialist teacher / outside agencies guidance and advice where it can be delivered: CYPS, GPs, Paediatricians, GCC SEN Support Officer etc.</p> <p>EHC Plan outcomes</p> <p>Annual Review meetings and Pupil – SENCO meetings after each reporting points</p> <p>Open Conversation as part of the EHC Plan / multiagency plan process</p> <p>Support in accordance with school based decisions by the headteacher, and deputy / assistant headteachers</p> <p>Reduced timetable as appropriate to need and as a result of a school based decision</p> <p>Use of the school Learning Support base and inclusion room, for reduced / modified timetable</p> <p>Exam Access Arrangements</p> <p>Transition: Year 6 visits and additional home-school contact</p> <p>Transition: post-16 additional visits to providers</p>

* Entry and Exit Criteria Apply

	Wave 1: Promoting Inclusion in the Classroom	Wave 2: Additional To / Different from most students *	Wave 3: Personalised* (EHC Plans and My Plan +)
Communication and Interaction	<p>In class: differentiated curriculum planning, activities, delivery and outcome:</p> <ul style="list-style-type: none"> simplified language appropriate prompting / refocusing checking comprehension - repetition key words Increased visual aids / modelling etc. Visual timetables Use of symbols / memory aids <p>Structured school and class routines as manageable chunks: "Book, bag, coat"; "Title, date, board"; "brain, book, buddy, boss"; reminders and prompts (visual and spoken)</p> <p>After school and in-school enrichment clubs for structured social activity</p> <p>Inset Training and Support for staff / guidance and strategies from National Autistic Society</p>	<p>Additional</p> <p>Learning Support room – a break and lunch supervised room</p> <p>KS3 Social skills group where a pupil sets his or her own targets and is supported in developing strategies to meet them.</p> <p>Referral to outside agencies as appropriate</p> <p>Self Esteem / Resiliency Programmes – enrichment activities: archery</p> <p>In class TA support in key lessons (where available)</p> <p>Additional Year 6 visits and home-school contact</p>	<p>Individualised / Personalised Learning</p> <p>Small group or 1:1 emotional literacy / social skills support work</p> <p>Speech and Language support / advice from an outside agency</p> <p>Advice from a Local Authority EP / Specialist Advisory Teacher</p> <p>Additional Year 6 visits and home-school contact</p> <p>Parent and Teacher Review Meetings</p>
Emotional, Social and Mental Health	<p>In class</p> <p>Whole school policies</p> <p>Whole school reward and sanctions systems</p> <p>Tutor mentoring</p> <p>PSHE focused work</p> <p>TIC (Talk In Confidence): sixth form peer mentoring</p> <p>Social and Emotional Aspects of Learning (SEAL)</p> <p>HOY/ pastoral system</p> <p>After school and in-school enrichment clubs</p> <p>Training and Support for staff</p> <p>Where appropriate, emotional /counselling based</p>	<p>Additional</p> <p>Inclusion and Behaviour Manager support</p> <p>TIC (Talk In Confidence)</p> <p>Increased monitoring and feedback for an individual or teaching group as appropriate</p> <p>Referrals to outside agencies as appropriate</p> <p>In class TA support in key lessons (where available)</p> <p>Year 6 visits and home-school contact</p>	<p>Individualised / Personalised Learning</p> <p>School's support services (counsellor)</p> <p>Individual support or mentoring – HOY / SENCO / Inclusion managers</p> <p>Re-integration support meeting</p> <p>Peer mentoring / TIC</p> <p>EP / Specialist teacher support</p> <p>Pastoral Support Plan PSP/ PEP</p> <p>Parent and Teacher Review Meetings</p> <p>Year 6 visits and home-school contact</p> <p>Targets against the Boxall Profile</p>
Sensory and Physical	<p>In class</p> <p>Flexible teaching arrangements e.g. seating, font size, enlarged documents, coloured filters and, where necessary, coloured photocopies and books, writing slopes</p> <p>Staff awareness of implications of physical impairment</p> <p>Improved accessibility of building through reasonable adjustments*</p> <p>Moving and handling training</p> <p>Relevant School Policies: Accessibility Plan, SEN</p> <p>After school and in-school enrichment clubs</p> <p>Training and Support for staff</p>	<p>Additional</p> <p>Modified materials in line with modified papers as an access arrangement</p> <p>Flexible teaching arrangements e.g. rooming</p> <p>Increased levels of support and supervision on school trips and visits</p> <p>Care plans as appropriate / Multi-Agency Plans</p> <p>*Reasonable adjustments which may include some additional support, minor adaptations and/or auxiliary aids. This definition of disability includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer, where the condition is not stable or is "more than minor or trivial".</p>	<p>Individualised / Personalised Learning</p> <p>Individual support in class during appropriate subjects e.g. Science, PE, lunch time and break</p> <p>Physiotherapy / Occupational programmes</p> <p>Use of appropriate resources e.g. radio aids, hoists,</p> <p>Advice from EP / Specialist teacher</p> <p>Parent and Teacher Review Meetings</p>

The SEND Operational Flow Chart 2014-15

We review progress through:

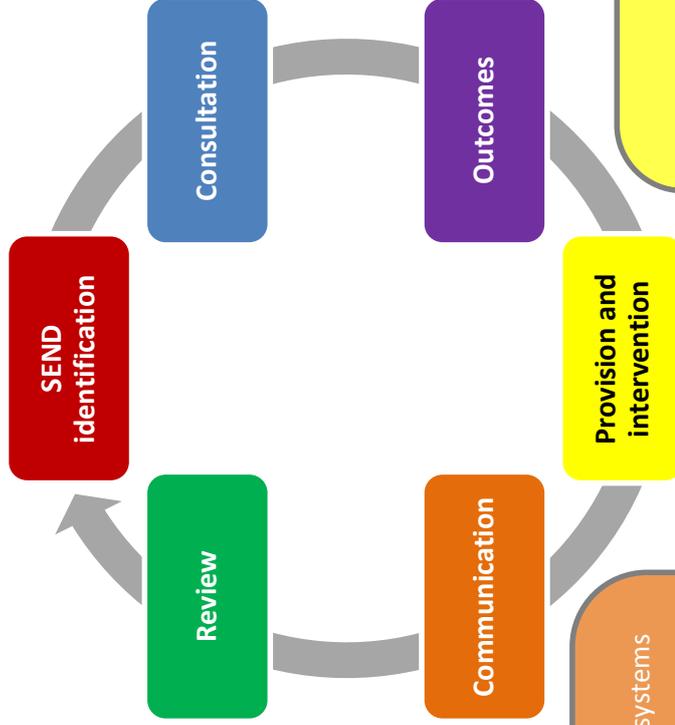
- EHC and My Plan + Reviews
- analysis of academic progress
 - by SLT of whole school progress
 - by the SENCO using provision maps
 - by heads of department at subject level
 - by teachers at classroom level
 - by students through surveys
- lesson observation
- performance management reviews
- work scrutiny
- reviewing the SEND Department Improvement Plan and relevant school policies

We share information with each other:

- through the school's communication systems and registers
- by providing staff updates throughout the year
- through the school reports and data collection points
- using visual prompts such as stickers
- INSET training to all staff
- Communicating with parents in meetings, telephone calls, emails and the school newsletter
- Report to Governors and link Governor visits

We identify students using:

- KS2 information and Y7 CAT results
- routine reading and spelling age assessments
- report data
- referrals made by teachers, TAs, parents and through students making self referrals to the SENCO / HOY
- referrals made by external agencies
- additional assessments as required



We increase our understand of a student's needs through:

- parents evenings
- EHC and My Plan + meetings and reviews
- Parents consulting with the school and external agencies
- working with teaching and pastoral staff talking to students
- listening to the School Council's Teaching and Learning committee and Wellbeing committee
- SENDIASS
- The Cycle of Action described on page 2
- documenting concerns over time to build a history of need

We support SEND students to:

- meet the outcomes described on page 1 of the SEND policy which reflects the beliefs and values of the school
- experience a sense of achievement and success
- have their efforts and progress recognised

We match a student's identified needs to agreed outcomes using, as appropriate, the following measures:

- the provision and strategies in the KLB Provision tables – page 4 and 5
- the graduated pathway as a result of the Cycle of Action described on page 2
- the Gloucestershire Local Offer
- the provision outlined in the student's EHCP / My Plan +