



THE NORTON
KNATCHBULL
SCHOOL

Special Educational Needs and Disabilities (SEND)

Report to parents 2022-23

Overview

The School's SEND Policy is updated yearly and continues to include the Code of Practice recommendations from July 2014. The main changes that occurred link to how students are identified, monitored and supported within the school environment. These changes are summarised below.

- The code of practice covers students in the age range of 0-25 with a focus on transition from each key stage.
- Includes guidance relating to disabled children and young people as well as those with SEN.
- Schools need to show that during the admissions process reasonable adjustments have been sought to ensure that disabled pupils are not disadvantaged.
- There is a clear focus on the participation of pupil and parents in any decision making at individual and strategic level.
- Strong focus on positive aspirations for students
- Guidance is included on publishing a local offer (local authorities offer) of support for pupils with SEND.
- The terms 'school action' and 'school action plus' have been replaced with 'SEN support'.

Local Offer

The local authorities local offer is published on the website below.

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

If you are unable to access this, please arrange to meet with the SENDO for support and to gain the information you require.

The SEND Team

The Norton Knatchbull School has a designated Special Educational Needs Coordinator (SENCo), Mr P Uttin who has been accredited by the National Award for SEN Co-ordination and who receives regular training on new developments within SEND. The school have two Learning Support Assistants, Mrs Sheikh who supports students in lessons and Mrs Fox who supports students in our nurture area.

The school has just created a student HUB at the start of this year which is where non-teaching Student Support Managers are based as well as our first aid area. There is one full time Student Support Manager for each year group. This is close to the SEND department which will enable greater and closer collaboration to support students and their specific needs.

How are students identified with SEND?

- The school liaises with primary schools before students enter the school in year 7.
- Parents can highlight any concerns that they have to class teachers, heads of year or the SEND team.
- Teachers will contact parents or the SEND team if they have specific concerns about a child's learning needs.

What to do if you are concerned about your child's progress in school?

If parents have a concern, they should speak to their child's subject teacher and this may also involve a meeting with the their Head of Year. If parents feel that concerns are persisting and feel that they would like more advice, they can make an appointment to see the SENDCO

What kinds of special educational needs are provided for at the school?

The Norton Knatchbull School is an inclusive school that aims to meet the needs of learners with a range of special educational needs, both physical and cognitive. Currently, the school makes provision for pupils with autism spectrum condition (ASC), attention deficit disorder, attention hyperactivity disorder, dyslexia, dyspraxia, anxiety, oppositional defiance disorder, obsessive compulsive disorder, sensory impairment and speech, language and communication needs.

Levels of support for SEND Students and monitoring

Students identified with SEND will fall into to one of the three following categories as described below. The information regarding these students is communicated to teachers via "Arbor" and via our in-house communication systems.

1. SEN MONITORING

- Students monitored to ensure they are progressing as expected.
- Strategies put in place within the classroom by teachers
- Review three times a year.

2. SEN SUPPORT

- Strategies put in place within the classroom by teachers
- Specific interventions / Individual Learning Plan put in place to support the student which is shared with teachers. Outcomes / Targets agreed.
- Progress towards achieving targets reviewed three times a year

3. EDUCATION, HEALTH AND CARE PLAN

- Strategies put in place within the classroom by teachers according to provision plans.
- Interventions completed as per provision plans
- Provision plans reviewed 3 times a year in consultation with parents and student.
- To the school will support with EHCP applications where appropriate.

How will the teaching and environment be adapted to meet the needs of a SEND Learner?

- Class teachers plan lessons according to the specific needs of all groups of children within their class, and they will ensure that learners' needs are met.
- The SEND team will support class teachers and ensure that needs are met and specialist advice and recommendations are put in place.
- Teachers are trained and experienced in providing appropriate working environments.
- Specific resources, strategies and modifications to the environment, where possible, will be used to meet learners' needs.

What SEND training is available for teaching and support staff?

- Training opportunities are provided throughout the year to enable teachers to gain a greater understanding of the needs of students with SEND.
- The school will also access external support as and when the need arises.
- The school has access to LIFT (Local Inclusion Forum Team) to support specific students.

What support is available for improving the emotional, mental and social development of pupils with SEND?

- Each year group has a Student Support Manager who will be able to assist with any challenges students are having.
- The school has a full-time counsellor that students can be referred to through Student Support Managers.
- There are various mentoring schemes that students can access. Examples of which are peer mentoring and teacher student mentoring.

Accountability

The SENCo will regularly monitor, evaluate and review the practices we have put in place and report to the Governing Body on progress and impact.