



Special Educational Needs and Disability Policy

Version 2

Updated: September 2023

Date of Next Review: September 2024

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INTRODUCTION

This policy replaces all of our previous SEN policies. It relates to children and young people with special educational needs (SEN) and disabled children and young people. A 'young person', in the context of the SEN Code of Practice: 0 – 25 years (2014), is a person over the age of 16 and under the age of 25.

This policy takes into account legislation relating to SEN and Disabilities including:

- Part 3 of the Children and Families Act (2014)
- The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)
- The Special and Educational Needs and Disability Regulations (2014)
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations
- The Order setting out transitional arrangements
- Equality Act (2010)
- The Mental Capacity Act (2005)
- Keeping Children Safe in Education (2016)
- Supporting Pupils at School with Medical conditions (2014)

Kenton School fully recognises its responsibilities relating to Special Educational Needs and Disability.

There are three main elements to our policy:

1. ACADEMY ARRANGEMENTS

Including:

- Definition, principles and objectives
- Roles and responsibilities
- Co-ordinating and managing provision
- Admissions arrangements
- Specialisms and specialist facilities

2. IDENTIFICATION, ASSESSMENT AND PROVISION

Including:

- Access to facilities and provision
- Allocation of resources
- Access to the curriculum
- Medical conditions

- Identification, assessment, planning and review arrangements
- Evaluating success

3. PARTNERSHIP WITHIN AND BEYOND KENTON SCHOOL

Including:

- Partnership with Parents/Carers
- Pupil Participation
- Links with external agencies and support services
- Links with other schools and transition arrangements
- Staff development

1. ACADEMY ARRANGEMENTS

Definition, principles and objectives

Definition

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

...Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

...Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise; ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.”

(See Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014).

Principles

At Kenton School, we believe that each child is an individual and, as such, has unique strengths, talents and needs. To achieve their full potential, some children and young people require additional support and we recognise this and plan accordingly. We acknowledge that some children may have special educational needs at some time in their

school career. Some children and young people may require continuous help throughout their time in school whereas others may need support for only a short period to help overcome more short-term developmental needs. Kenton School aims to provide all children and young people with strategies for dealing with their needs in a supportive environment, and to give them access to a broad, balanced and relevant education. Our fundamental principles recognise that:

- All children and young people should have their individual needs met.
- The views of individual children and young people should be sought and taken into account.
- All children and young people, whatever their special educational needs, should receive appropriate educational provision, through a broad and balanced curriculum, which is relevant and differentiated, and which demonstrates coherence and progression in learning.
- A close partnership, with parents/carers who play an active and valued role in their children's education, is vital.
- All children and young people should have equal opportunities to take part in all aspects of Kenton Schools' provision, as far as is appropriate.

Objectives

Our objectives in this policy are:

- To identify and monitor children's individual needs, at the earliest possible stage, so that appropriate provision can be made and achievement raised.
- To plan an effective curriculum, to meet the needs of children and young people with special educational needs, ensuring that the targets set are specific, measurable, achievable, realistic and time related.
- To identify, assess, record, and regularly review the progress and needs of individual students.
- To involve children and young people and parents/carers in the identification and reviewing of targets set.
- To raise the self-esteem of children and young people with special educational needs, acknowledging the progress they have made.
- To ensure that all children and young people make good progress with a continuous cycle of planning, teaching, assessment and evaluation, which takes account of the wide range of abilities and interests of the children, being central to the work of every class and every subject.
- To work collaboratively with children and young people, parents/carers, other professionals and support services including the Educational Psychology Service, Children and Young Peoples Service, Speech and Language Therapy Service and Social Care.
- To recognise that provision for children and young people, with SEN, requires a whole school approach. In addition to the Governors, SLT, Head of Learning Support/SENCO, as well as all other members of teaching and support staff have responsibility for all children and young people. All teachers are teachers of children with special educational needs.

Roles and Responsibilities

Principal and Governors` Role

The governing body and Principal of Kenton School will:

- Strive to ensure that the necessary provision is made for any child and young person with special educational needs.
- Ensure that staff are aware of the importance of identifying and providing for children with special educational needs.
- Consult the LA and the governing bodies of other schools, when it seems necessary or desirable, in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that children and young people with special educational needs join in the activities of Kenton School together with children and young people who do not have special educational needs, so far as is reasonably practicable. These activities will be compatible with the children and young people receiving the special educational provision their learning needs call for, the effective education of those with whom they are being educated, and the efficient use of resources.
- Report to parents/carers on the implementation of Kenton Schools' policy for children with special educational needs and/or disability.
- Have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014) when carrying out duties toward all children and young people with special educational needs and/or disability.
- Ensure that parents/carers are notified of a decision by Kenton School that SEN provision is being made for their child.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring Kenton Schools' SEN policy.
- They are up-to-date and knowledgeable about the SEN provision, including how funding, equipment, and human resources are deployed.
- SEN provision is an integral part of the School Improvement Plan.
- The quality of SEN provision is continually monitored.

In addition, as part of the Special Educational Needs and Disability Regulations (2014), the governing body will take any necessary action to ensure that it does not discriminate against disabled children.

Role of School Principal

The Principal, in conjunction with the Vice Principals, has responsibility for:

- Leadership and management of all aspects of the school's work, including provision for children and young people with special educational needs.
- Keeping the governing body informed about SEN issues.
- Working closely with the Head of Learning Support/SENCO.
- The deployment of all special educational needs personnel within the school.
- Monitoring and reporting to the governors about the implementation of the Kenton Schools' SEN policy and the effects of inclusion policies across Kenton School as a whole.

Head of Department, Learning Support/SENCO Role

The Head of Department, Learning Support/SENCO has responsibility for the strategic and operational leadership of student support across Kenton School including provision for SEN children and young people, students with English as an Additional Language and students with additional and/or complex needs. The Head of Department, Learning Support/SENCO has the National Award for SEN Co-ordination (NASC) status.

The Head of Department, Learning Support/SENCO is responsible for co-ordinating the provision of special educational needs throughout the Academy. This includes:

- Overseeing the day-to-day operation of the SEN policy.
- Providing leadership, advice and support to staff, in the area of special educational needs.
- Working alongside staff to assist them in assessing, identifying and planning for SEN and ensuring that SEN children and young people make progress.
- Assisting in the monitoring and evaluation of the progress of children and young people with SEN, through use of existing school assessment information, e.g. regular Progress Assessments, close liaison with subject/class teachers, external examinations and SISRA data etc.
- Overseeing and maintaining specific resources for special educational needs.
- Liaising with external agencies and providing a link between these agencies, class/subject teachers and parents/carers.
- Contributing to and, where necessary, leading the in-service training of staff.
- Monitoring, evaluating and reporting on the provision for children and young people with SEN, to the governing body, in conjunction with the Assistant Principal Learning Support and the Governor for Special Needs.
- Management and update of the SEN register and SEN records – including the dissemination of relevant SEN information, regarding individual children and young people, to staff.
- Ensuring that children and young people, identified with SEN, are listed in the SEN Register, on Class Charts and in SIMS.
- Co-ordinating Examination Access Arrangements, for SEN children and young people, during external examinations and internal assessments.
- Carrying out detailed assessments and observations of children and young people with learning difficulties and special educational needs.
- Liaising effectively with the Heads of Department, Year Leaders, LSA Manager, Support Assistants Higher Lever and Learning Support Assistants.
- Liaising with the SENCOs in feeder Primaries, to ensure a smooth transition for SEN children.
- Liaising with the SENCOs in other FE and HE institutions to ensure a smooth transition for young people with SEN.
- Liaising with parents/carers of children and young people with special educational needs, in conjunction with class/subject teachers and Key Workers, so that they are aware of the strategies being used and encouraging them to be partners in the process.
- Coordinating SEN Reviews and managing all statutory documentation relating to special educational needs.
- Liaising with the Designated Teacher where a Looked After Child has SEN.

Class/subject teachers are responsible for SEN provision within the classroom and for providing an appropriately differentiated and inclusive curriculum. The first step in responding to an individual's identified need is through Quality First Teaching to ensure that high-quality teaching, differentiated and personalised, is in place. Class and subject teachers retain responsibility for the progress of individuals and are at the centre of planning SEN provision with the SENCO and any specialist staff involved with the child or young person.

Learning Support Assistants work as part of the team alongside the SENCO and subject teachers. They support the individual needs of children and young people with SEN and help with their inclusion within the classroom, in small intervention groups and through one-to-one support. They play an important role in implementing personalised provision and in monitoring progress. They contribute to review meetings and help children and young people with SEN to gain access to a broad and balanced curriculum.

Co-ordinating and Managing Provision

Across Kenton School:

- Sharing of expertise is welcomed and encouraged.
- Special educational needs provision is a whole school responsibility.
- There is daily contact between all staff to monitor individuals and to discuss concerns, both formally and informally.
- Children and young people and parents and carers are involved, as far as is practical, in discussions regarding targets, provision and progress.

Admission arrangements

- Normal admission arrangements apply for students with SEND (see Admissions Policies). We strive to be a fully inclusive school.
- All children and young people will be treated according to their needs in line with Kenton Schools Accessibility Plan and Policy for equality of opportunity.
- No child or young person will be denied admission because of his or her ethnicity, religion, physical ability or academic attainment.
- Where a child or young person has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure that these individual needs are fully met.
- If a child or young person is transferring into Kenton School with an EHC Plan, or has been receiving LA Additional Top Up Funding in their previous school, the continuation of this support will be negotiated with the LA to ensure that their needs can be met.
- Student's wishing to apply for a place within our Speech and Language or Communication Difficulties ARP are required to submit an application to the ARP Panel. The allocation of an ARP placement is determined by the Local Authority not the school.

Any variation to the above will need to be agreed by the full governing body.

Provision

At Kenton School:

- All teaching staff are able to teach students with SEN. Additional training for teachers and Learning Support Assistants is made available, when necessary and appropriate, particularly training to meet the specific needs of an individual student.
- Via Class Charts, all staff are kept well informed about the strategies needed to manage individual SEN needs effectively.
- We try to ensure that other children and young people understand these needs and respond with sensitivity.
- SEN support aims to encourage as much independence as possible within a safe and caring environment.
- We have access to the expertise of LA services, and other agencies, if, and when, required.
- Governors endeavour to ensure that the environment of the school is such that, as far as is practically possible, children and young people with disabilities can participate in the full curriculum.

Nurture Provision

Students who join Kenton in Years 7 or Year 8 may be allocated a place in a more nurturing classroom environment provision. Identification of students who would be appropriate for this provision is based on their academic ability and social vulnerability – students in these groups are likely to be functioning well below that of expected levels. These classes have reduced numbers to that of other main school classes and the curriculum is heavily differentiated and scaffolded. These groups are supported by additional LSA support. As students move through KS3, academic levels are regularly assessed and appropriate additional support may be identified, for example referral for Educational Psychology Service assessment.

In class support

The priority for allocating support is for students with an EHCP and those who are supported by High Needs funding. Some students with an EHCP may receive some 1:1 support both in class and in the Learning Support Department. Many students who do not fall into the high needs funding category will benefit from in class support. It is important to note that the first step in responding to an individual's identified need is through Quality First Teaching.

Targeted Intervention

Some students require additional support to address specific SEND. The Learning Support Department deliver a range of targeted interventions that include:

- An evidence based progressive literacy intervention programme (Lexia Core5, Lexia Power UP, Lexonik Leap, Lexonik Advance)
- An evidence based basic numeracy intervention (Catch-up Numeracy)
- SLCN intervention (directed by NHS SALT Service)
- Social and Emotional Mental Health support (TalkAbout, Zones of Regulation, Prince's Trust)

Students who have SEND can also benefit from a range of support which includes:

- Attendance Officer (who will support full attendance)

- Connexions (whose staff interview students about their future plans and grades needed)
- EAL support (where students whose English is weak receive specialist EAL support)
- SEND teaching staff (who provide academic and pastoral support for SEND students)
- LSAs (who are Key Workers, supporting SEND students in and out of class with academic or pastoral issues)
- Supervised area for break and lunchtime

The Learning Support Department also offers space for students to have appointments with a variety of outside support agencies e.g. Children's and Young Peoples Service professionals, Social Workers, teachers of the hearing or visually impaired, Youth Offending Team workers, Occupational Therapy staff and Speech and Language Therapists.

ADDITIONALLY RESOURCED PROVISIONS (ARP)

As part of Kenton School's commitment to inclusive education the Learning Support Department has incorporated two Additionally Resourced Provisions (ARPs)

Communication and Interaction ARP (CI)

An Additionally Resourced Provision (ARP) for students on the Autistic Spectrum. The ARP provides students with the support they require to access an inclusive education. This includes students being provided with a discrete form group in years 7 and 8 and high levels of support to focus, not only on academic subjects, but key life and social skills. In addition, the students access mainstream teaching with the support of Learning Support Assistants. Where appropriate, students within the Communication and Interaction ARP are provided with familiar teaching and pastoral spaces for our ASD students to learn and develop.

Speech and Language ARP (SL)

The department also incorporates a Speech and Language ARP. This provides students with a regular programme of therapy. The programme is agreed by Speech Therapists and disseminated by an identified member of the Learning Support Department. These students are taught in mainstream classes.

2. IDENTIFICATION, ASSESSMENT AND PROVISION

Access to Facilities and Provision

Please refer to Kenton Schools' Accessibility Plan which outlines how we:

- Increase access to the curriculum for children and young people with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information for children and young people

Allocation of Resources

Most of the resources, used by children and young people with special educational needs, are available within classrooms and within the Learning Support Department. Learning Support Assistants may be targeted to work with identified children and young people, under the guidance of a teacher, and in consultation with the SENCO. The SEN budget is spent on resources and staffing costs which are allocated to support the SEN children and young people and to meet the objectives of this policy. Kenton School will use a range of funding, including the notional SEN budget and, where applicable, pupil premium to provide high quality support for

children and young people with SEN. Occasionally, children and young people may be allocated further funding which enables them to receive increased individualised support. An EHC Plan or LA Additional Top Up Funding determines this support.

Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all children and young people to access the learning. Teachers have high expectations for all children and, in their planning and teaching, they provide suitable learning objectives, meet the diverse range of learning needs and remove barriers to learning. For the majority of the week, children and young people with SEN are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of all children and young people but, in order to maximise learning, some children and young people are withdrawn, individually and/or in small groups, to participate in targeted, time-limited interventions which are planned to meet particular needs. Children and young people with SEN are actively encouraged, and supported, to join in and benefit from additional activities and clubs, in addition to any wider community activities.

Medical Conditions

Kenton School will follow the recommendations of the Children and Families Act (2014) with regard to arrangements for children and young people with medical conditions. Where a child or young person also has SEN, their provision will be planned and delivered in a co-ordinated way with their healthcare plan.

Looked After Children

Kenton School will follow the recommendations outlined in the Statutory Guidance provided by the Department for Education. For students who have an EHC Plan, the school will ensure that this works in conjunction with both the Care Plan and the Personal Education Plan (PEP) in order to provide a comprehensive overview of needs. Students who do not require an EHC Plan but are in receipt of additional support, the LAC Co-ordinator will work in conjunction with the SENCO to ensure the identified provision meets the academic and if necessary social and emotional needs of the child. Pupil Premium Plus funding may be allocated to meet these needs. Each meeting held will be done so in collaboration with students the Virtual School and Social Care.

Identification, Assessment, Planning and Review Arrangements

Kenton School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice, for all children and young people, and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils' (Teachers' Standards, 2012). School assessment data, teacher judgments and, where appropriate, assessments from outside agencies, are used to identify children and young people who require additional and different provision. The following are *not* SEN but may impact on progress and attainment: disability; attendance and punctuality; health and welfare; English as an Additional Language (EAL); receipt of pupil premium; being a Looked After Child; being a child of service personnel.

SEN Support - Four Part cycle (Assess, Plan, Do, Review)

The identification of SEN is built into the overall approach to monitoring the progress and

development of all pupils in school. Regular progress and review meetings support the early identification of children and young people who may have SEN. Where concerns are identified, they are then discussed with the SENCO and appropriate action is then taken.

Assess

The class or subject teacher, working with the SENCO, will carry out a clear analysis of a child's needs. This assessment will be reviewed regularly and, where appropriate, professionals will help to inform the assessment. Parents and carers may be asked to contribute to this process.

Plan

Parents/carers will be formally notified if their child is to be placed on the SEN Register at 'SEN Support'. Adjustments to provision, interventions and support will be agreed with staff, the child or young person and parents/carers and a record of this planning will be made. An SEND Learning Plan will be written which is shared with teachers so that they are able to plan appropriately differentiated lessons and resources that are personalised to the students individual SEN.

Do

The class or subject teacher will remain responsible for working with the child or young person, on a daily basis, and retain responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any LSAs or specialist staff involved. The SENCO will support this process.

Review

The effectiveness of the support and interventions, and their impact on the child or young person's progress, will be reviewed on an agreed date. Regular reviews will be held with parents/carers and the class or subject teacher, working with the SENCO, will revise the support in the light of the child or young person's progress. If the child or young person does not make the expected progress, over a sustained period of time, the SENCO will consider involving specialists (e.g. Educational Psychology Service, School Health, School Improvement Service (SIS) SEN Support, SEN Teaching and Support Service (SENTASS) and, when appropriate, Social Care and the Looked After Children Team etc).

Additional Top Up Funding

Where a child or young person's needs exceed the nationally prescribed threshold (currently £6000) additional funding will be applied for from the Local Authority.

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a child or young person, the child has not made expected progress, then the SENCO and/or parents/carers will consider requesting an Education, Health and Care assessment. The SENCO will provide the Local Authority with evidence of the action taken as part of SEN support. This may or may not result in the issuing of an Education, Health and Care Plan which entitles the child or young person to additional support, as prescribed in the Plan, to support

them in meeting identified outcomes.

Further details regarding provision for children and young people with SEN can be found in the SEN Information document.

This document can be found on the Kenton School website. It outlines the provision made for all children and young people with SEN, at Kenton School, within the four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and/or Physical. Some children and young people may have needs which span several areas.

Evaluating the success of our policy

This policy will be evaluated against the objectives previously stated and measured by the following:

- Teachers' planning reflecting the learning objectives for children and young people with special educational needs.
- Parents/carers being aware of individual targets/outcomes set for SEN children and young people.
- Children and young people being involved in discussing, contributing to and reviewing their individual targets/outcomes.
- Progress being monitored closely to ensure that children and young people progress through specific, measurable, achievable, realistic, time-bound targets (SMART).
- Overall analysis of progress tracking data and assessment results in addition to pre and post assessments for those SEN children and young people who are withdrawn for targeted interventions in specific areas.
- Ensuring that external agencies, where appropriate, are fully informed and involved.
- Formative assessment (e.g. through observations and work scrutiny).
- Monitoring of procedures and practice, by the SEN Governor, in conjunction with the Vice Principal and Head of Learning Support/SENCO.
- The number of children and young people identified on the SEN Register.
- Kenton School self-evaluation.
- Any external evaluation, or inspection, which also enables us to evaluate the success of our provision.

Success criteria:

- All planning will reflect identified individual needs.
- Identified children and young people will reach their expected target, as judged through objective testing and/or teacher's professional judgement, and/or no longer needing additional support.
- Parents/carers, children, young people and external agencies will be fully involved in the support process.
- All SEN children and young people will make significant progress.
- All SEN children and young people will enjoy school and achieve success.

3. PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Partnership with Parents/Carers

Parents/carers are important partners, in the effective working relationship with Kenton School, in raising their child's achievement. They are fully involved in the identification, assessment and decision-making process and they are encouraged to discuss any concerns with class/subject teachers/SENCO as they arise. Parent/carer contributions, regarding their child's education, are valued highly by the staff in Kenton School. Interpreters are arranged for parents/carers who require translation during meetings; written information is in accessible formats; sufficient notice is given for meetings, to enable preparation and planning time for parents/carers. Family Advice and Support Team (information@skillsforpeople.org.uk 01912818737) is also used by parents/carers for further support and guidance. Parents/carers will be regularly updated with relevant information and will be consulted before outside agencies become involved. The Early Help Plan is used to co-ordinate support for children, young people and their families who have a range of needs.

Pupil Participation

We show sensitivity, honesty and mutual respect in encouraging children and young people to share their views and we value their contributions. Children and young people are involved in the decision-making process, whenever possible, and are supported in order to do so.

Confident children and young people, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during their school years. At Kenton School, we help children and young people to participate in their learning by encouraging them to discuss targets and steps for improvement. All students on the SEN register are allocated a Key Worker whom they meet with formally each half term, as a minimum, to discuss and review their progress. The Key Worker offers an additional layer of pastoral support in addition to the focus on the students SEN and their academic progress. For those with SEN, this includes discussing the strategies for success outlined in SEN Learning Plans and in targets and outcomes set by subject teachers. We encourage children and young people to take part in reviewing their progress and in setting new goals and challenges.

Whenever possible, children and young people are encouraged to attend their review meetings.

Links with external agencies and support services

Close links are maintained with the LA support services to ensure that Kenton School makes appropriate provision for children and young people with special educational needs. When it is necessary to contact external agencies, the SENCO will make the arrangements and consult with parents/carers accordingly. These agencies normally include:

- Educational Psychologists
- Special Educational Needs Teaching and Support Service
- School Health/National Health Service
- Educational Welfare Service
- Children and Young People's Service
- Social Care

Links with other schools and transition arrangements

At Kenton School, links are maintained to ensure a smooth transfer, on school entry, through liaison and visits to feeder Primary Schools. Kenton's SENCO will attend Year 6 SEN Reviews and children with SEN (and their parents/carers) are invited to Kenton School for additional induction visits/activities in the term before they start at Kenton as well as participating fully in the summer transition programme for all Year 6 students joining us the new term and, if necessary, the school liaises with other agencies at this stage. Children transferring, mid-year, are offered visits and their SEN information is sought from their previous school to ensure a smooth transition.

At Kenton we work closely with our primary partners, who identify those Y6 students that are likely to find transition to Secondary Education particularly difficult. These children are able to access an enhanced and extended transition over the final half term. This extended transition aims to reduce anxiety and develop relationships early – assisting staff at Kenton School to ensure appropriate provision and support is in place when students join in September. To further ease transition, our more vulnerable SEN children are carefully located in classes and may be paired with a child of a similar level of need. Some children are allocated an LSA, to assist with transition issues, and all SEN records and information are transferred as part of the transition process. Children transferring, mid-year, are offered visits and their SEN information is sought from their previous school to ensure a smooth transition. During the Summer Transition programme Kenton School also administers a reading test which is used to identify those who would benefit from intensive literacy work as they move into Year 7.

At Kenton School, if a child or young person with SEN transfers to another school (e.g. to an alternative post-16 institution), the SENCO and Post-16 SEN Tutor liaise with other SENCOs/key staff to ensure a smooth transition and key information, regarding SEN provision, will be shared with the next school/setting through the review process. Parents/carers are fully involved in transition planning at all stages.

Professional Learning and appraisal

Through the monitoring and evaluation of our provision, the Head of Faculty, Learning Support/SENCO, Assistant Principal Teaching and Learning, Vice Principal and School Principal will identify any particular professional development needs of the staff in relation to Special Educational Needs and Disabilities. Staff development will be linked closely to the School Improvement Plan and Appraisal Objectives. There is an LSA Professional Learning Programme in place that focuses specifically upon their role and supporting the progress of students with SEN. Staff who attend additional courses will disseminate information at staff meetings. Whole school professional learning sessions are arranged, as appropriate, in response to any particular needs identified across the whole school. Outside agencies are involved in the delivery of SEN focused training as required. The Head of Department, Learning Support/SENCO ensures that staff are informed of local and national developments in relation to SEN and Inclusion.

This SEN and Disability Policy will be reviewed and amended annually.