



# Special Education Needs Policy

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# SEN Information Report

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

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| Date written:                               | Sept. 2023 |
| Date of last update:                        | Sept. 2023 |
| Date agreed and ratified by Governing Body: |            |
| Date of next full review                    | Sept. 2024 |

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedure

## Key Contacts

| Position  | Name            | Contact information             |
|---|-----------------|---------------------------------|
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**This document follows statutory guidance from the Department for Education when performing their duties relating to Special Educational Needs and Disabilities.**

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### 1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

### Our Vision

At Cross Keys Learning we want a school for our students where:

- All children, regardless of social background or academic ability, have the right to a good quality education.
- Children should be active participants in the learning process.
- Children come to school with knowledge and experience of the world; the teacher's role is to help them to develop new understandings and skills.
- The role of the teacher is a facilitator of learning.
- The curriculum should be relevant to children's lives and should reflect the important issues facing society in the twenty-first century.
- All children have the ability to learn.

**The Cross Keys Learning Values:** Our values stand for: Confident, Creative, Aim high and be ambitious, Responsible, Resilient, Respectful, Everyone matters.

CARE at Cross Keys has a dual purpose, not only is this an acronym for the values we promote throughout school life, but it is the word that we feel should sit at the very centre of everything we do. This has to appear first in our values as all staff recognise that we need to take care of a student's special educational, disabilities, personal, social, and emotional needs as a priority. We aim to gain children's trust to enable us to understand them as individuals and respect their opinions. A safe and stimulating physical environment is essential in supporting this.



We hold this vision and these values for all students whether they have SEND or not. At Cross Keys Learning, inclusion means valuing and respecting all students and adults equally. We aim to overcome barriers to learning through recognising the individual needs of every student. Staff are supported in their roles to develop and maintain the inclusive ethos of the school. We endeavour to build on and foster links with the local community recognising that inclusion at Cross Keys Learning is one aspect of inclusion in society.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment, and background. We pay particular attention to the provision for, and the achievement of, different groups of learners.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health, and care (EHC) plans, SEND Coordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

## **4. Roles and responsibilities**

### **4.1 The SENDCo**

The SENDCo will:

- Work with the Pastoral Team, wider Senior Leadership Team (SLT) and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Manage all interventions to ensure they are appropriate, efficient, and impacting on learning and student development
- Ensure the school keeps the records of all students with SEND up to date

### **4.2 The SEND Governor**

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the SENDCo and SLT to determine the strategic development of the SEND policy and provision in the school

### **4.3 The Headteacher**

The Headteacher will:

- Work with the senior leadership team, inclusion officers, middle leaders, SENDCo, Assistant SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants and or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each students' progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## **5. SEND information report**

### **5.1 The support provided for students**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction (for example, Autism, speech, and language difficulties)
- Cognition and learning (for example, dyslexia, dyspraxia)
- Social, emotional, and mental health difficulties (for example, ADHD (attention deficit hyperactivity disorder))
- Sensory and/or physical needs (for example, hearing impairments, processing difficulties)

### **5.2 Identifying students with SEND and assessing their needs**

We will assess current skills and levels of attainment of each student upon entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving students and parents**

We believe that we can best meet the needs of individual children by working closely with parents/carers. We believe that good communication between the school and the home is essential. We aim to develop an effective and sustainable long-term partnership. We believe that an informed and supportive parent body will help raise standards and help children achieve their full potential.

We aim to develop partnerships between parents/carers and staff which are based on mutual trust and respect, and which promote the sharing of information and knowledge for the benefit of the children in our care. We aim to work together collaboratively, with a shared agenda and common sense of purpose in order to improve outcomes for all children.

Effective communications enable us to share our aims and values through keeping parents/carers well informed about school life. This reinforces the crucial role that parents/carers play in supporting the school in educating their children. We communicate through a range of different strategies. Some of our communications are a result of a statutory requirement, others reflect what we believe is important to our school.

Please see our Communication with Parents and Carers Policy for further information (on the school websites).

We share information in the following ways:

### **Curriculum Updates**

Parents/carers can access information through the schools' websites or by contacting staff directly.

### **Annual Reports**

Each year we provide a written report to parents/carers on each student's progress in all areas of the National Curriculum, where appropriate. This report also identifies areas of strength and areas for further development.

### **Consultation Meetings**

Parents/Carers have the opportunity to meet with teachers, therapists, care staff and senior leaders each term to discuss progress, celebrate successes, and to identify how parents/carers can support their child at home. Parents are able to look at their child's work during these meetings.

### **Annual Review of the EHCP**

This is a meeting to determine whether or not the EHCP should be maintained and remains appropriate. The student's progress against educational targets and outcomes are key and provides the basis for discussion about the provision required to meet the individual's needs. Detailed reports are written for this meeting by all professionals.

### **Individual Education Plans (IEPs)**

These are set following the annual review and are based upon targets set at the meeting. They are reviewed and revised regularly, and parents/carers are updated on progress as part of the termly consultation meetings.

### **Newsletters**

These are sent home and placed on our websites every two weeks and keep parents/carers and other stakeholders informed of news and events about the school.

### **Letters**

Individual staff members will send letters from time to time to inform parents/carers of planned visits/outings etc.

### **Day to Day Contact**

We encourage parents/carers to first discuss any concerns or issues about their children with the class teacher. The class teacher will liaise with other staff as and when necessary. Parents/carers can make contact via a Home-School book or by telephone before and after school.

### **Home-School Liaison Book**

These are designed to help ensure meaningful two-way communication about events, behaviours, and home learning etc. Comments should be positive as far as possible, and the class teachers determine the frequency of completion.

### **Celebrations/Assemblies**

We encourage parents to attend coffee mornings, open days, performances, and assemblies to celebrate the work of the children.

Arrangements for Consulting with student s and involving them in their Education.

All children in our school are treated with dignity and respect. The school aims to fully personalise the curriculum for each student in order that they can access and experience success throughout their school life.

The School Council enables students to contribute and decide on aspects of school life relating to their needs. In addition, student s take part in the selection process of all staff by interviewing them and making recommendations to the selection panel.

The assessment and annual review process of statements of SEN and EHCP includes the choices and views of students. Where possible, students are encouraged to think of their own targets as part of this process.

### **5.4 Assessing and reviewing students' progress towards outcomes.**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the students' needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The students' own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the students' progress.

Assessment and Recording Systems (please see the Assessment, Recording and Report Policy for further information)

- Key Stage 1 and 2 assessments- National Curriculum.
- Annual target setting based on a personalised formula and measured against prior attainment.
- Open Awards Programme and Qualifications.
- GCSE Programme and Qualifications.
- Functional Skills Awards Programme and Qualifications.
- BTEC Awards Programme and Qualifications.
- Individual Education Plans (IEPs)
  - Therapy assessments and progress towards achieving outcomes in individual programmes.
- Attendance.
- Evidence of current levels through work scrutiny and moderation.
- Phonics assessment where applicable.
- Behaviour through Behaviour Management Plans and incident forms. Reporting to Parents
  - Annual Review reports which include comprehensive reports on all educational subjects, therapy progress and life skills progress
- End of Term and Year report
- Parents' / Carers' consultation meetings
  - Home – school communication diaries
- Telephone calls
- Home visits, where required

### **Student Voice**

Cross Keys Learning has a student-centred culture and is a Rights Respecting School. Students with SEND often have a unique knowledge of their own needs and circumstances and their own views about what they have difficulties with and what sort of help they would like to make the most of their education. They are encouraged and expected to participate in all the decision-making processes including the setting of learning targets and contributing to support plans.

The school holds student-centred annual reviews. students contribute to and attend all or part of their annual reviews as appropriate to their age and level of maturity. students contribute to their annual reviews through sharing their successes and reflecting on what they need to help them learn. Progress is shared, previous targets are reviewed, and new targets and actions are set with parents.

### **5.5 Supporting students moving between phases and preparing for adulthood.**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students' which information will be shared as part of this.

Transition can be an anxious time for both students and parents especially for some students who have SEND. As a school we recognise this and put a number of measures in place to offer support at this time. Advance planning for students in Year 11 is essential to allow appropriate options to be considered. Similarly, arrangements are made for students who will be joining our school in Year 11.



Increased networking with partner schools and outside agencies has improved early identification and subsequent support for students with special educational needs. Our dedicated SEN team works directly with partner schools to provide information and guidance to year 11 students within other school settings, delivering support aimed at improving the knowledge and skills of students in preparation for transition.

The SENDCo endeavours to visit the students' previous setting to learn more about the student, and meeting with keyworkers and parents. Transition planning meetings are held as early as possible prior to transfer. Parents, school staff and professionals involved with the students' educational well-being are invited to attend. The student is invited to some of this meeting as appropriate. Prospective students are invited to tour the school, meet new staff and undertake baseline assessments. Prospective students are encouraged to attend taster days to experience what life is like in the school and to help prepare for transition. Information is shared and actions are identified to support transition. The SENDCo will liaise with the SENDCo of the receiving school to ensure that effective arrangements are in place to support students at the time of transfer.

### **5.6 Our approach to teaching students with SEND**

Our unique curriculum strives to meet the needs of all students, irrespective of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation. All learners should be able to access and flourish as part of our community irrespective of any learning needs or disabilities. Our curriculum is designed to be inclusive, accessible, and engaging for our SEND students to facilitate their success. All teachers at Cross Keys Learning are teachers of SEND.

Cross Keys Learning offers a differentiated and personalised approach to learning. Students access the curriculum at a level appropriate to meet their needs. Students are grouped according to age, stage, and general ability, which results in classes ranging for six to eight students.

- This model gives space for frequent reflection by students and for support from teachers.
- Through the continued revisiting of skills and positive behaviours our SEND students are able to refine their skills and practises.
- Our curriculum is also inherently differentiated as our students take on different roles in their projects, beginning with a role within their comfort zone but gradually exposing them to new competencies.

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We will also provide the following interventions:

- One-to-one weekly support
- Mentoring
- Literacy
- Numeracy
- LEXIA
- In class support
- One to one support
- Speech & Language Therapy
- Counselling
- CASI (Communications and Social Interaction)

## Our Curriculum

### Curriculum Pathways

At Cross Keys Learning we believe that the word ‘curriculum’ should be interpreted in its widest meaning. It is every planned learning experience the students have as a member of the school, both learnt formally within a lesson or informally outside the classroom throughout the whole School Day. It is all the planned activities that we organise in order to promote learning, personal growth, and development. Teachers, support staff and instructors structure these experiences to ensure that they have the most positive effect on the attainment, progress, and personal development of all students.

The school’s overall aim is achieved by continually developing a coherent curriculum enables learners to become successful learners, confident individuals, and responsible citizens. Our curriculum is mapped and sequenced to include coverage of the National Curriculum, whilst also providing a range of experiences through our broad and balanced curriculum. At Cross Keys Learning, personalisation is the key to everything that we do. The curriculum is matched to the individual needs of students, whilst taking into account particular SEND needs.

Cross Keys Learning aims to promote a curriculum that enables:

- Every child to receive the education they need to be motivated, independent learners.
- Every teacher to be equipped to provide an ambitious, flexible, and broad curriculum that reengages students with learning through an approach that tailors learning to their interests, life experiences and backgrounds incorporating vocational as well as academic pathways and opportunities.
- Every parent and carer to know how their child is doing, what they need to do to improve and how they can support their child and teachers.



## Lower School

### The KS2 Curriculum

The curriculum at Key Stage 2 enables re-engagement through a thematic approach. There is a key focus on developing core skills and a prioritisation on personal development. KS2 have lessons every day for the embedding of key skills in line with students' individual EHCP outcomes, such as: handwriting, phonics, spelling, reading, and numeracy.

Student's social needs are also taken into consideration along with any other aspects that are deemed important, and these are addressed through delivery of weekly timetabled Personal Development lessons and daily intervention sessions. SMSC requirements are met through the delivery of Personal Development and RSE alongside many theme days throughout the year. Learning outside of the classroom is also a key element of the Key Stage 2 curriculum.

The Key Stage 2 Curriculum is introduced and developed on a thematic topic-based curriculum (creative curriculum) and incorporates all core subjects and follows the KS1 (where applicable), KS2 and KS3 National Curriculum objectives to ensure all areas are covered. These are placed into the 3 Year, Long Term Learning Journey, which is continually updated. Alongside this thematic approach discrete intervention to support learning in numeracy and literacy will focus on students being able to catch up and fill in gaps in learning.

### The KS3 Curriculum

At the end of each academic year the students in Year 7 enter the Key Stage 3 Curriculum Phase. Students at this Key Stage are also encouraged to develop and consolidate their key skills in greater depth as they move through the curriculum journey.

The final term of Year 9 is organised so as to focus on transition into Key Stage 4: at the end of Year 9 the students make their vocational option choices for Year 10 and 11.

### The KS4 Curriculum

The curriculum from key stage 4 onwards provides the flexibility to be able to offer our young people a learning experience that will meet their individual needs. The pathways available for the students at Cross Keys Learning School comprise of Personal Development, Preparation for Adulthood, Core Subjects and Options (a combination of academic and vocational) and work experience. The personalised pathways are designed to meet the desired requests of the students, statutory requirements of each student's EHC plan, and views taken from parents/carers and other professionals. The aim of this phase is to personalise the curriculum, to meet individual personal needs, engage the learners and provide maximum opportunity to achieve. All learners are challenged to make progress and achieve. The options provide opportunities to broaden and increase individual experience towards independence.

Core subjects at this stage consist of:

- GCSE or Functional Skills English
- GCSE or Functional Skills Maths
- Open Awards Science
- BTEC PE
- BTEC Home Cooking Skills
- Personal Development
- Careers & Employability
- Preparation Adulthood
- Open Awards ICT

Option subjects available based on individual student interest are:

- GCSE Art
- GCSE RE
- Open Awards Catering & Hospitality
- Open Awards Horticulture
- Open Awards Creative Art
- Open Award Digital

All key stage 4 students have further opportunities to develop personal interest through college placements or apprenticeships according to personal maturity and individual chosen pathway. They provide extended learning opportunities and personal development, to encourage new relationships and friendships, to experience new learning environments, to gain additional qualifications and to encourage lifelong learning. College placements or apprenticeships are offered to Year 10 and 11 in a range of courses dependant on the cohort interests.

### **5.7 Adaptations to the curriculum and learning environment.**

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, larger fonts, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

In addition, in conjunction with the NHS and the Local Authority Communication and Interaction Team we offer comprehensive and fully integrated speech and language therapy, occupational therapy and physiotherapy. These professionals undertake individual, group and class work around improving social, communication, sensory, motor and life skills.

We have a number of Teaching Assistants who are trained to deliver interventions to meet a range of needs. Teaching Assistants may work with students 1:1 or in a small group. Support may be delivered in or out of class. These are decisions made by the SENDCo in discussion with class teachers on a case-by-case basis so that we are able to best meet the needs of each student. Additional support and Access Arrangements for examinations are implemented in the classroom and in examinations, in close collaboration with the Examinations Manager.

We work with a range of agencies to provide support for students with SEND. Where children are experiencing needs which cannot be met by the school or the above services, the SENDCo will work with the LA to access appropriate services where these are available.

### **5.9 Supporting students with Medical Conditions**

We recognise that students at the school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under Equality Act 2010.

Some students with medical conditions may also have special educational needs and where this is the case the college will comply with the SEND Code of Practice 0 – 25 (2014)

### **5.10 Expertise and training of staff**

Our SENDCo is experienced in coordinating the needs of young people with SEND and has worked in a number of different educational settings. We have a team of Teaching Assistants, a counsellor and an Assistant SENDCo who are trained to deliver SEN provision.

Where appropriate and subject to the availability of funding the school may engage external expertise to provide the required expertise support and training.

Staff are keen to continue to develop their range of skills within the field of special educational needs. The School Improvement Plan outlines areas for development and the training schedule relates directly to this. In addition, senior and middle leaders have action plans that are associated with their additional areas of responsibility, which again link directly to the School Improvement Plan.

### **5.11 Facilities and equipment**

The following facilities are available across the school:

- ICT suites.
- food technology room.
- art room.
- sensory integration / OT room/soft playroom
- speech and language facilities.
- outdoor learning areas.
- access to sports field.
- minibus; and
- small libraries.

### **5.12 Evaluating the effectiveness of SEND provision.**

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Using student questionnaires
- Monitoring by the SENDCo
- Rigorous monitoring by the senior leadership team
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

### **5.13 Enabling students with SEND to engage in activities.**

Cross Keys Learning is committed to offering an inclusive curriculum to ensure the best possible progress and outcomes for all of our students, whatever their learning needs or disability. We aim to "provide a supportive environment in which individuals feel valued, grow in confidence and fulfil their potential for academic, moral, social and physical development..." Our vision for young people with Special Educational Needs and Disabilities (SEND) is that they achieve the very best they can from their education to lead happy, healthy, independent, and rewarding lives. We ensure that:

- All of our extra-curricular activities and school visits are available to all our students.
- All students are encouraged to go on our residential trips.
- All students are encouraged to take part in sports activities/school performances/special workshops.
- No student is ever excluded from taking part in these activities because of their SEND or disability.
- Arrangements for the admission of disabled students

- The steps have taken to prevent disabled students from being treated less favourably than other students.
- The facilities such as lifts and ramps, disabled toilets are provided to help disabled students access the school.

#### **5.14 Support for improving emotional and social development.**

At Cross Keys Learning, we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching for instance e.g. PSHE, registration time and indirectly with all conversation adults have with students throughout the day.

We provide support for students to improve their emotional and social development in the following ways:

- students with SEND are encouraged to be part of student panels and leadership groups.
- students with SEND are also encouraged to be part of clubs and extracurricular activities to promote teamwork/building friendships.

We have a zero-tolerance approach to bullying and discriminatory behaviours.

#### **5.15 Working with other agencies.**

At Cross Keys Learning we recognise the need for specialised support for many students with SEND and their families. Where the needs of the child cannot be fully met by expertise within school, we work with a large network of external agencies to support our students. These include Professionals from health and social care, Professionals from the LA support services, Speech and Language Therapists, Counselling Service, Outreach services and Voluntary organisations.

Cross Keys Learning is committed to working in partnership with other organisations to support the learning and achievement of students with the variety of different abilities and needs outlined.

- ***Kent County Council and local Special and mainstream schools***

We hold strong relationships with local stakeholders by working with them to solve common issues. This collaborative approach has been highlighted as a key to success for free schools.

**Outcome:** The sharing of best practice and pooling of resources and expertise will serve to avoid any duplication of work in understanding the problems of learners in Thanet and Canterbury. It will also ensure that a joined up and collaborative approach is being taken to address pertinent issues relating to, for example, Social, Emotional and Pastoral Needs, SEND and EAL.

- ***Nasen***

Nasen is a national membership organisation which promotes the education, training, advancement, and development of all those with special and additional support needs by providing professional development and training to those working with learners with SEND.

**Outcome:** To further the professional development of relevant staff through training and updates on SEND policy and best practice.

#### **5.16 Complaints about SEND provision.**

The school aims to provide a high-quality education and service for all its students. Complaints and concerns regarding provision are treated seriously and are seen as a constructive part of school development. The school has a Complaints Policy available for further information (available on the school websites).

If you wish to make a complaint, your tutor is the first person to contact. However, you and your parents are always free to contact the headteacher or a member of the senior leadership team. If the problem is still not resolved, you have the right to take your complaint to the Chair of Governors.

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy if the complaint is not resolved. This can be found on Cross Keys Learning 's website.

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.17 Contact details of support services for parents of students with SEND**

If parents would like independent advice and support we would encourage them to contact the Parents Advice Centre (PAC) 0300 [isak@kent.gov.uk](mailto:isak@kent.gov.uk)

The Parents Advice Centre (PAC) provides the SEND Information, Advice and Support service for Kent County Council.

PAC offers expert advice, advocacy, and mediation for parents/carers of children and young people with SEND on any issues related to Education, Health, and Social Care

### **5.17 Contact details for raising concerns.**

If parents or carers would like more information about their child or have a concern, they should speak to:

- Their child's Class Teacher
- The Special Needs Coordinator:
- Their Teaching Assistant:

Class teachers are available at the start and end of each day. Please be mindful that at the beginning of the day teachers have responsibility for their class and so may need to arrange a time to meet with you to discuss your concerns. Appointments can be made to speak to SENDCo or the headteacher by speaking to a colleague in our main office. Please give the office a brief outline of what you wish to discuss so that we are best able to help you when we meet.

**The school telephone number is:** 01843 602856      **Email:** [enquiries@crosskeysllearning.com](mailto:enquiries@crosskeysllearning.com)

### **5.18 The local authority local offer**

Local authorities ("LAs") have legal duties to identify and assess the special educational needs ("SEN") of children and young people for whom they are responsible. LAs become responsible for a child or young person in their area when they become aware that the child or young person has or may have SEN. You can access services and support offered by the Local Authority.

Our local authority's local offer is published here:

[https://www.kent.gov.uk/\\_data/assets/pdf\\_file/0005/18734/IASK-the-SEND-Local-Offer.pdf](https://www.kent.gov.uk/_data/assets/pdf_file/0005/18734/IASK-the-SEND-Local-Offer.pdf)

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENDCo yearly. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

In addition, the Learning Support Department produces an annual report in which strategies are measured and impacts of initiatives reported on. Both quantitative and qualitative indicators also provide evidence of the impact of this policy:

- The annual success rates for SEND students.
- Annual comparative success rates in SEND groups
  - Communication and Interaction (including autism spectrum disorder)
  - Cognition and Learning
  - Social, Emotional and Mental Health Difficulties
  - Sensory and/or Physical Needs
- Individual tracking through progress and attainment grades and monitoring records
- Student feedback
- Parent feedback
- Leavers Destination

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting students with medical conditions
- Teaching and Learning Policy
- Safeguarding & Child Protection Policy



| Interventions type<br>(What we can offer)         | Number of Students | Possible outcomes   |
|---|--------------------|---|
| Literacy (Lexia)                                  | 8 (31)             | <p>Students improved skills in literacy.</p> <p>Increased levels</p> <p>Gaps in understanding closed.</p> <p>Improvements in work completed within their core English lessons (and others as literacy skills important across the board)</p> <p>Potential for student to sit higher qualification papers.</p> <p>Teachers will also be able to identify specific areas that students need to develop skills in, a teaching assistant will then support that student within this intervention to focus on that identified area/skill.</p>  |
| Numeracy (BKSB)                                   | 19                 | <p>Gaps in student's skills closed.</p> <p>Increased individual levels.</p> <p>Improvement to overall understanding and engagement in time-tabled math class</p> <p>Potential for student to sit higher qualification papers.</p> <p>Teachers will also be able to identify specific areas that students need to develop skills in, a teaching assistant will then support that student within this intervention to focus on that identified area/skill.</p>  |
| Numeracy  | 12                 | <p>Numeracy intervention aimed at students in the lower school who are working at KS2/3 levels.</p> <p>Intervention aims to embed skills learnt in maths lessons and reduce the gap.</p> <p>It will also focus on key skills such as students being able to tell the time and understand money values.</p> <p><a href="https://www.twinkl.co.uk/resources/twinkl-boost/same-day-maths-interventions-twinkl-boost/eyfs-same-day-maths-interventions-twinkl-boost">https://www.twinkl.co.uk/resources/twinkl-boost/same-day-maths-interventions-twinkl-boost/eyfs-same-day-maths-interventions-twinkl-boost</a></p> |
| Communication and Social Interaction Group (CASI) | 22                 | <p>Our students have a wide array of expected outcomes in respect of their social communication needs.</p> <p>The aim of CASI is to address a broad range of possible situations that our students will face.</p> <ul style="list-style-type: none"> <li>• Students will be able to communicate</li> </ul>  |

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|  |    | <p>more effectively with their peers and others,</p> <ul style="list-style-type: none"> <li>• will have a greater understand of how to recognise healthy and unhealthy relationships,</li> <li>• will be more competent at managing social situations and interactions,</li> <li>• will develop a greater understanding of their emotions, being able to recognise, identify, understand and communicate why they are feeling a certain way,</li> <li>• will be developing a better understanding of how to make, maintain and manage friendships,</li> <li>• Can understand boundaries, both physical and verbal</li> </ul> |
| Speech and Language Therapy (External therapist, term 1, 3, 5. HLTA, term 2, 4, 6) | 4  | <p>Through this work students will develop greater skills and strategies to manage their areas of difficulty. This will then enable the students to access and manage their learning more easily and more successfully.</p> <p>This intervention will also support our young people to have a greater capability in traversing all aspects of their life through the development of their identified areas of need, for example, their reciprocal language, expressive language, their listening, and attention skills and so on.</p>  |
| Pastoral check-ins   | 16 | Students are able to manage difficult situations better. Manage their reactions independently and recognise their achievements. Developing self-confidence and motivation.   |
| Sensory Circuits   | 7  | Development of student motor skills.<br>Improvement in confidence and motivation.  |

| Interventions type (not currently in place)             | Number of students | Possible outcomes   | What is required?                             |
|---|--------------------|---|---|
| Pre and post teach vocabulary                           | 12                 | A greater understanding of the vocabulary and concepts required for the identified subject/topic. | Training for staff                            |
| Emotional Literacy (could combine CBT and Mindfulness?) | 16 (CBT-6)         | Students will be better equipped to recognise, identify and                                       | Appropriate programme and training for staff. |

|                    |       |  |  |
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|                    | (M-4) | understand and their own and other's emotions. Alongside this our students will develop strategies through CBT and Mindfulness techniques to support them in managing their own and others emotional reactions and responses.  |  |
| Precision teaching | 12    | <p>Students will be identified by their teachers as needing additional support to master specific skills in certain subjects. That identified skill will then be systematically taught to the young person on a frequent basis in a repetitive manner to best enable retention of that specifically identified skill.</p> <p>This will have a positive impact upon that young person's learning in respect of both knowledge and confidence.</p> | Training for staff                       |
| Touch typing       | 3     | Students will develop alternative methods of recording their work.   | Identified programme and staff training. |
| Handwriting        | 3     | <p>Students will develop greater skills in producing legible handwriting to enable staff and others to be able to accurately mark work and assess work.</p> <p>This piece of work will also support the young person's development of their fine motor skills on a whole and as well as enhancing their self- confidence.</p>  | Identified programme and staff training. |

**Overview of each Intervention**

|                           |   |
|---------------------------|---|
| Name of intervention:     | Literacy (Lexia)  |
| Overview:                 | <ul style="list-style-type: none"> <li>• Personalised, interactive literacy software,</li> <li>• Supports pupils of all ages and abilities in literacy skills development</li> <li>• Has been proven to be effective in over 20 externally reviewed research studies – including an efficacy study by the Education Endowment Foundation</li> <li>• Identifies gaps in each user's literacy abilities,</li> <li>• Provides relevant online and workbook teaching to support closing those gaps by improving the student's abilities.</li> </ul> <p><a href="https://www.lexialearning.com">Learn more about Lexia English: Program Structure and Features (lexialearning.com)</a></p> |
| Possible outcomes:        | <p>Students improved skills in literacy.</p> <p>Increased levels</p> <p>Gaps in understanding closed.</p> <p>Improvements in work completed within their core English lessons (and others as literacy skills important across the board)</p> <p>Potential for student to sit higher qualification papers.</p>   |
| Duration of each lesson:  | <ul style="list-style-type: none"> <li>• 30 minutes</li> <li>• 1 lesson per week</li> <li>• Term on/term off</li> </ul>   |
| How it will be delivered? | <p>Students will access the 30-minute session within their class group. The students will be allocated time with the TA delivering within the IT suite or laptops and a room be provided.</p>   |
| Who will deliver it?      | Teacher/Teaching Assistant  |
| How it will be measured?  | <p>Lexia establishes where the gaps are in the students understanding. The work is then set in direct accordance with that. As the student works through the set tasks Lexia will, in real time, up-date the data the student data and continue to set work, both online and off-line resources in respect of the data as it changes.</p> <p>Progress can be measured in terms of 3 skills status (foundation, Intermediate and Advanced) as well as 3 strands (Word study, Grammar and Comprehension), through PowerUp, as well as academic years (R – Y9). Progress can be measured as a whole class and individual students.</p>   |

**Overview of each Intervention**

|                           |   |
|---------------------------|---|
| Name of intervention:     | Numeracy (BKSB)   |
| Overview:                 | <p>As its title denotes BKSB is a Basic Key Skills Builder. Both literacy and numeracy can be covered within this programme. We have chosen to follow the numeracy programme only.</p> <p>BKSB is online review tool which will give the student and school Maths (numeracy) levels, and can also help to identify any skill gaps or areas that the student might need additional support in.</p> <p><a href="#">Basic Key Skills Builder - Literacy and Numeracy Skills Review   TasTAFE</a></p> |
| Possible outcomes:        | <p>Gaps in student's skills closed.</p> <p>Increased individual levels.</p> <p>Improvement to overall understanding and engagement in time-tabled math class</p> <p>Potential for student to sit higher qualification papers.</p>   |
| Duration of each lesson:  | <ul style="list-style-type: none"> <li>• 30 minutes</li> <li>• 1 lesson per week</li> <li>• Term on/term off</li> </ul>   |
| How it will be delivered? | Students will access the 30-minute session within their class group. The students will be allocated time with the TA delivering within the IT suite or laptops and a room be provided.  |
| Who will deliver it?      | Numeracy Teaching Assistant   |
| How it will be measured?  | <p>As the student works through the various tasks set by the skills builder the programme will calculate the student's levels within an identified group of numeracy skills.</p> <p>Each student has an expected target to achieve within a period of time to support progress against educational outcomes.</p>  |

**Overview of each Intervention**

|                       |   |
|-----------------------|---|
| Name of intervention: | Communication and Social Interaction Group (CASI)   |
| Overview:             | <p>This resource is devised and delivered by a Teaching assistant. Each session has a learning objective with tasks to support the student to achieve. Topics are usually broken down into week-by-week objectives to support the student to have a better understanding of that term's specific topic through a week-by-week step by step process.</p> |

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| Possible outcomes:        | <p>Our students have a wide array of expected outcomes in respect of their social communication needs.</p> <p>The aim of CASI is to address a broad range of possible situations that our students will face.</p> <ul style="list-style-type: none"> <li>• Students will be able to communicate more effectively with their peers and others,</li> <li>• will have a greater understand of how to recognise healthy and unhealthy relationships,</li> <li>• will be more competent at managing social situations and interactions,</li> <li>• will develop a greater understanding of their emotions, being able to recognise, identify, understand and communicate why they are feeling a certain way,</li> <li>• will be developing a better understanding of how to make, maintain and manage friendships,</li> <li>• Can understand boundaries, both physical and verbal</li> </ul>  |
| Duration of each lesson:  | <ul style="list-style-type: none"> <li>• 30 minutes</li> <li>• 1 lesson per week</li> <li>• Term on/term off</li> </ul>  |
| How it will be delivered? | <p>Students will work in their class groups with a teaching assistant accessing a wide variety of resources and learning styles to develop a greater understanding of various social skills.</p>   |
| Who will deliver it?      | <p>Assistant SENDCo</p>  |
| How it will be measured?  | <p>Through 'I can' statements which are assigned numerical value to produce quantitative data.</p> <p>For example, Topic for term 1 could be Friendships. This would then be broken into 6 learning objectives.</p> <ul style="list-style-type: none"> <li>• I can recognise why I want friends.</li> <li>• I can identify the qualities I have as a friend and the qualities I look for in friends.</li> <li>• I can identify steps in developing a friendship.</li> <li>• I understand how to communicate within a friendship.</li> <li>• I can explain how to maintain a friendship.</li> <li>• I can recognise a healthy/unhealthy friendship.</li> </ul> <p>At the end of each lesson the TA will record the student's engagement and understanding and assign a numerical score.</p> <p>1-Needs for support in this area</p> <p>2-Has a better understanding but will need further development</p> <p>3-Student clearly understands and is competent at using these skills</p> |

**Overview of each Intervention**

|                           |  |
|---------------------------|--|
| Name of intervention:     | Speech and Language Therapy (SALT)   |
| Overview:                 | <p>NHS Speech and Language therapists will support the identified students on a term on/term off basis. During the period SALT work with the students the team will re-assess the areas that have been previously identified as areas of need, dependant on this they will re-set targets previous targets or set new targets. The therapist will then deliver direct therapy to those identified students for the rest of that term.</p> <p>During the ‘term off’ period a high-level teaching assistant will support those identified students through by continuing the work identified by the therapist.</p> |
| Possible outcomes:        | <p>Through this work students will develop greater skills and strategies to manage their areas of difficulty. This will then enable the students to access and manage their learning more easily and more successfully.</p> <p>This intervention will also support our young people to have a greater capability in traversing all aspects of their life through the development of their identified areas of need, for example, their reciprocal language, expressive language, their listening, and attention skills and so on.</p>  |
| Duration of each lesson:  | 30-60 minutes  |
| How it will be delivered? | Sessions are delivered term on, term off. Speech and Language therapists deliver sessions to identified students. The Assistant SENDCo delivers sessions on alternative terms.   |
| Who will deliver it?      | Speech and Language Therapist<br>Assistant SENDCo  |
| How it will be measured?  |  |

**Overview of each Intervention**

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|---------------------------|---|
| Name of intervention:     | Pastoral Check-in   |
| Overview:                 | This intervention is intended to support students to be able to manage their difficulties and recognise their achievements. Students are encouraged to build a professional relationship with one key member of staff. To be able to recognise difficulties they have experienced or perceive they will encounter. To consider what they can do to manage difficulties and reflect how they have managed. |
| Possible outcomes:        | Students are able to manage difficult situations better. Manage their reactions independently and recognise their achievements. Developing self-confidence and motivation.  |
| Duration of each lesson:  | 10 – 15 minute sessions.  |
| How it will be delivered? | 1:1 as appropriate or as a group.   |
| Who will deliver it?      | Identified TA or class teacher/tutor.   |
| How it will be measured?  | Agreed outcomes with student to achieve (SMART).<br>Monitoring of behaviour points (positive and negative).   |

**Overview of each Intervention**

|                          |  |
|--------------------------|--|
| Name of intervention:    | Sensory Circuit - Fizzy  |
| Overview:                | <p>The Fizzy and Clever Hands Programme has been developed by therapist in Kent Community NHS Trust. It has three stages.</p> <ul style="list-style-type: none"> <li>• Beginners (level 1)</li> <li>• Intermediate (level 2)</li> <li>• Advanced (level 3)</li> </ul> <p>The FIZZY and Clever Hands Programmes are recommended by occupational therapy as programmes for schools to use to assist in the development of motor skills for those children who find this challenging.</p> |
| Possible outcomes:       | Development of student motor skills.<br>Improvement in confidence and motivation.  |
| Duration of each lesson: | 15 – 20 minutes  |



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|---------------------------|---|
|                           |   |
| How it will be delivered? | As part of the groups Physical Education lesson at least once a week.   |
| Who will deliver it?      | Teaching Assistant  |
| How it will be measured?  | Tracking how students develop their skills over a period of 6 weeks against activities delivered through the Fizzy Programme. |