

## **Kemnal Technology College - Learning Support Department**

### **SEND Information Report 2020-21**

#### **Introduction**

At Kemnal Technology College we aim to provide the best possible support for your son regardless of his educational needs.

The Learning Support Department works alongside subject departments and the Pastoral Teams to ensure that a whole school approach to student Wellbeing is fostered through effective communication between student, staff and home.

This document should be read alongside the 'Graduated Approach' model which is also available on the SEND tab and the College 'local offer' which aims to describe our interventions in more detail.

#### **1. What types of Special Educational Needs and Disabilities do we cater for?**

The school caters for students with a variety of Additional Educational Needs (AEN) within the broad categories identified in the AEN Code of Practice including;

- Communication and Interaction (Autistic Spectrum Disorder and speech, language and communication difficulties)
- Cognition and Learning (Moderate Learning Difficulties, Specific Learning Difficulties, Dyslexia)
- Social, emotional and Mental Health
- Sensory / Physical (Hearing Impairment and sensory Processing Difficulties)

#### **2. How do we identify special educational needs?**

Information gathering around the children's AEN begins before they start at Kemnal Technology College. Staff visit Primary schools and meet with teachers, the AEN teams and pupils to collect data and historical information. This information is used to help to start to decide on form groupings and teaching classes. Pupils participate in two visits and are invited to summer school to ensure they feel welcomed at the school and begin to get to know staff. The school receives the national curriculum levels from Primary School and pupils are tested on entry CATs test (Cognitive Abilities Tests) to ensure all staff are aware of their ability. The assessment and monitoring process is continual for as long as pupils attend Kemnal Technology College. Parents are invited in for Consultation days to meet teachers and regular reviews are organised by the Learning support department for students with more complex needs. Parents/carers are given copies of any specialist reports and can discuss them with AEN staff. Once pupils have been identified as requiring additional support all staff are made aware of the needs of individual pupils. The learning of all pupils is assessed regularly and where pupils are not making the expected levels of progress a plan identifying desired outcomes is put in place and support is identified. Parents are informed. The plan is then implemented by all teachers and reviewed on a half term basis by the Key Stage team and Head of Learning Support. The plan is then refined to ensure the pupil makes the expected level of progress. Subject teachers' work

closely with the AEN team to meet the needs of individual pupils and staff receive regular training on specific educational needs.

### **3. How do we work in partnership with parents and carers?**

Parents and carers of students with an EHCP / PRA are invited to attend annual reviews and can also request interim reviews if they deem these necessary. The progress of pupils with SEND is monitored by the Head of Learning Support. Parents are invited in 3 times a year to discuss progress and to evaluate existing provision. Pupils are encouraged to participate in meetings as much as possible.

### **4. How do we promote student voice for young people with Special Educational Needs and Disabilities?**

Students with AEN are regularly asked for their views on how effective the support they receive is. Students do so informally through daily conversations and also through formal review reports.

### **5. How is progress monitored and supported?**

The progress of all pupils is tracked across the curriculum. Pupils are given targets in all subjects and any pupils not making the expected levels of progress are seen by the Key Stage Coordinators. This may then lead to meetings with parents. Referrals are made to external agencies as requires.

Consultation days are held during the year to allow parents to meet subject teachers. Reports are also sent home

### **6. What do we do to support transition to next phases of education and preparation for adulthood?**

Careful consideration is given to all transition planning as pupils go through transitions all the time in school whether it is a change of teacher, classroom or a move to a different school or college. Transitions may be at the start of a pupil's secondary school career, moving from Key stage 3 to Key Stage 4 or leaving school and moving into further education or training. Pupils are also given support when they move up a year. In Year 5 and 6 transition options are explained to parents/carers and they have the opportunity to visit secondary schools before making a decision and expressing a preference. Teachers and AEN staff will pay particular attention to preparing pupils with SEND for transfer to secondary school, addressing both the learning and the well being concerns that may arise. AEN staff are invited to attend annual reviews to discuss individuals and often additional school visits for SEND pupils are planned. Where necessary, pupils are given visual timetables to allow them to become familiar with the day to day routines at secondary school. In Year 9 pupils receive advice and support on making their option choices. Advice on careers is also made available to pupils and their parents. In Year 11 further transition planning takes place to support young people moving on.

### **7. What is our approach to teaching students with Special Educational Needs and Disabilities?**

A wide range of support is available to students with SEND. This includes;

- Higher Quality Inclusive Teaching

- Access to IA (Intervention Assistant) support.
- Intervention groups for literacy and numeracy
- Social skills groups
- Lunch club
- Homework club
- 1-1 sessions including mentoring
- Visiting Speech and language Therapist (advice disseminated to and followed by teaching staff)
- School Counsellor
- Access to Educational Psychologist
- Dyslexia screening
- Access to the Progress Centre

The school also accesses a number of external specialist services as follows

- ASD specialist advice from Bromley ASD specialist teaching services
- Community Speech and Language therapists
- School nursing services
- Bromley behaviour advisory teachers
- Bromley Local Authority AEN team
- CAMHS
- Community Paediatrician
- Football beyond Boundaries
- Bikeability

The school's resources are allocated and matched to your child's educational needs and disabilities through negotiation with parent and child, screening of needs and monitoring of progression against school norms. Intervention is matched to levels of progress and is monitored on a weekly basis to ensure impact.

The school involves external bodies including health and social services where more complex needs and situations are evident. Local support services and voluntary organisations are accessed either through direct contact or the borough core panel. Parents or students can request a school referral for voluntary organisations. A list of voluntary and other services is kept in the Learning Support Office and can be provided for parents. The Bromley borough website is also a source for information regarding affiliated services.

Strategies to support/develop literacy including reading;

- Focused literacy lessons
- Whole school focus on raising literacy
- Small group intervention programmes
- Access to specialist Dyslexia teacher
- Library lessons
- Guided reading
- Subject led focus on literacy
- 'Always a book in your bag' policy

### Strategies to support /develop numeracy;

- Small group intervention programmes
- Ability setting
- Departmental intervention focus on Key Stage 4

### Tests and examinations; Access Arrangements

For some pupils, additional arrangements and adjustments can be made to enable them to fully access a range of tests. These arrangements are used for all tests. They might include additional time, use of a reader, rest breaks or the use of a scribe or word processor. The SENCO will inform parents about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by the Examination Boards can be accepted for public examinations.

### Pastoral Support

- Team of Key stage coordinators and a pastoral team in place to support pupils on a daily basis
- Breakfast club in the library
- Break and Lunchtime clubs
- Tutor meeting pupils daily
- Lunch time supervisors
- Trained first aiders and medical room
- Workshops covering a range of issues – anger management, conflict resolution, self-esteem, anxiety and strengthening minds.

### Strategies to reduce anxieties/promote emotional well being

- Transition meetings for students with complex needs
- Summer school for year 6 students
- Reduced or modified timetables
- Safe haven available at breaks and lunchtimes
- Trained staff supervising at breaks and lunchtimes
- Access to counsellors and links with other external agencies
- Access to behaviour improvement officer
- Exit card, allowing students access to the Progress Centre.
- Football beyond Boundaries project
- Bikeability project

## **8. What is the expertise of staff and what training is provided to staff?**

Staff within the department have specialist training in Dyslexia and Autism. IA's attend weekly training sessions led by specialist teachers and school staff. This has included Epilepsy training, Assessment for Learning, Improving literacy, and EAL training.

## **9. How we do enable students with Special Educational Needs and Disabilities to engage in activities that are available to all students?**

Pupils with SEND are encouraged to participate in all school activities. IA's accompany pupils on schools trips where additional support is required. Specialist transport is engaged where necessary. Risk assessments to include all children are undertaken as routine.

### **9. How do parents raise a concern?**

If you have concerns about your child's progress, you should speak to your child's class teacher or form tutor initially. If you still have concerns, contact the Head of Year. The Head of year will raise your child with the SENCO where necessary. If you continue to be concerned that your child is not making progress, you may speak to the SENCO.

Details of the complaints procedure with regard to AEN are provided in the school's Complaints Policy.

### **10. What outside agencies can parents contact if they require further support?**

Parents who would like to receive support from local authority advisor may do so through Bromley Special Educational Needs and Disability Information, Advice and Support Service known as IASS -

[http://www.bromley.gov.uk/info/8/special\\_educational\\_needs/64/information\\_advice\\_and\\_support\\_service\\_ias](http://www.bromley.gov.uk/info/8/special_educational_needs/64/information_advice_and_support_service_ias)

Parents can also contact Bromley Parent Voice; [www.bromleyparentvoice.org.uk/](http://www.bromleyparentvoice.org.uk/).

### **10. Who can I contact for further information?**

Ms Kim Brenson - Head of Learning Support

Direct line 0208 300 7112

[kbrenson@kctc-tkat.org](mailto:kbrenson@kctc-tkat.org)

The local authorities local offer can be accessed through the link below

<https://bromley.mylifeportal.co.uk/lbb-local-offer.aspx>