

Knightsfield School SEN information report – 2016/17

Knightsfield School are committed to providing a broad and balanced education for all of our young people both academic and in their own personal and social development.

What types of SEN do we provide for?	<p>Knightsfield School is a special provision for young people from age 10 to 18 with Hearing Impairments, as a primary need.</p> <p>We provide support for our pupils who often have other SEN needs including speech and language communication, visual impairment, autistic spectrum disorder, learning difficulties and social emotional mental health needs.</p>
What is our approach to teaching pupils with SEN?	<p>All teachers are teachers of all pupils in school. They are taught in small class groups. Some groups may be taught in mixed years to enable pupils to learn to work collaboratively. Classes are taught in Key Stages in the normal phases of Secondary. Key stage 3, 4 and Post 16. Teaching is differentiated and delivered to meet the needs of all pupils with support from additional staff where appropriate.</p>
How do we adapt the curriculum and learning environment?	<p>A broad curriculum is followed according to the ability of the young person and follows their areas of strengths and interest.</p> <p>Those who require additional support through 1:2:1 catch up or reduce barriers to learning have specific support in relevant areas. The curriculum follows two pathways and options are given for KS4 to study accredited courses. The learning of language forms a large part of our pupil's learning, incorporating this through all subjects.</p> <p>The classrooms are acoustically treated and desks are arranged in a horseshoe around the teacher to facilitate a good arena for lip reading to take place.</p>
How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?	<p>School uses the wider community to ensure that they participate in activities with mainstream students or other students with different SEN needs. Pupils have a number of lessons with Monk's Walk School during the school week, and can opt to study GCSEs that are not offered at Knightsfield in Key Stage 4 if they wish to do so. Volunteers from the Monk's Walk school Post 16 arrange activities to ensure that pupils are able to engage further with pupils who do not have a special educational need.</p>
How do we consult parents of pupils with SEN and involve them in their child's education?	<p>Parents, pupils and the school staff are imperative in the learning of our young people. Parents are given communication channels via their form tutor to ensure that parents are consulted in their child's learning.</p> <p>Parents are invited to all meetings involving their child and are also involved in the target setting of both academic and non-academic targets for the school year.</p> <p>Home school diaries are effective and are simple ways to communicate between the school's staff and home and vice versa.</p> <p>Parents can also have continuous email contact with their form tutor, admin team and the headteacher, should they require this.</p>

<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>Pupils are consulted with regard to their education. They complete the 'All About Me' section of the EHCP to show how they would like to be provided for and how they would like their own needs met in school. This is an imperative part of the school's target setting and progress monitoring package and is also used for the Statement or EHCP annual review. All young pupils with impairments and/or disabilities at any level will complete this and are involved through regular meetings to update their educational needs, likes and dislikes.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>The school assesses and reviews pupils' progress using our assessment processes. The pupil's 'all about me' (part of the Educational Health and Care Plan) is the starting point of this assessment together with the start of year baseline. Pupils have a copy of their targets, both academic and non-academic which are set with the pupil, parents and teacher. These are kept in their school planners. They are reviewed termly and formulate the structured conversations with the pupil and their parents. Other professionals may also review the assessment at the annual review meeting.</p> <p>All pupils are assessed regularly in all subject areas of the school's curriculum including those subjects studied for at Monk's Walk school (Art, Drama and P.E) in Key Stage 3 and for Key Stage 4 GCSE subjects. Post 16 are assessed regularly by their course leader.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>Knightsfield provide a stringent transition platform whereby we prepare teachers and TAs through a programme understanding the needs of new pupils through visits and the annual transition day for all pupils in preparation for the coming year. This is communicated to parents and to the young people so that they can prepare. More vulnerable pupils will spend extra time getting to know their teacher and the school through extra visits.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p>The PSHCE curriculum programme of study starts to prepare our young people for adulthood. Careers is part of this programme and our Post 16 pupils are encouraged to experience some work placements. Post 16 provision ensures that life after Knightsfield is discussed, planned for and transition programmes are in place to meet the needs of our young people.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>All pupils have access to a counsellor should it be required. PSHE lessons are a part of the school's curriculum, which highlights current affairs and other up to the minute situations which our pupils need to be aware of or be able to deal with.</p> <p>Break and lunchtime are a time for all pupils to socialise. Communication is key to socialisation and therefore language and communication sessions are factored into the school's weekly timetable to enhance this skill in our pupils.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>All teachers are either Qualified teachers of the deaf (QTD) or will be qualified within three years of starting at the school. Teachers are primarily secondary subject specialists prior to taking up post and studying to be a teacher of the deaf. All staff receive training to ensure that the needs of all pupils are met. Teachers are continually developing their practice through INSET and weekly teacher meetings focusing on all areas of learning for our pupils.</p> <p>All staff are trained in Safeguarding and Herts STEPS and receive training on a wide variety of learning difficulties which some of our pupils have diagnoses of alongside hearing impairment.</p>

<p>How will we secure specialist expertise?</p>	<p>Knightsfield School works alongside a host of specialists, some operating in school and others on an advisory basis.</p> <p>NHS SLCN – We have Speech and Language therapists on site who work in small groups or on a one-2-one basis.</p> <p>We have a specially trained member of staff who is responsible for Audiology and Listening. Listening and hearing assessments are an ongoing part of daily school life including ensuring that Hearing aids and implants are working correctly. Other advisory services;</p> <ul style="list-style-type: none"> • NHS PT/OT • Educational Psychologists • School Counsellor • Advisory Teachers • Hearing Impairment team • Visual Impairment team • Herts SEND Team • Disability Sports Team
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>School works very closely with health services for any additional equipment that may be required.</p> <p>The school is a specialist built acoustic environment, which enables teaching meets the needs of all of our pupils. Each teacher or TA uses radio hearing aid systems for all pupils. The school has ramps and electronic opening doors to enable easy access for those with physical difficulties or disablement. There is also a lift to secure access to the upper floor. Areas of the school are also adapted for those with visual impairments to ensure safety whilst moving around the building.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>The school often works with other organisations and is happy to direct our young people and their families to other voluntary establishments who may be able to give them assistance.</p> <p>www.parentpartnership.org.uk www.ndcs.org.uk</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>The school has several areas of education that it monitors pupil progress. By doing this we can analyse gaps in learning and areas of need for progress for all pupils.</p> <p>This ensures that the provision for all pupils is effective.</p> <p>Areas of weakness are addressed through teacher or all staff training programmes. The curriculum and all school practices are evaluated regularly and monitored by the school trustees.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>The school has a complaints policy that is accessible on the website. Parents are made aware of this policy when their child enters the school and should a complaint be forthcoming are directed to the policy to ensure that all aspects of the policy are followed.</p> <p>In the first instance the parent or carer will contact their child’s form tutor with details of the complaint.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>The first point of contact for our young people and their families is the form tutor.</p> <p>They also have direct access to the admin team who will pass on any information to the relevant member of staff.</p> <p>Some young people prefer to contact the counsellor or a member of staff who they feel close to.</p>

What support services are available to parents?	<p>Parents are an integral part of the school and are consulted in all aspects of their child's education. The school works closely with our parents and will look to support them in appropriate ways. This is often through regular progress meetings, parents' evenings or via the form tutor. The school is also involved in the Welwyn and Hatfield Family Support Worker network, offering a variety of support services to families.</p>
Where can the LA's local offer be found? How have we contributed to it?	<p>As a specialist provision in the County we form part of the Hertfordshire Local offer. The school works very closely with the Local Authorities of those pupils who attend from out of county. This report forms part of the Local offer from Hertfordshire County Council and can be accessed via the link below.</p> <p>http://www.thegrid.org.uk/learning/sen/whole_school/index.shtml#local</p>