

## Additional Needs Department

Kingstone Academy Trust will:

- Maintain and monitor a register of pupils' special educational needs. All names are collated into the AND Register.
- Engage and work with parents to ensure the best outcomes for pupils
- Review and respond to the needs of pupils with disabilities.
- Work to ensure a smooth transfer from the Primary to the Secondary environment.

## The HUB

The HUB (Helping you Belong) is our student intervention centre. It provides a dedicated area in which to enhance the support for students across the school. The HUB benefits from an entrance area, ICT suite, kitchen, networked printer and copier, two small meeting rooms for one to one or small group work as well as two large flexible classroom-style spaces. The School Nurse and Pastoral Team are based in the HUB. There are student and staff toilets within the centre.

<b>The Pastoral Team</b>	
Ms R Ruvino SENDCo	Monitoring and tracking of SEN students, Annual Reviews, Banded Funding, Literacy, Numeracy, Assessing/Screening, Exam Access Arrangements, Learning Support, English as an Additional Language and Behaviour Support Team link. Assessment/data analysis
<b>HLTAs</b>	<b>Responsibility</b>
Mrs D Carletti	Key stage 4 literacy intervention teacher. Dyslexia
Mrs F Harry	Literacy and EAL
Mr W Taylor	Numeracy
Mr T Bufton	Numeracy
Miss M Lindsay	Student support teaching assistant
Miss E Hughes	Student support teaching assistant

## **The kinds of special educational needs for which provision is made:**

The term 'special educational needs', often shortened to SEN, has a legal definition. Children and young people with SEN have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

There are four broad areas of SEN:

- **Communication and interaction**
- **Cognition and learning**
- **Social, mental and emotional health**
- **Sensory and/or physical**

Children and young people with SEN may need extra help with:

- **Thinking and understanding**
- **Physical or sensory difficulties**
- **Emotional or social difficulties**
- **Difficulties with speech and language**
- **How they relate to and behave with other people**

If a pupil is identified as having an additional need he/she will be placed on the Additional Need (AND) Register under a single school-based category for children who need extra specialist support.

The register identifies the main area of concern e.g. learning, behavioural difficulty, emotional/physiological, sensory impairment etc. Areas of need include:

- **Autistic spectrum disorder (ASD)**
- **Behaviour, emotional and social difficulties (BESD)**
- **Dyspraxia (difficulties with gross and/or fine motor skills)**
- **Moderate Learning Difficulties (MLD)**
- **Speech, language and communication Needs (SLCN)**
- **Specific Learning Difficulties (SpLD)**
- **Physical disabilities (PD)**
- **Sensory Impairment e.g. Hearing Impairment, Visual Impairment (HI, VI)**

Each Teacher has access to a copy of the AND register (via Sims) and the central AND area on the shared drive. This is a live document and constantly updated.

## **Curriculum**

Students receiving interventions in the HUB will be referred by Curriculum leaders, the pastoral team or by the SENDCo based on their data/the annual literacy screening tests (reading and spelling)/conversations with parents or external agencies. An initial meeting will be held to decide on the best route of intervention programme and baseline assessments for reading and spelling will be completed, where relevant.

Students attending intervention sessions should register with their class teacher and then attend the HUB for their intervention session. All students will be provided with a file with a cover sheet showing the target areas.

HLTAs are responsible for planning intervention sessions that are engaging, challenging and relevant for students' abilities. The interventions should enable students to make progress with their literacy, numeracy, handwriting or other skills. HLTAs should have close liaison with subject teachers to ensure there are clear areas to work on with students.

Interventions will be recorded on the HUB provision map, displaying the students name, intervention type, area of difficulty and baseline assessment scores. After 6 weeks the SENDCo will monitor progress made and hold review a meeting of students receiving interventions with the HLTA.

At the end of an intervention parental questionnaires will be sent home. HLTAs should ensure students are clear on what expectations are required on their return to the classroom and any target areas they need to continue to focus on.

## **Data**

Whole school SEN data is monitored by the SENDCo at each half termly data point. Students causing concerns due to lack of progress or low attainment are raised with Curriculum Leaders. Together they will look at why progress is not being made and what in-faculty interventions have been tried.

At the end of the year a report of SEN progress is produced for trustees and specific detailed analysis of intervention groups' progress and successes.