



## SEND Information Report Keswick School 2022-23

**Section 20 Children and Families Act 2014** defines a child as having Special Educational Needs (SEN) if he or she "has a learning difficulty or disability which calls for special education provision to be made for him or her".

A child is considered to have a learning difficulty if she or he:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has 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 or mainstream post 16 institutions.

### 1. The kinds of special educational needs for which provision is made at Keswick School

Keswick School is a secondary academy, which caters for students with a wide range of special educational needs and disabilities (SEND). These needs fall into 4 broad categories: Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health and Sensory and/or Physical. We cater for students with needs that fall into all four of these categories. These include, but are not restricted to ADHD, physical disability, sensory impairment, dyslexia, general learning difficulties and autism. We believe passionately in the limitless potential of all our students and we strive to ensure that every student, whatever their need, is successful in achieving their own personal goals.

### 2. Information, about the school's policies for the identification and assessment of pupils with special educational needs.

The school's SEND policy is accessible on the website:

<https://www.keswick.cumbria.sch.uk/our-school/school-policies>

This is fully compliant with the regulations of the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0-25 years. Identification of new students transferring from primary school is through routine data collections and information from SENDCos, class teachers, external agencies (if appropriate) and parents / carers; for students already receiving extra support the transition process can and does begin as early as Y5 depending on need. We attend any annual review meetings for students with EHCPs and visit students who receive SEN support, as part of our primary transition process.

On entry all students completed baseline tests in English (including reading), Maths and Cognitive Ability Tests. These results are used with existing information to inform support arrangements. Concerns about a student having SEND can be raised by any member of staff, any parent or the student themselves. Concerns should be referred to either: the SENDCo or Head of Year in the first

instance. A preliminary assessment will be made which may lead to further specialist testing, before a decision regarding additional support is made. Student progress is closely monitored through 3 annual data collections and regular reading assessments, as well as ongoing observations in the classroom, staff briefings and through the marking and assessment of work.

**3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:**

**(a) how the school evaluates the effectiveness of its provision for such pupils;**

- Standardised testing to measure improvement in skills e.g. reading accuracy, reading speed, reading comprehension, spelling accuracy
- Use of assessment data, lesson observations, learning walks, work scrutiny, staff liaison and marking to measure progress in the classroom
- Discussion with students
- Parental feedback
- SENDCo and Senior leadership monitoring & evaluation procedure
- Annual review meetings for students with and Education Health and Care Plan (EHCP).

**(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;**

- Vulnerable group progress is routinely analysed by the Senior Leadership Team (SLT) and the SENDCo for SEN groups.
- All student progress is closely monitored by department staff and Heads of Year at each data collection point (three times per year).
- Additional annual reviews take place for students with an Education, Health Care Plan (EHCP).
- An annual parent's evening is held for each year group, where the SENDCo is available to speak with parents.
- Students with an Education, Health and Care Plan have a keyworker who is in regular contact with the student, staff and parents/guardians. This is also the case for a small number of other SEND students.
- A small number of students may require closer monitoring; this could be in the form of: daily contact through the student planner, e-mail, telephone contact and letters as appropriate. In more complex cases the Early Help process may be used (details of this can be found on the Cumbria Safeguarding Children Partnership website <https://www.cumbriasafeguardingchildren.co.uk/>)

**(c) The school's approach to teaching pupils with special educational needs;**

- This is done through quality first teaching where subject teachers are responsible for adapting and scaffolding lessons to meet the needs of all the students in their class.
- Recommendations and strategies to remove barriers to learning and enable access to the curriculum are made by the SENDCo.
- Information on individual students with SEND is held electronically in the school information management system (SIMS), in the staff area of the network or using Classcharts software. This is accessible to all classroom based staff and is regularly updated. It includes relevant information on student attainment levels, student one page profiles give recommended strategies and advice and support materials for staff to use in lessons, where appropriate.
- All students are taught in mainstream classes. There is a minimum of withdrawal for specialist input e.g. to attend a Reciprocal reading session, Rapid maths session or social skills groups, such as Talk about for teenagers etc.

- Additional literacy / numeracy intervention is provided to narrow the gaps in the attainment of students with learning delays.

**(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;**

- Adaptation of resources and learning materials by the subject teacher with support from the SENDCo and/or the Teaching Assistants (TA) in the class
- A team of 19 teaching assistants (TAs) work in departments and subject areas to provide in class support for identified pupils / groups
- Additional literacy and numeracy interventions
- Personalised learning programmes / timetables where appropriate
- Wheelchair users will be able to access the many curriculum areas, where necessary timetables will be revised to allow full access to all lessons

**(e) Additional support for learning that is available to pupils with special educational needs;**

- Provision is allocated according to need and follows the “Assess, Plan, Do & Review” process laid down in the revised Code of Practice 2014.

- Additional literacy and numeracy support is provided in a variety of ways:

- Literacy
  - Key Stage 3  
(Year 7) literacy support programme (IDL/Reciprocal Reading/Fluency Reading)\*\*  
(Year 8 +) literacy Support programme (IDL/ Reciprocal reading) \*\*

- Numeracy
  - Key Stage 3  
(Year 7-9) Rapid Maths scheme\*\*

- Curriculum Support
  - A more bespoke approach for pupils with longer term learning difficulties. including courses such as ASDAN and other vocational options\*\*

- Action Planning
  - A system where provision and targets are regularly reviewed termly or more frequently if required.\*\*

- Social Emotional and Mental Health
  - In Keswick School an essential part of our philosophy is to deliver support to pupils who have social or behavioural difficulties; and that for some pupils this provides the key to success and fulfilment in all aspects of their learning. Additional support is provided to these pupils in a variety of ways; including mentoring, interventions and access to Learning support (and help and guidance if needed) during breaks and lunchtimes. \*

Key Stage 3  
Talking Teens. \*

All Year Groups  
Weekly counselling sessions \*  
Autism Cumbria Support 1.1 \*\*  
Weekly mentoring \*

Youth Project sessions \*

Drawing and Talking \*

- Other Additional provision may be provided in order to enhance learning opportunities to pupils with EHCPs, about to embark on Key Stage 4. The nature of this provision is identified on the EHCP at the review prior to option choices being made in Year 9.

External exams (Access arrangements). SENDCo / Exams Officer work with staff, pupils & parents to ensure that reasonable adjustments are made; subject to current JCQ guidelines and requirements. Re submission for access arrangements required at A Level.

Internal exams/ assessments - teaching staff have the flexibility to make reasonable adjustments as appropriate.

KEY: \*\*Progress monitored using school tracking data and Learning Support intervention monitoring data.

\*Progress monitored using School Tracking data only.

**(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;**

- A daily 'safe place to be' service provided by the Learning Support Department
- Homework Club
- Various lunchtime clubs
- Mentoring
- Trips / off site activities – every effort is made to include all students; parents and carers are consulted to ensure arrangements are appropriate

**(g) Support that is available for improving the emotional and social development of pupils with special educational needs.**

In School:

- Pastoral teams
- Mentoring
- Student Support Centre (SSC)
- Learning Support Team

By accessing external organisations through the Early Help process:

- Social Care
- CAMHS
- Inspira
- Targeted Youth Support
- Educational Psychology
- Specialist Advisory Team

J Grills	SENDCo	Teaching qualifications. BA (Hons) Childhood and Adolescent Studies. PGCE NPQML National SENCo Award	Wide & varied duties including:- Compiling & disseminating a wide range of SEND info; reviewing and monitoring work with pupils; liaising with other professionals in and out of school; liaising with parents; Boarding House support; referral to outside agencies; advising colleagues; 1:1 pupil support; informal mentoring (wellbeing).
C Bowes	Assistant SENDCo and Teaching Assistant	CACHE Level 3 NVQ Supporting Teaching and Learning in Schools. CACHE Level 2 Behaviour that challenges. NCFE Level 2 Understanding Autism NCFE Level 2 Understanding Children and Young Peoples Mental Health. Understanding ADHD Level 2	Informal mentoring (wellbeing). Reciprocal and Fluency reading, IDL literacy and maths. Talking teens.
			<b>All TAs support in the classroom though they also have a wide range of additional roles which include:</b>
S Robinson	Senior Teaching Assistant	Internal Verifier / assessor Audiology Working in the classroom (NVQ 3) Catch up literacy Team Teach Understanding ADHD Level 2	Informal mentoring (wellbeing). Reciprocal Reading, IDL, Rapid Maths, IDL Maths Talking teens (Talkabout for teenagers). Link with Careers department and Learning Support.
A Fell	Senior Teaching Assistant	Introduction to autism First aid experience Foundation degree in integrated care & education of children & YP Team Teach Understanding ADHD Level 2	Informal mentoring (wellbeing). Reciprocal and Fluency reading, IDL literacy and maths. Talking teens, Drawing and Talking. Flipped learning.
G Moulder	Senior Teaching Assistant	Financial adviser Music Teaching Assistant (L3)	Early morning support; frequent contact with pupils with behavioural difficulties who are interested in music; weekly review; informal mentoring (wellbeing).
W McCarthy	Senior Teaching Assistant	Wide range of TA experience. Literacy differences including dyslexia (part of MA) Degree (German) Teaching Assistant (L2/3) Understanding ADHD Level 2	Informal mentoring (wellbeing). Reciprocal and Fluency reading, IDL literacy and maths. Talking teens, Flipped Learning.
S Moore	Teaching Assistant	Autism training Level 2 Supporting Teaching and Learning in Secondary Mental health Level 2 Managing behaviour that challenges Level 2 Understanding ADHD Level 2	Informal mentoring (wellbeing). Reciprocal and Fluency reading, IDL literacy and maths. Talking teens, Drawing and Talking
S Brack	Teaching Assistant	Level 4 Diploma in SEND Child abuse and neglect course. Understanding ADHD Level 2	Informal mentoring (wellbeing). Reciprocal and Fluency reading, IDL literacy and maths. Talking teens
Daisy Clement	Teaching Assistant	BA (Hons) Psychology. Qualified teacher	Informal mentoring (wellbeing). Reciprocal and Fluency reading, IDL literacy and maths. Talking teens
M Baker	Teaching Assistant	BA (Hons) German and Drama RSA CELTA 30 years experience teaching and supporting learning including head of EAL at previous school. Understanding ADHD Level 2	Informal mentoring (wellbeing). Reciprocal and Fluency reading, IDL literacy and maths. Talking teens

Annie Hodson	Teaching Assistant	CACHE Level 3 in Supporting Teaching & Learning.	Informal mentoring (wellbeing). Reciprocal and Fluency reading, IDL literacy and maths. Talking teens
Katie Pepper	Teaching Assistant	Qualified Teacher	Informal mentoring (wellbeing). Reciprocal and Fluency reading, IDL literacy and maths. Talking teens
Phoebe Bell	Teaching Assistant	Previously worked as a Youth worker	Informal mentoring (wellbeing). Reciprocal and Fluency reading, IDL literacy and maths. Talking teens
K Foster	Teaching Assistant	CACHE Level 3 in Supporting Teaching & Learning.	Informal mentoring (wellbeing). Reciprocal and Fluency reading, IDL literacy and maths. Talking teens
C Roussell	Teaching Assistant	CACHE Level 3 in Supporting Teaching & Learning. BA (Hons) Psychology	Informal mentoring (wellbeing). Reciprocal and Fluency reading, IDL literacy and maths. Talking teens
S Green	Teaching Assistant	CACHE Level 3 in Supporting Teaching & Learning.	Informal mentoring (wellbeing). Reciprocal and Fluency reading, IDL literacy and maths. Talking teens
Sarah Lithgow	Teaching Assistant	Teaching assistant Level 3 ongoing	Informal mentoring (wellbeing). Reciprocal and Fluency reading, IDL literacy and maths. Talking teens

**4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEND co-ordinator.**

- Miss Jemma Grills
- Tel. 01768 772605
- [jemmagrills@keswick.cumbria.sch.uk](mailto:jemmagrills@keswick.cumbria.sch.uk)

**4a. In relation to mainstream schools and maintained nursery schools, the name and contact details of the Designated Safeguarding Lead (DSL)**

- Miss Tania Gibbin
- Tel. 01768 772605
- [taniagibbin@keswick.cumbria.sch.uk](mailto:taniagibbin@keswick.cumbria.sch.uk)

**Deputy Safeguarding Lead:**

- Mrs Clare Hiddleston
- Tel. 01768 772605
- [clarehiddleston@keswick.cumbria.sch.uk](mailto:clarehiddleston@keswick.cumbria.sch.uk)

**5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

Through continuing professional development individual TAs attend additional training depending on their subject and area of responsibility.

For new students with previously unprecedented needs we follow the advice of the professionals involved, in consultation with the student and their family.

Staff training included: Access arrangement CPD  
Reading and vocabulary CPD

**6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

- All main buildings have ramped access and disabled toilet facilities.
- There is a lift to the ground and second floor in the Hewetson building and to the first floor in the Lairthwaite block
- Timetables can be rearranged to allow full access to all subjects
- All classrooms are carpeted and fitted with blinds to reduce glare and improve acoustics
- There are disabled parking bays in the school car park

**7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

Keswick encourages the input of parents and carers in supporting their child's education whilst at Keswick School and liaison with home is on-going as appropriate. A pastoral parents evening is held every October for the parents of our new Y7 and Yr12 students with SEND, in addition to this parents are routinely invited to:

- An annual parents' evening (where the SENDCo is available for drop in appointments)
- Y7 form (pastoral) tutor evening (in the first term)
- Open mornings for Y6 to 7 transition
- Attendance at curriculum days prior to starting in year 7
- Induction day prior to starting in year 7
- Bespoke sessions for pupils who need further support with transition
- Annual review meetings
- Letters are sent to parents when students enter the SEND register and to inform them of progress where appropriate, with the offer of further contact with the SENDCo if needed.
- Keyworkers are in weekly contact with parents and guardians of EHCP and some SEND students.

**8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

- All students with an EHCP attend and participate in their annual review
- Students accessing interventions are routinely consulted at the start and end of an intervention
- Students work with form tutors, mentors, TAs and Heads of Year to review progress and set targets following each data collection
- The Learning Support Department works on a 1:1 and group basis with identified students to support socially, emotionally and academically as appropriate.

**9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

- A first point of contact would normally be the student's Head of Year.

- Alternatively, parents / carers are encouraged to discuss their concerns with either the SENDCo, or Deputy Head (Pastoral).
- Information about the school's complaints procedure are available on the school's website

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

- The inclusion governor and SLT review inclusion plans through the school's monitoring & evaluation process
- See Section 3g for the external services/agencies providing support for students with SEN and their families.

**11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

- Details of the Local Authority's "Local Offer" can be found on a dedicated website which has been live from 1<sup>st</sup> September 2014 at <http://localoffer.cumbria.gov.uk>.
- First point of contact in school to discuss prospective students with SEND is the SENDCo, Miss Jemma Grills (01768 772605)
- Other relevant school professionals would be: Head of Year or form tutor if the student is already attending school.

**12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

- **KS2/3 Transition** – well established and routine links with all feeder primary schools ensures appropriate support arrangements. In addition to the standard induction day transition arrangements may include:
  - Transitional annual review (if student has an EHCP)
  - Additional visits – working with the Learning Support Department
  - Keswick staff visiting the primary school
  - Photograph album/maps/induction booklet/prospectus of the school
- **KS3/4Transition**
  - Transitional annual review (if student has an EHCP)
  - Staff guidance re appropriate option choices
  - Exam concession testing (if appropriate)
  - Careers guidance from Inspira
  - Year 9 information evening
- **Post 16 Transition**
  - Transitional annual review (if student has an EHCP)
  - Guidance on subject choice
  - Liaison with college(s) or other educational establishments
  - Taster days
  - Exam concession testing (if appropriate)

**13. Information on where the local authority's local offer is published.**

The school's contribution to the "Local Offer" is attached to the school website. For details of the local authority's local offer go to: <http://localoffer.cumbria.gov.uk>