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SEND Information Report 2018-19

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1. Special Educational Needs Provision at The Key Education Centre

The Key Education Centre is a Pupil Referral Unit, providing a temporary alternative education to a wide range of pupils who are not able to access the curriculum in a mainstream school. We work in close partnership with secondary schools in the Fareham and Gosport area and with HCC Education Inclusion Service.

Pupils can be referred to The Key by their main school or a place is commissioned by HCC Education Inclusion Service, this can be for many reasons. Some students may have been permanently excluded whilst others may be in danger of permanent exclusion. The Centre also offers education to pupils who are emotionally vulnerable and/or with medical needs which prevent attendance at a mainstream school.

Our core purpose is to maximise the academic progress of our pupils while addressing their individual social and emotional needs, often with the additional support of external agencies.

Our main aim is to re-integrate pupils successfully back into school at the earliest opportunity, or if they are Year 11, to prepare them fully for post-16 opportunities. During the time they attend here they are taught by experienced staff who promote high expectations of behaviour and academic performance.

For those students who cannot attend onsite, fully qualified staff deliver a personalised curriculum at the pupil's home or another suitable venue. We also provide an Outreach service to support reintegration to Mainstream, prevent referrals into the Centre and facilitate managed moves between schools.

We are guided by the key principle that all pupils, potential pupils, their parents and carers, and staff are of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Where they are currently pregnant or have recently given birth
- Whatever their age.

2. How do we know if pupils need extra help and what should I do if I think my child has special educational needs?

Prior to enrolling, a referral form is sent to The Key from the referring school which includes key information about the student, including their academic data. There may also be accompanying letters from other agencies to ensure the pupil's needs will be met when they begin at The Key. A senior member of staff will arrange to visit the pupil and parents/carers in the home, this allow for a sharing of information and to discuss any specific needs.

Pupils complete a series of assessments on admission, to enable staff to have a better understanding of individual needs and how best to engage the pupil in their learning experience.

The baseline tests might include:

- Reading comprehension test
- Single word reading test
- Spelling test

- BPVS (The British Picture Vocabulary Scale). This is a test of receptive vocabulary for Standard English
- Dyslexia Screening Test, if deemed appropriate.
- A numeracy test
- A science test.
- Emotional literacy test
- Self-esteem test
- AARS (anger management test)

The results of these test and information from the referral form and home visit are shared with all staff and used to create a Pen Portrait of the pupil for all staff to use in planning lessons.

The learning needs of all pupils are addressed in the classroom and through intervention programmes. The level of need is guided by the baseline test results, prior attainment data, external agency reports and teacher assessment in the classroom.

Intervention programmes are linked to the 4 categories of need, as described in The Code of Practice 2014 and could address:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and/or Sensory Needs

We work closely with external agencies to provide additional, specific support to our pupils and their parents/carers. These include:

- EPS (Educational Psychology Service)
- Children's Services
- YOT (Youth Offending Team) and YCP (Youth Crime Prevention)
- School Nurse
- CAMHS (Child, Adolescent, Mental Health Service)
- Specialist Teacher Advisors
- Catch 22
- Motiv8

All pupils have a half termly education review meeting which is completed with the tutor, pupil, parents and home school and monitored by the Head teacher. Pupils causing concern regarding their behaviour are discussed at a pupil update briefing and their pen portrait is altered to make recommendations for support..

The SENCO is responsible for:

- The day-to-day operation of the Centre's SEN policy
- Liaising with and advising class teachers
- Co-ordinating with Senior Leadership for the provision of pupils with SEN
- Updating and overseeing the records of all pupils with SEN
- Working with parents of children with SEN
- Liaising with external agencies, including the Educational Psychology Service
- Working with other support agencies, medical and voluntary bodies
- Attending review meetings of SEN pupils and pupils with draft EHC plans where appropriate
- Liaising with mainstream school, SEN and other agencies regarding EHC plans
- Supporting pupils and their parents/carers with transitions to new placements when EHC plan is finalised.

The Equality Act 2010 states that a person has a disability *if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

A *physical or mental impairment* includes:

- Learning difficulties
- Medical conditions, including epilepsy, diabetes, more severe forms of asthma and eczema
- Specific learning difficulties, including dyslexia
- Autism
- Speech, language and communication impairments

If the impairment has a *substantial and long-term effect* on a person's ability to carry out normal day-to-day activities it may amount to a disability.

According to the SEN Code of Practice 2014, a young person has a special education need if, '*he or she has educational provision that is additional to or different from that made generally for other young people of the same age by mainstream schools*'.

According to the Children and Families Act 2014, a child has a *learning difficulty* or disability if he or she:

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

Children are identified as having SEN if they are not making progress within a curriculum that:

- Sets suitable learning challenges
- Responds to pupils' diverse learning needs
- Overcomes potential barriers to learning.

3. How will I and the school know how my child is doing and how will you help me to support my child's learning.

The pupils tutor at the Key completes an Education review meeting with the pupil, parents and where appropriate home school every half term. At this meeting the tutor will provide details of academic progress, behaviour and attendance.

All staff meet regularly to discuss each pupil and analyse the patterns of behaviour and progress presented in the behaviour tracker. Following these meetings, the pen portrait is updated with suggestions to support the individual. On a daily basis tutors make phone calls home to parents/carers of pupils who are causing concern and/or pupils who have had a particularly positive day/experience.

Pupils who are provided with additional interventions are assessed at the beginning of the programme and at the end, in order to evaluate the impact and effectiveness of the intervention programme. All staff are aware of entry and exit dates to these programmes in order to evaluate impact in the classroom.

The Management Committee of The Key has due record for the Code of Practice when carrying out their duties towards all children with SEN, ensuring that:

- The necessary provision is made for pupils with SEN

- In co-operation with the Headteacher and SENCO, the centre's general policy of provision for children with SEN meets required standards.
- The teachers are aware of the importance of identifying and providing for those children with SEN.
- Parents are notified of any decision made by the centre relating to SEN provision for their child.
- Pupils with special educational needs are included as far as possible in the activities of the school with other children.
- A member of the Management Committee has lead responsibility for SEN.

4. How will school staff support my child and how will the curriculum be matched to my child's needs?

Pupils at The Key are assessed each lesson to evaluate their attitude to work, behaviours, their progress and how well they have attempted to improve any particular aspect of their learning and behaviour.

Tutors discuss behaviour, progress and any other issues highlighted with the pupils on a regular basis. Any news of note is communicated to parents/carers by telephone calls at the end of the day, either from their tutor, subject teacher or one of the Senior Leadership team.

If a pupil has a medical need they will be fully supported as outlined in Supporting Pupils with Medical Needs Policy.

If a pupil requires medication whilst at school our Administering Medications Policy will be followed.

5. How is the decision made about the type of support and how much support my child will receive?

a. Identification, Assessment and Provision

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Management Committee, the Headteacher, SENCO and all other staff have important responsibilities. All teachers are teachers of pupils with special educational needs.

Teaching such pupils is a whole-school responsibility, requiring a whole school response. Central to the work of every class and every subject is a continuous cycle of planning, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of pupil. The majority of pupils will learn and progress within these arrangements. However, for pupils with additional special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

b. Allocation of Resources

The SENCO and SLT organise and plan the amount of additional in-class and external specialist support required by pupils. All pupils receive SEN support, whether or not they have an EHC Plan. The in-class support from LSAs is supported through the delegated SEN budget and PP funding from the LA. The centre also allocates additional resources from general funds.

c. The school adopts a graduated approach to intervention – graduated approach

The process for implementing SEN support is arranged into four stages as outlines in the SEN Code of Practice 2015 and parents/guardians are kept fully informed. This is the graduated approach to intervention.

- **Assess**

When concerns arise, information is gathered from a variety of sources (teacher, pupil, parent, outside agencies) so we can develop an accurate picture of the pupils' needs, attainment, projected targets, motivators and how they respond to teaching approaches.

- **Plan**

After gathering information an intervention package will be put together to outline the methods that will be used to achieve specific outcomes. Short-term targets are agreed which prioritise key areas of learning that are to be addressed the ways in which the progress will be measured. If external agencies are involved, their advice and recommendations are included. Any actions agreed take in to account the pupil's strengths as well as their learning differences.

- **Do**

Students receive constant support in class to access their learning and fulfil their potential. This is achieved through clearly differentiated work, teaching methods appropriate to the learning style of the student and LSA support. Students requiring more specific interventions receive these regularly and the outcomes of these sessions are recorded.

- **Review**

Regular meetings are held between the SENCO and staff to determine the effectiveness of the intervention and whether any alterations are required. If a pupil is still not making progress despite the school having taken relevant and purposeful action alongside other professionals, then parents or school can make an application to the local authority for an Educational Health Care Plan.

Where a student has additional needs e.g. physical, medical, learning, Access Arrangements will be made to enable them to take public examinations. Parents/ carers will be contacted when a need for Access Arrangements is identified, and after the application has been submitted, in order to inform them of the outcome of the application.

6. How will my child be included in activities in and out of the school classroom including school trips?

During the school day, students are supervised at all times by teaching staff or LSAs at The Key.

At breakfast we offer bacon or sausages sandwiches or cereals and hot beverages. At lunch, all pupils are offered a free midday meal. At the end of the day all pupils are escorted off-site.

Pupils are included in a wide range of extra-curricular/alternative provisions during the academic year. All pupils are invited to engage in all activities offered and are provided with support necessary to enable them to fully participate, subject to a satisfactory pupil Risk Assessment. The school is always open to discussion with parents and carers as to how we can include all pupils in all activities available.

All pupils are assigned to a Tutor Group of no more than 10 pupils. The Tutor oversees the general well-being of the pupil and liaises with parents/carers should there be any concerns over health and well-being. Parents are welcome to contact Tutors, via the school office, if they have any concerns or wish to share any important information which they feel might impact on the child's

behaviour or attitude to learning.

The Key has a Student Council which is made of elected members from both key stages.

The needs of pupils with specific medical needs are discussed prior to admission, in consultation with parents/carers and the referring school, in order that any additional specific arrangements can be put in place prior to enrolment at The Key. In these instances, a Supporting Pupils with Medical Needs Policy is followed and for pupils who require medication, we adhere strictly to our Administering Medicines Policy.

8. What training have staff supporting had, or what training are they having?

The Key's SENCO Mrs Thomas is available during the school day Monday to Friday. They can be contacted via the school office on 02392 528653. Mrs Thomas is an experienced member of staff and she is currently completing her National Award in Special Educational Needs Coordination. We also have 3 additional members of staff that have completed the National Award in Special Educational Needs Coordination. In addition to that all staff at the Centre are taking part in a three year training programme around Attachment and Trauma informed practice.

All staff additional professional development needs are identified through the school's performance management system and the school improvement plan. The Headteacher oversees the professional development of all teaching staff and support assistants. All staff are informed of LA, national and regional training courses, seminars and networks that relate to SEN and inclusive educational practice. Members of staff attending any courses are expected to disseminate and share their knowledge with other colleagues within the school. Members of staff are also encouraged to observe good inclusive practice in other schools and share findings, in order that we can adopt best practice. All LSAs take part in all Staff Training Days and All Staff Meetings.

The Voice of the Child

The views of our pupils are always considered when reviewing considering support and provision. The Key adopts a person centred approach and this practice is embedded within teaching as well as at pupil reviews or EHC plan reviews. The school actively encourages the use of augmented communication systems when necessary.

Parent/Carer Partnership

The knowledge, views and first-hand experience of parents and carers are highly valued for the contribution this knowledge can make to the child's education. Parents are seen as partners in the education process. All parents are welcome to contact the Headteacher or SENCO if they have any concerns about special educational provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress.

9. How accessible is the school both indoors and outdoors?

- The Key is fully accessible to pupils in wheelchairs
- Teaching rooms are located on one level.
- The Key has a designated disable toilet.
- The school has a designated parking bay close to reception.
- Additional services, such as the provision of specialist equipment and further adaptation of the school site are sought through Hampshire Specialist Teacher Advisory Service.
- Parents/Carers and other outside agencies are welcomed as part of the planning process to ensure that adequate provision is in place pupils.

10. How are parents involved in the school? How can I get involved?

- Parents/Carers are crucial to improving the chances of achievement of their children in school and ensuring regular attendance is one of the most important ways a parent can be involved.
- Parents/carers are invited to pupil review meetings at regular intervals. These meetings provide an opportunity to discuss the child's progress and how parents/carers might further support the learning experience.
- Parents/carers are telephoned regularly and are encouraged to contact the school at any time to discuss their child/young person.
- If you child/young person has an ongoing illness or medical condition the school will support you and your child/young person to maximise their involvement in education.

11. Who can I contact for further information?

For further general information please contact:

Headteacher	-	Leanne Forde-Nassey
Telephone:	-	02392 538653
email:	-	l.forde-nassey@thekey.hants.sch.uk

For enquiries about Looked After Children please contact:

Designated teacher	-	Maisie Kelly
Telephone	-	02392 528653
email	-	M.kelly@thekey.hants.sch.uk

For enquiries about SEND provision please contact:

SENCO	-	Nicky Thomas
Telephone	-	02392 528653
email	-	n.thomas@thekey.hants.sch.uk

12. How will school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

The Key has an established induction policy which carefully supports pupils into the school, with thorough liaison between the referring school, parents/carers, outside agencies and The Key.

Specific targets are identified on admission and are set out in the pupil review meeting. The targets specifically address key areas which were highlighted on the referral or highlighted during our regular assessments. There is a team of staff (transition and outreach team) who oversee all transition arrangements to a mainstream school or in the case of those with an EHCP who are transferring to a specialist provision. These are planned on an individual basis and always involve detailed meetings and reports. Transitions are always carefully planned for and supported by The Key staff and where appropriate the Outreach team.

Students in Key Stage 4 receive specialist independent careers advice to support them in making choices regarding transition from Year 11 to further education, training or employment. We liaise closely with local colleges and employers.

13. Where can I get further information about services for my child/young person?

Additional information can be found from the HCC Inclusion and SEN Team.