

Kettlethorpe Collaborative Partnership Core Standards –

Inclusion and SEND

Kettlethorpe Collaborative Partnership (KCP) are committed to the inclusion of children with special educational needs. We use the principles of reasonable adjustments, (defined below), along with our duty of best endeavours (defined below) to meet the needs of all pupils. KCP schools will always place an emphasis on supporting your child to be the most **independent learner** they can be in order to support their successful transition from school into adulthood.

Reasonable adjustments - Reasonable adjustments are changes school makes to remove or reduce a disadvantage related to someone's disability. KCP schools will keep adjustments as close to normal classroom practice in order to support the integration of the pupil into the full offer of the mainstream school setting to which they are entitled.

Best endeavours – This means we will do everything we can to support the needs of children that fits within the remit of what is reasonable inline with what can be offered in a mainstream classroom with the constraints of staffing and budget.

Expectations of the school environment and staff, visitors and wider community -

Outlined below are the expectations on school and staff which school **may** deem reasonable adjustments in line with best endeavours. They are part of our offer of Quality First Teaching (QTF), which aims to offer high-quality and personalised teaching to all who attend. KCP schools will implement appropriate provision for all learners with Special Educational Needs and Disabilities (SEND), whether or not a formal diagnosis has taken place. We would like to remind parents that children with an educational health care plan it is the **Local Authority's absolute duty** to provide the provision set out in the EHC plan and the school will work with the parents to support the fulfilment of this duty.

Working with children and you people, their families and carers

Expectation	Strategies
Work in partnership with parents, carers children and young people in decision making.	<ul style="list-style-type: none"> ➤ Clear signposting to Wakefield Local Offer on school website. ➤ SEND information report accessible and produced with parents and carers. ➤ Parents and carers made aware of communication channels available for sharing of information. ➤ Children's progress and well-being is communicated to parents along with the steps to support any concerns. ➤ Identification of SEND is communicated and the steps taken to support whether through QTF or tailored interventions. ➤ Parents involved in target setting. ➤ Meetings to review targets are held a minimum of 3 times per year.

<p>An effective partnership with learners and parents is evident through their participation in assessment and review process.</p>	<ul style="list-style-type: none"> ➤ School communicates regularly with parents. ➤ Long-term aspirations for children are shared by parents and carers. ➤ A shared understanding that preparation for adulthood is an integral part of education. ➤ Outcomes/targets are SMART and work towards achieving aspirations. ➤ Children are involved in the 'Assess, Plan, Do, Review' process wherever appropriate. ➤ Pupil helped to understand their barriers to learning and their own achievements. ➤ Learners understand their targets where possible.
<p>Needs not diagnosis led</p>	<ul style="list-style-type: none"> ➤ Use professional judgements to start intervention or supportive measures in place prior to waiting for a diagnosis.

Pastoral

Expectation	Strategies
<p>Recognise and respond to the need for pastoral support for learners with SEND and taking a holistic approach to the child</p>	<ul style="list-style-type: none"> ➤ Create a learning environment where everyone belongs. ➤ Agreed strategies to support emotional regulation within the constraints of the school environment. ➤ Staff reflect school ethos at all times in how they present and speak. ➤ All staff alert to potential bullying and the higher level that takes place on SEND pupils. ➤ PSHE used effectively to support all. ➤ Peer-awareness of differences (may be class level or individual level) as appropriate.
<p>Learners feel safe and valued</p>	<ul style="list-style-type: none"> ➤ Negative attitudes are challenged by all. ➤ Pupil voice is integral and acted on. ➤ Learners can identify their key adult if needed.
<p>School actively promotes resilience and emotional wellbeing</p>	<ul style="list-style-type: none"> ➤ Mental health leaders in place. ➤ Staff are trauma informed and know the potential difficulties surrounding SEND pupil voice.
<p>School continuously develops its practice to enable full inclusion</p>	<ul style="list-style-type: none"> ➤ Equalities Act 2010, SEND Code of Practice 2015 and Children and Families Act 2014 inform all relative policies.

Assessment

Expectation	Strategies
<p>Cycle of Assess, Plan, Do, Review in place to ensure progress</p>	<ul style="list-style-type: none"> ➤ Strengths and needs identified within the variety of settings and contexts. ➤ SMTLP/IEPs are child centred and reviewed a minimum of 3 times a year and seen as live documents. ➤ Assessment informs planning. ➤ Clear starting points are identified to measure small step progress. ➤ Full developmental profile is considered when assessing and reporting progress.

Formative assessment and feedback present in all lessons	<ul style="list-style-type: none"> ➤ Marking policy caters to the needs of all learners. ➤ Not a one-size fits all approach to feedback in lessons and books. ➤ Regular engagement with learners and teaching skills of self-reflection.
Provision map and interventions	<ul style="list-style-type: none"> ➤ Clear expectation of Range 1-6 are implemented from the Wakefield Graduated Approach ➤ Interventions monitored closely for impact, critically evaluated and where possible evidenced based. ➤ Maximum 6-week review of progress in intervention
Leader of Assessment	<ul style="list-style-type: none"> ➤ Assessment lead well versed in knowledge surrounding reasonable adjustments with regards to undergoing formal assessment e.g. rest breaks, use of reader, extra time. ➤ Adapted resources are used as everyday practice.

Teaching and Learning

Expectations	Strategies
Teachers know their children and barriers/potential barriers to learning	<p>After a sensory needs assessment by school the following may be implemented</p> <ul style="list-style-type: none"> ➤ Task are broken into manageable steps. ➤ Pace is appropriate for learners. ➤ Awareness of activities that may cause anxiety and distress. ➤ Learners have time to process before response. ➤ Movement breaks/ Active Learning are incorporated for all children – no more than an hour stationary for all. ➤ Visual timetables present in all classrooms. ➤ Selective seating. ➤ Fidget toys/chew buddies that have been identified by SENCO that support regulation. ➤ Needs not diagnosis led approach. ➤ Equipment such as slope boards, document holders, TheraBand, reading pens
Teachers differentiate and use a range of teaching styles	<ul style="list-style-type: none"> ➤ Visuals are used to support language and text. ➤ Teaching slides are appropriate for all learners i.e. not black on white, visuals displayed. ➤ Different recording methods promoted when appropriate e.g. laptops, iPads, audio recorders. ➤ Staff understand different learning styles i.e. visual, kinaesthetic, solitary, auditory etc. ➤ Teachers promote independence through pre-teaching and differentiated work. ➤ Use of additional adults is thought through to maximise impact and dependency isn't created on any one adult. ➤ Different ways of working are used to support learners and progress i.e. small group, pairs, independent. ➤ Peer support is promoted through restorative practice and promotion of understanding of differences.

Physical and sensory environment

Expectations	Strategies
Physical environment adapted to meet needs of all learners	<ul style="list-style-type: none"> ➤ Accessibility plan is on school website and reasonable adjustments made where appropriate ➤ Adapted furniture where necessary. ➤ Extra-curricular activities planned to include learners with all needs. ➤ School trips and residential planned in line with Equality Act 2010. ➤ Learners views sought on the learning environment.
Staff aware of sensory needs that may impact learners	<ul style="list-style-type: none"> ➤ Needs considered when planning seating arrangements and movement breaks e.g. glasses, hearing-aids, OT reports ➤ Equipment for right and left-handed pupils. ➤ Displays reduce sensory overload e.g. possible use of fabric or reduced colour ➤ Staff aware of lighting and its impact. ➤ Consideration of teaching slides i.e. front, contrast. ➤ Sounds, sights and smells are considered

Resources

Expectations	Strategies
Resources allocated appropriately to ensure additional needs are met	<ul style="list-style-type: none"> ➤ Resources promote independence ➤ Resources are accessible for children to promote independence ➤ Children have access to equipment they require e.g. writing slopes, ear defenders etc ➤ Budget is given and planned in to meet the needs of children with SEND ➤ Physical equipment for subjects are adapted to promote independence ➤ ICT is used to support alternatives to written recording and to promote independence learning

Staff skills and training

Expectations	Strategies
Staff make a positive contribution to learner progress	<ul style="list-style-type: none"> ➤ Additional adults are deployed carefully so that they can best meet the needs and support the independence of learners ➤ Grouping and seating promote independence as much as possible ➤ Strategies are followed from interventions into classrooms
An annual plan for on-going Continuing Professional Development (CPD)	<ul style="list-style-type: none"> ➤ A comprehensive induction programme for new starters and ECTs ➤ Regular staff meetings looking at the variety of needs presenting in school ➤ SENCo to undertake regular training an CPD via local authority ➤ Regular staff survey to check staff training needs

Staff collaborate and have links with relevant outside agencies	<ul style="list-style-type: none"> ➤ Staff know where to seek advice, first from the SENCo and then from external routes e.g. educational psychology and WISENDSS ➤ SENCo meets regularly with external agencies ➤ Advice from professionals working with the child is implemented
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Transitions

Expectations	Strategies
Support is in place for routine and transitions	<ul style="list-style-type: none"> ➤ Staff are aware of those who will need additional support for transitions ➤ Calm spaces are available for those that need them ➤ Alternative timetables are considered for those that struggle with the busier transition period ➤ Visual timetables are used in each class, symbols to writing as progression through school ➤ Now and next boards used appropriately to support routine and independence or similar strategies ➤ Timers used when needed ➤ Opportunities for regulation are given (self-directed and individual considered where appropriate) ➤ Surprise is a taught skill ➤ Personal evacuation plans in place
Procedures in place through settings and onwards	<ul style="list-style-type: none"> ➤ Transition notes are clear and structured ➤ Information is shared in a timely manner with parents, professionals and internally ➤ Additional transitions to new settings take place for those that need it