



John Kyrle High School

John Kyrle High School and Sixth Form Centre's Local offer of provision for Students with Special Educational Needs Disability (SEND)

This document forms part of Herefordshire's local offer

JKHS is a fully inclusive school who ensures that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our students, including those with SEND in order that they can realise their full potential. It may not list every resource, intervention and strategy we utilise in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual students.

*SEND: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.** Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.*

Other useful documents, e.g. SEND/Inclusion policy, are available on the school website. If you would like any further information about what we offer then please do not hesitate to contact us directly.
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John Kyrle High School & Sixth Form Centre School Policy

SUMMARY

Information regarding the following can be found by viewing the SEND policy:

- Identification – see SEND policy
- Teaching and support – see SEND policy
- Interventions – e.g. for reading, social emotional well-being etc.
- An adapted curriculum – see SEND policy
- Support from specialist services available in school – see SEND policy
- Parental engagement and partnership – see SEND policy
- Use of SEND funding: transparency and accountability – see SEND policy
- Assessing and reviewing progress involving parents and children – see SEND policy
- Transitions – see SEND policy
- Training and expertise in school – see SEND policy
- Monitoring and evaluation of provision involving children and parents – see SEND policy
- Access to facilities and extra-curricular activities – see SEND policy
- Pastoral care: support for “wider outcomes” – see SEND policy
- Listening to students – see SEND policy

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Inclusive strategies for all learners
Access to supportive environment – IT facilities/equipment/resources
Accessibility access – ramps, lifts, etc.
Coloured overlays
Differentiated tasks
Extra-curricular sporting activities – dependent on time of year
Highlighters for instructions
Homework written in planners
ICT equipment used to increase access to curriculum where appropriate
ICT language translation sites
Interactive whiteboards
Kinaesthetic materials/interactive touch screen
Literacy marking codes
Mentoring activities
Mind maps – visual representation
Modified equipment for accessibility
Pastoral support
Rewards system
School Council – student voice
Social support for unstructured times
Strategies to develop independent learning
Strategies to support speech and language
Study guides for KS4
Support/supervision at unstructured times of the day for the more vulnerable
Transition support
Word banks/key words list
Writing frames
Written lists of instructions
Young Leo's

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Provision for small groups of students
Accessible PE Equipment
Exam Access arrangements – testing enabling students to receive extra time, reader or a scribe
Exam revision class (Easter School, pre exam after school) KS4
Handwriting programme/activities
Independent study facility
Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)
Strategies to support/develop literacy and targeted intervention
Strategies to support/develop numeracy and targeted intervention
Student voice
Subject Ambassadors
Teaching Assistant (TA) support in class

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Individualised provision
Common Assessment Framework (CAF) – implementation
Referrals made to and advice and guidance sought from support services: Behaviour Support Team (BST), Physical and Sensory Support Services (PASSS), Occupational Therapist/School Nurse, Learning Support Team (LST), Speech and Language therapist (SALT), Children and Young Adult Mental Health Services (CAMHS), EPS, Autistic Spectrum Disorder (ASD) advisor, English as an Additional Language (EAL) advisor
Counselling/Youth workers
English as an Additional Language (EAL) – strategies to support, provision of resources and interventions, liaison with parents
Alternative provision/curriculum through Intervention Centre
Hospital Home school teaching liaison
Travel training – KS4 to enable independent access to post 16 college provision
1:1 Tuition
Notepads/laptops
Modified timetable
Care plan/risk assessment
PSP
Additional transition support
Targeted Intervention for Social skills and Behaviour – including strategies to enhance self-esteem and modify behaviour
Provision to facilitate/support access to the curriculum – modified equipment/resources
Liaison/communication with professionals/parents, attendance at meeting and preparation of reports
Voice activated software
Visual Timetable and key word lists (Communicate in Print)
Home/school book – enabling contact between parents and school on a daily basis