SEN Information Report

Parent FAQ’s

1. How does your school know if my child needs extra help?

If your child is transferring to Kenton and already has a special educational need, your primary school will inform the Special Educational Needs Co-ordinator (SENCO) at Kenton.

Either the SENCO or the appropriate Senior Team Leader will liaise with the primary school in Year 6 to support the students move from primary to secondary. Staff from Kenton will attend any transitional reviews held by the primary school.

On entry to the school, all students undergo screening in the following areas: key cognitive skills, language skills and certain core academic skills. This system should identify potential difficulties at the earliest stage.

Some children do well at primary school but find the transition to secondary education more difficult. At Kenton, all of our teachers at Kenton School are able to quickly identify students who are struggling early and are knowledgeable of the referral process to the Learning Support Department (LS), so that support can be coordinated promptly.

The school listens to parents. Sometimes, the first signs of difficulty are picked up through conversation at home, so parents are always welcome to contact the school to talk about concerns.

1. What should I do if I think my child may have a special educational need or disability? Who can I contact for further information?

If you are concerned about your child’s abilities, the school will listen to your concerns, discuss them with you and agree on a plan that might only need light monitoring or might require assessment by specialist staff or external agencies.

You can contact the school by phone, letter, e-mail or fax (please see contact details on the home page of the school website).

It is appropriate to contact the school through a family friend or professional translator if you feel more comfortable using a language other than English

If your child is still at primary school, talk to your child’s teacher there who can help you look at any issues and make links with Kenton to help prepare for the next year.

If you are interested in finding out about more about either the Communication Difficulties ARC, Speech and Language ARC or the Learning Support Department, please [click here.](http://sen.lampton.org.uk/speech-and-language-centre-a-hounslow-borough-provision/)

1. What is an EHCP?

An Education Health and Care (EHC) Plan, is a legal document which provides a description of a young person’s needs, what provision will meet those needs and which school or education setting a child or young person should attend. EHC Plans will continue into further education and training, and for some young people up until the age of 25.

1. How will I know if your school is supporting my child? How will I know how my child is doing? How is student progress monitored?

All students:

The school will contact parents directly if we are proposing to offer your child support that is additional to and or different from what is already in place for all mainstream students.

Target setting days and parent consultation evenings are both opportunities to discuss your child’s progress and needs and to find out about support options.

Parents are always welcome to contact their child’s Form Tutor or the Learning Support Department at any time to discuss particular concerns as they arise.

Students with statements and EHCP’s:

Your child’s needs will have been identified and a Learning Plan put in place from the time they start at Kenton. Additional intervention lessons will also have been identified at this point.

All students on the Special Educational Needs Register will have an Annual Review to discuss progress and needs, parents/guardians will be informed of the review a minimum of two weeks prior to the review date. During the face to face meeting, students, parents/guardians, staff and other outside professionals will have the chance to express their views about the progress being made and the provision they are receiving at school.

1. How will the curriculum be matched to my child’s needs? How are the school’s resources allocated to these needs?

All staff are trained through a yearly programme of Continual Professional Development. Within this programme, staff focus on strategies which help support Quality First Teaching, this includes differentiation, pupil involvement and engagement, appropriate teacher questioning and modelling and increasing student independence. For those students with fewer needs, this is all that is required to help them make progress.

Teachers have access to the Learning Plans of students known to have specific needs. Information is provided on adaptive strategies, as well as the strengths and weaknesses of students.

Many lessons benefit from having a teaching assistant in the class who can spot difficulties and help to give instant support.

Parents/Carers will have the opportunity to discuss exam choices in Year 9, with the aim of selecting subjects based on your child’s strengths and interests.

1. Will my child be able to access the school environment?

During the transition period, an LSA is attached to each form class who is able to support students to navigate the school.

Kenton operates a buddy system, whereby older students are available to help support students navigating the school.

1. How is progress monitored by the school?

Student progress is assessed every half term in Year 11 and once a term in all other year groups.

Staff closely monitor the progress of students through their departmental trackers, ensuring all students who are struggling are identified and the appropriate intervention is put in place.

1. What specialist services and expertise are available at the school?

All Teaching Assistants receive regular Continuing Professional Development and coaching for specific issues/students, from the relevant specialist within the department.

Both the Speech and Language ARC and Communication Difficulties ARC have access to their own Speech and Language Therapist (SLTs).

The school brings in additional expertise from outside agencies including;

Educational Psychology

RISE

Each of the SEND teams employ staff who receive additional formal training in their area of specialism.

The school works closely with a number of outside agencies to which they may choose to make referrals to, including;

* SENTASS
* CYPS
1. How will you help me in supporting my child’s learning at home?

Parents will be invited to attend specific events during the year e.g. Options Evening, which give further support to parents and students.

Parents are always welcome to contact their child’s Form Tutor, Year Leader or the relevant Team Leader for ongoing advice.

1. What support will there be for my child’s well-being?

It is vital that all students in our school feel valued, cared for, confident and supported.

Strategies used by staff to ensure students with SEND are fully supported include;

* Ensuring that the student knows who they can talk to if they have any worries, for example their Key Worker.
* Social skills lessons which focus on making and keeping friends, having successful conversations and developing independence in school.
* Regular Key Worker Meetings take place, where students are given the opportunity to discuss any problems or concerns.
1. How will the school help prepare my child for transfer to post-16 education or to another school?

All students will have at least one meeting with a member of staff from the Connexions Advisory Service. During this meeting students will have the opportunity to talk about different Post 16 options.

All students will complete a one week work experience placement in Year 10. This helps to give students a taste of a working environment and can help inform them about which course they would like to take Post-16.

Students will receive support with completing College Applications and UCAS Applications.

School staff will liaise with work experience placements to ensure that their staff are aware of the student needs.