

Knightsfield School SEN information report – 2024/25

Knightsfield School are committed to providing a broad and balanced education for all of our young people both academic and in their own personal and social development.

<p>What types of SEN do we provide for?</p>	<p>Knightsfield School is a special provision registered for young people from age 9 to 18 with deafness as a primary need. We currently deliver primary and secondary education for years 5-13.</p> <p>We also provide support for some of our students who may have other SEN needs including speech and language communication, visual impairment, autistic spectrum disorder, learning difficulties and social emotional mental health needs.</p>
<p>What is our approach to teaching students with SEN?</p>	<p>All teachers are teachers of all students in school. Secondary teachers are subject specific in the first instance and then train as a Teacher of the Deaf in line with government guidelines. The year 5/6 teachers are primary trained. Students are taught in small class groups. Some groups may be taught in mixed years to enable students to learn to work collaboratively and within their educational needs. Classes are taught in Key Stages in the normal phases of Primary and Secondary. Key stage 2, 3, 4 and Post 16. Teaching is adapted and delivered to meet the needs of all students with support from additional staff where appropriate.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>A broad curriculum is followed according to the ability of the young person and follows their areas of strengths and interest.</p> <p>Those who require additional support through 1:2:1 intervention or reduce barriers to learning have specific support in relevant areas. The curriculum follows two pathways and options are given for KS4 to study accredited courses. The learning of language forms a large part of our student's learning, not only in discrete lessons but incorporated through all subjects. Some students have an individual curriculum according to their needs. This may be college based with future employment in mind. The classrooms are acoustically treated and desks are arranged in a horseshoe around the teacher to facilitate a good arena for lip reading to take place. Teachers wear a radio aid transmitter to aid listening.</p>
<p>How do we enable students with SEN to engage in activities with other students who do not have SEN?</p>	<p>School uses the wider community to ensure that they participate in activities with mainstream students or other students with different SEN needs. Students have art lessons with Monk's Walk School during the school week and can opt to study GCSEs that are not offered at Knightsfield in Key Stage 4 if they wish to do so supported by Knightsfield but within the mainstream classroom. Students are also encouraged to attend clubs at Monks Walk School.</p>
<p>How do we consult parents of students with SEN and involve them in their child's education?</p>	<p>Parents, students and the school staff are imperative in the learning of our young people.</p> <p>Parents are given communication channels via their form tutor to ensure that they are consulted in their son or daughter's learning.</p> <p>Parents are invited to all meetings involving their son or daughter and are involved in the setting of both academic and non-academic targets, through EHCP meetings, for the school year. Parents also have direct access to Edulink to aid home learning.</p>

	<p>EduLink also provides an effective and simple way to communicate between the school's staff and home and vice versa.</p> <p>Parents can also have continuous email contact with their form tutor within normal school hours, admin team and the Headteacher, should they require this.</p> <p>Parents are consulted via questionnaires and surveys to help the school make the right choices for its students.</p>
How do we consult students with SEN and involve them in their education?	<p>Students are consulted regarding their education. They complete the 'All About Me' section of the EHCP to show how they would like to be provided for and how they would like their own needs met in school. This is an imperative part of the school's target setting and progress monitoring package and is also used for the Statement or EHCP annual review. All young students with impairments and/or disabilities at any level will complete this and are involved through regular meetings to update their educational needs, likes and dislikes.</p> <p>Students are also consulted via form representatives, as a student voice and via questionnaires. This helps them to make decisions about how they would like their school to be and to feel heard by the Headteacher and her staff.</p>
How do we assess and review students' progress towards their outcomes?	<p>The school assesses and reviews students' progress using our assessment processes. The student's 'all about me' (part of the Educational Health and Care Plan) is the starting point of this assessment together with the start of year baseline. Students have a copy of their targets, both academic and non-academic that are set with the student, parents and teacher. They are reviewed termly and inform the content of the meetings with the student and their parents. Other professionals may also review the assessment at the annual review meeting.</p> <p>All students are assessed regularly in all subject areas of the school's curriculum including those subjects studied for at Monk's Walk school (art) in Key Stage 3 and for Key Stage 4 GCSE subjects. Post 16 are assessed regularly by their course leader and note taker.</p>
How do we support students moving between different phases of education?	<p>Knightsfield provide a stringent transition platform whereby we prepare teachers and TAs through a programme, understanding the needs of new students through visits and the annual transition day for all students in preparation for the coming year. This is communicated to parents and to the young people so that they can prepare. More vulnerable students will spend extra time getting to know their teacher and the school through extra visits. Students are supported in their choices for transition from KS3 to KS4 and from KS4 to post 16. Transition from the primary to secondary phases of the school is also seamless and we offer an extra transition day for our students alongside the local authority 'moving up' day to allow students the chance to get to know the school and their new peers.</p>
How do we support students preparing for adulthood?	<p>The PSHCE curriculum programme of study starts to prepare our young people for adulthood. Careers is part of this programme and our Year 11s and Post 16 students are encouraged to experience some work placements.</p> <p>Post 16 provision ensures that life after Knightsfield is discussed, planned for and transition programmes are in place to meet the needs of our young people. They also learn personal skills, such as cooking and life skills.</p>

<p>How do we support students with SEN to improve their emotional and social development?</p>	<p>All students have access to a counsellor should it be required.</p> <p>PSHCE lessons are a part of the school's curriculum, which highlights current affairs and other up to the minute situations that our students need to be aware of or be able to deal with.</p> <p>Break and lunchtime are a time for all students to socialise.</p> <p>Communication is key to socialisation and therefore language, social skills and communication sessions are factored into the school's weekly timetable to enhance this skill in our students.</p> <p>PSHCE incorporates strategies for resilience to ensure that our students are prepared for adulthood alongside our Achieve, Believe, Communicate (ABC) ethos and programme of study.</p>
<p>What expertise and training do our staff have to support students with SEN?</p>	<p>All teachers are either Qualified Teachers of the Deaf (QToD), in training or will be qualified within three years of starting at the school. Teachers are primarily secondary subject specialists prior to taking up post and studying to be a teacher of the deaf or have qualified as a Teacher of the Deaf. Some teachers are primary trained to meet the needs of KS2.</p> <p>All staff receive training to ensure that the needs of all students are met. Teachers are continually developing their practice through INSET and teacher meetings focusing on all areas of learning for our students.</p> <p>All staff are trained in Safeguarding, Prevent and Herts STEPS and receive training on a wide variety of learning difficulties which some of our students have diagnoses of alongside hearing impairment. A selection of our staff are also trained in the Hertfordshire Step-Up programme to provide support for physical intervention if required.</p> <p>Teachers also attend training for their own subject areas and this includes departmental meetings in subject areas where appropriate to enhance their own professional development.</p> <p>Some Teaching Assistants are trained in other areas including our Pastoral Team who support some of our more vulnerable students and their training has included areas such: behaviour, resilience, protective behaviours and art therapy.</p>
<p>How will we secure specialist expertise?</p>	<p>Knightsfield School works alongside a host of specialists, some operating in school and others on an advisory basis.</p> <p>NHS SLCN – We have Speech and Language therapists on site who work in small groups or on a one-2-one basis.</p> <p>We have a specially trained member of staff who is responsible for Audiology and Listening. Listening and hearing assessments are an ongoing part of daily school life including ensuring that Hearing aids and implants are working correctly. Other advisory services include:</p> <ul style="list-style-type: none"> • NHS PT/OT • Educational Psychologists • School Counsellor • Advisory Teachers • Hearing Impairment team • Visual Impairment team • Herts SEND Team • Disability Sports Team • ESC
<p>How will we secure equipment and facilities to support students with SEN?</p>	<p>School works very closely with health services for any additional equipment that may be required.</p> <p>The school is a specialist built acoustic environment, which ensures teaching meets the needs of all our students. Each teacher or TA uses radio hearing aid systems for all students where applicable. The school</p>

	<p>has ramps and electronic opening doors to enable easy access for those with physical difficulties or disablement. There is also a lift to secure access to the upper floor. Areas of the school are also adapted for those with visual impairments to ensure safety whilst moving around the building.</p>
<p>How do we involve other organisations in meeting the needs of students with SEN and supporting their families?</p>	<p>The school often works with other organisations and is happy to direct our young people and their families to other voluntary establishments who may be able to give them assistance.</p> <p>www.parentpartnership.org.uk www.ndcs.org.uk</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>The school has several areas of education that it monitors student progress. By doing this we can analyse gaps in learning and areas of need for progress for all students, both academic and personal. This ensures that the provision for all students is effective. Any areas of weakness are addressed through teacher or all staff training programmes. The curriculum and all school practices are evaluated regularly and monitored by the school trustees. Intervention programmes are organised by the SENCo and their impact is evaluated regularly.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>The school has a complaints policy that is accessible on the website. Parents are made aware of this policy when their child enters the school and should a complaint be forthcoming are directed to the policy to ensure that all aspects of the policy are followed including the relevant steps, correctly. In the first instance the parent or carer will contact their child's form tutor with details of the complaint.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>The first point of contact for our young people and their families is the form tutor. They also have direct access to the admin team who will pass on any information to the relevant member of staff. Some young people prefer to contact the counsellor or a member of staff who they feel close to or our dedicated Pastoral Team members.</p>
<p>What support services are available to parents?</p>	<p>Parents are an integral part of the school and are consulted in all aspects of their child's education. The school works closely with our parents and will look to support them in appropriate ways. This is often through regular progress meetings, parents' evenings or via the form tutor. The school is also involved in the Welwyn and Hatfield Family Support Worker network, offering a variety of support services to families.</p>
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>As a specialist provision in the County, we form part of the Hertfordshire Local offer. The school works very closely with the Local Authorities of those students who attend from out of county too. This report forms part of the Local offer from Hertfordshire County Council and can be accessed via the link below.</p> <p>http://www.thegrid.org.uk/learning/sen/whole_school/index.shtml#local</p>