

# Special Educational Needs and Disability information report

Date of approval by governing body:	May 2016
Review date:	Summer 2017
Policy Owner:	SENDCo

## **Parents and Carers**

This Special Educational Needs and Disability (SEND) report was reviewed by a representative group of parents and the governor for SEND in February 2016. No changes were recommended.

This report was initially considered by a group of parents representing students with a range of SEND in February 2016. Feedback was given.

## **Children**

A representative group of children has also been consulted on the range of information given.

## **Governors**

This report was reviewed by the Full Governing Body in May 2016

## **We would like to thank everyone who has been involved in this report.**

If you would like to comment on the report, or have any suggestion for improving it, please email Mrs Norris, the special educational needs co-ordinator (SENDCo) on [lnorris@thekings.staffs.sch.uk](mailto:lnorris@thekings.staffs.sch.uk)

## **What are special educational needs?**

A 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 school.

## **What kinds of special educational needs are provided for at The King's?**

The King's School is a mainstream school. At The King's we operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum. Admission of children with SEND is considered in line with our admissions policy, which relates equally to all children.

Student observation indicates that they have additional needs in one of the four areas

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

We also recognise that some children may have needs beyond those which we can cater for and we work with parents/carers and specialists to find appropriate placements for children with SEND.

We use our best endeavours to ensure that the necessary provision is made available for an individual with SEND in co-operation with our local authority (Staffordshire.) We make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with their peers. We constantly strive to improve the accessibility of our school and curriculum.

## **How does our school know if children need extra help?**

We know when students need support if:

- Concerns are raised by parents/carers, teachers, or the student's previous school
- Tracking of attainment outcomes indicate a lack of progress
- A student asks for help

At The King's School, great care is taken to identify and support students who have a significantly greater difficulty in learning than the majority of others of the same age, or who have a disability which prevents them from making use of educational facilities.

On entry to the school in year 7, students' current skills and attainment are assessed using a high quality standardised series of tests and by reviewing information from their previous school. Students joining The King's after year 7, will have their school files reviewed and further assessment may be carried out by the Learning Support Department if deemed necessary.

### **What should I do if I think my child may have special educational needs?**

If you have concerns, then please firstly discuss these with your child's teacher/subject teacher/form tutor. This then may result in a referral to the school SENDCo whose name is Mrs Norris and whose contact details are [lnorris@thekings.staffs.sch.uk](mailto:lnorris@thekings.staffs.sch.uk). Or you can phone the school on 01782 783 281 to speak with the SENDCo or make an appointment to come into school.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

### **How will I know how the school supports my child?**

If your child is receiving support for SEND, additional meetings are offered to discuss support and review progress. Your child will have an individual student passport which shows details of your child's learning needs and reflects his/her opinion of how he/she prefers to be supported in the classroom. This is reviewed twice a year, and you will be offered a chance to talk to the SENDCO or another member of the Learning Support Department about your child's provision and progress.

Your child might have a Statement of SEN or Education, Health and Care Plan (EHCP), which will be reviewed formally at least once a year along with the arrangements above.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained and may include referral to:

- Entrust (Special Educational Needs Support Service)
- Behaviour Support Service
- Autism Outreach Team
- Hearing Impairment team
- Visual Impairment team
- Autism and Sensory Support in Staffordshire (ASSIST) Post 16
- Educational Psychologist Service
- Educational Welfare Officers
- Physical and disability support service
- Social Services
- School Nurse
- CAMHS (Child & Adolescent Mental Health Service)

### **How will the curriculum be matched to my child's needs?**

All students will be provided with high quality teaching in the classroom that is differentiated to meet the diverse needs of all learners.

Teachers plan using students' achievement levels, differentiating work to better match ability to work provided for all students in the classroom. When a student has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition, they

will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

Students with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.

### **How will both you and I know how my child is doing?**

All students have individual curriculum targets set in line with national outcomes to ensure ambition and these are issued in school reports 3 times a year. Students' progress is also discussed with parents at Parents' Evenings. Parents may also find the student planner a useful tool to use to communicate with school staff.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENDCo, or a member of the senior leadership team. Please contact the school office who will arrange one from you.

### **How will you help me to support my child's learning?**

Please look at the school website. It can be found at [www.thekings.staffs.sch.uk](http://www.thekings.staffs.sch.uk) and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

The class/subject teacher or SENDCo may also suggest additional ways of supporting your child's learning.

The school organise a number of parent workshops called Parent Power. These are advertised in the school magazine and on our website.

### **How is the decision made about the type and how much support my child will receive?**

Quality first teaching differentiated for individual students, is the first step in responding to students who have or may have SEN. We have arrangements in place to identify and secure extra provision which is "additional to and different from" that made generally for others of the same age. We always try our best to ensure that SEN provision is made for those who need it. In order to do this, we follow the **assess, plan, do, review** model, endeavouring to:

- know where students are in their learning
- identify the barriers to learning
- ensure decisions are informed by the insights of parents/carers and children
- have high ambitions and set stretching targets
- track progress
- regularly review the provision and monitor impact on progress

Any support put in place is designed so as not to isolate the student from his/her peers, so there will be a practical mix of in class support and extraction from lessons for small group or 1:1 intervention programmes.

### **How are the school's resources allocated and matched to the children's SEND needs?**

Where SEND are identified, we put in place appropriate evidence-based intervention programmes which are then reviewed at least termly to ensure progress is being made.

Resources are allocated on a needs basis with the children who have the greatest need being allocated the most support.

### **What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for students. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their

emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.

- Student Voice and Parent Voice are important to us and we have mechanisms in place and are monitored for effectiveness by the senior leadership team.
- Small group evidence-led interventions to support student's wellbeing are delivered to targeted students and groups and aim to support improved interaction skills, emotional resilience and wellbeing.
- Vulnerable students who find outside class times difficult are provided with alternative small group opportunities within the school.
- The school has gained Healthy School status which evidences the work undertaken within the school to support students' wellbeing and mental health.

### **Students with medical needs**

- Students with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the student themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines.

### **What training do the staff supporting children and young people with SEND undertake?**

All staff receive regular training relating to the needs of the school and the students. This is done both in school and through external course providers.

### **How will my child be included in activities outside the classroom including school trips?**

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. Teaching Assistants regularly support students on school trips.

### **How accessible is the school environment?**

Hand rails are present on stairwells in order to allow students with mobility difficulties easier, supported access. Since October 2014, the school site will be based on one level. In autumn 2016, The King's School will be moving into its brand new building which is fully compliant with the regulations for disabled access.

### **How will the school prepare and support my child when joining or transferring to a new setting or to the next stage of education and life?**

A number of strategies are in place to enable effective student's transition. These include:

#### **On entry:-**

A planned programme of visits is provided throughout the year for students starting in September. Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.

The SENDCo meets with all new parents of students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. If students are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

### **Transition to secondary school**

The transition programme in place for students in Y6 provides a number of opportunities for students and parents to meet staff in the new school.

The annual review in Y5 for students with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice. Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.

### **Transfer to a new setting**

Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/Choose-right/Homework.aspx> Accompanied visits to other providers may be arranged as appropriate.

For students transferring to local schools, the SENDCos of both schools will meet to discuss the needs of students with SEN in order to ensure a smooth transition. The records of students who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

### **Support services for parents of students with SEN include:**

#### **Family**

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on [sfps@staffordshire.gov.uk](mailto:sfps@staffordshire.gov.uk).

#### **Partnership:**

Information on where the **Local Authority's Local Offer** can be found:

<http://www.staffordshirecares.info/pages/my-disability/children-additional-needs/send-reforms/Local-offer/Local-Offer.aspx>

Information if you do not agree with **decisions about SEN provision:**

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/ParentPacks/what-if-i-do-not-agree-with-decisions-made.pdf>

### **Who can I contact for further information or if I have any concerns**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's class teacher initially via the school office: [enquiries@thekings.staffs.sch.uk](mailto:enquiries@thekings.staffs.sch.uk)
- The SENDCo: Mrs Norris [norris@thekings.staffs.sch.uk](mailto:norris@thekings.staffs.sch.uk)
- The Headteacher Mrs Verow [headteacher@thekings.staffs.sch.uk](mailto:headteacher@thekings.staffs.sch.uk)

To contact the school by phone: 01782 783 281

**We hope you have found this information helpful.**