

## The King's School SEN Information report

The King's School is an inclusive school; the ethos of the school is based around 'Achievement for all' where all students can achieve to the best of their abilities. We promote the core values of respect, resilience, achievement, creativity and integrity.

The King's School caters for all students in within the local community whatever their academic ability, with the exception of those young people whose learning needs are so complex that their needs are better met in a specialist setting.

**The definition of Special Educational Needs (SEN) is: A child or young person with a learning difficulty or disability which calls for special educational provision to be made for them. A young person has a learning difficulty or disability if he/she has (a) a significantly greater difficulty in learning than the majority of others of the same age: or (b) has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. Clause 20 Children and Families Act, June 2014**

The school's SENDCo is Ms Kelly Dighton who is also on the senior leadership team. She works within the Skills for Learning Department alongside two specialist teachers and a team of skilled teaching assistants and HLTAs. As a school we use a range of data, observations, and assessments to identify students who we feel may have additional learning needs. All additional needs fall under the four categories of need, although many students will have needs from more than one area.

- Cognition and Learning
- Social, Emotional & Mental Health
- Communication & Interaction
- Physical and Sensory

The school produces a Special Educational Needs policy which set out information about the school's procedures for making provision for pupils with special educational needs whether or not pupils have Education, health and care plan (EHCP). This is published on the school website and is reviewed annually. A link can also be found to Devon's local offer and the provision available at The King's School.

The King's School teaches all subjects (except for mathematics) in mixed ability teaching groups. Most of the provision for any student including those with additional needs is therefore provided by ordinary and available provision through quality first teaching, which is provided by the classroom teacher. For some students, this will be supported by a teaching assistant. The types of provisions that students can expect within the classroom fall under our universal provision which can be seen on our graduated provision maps. Progress is reported termly using the whole school reporting system.

Students who are not making the expected progress due to a learning need may be invited onto an intervention programme. At this point a letter would be sent home providing information and requesting permission, and the student would be recorded as having SEN support. Students who have complex needs may require a much higher input of specialist support. The school may apply for additional funding from the local authority and in addition may request a statutory assessment (this can lead to an education, health, and care plan)

Students who have an EHCP, together with a small number of students with complex learning needs, are assigned a keyworker TA who regularly meets the student to set and review short term targets and feed back to parents/carers. This is an additional point of contact for both students and parents/carers, to ensure regular communication and to quickly address any issues. If additional advice is required, the relevant agency is contacted, for example educational psychology, school nurse, or advisory teachers.

Within school we have a completely inclusive community with all students being encouraged to take part in trips, activities, clubs and residential wherever possible. Students with additional learning needs are encouraged to participate fully in school life and as such we have students with SEN on the school parliament, taking major roles in house activities and representing the school in various activities and events. All students follow a high quality PSHE curriculum and have access to outstanding pastoral support if needed, and like all provision in school, this is tailored to meet the needs of an individual.

We work together with our feeder primary schools, and post 16 providers to ensure a smooth transition between phases. All our new students spend a week in July of year 6 as part of their transition package, and additionally some students who have additional learning needs have extra visits as part of an enhanced transition programme.

If parents/carers have concerns regarding their child's special educational needs, they would in the first instance contact the SENDCo. If the issue could not be resolved, the SEN trustee (Mrs Sally Davies) could then be involved.

## **FAQs**

### **1. How does the school know if students need extra help?**

- Through information gathered from the Primary schools during the Year 5 transfer reviews and the Year 6 statement reviews prior to the transfer to The King's School.
- Cognitive Ability Tests (CATs) carried out on entry.
- Screening for reading and spelling beginning in the autumn term of Year 7.
- Observations in class
- Teacher feedback
- Parental concerns
- Student concerns

- Form Tutor and Head of House concerns
- Concerns from other staff such as the Pastoral Team, Learning Coaches, Teaching Assistants.

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

In the first instance, contact the Special Educational Needs and Disability Coordinator (SENDCo) Ms Kelly Dighton [kdighton@thekings.devon.sch.uk](mailto:kdighton@thekings.devon.sch.uk)

## **3. What provision is there for students with special educational needs?**

Teaching staff will support students at a level appropriate to their needs through ordinarily available adaptive provision in the classroom and quality first teaching. This is constantly reviewed as the child develops and makes progress. Students requiring more specific intervention to access the curriculum may be supported in a range of ways, for example.

- Individual or small group literacy and numeracy programmes (this may include our Discovery programme, International dyslexia Learning programme (IDL) , and alternative curriculum programmes)
- Mental health support/counselling and enhanced pastoral support
- Shared in-class support from a teaching assistant
- Individual programmes to meet specific needs

## **4. How will I know how my child is making progress?**

As a parent/carer you will receive:

- School reports three times a year.
- Parent-Teacher evenings
- Communication through Edulink
- Information about rewards and sanctions

In addition, you may also be involved in:

- Annual Review review meetings (held for students with an EHCP), which includes opportunities for the views of parents/carers to be included
- Key worker contact
- Information from specific intervention programmes. At any time, you may contact your child's Form Tutor, Head of House or the SENDCo for further information.

## **5. How do I know what progress my child should be making?**

All teachers are aware of every student's starting point at the end of Key Stage 2 and are aware of the rate of progress we expect each child to make whilst at The King's School each year. Progress can vary in each year, but the overall progress over 5 (or 7) years is tracked carefully to ensure every child makes the best possible progress for them. We have high aspirations for all students.

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

This is done on an individual basis where the need is identified for a student to have a more personalised curriculum. Most students follow the same curriculum as their peers, with adaptations to suit their needs. Teachers are expected to support students by adapting the lesson content to meet the needs of all. Where students have complex needs, teachers are supported by the Skills for Learning Team.

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

All students are supported through the Pastoral System. Each student has a Form Tutor who supports them through their time at The King's School. Weekly meetings are led by the Deputy Head, the Pastoral team, and Heads of Houses and additionally fortnightly inclusion meetings are held with the whole representatives from the pastoral team, SEND team, learning coaches and attendance. At these meetings students who are of concern for academic and/or emotional issues will be discussed, and appropriate interventions identified. These students are then carefully monitored. We adopt a graduated response in all situations. Students with SEND may have a key worker, usually a Teaching Assistant, who offers support with organisation, emotional needs and liaises with the SENDCo and Skills teachers. The Skills for Learning Department also have a weekly meeting where students concerns are raised. All students who are identified with concerns about their well-being will be offered appropriate interventions including:

- Support from the School nurse
- Mental health support team
- School counsellor
- Support from the Assistant Heads of House
- Support from the Learning coaches
- Clubs
- Rewards
- Careers advice
- Support from other agencies, as appropriate
- Skills for Learning lunch/break clubs

## **First Aid**

The King's School is mindful of the need to safeguard the well-being of all students and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment. Mr Tim Pemberthy oversees all first aid issues within school and any medications given are logged in student support.

Students with specific health or medical conditions will have an individual Medical Care Plan which will be drawn up in consultation with the parent/carers and other health professionals as necessary. This will outline the arrangements for administering medication and provide advice for staff in the event of an emergency. Staff will take note of the Medical Care Plans when arranging any curriculum enrichment activity. (See The King's school website: 'Supporting students with medical needs policy')

## **Safeguarding**

If we have any concerns that a student is at risk we will always follow our Safeguarding Policy. This means the child's welfare is the paramount concern, over-riding concerns for staff and parents/carers. We will involve external agencies if we consider this to be in the child's best interests. The safeguarding lead for The King's School is Mr George Penman.

## **8. What Specialist services are available within, or accessible to the school?**

School based

- SENDCo
- Two specialist teachers including teacher qualified to carry out exam access arrangements (EAAs) and an alternative curriculum teacher
- A team of teaching assistants and higher level teaching assistants all of who have experience and training in working with students with Cognition and Learning needs, Physical and Sensory needs, Speech, Language, Communication and Interaction needs (including Autism ) and Social and Emotional health needs.
- Outdoor school and well-being practitioner
- 4 Assistant Heads of House
- 3 Learning Coaches to work with students in receipt of Pupil Premium
- Skill for Learning department interventions
- Careers Advisor
- Mental health support worker

- Counsellor

External services

- Educational Psychology
- Specialist Advisory Teachers
- Child and Adolescent Mental Health Service (CAMHS)
- Inclusion Service (attendance)
- School Nurse
- Integrated Therapy Services, including Occupational Therapy and Physiotherapy
- Bereavement Counselling (Balloons)
- Careers South West
- DIAS

### **9. What training is available to staff supporting students with SEND?**

Training for teaching students with Special Educational Needs is considered essential. There is an on-going programme of training in teaching as part of the King's great habits of teaching program. We also have a regular SEND meeting for department representatives. Examples of areas covered are:

- Specific Learning Difficulties
- Autism
- Hearing impairment
- Visual impairment
- EAL
- Sensory support
- Developmental language disorder
- Specific medical conditions training eg Diabetes

In addition, relevant staff have had training in

- Child Protection (Safeguarding)
- First Aid awareness e.g. use of epi-pen, asthma awareness, epilepsy awareness
- Disability Awareness

- Outstanding Teaching
- Behaviour for Learning Individual members of Learning Support and Pastoral Support
- Mental health first aid
- Anger management
- Self-harm
- Access arrangements
- Diagnostic assessment

**10. How will I be involved in making decisions about and planning for my child's education?**

Parents know their children best and it is important that all professionals listen and understand when parents express concern about their child's development. The King's School use the Graduated Approach - assess, plan, do and review - as an appropriate person-centred approach to put their child or young person and their family at the heart of planning and reviewing provision. In addition to the opportunities listed above, there are many other occasions to be involved in your child's education at The King's School.

- School Open Evenings
- Year 7 Reassurance Evening in first half of the Autumn term.
- Skills for Learning Events
- Year 9 Option Evening
- Year 10 Reassurance Evening
- Presentation Evenings
- Post 16 Open Evenings

We do encourage parents to be involved in their children's education and hope parents will contact us if they have concerns. Similarly, teachers will contact parents to address issues promptly.

**12. How accessible is the school environment?**

As a school we have worked with outside agencies to improve accessibility. Most areas are accessible and if necessary, we will adjust timetables to ensure children have full access to their curriculum. However due to the nature of having such old parts of the school, some areas remain inaccessible. In these cases, we make reasonable adjustments such as re-rooming lessons where possible.

**13. How will the school support my child through transition, both to the school in Year 7 and from the school in Year 11?**

We gather a lot of information about your child from their primary school, and any agencies involved, for the best possible preparation for them joining The King's School. This is usually in Year 6, but when a

child has more complex needs the process of transfer may begin earlier, sometimes even in Year 5. In addition to the usual induction week for all students, vulnerable students (not necessarily all children with SEN) are invited to extra days in the school to familiarise themselves with their new surroundings and to take part in a tailored transition program. As a school, The King's School has excellent links with all the Post 16 providers locally in addition to our own sixth form, and has a strong tradition of supporting students to find the most appropriate course. As students progress through the school, they are given a lot of support from the Careers Advisors, who will personalise support. Some students have individual transition programs.

#### **14. How are the school's resources allocated?**

As a school we have a Skills for Learning department, led by the Special Educational Needs and Disability Coordinator, (SENDCo) Ms Kelly Dighton. Within this team are a SENDCo assistant, two SEN teachers, HLTAs and a number of Teaching Assistants (this number varies, depending on the number of students identified with high needs or with Education Health and Care Plans.) Allocation of Teaching Assistant support is done on a needs basis. We try not to allocate Teaching Assistants to individual students as we want to encourage the independence of our students.

#### **15. How is the decision made about how my child will receive support?**

The decision-making process is informed by the data and information provided by all agencies involved. Support is then personalised, within available resources, to maximise progress. This is regularly reviewed, and in the case of high needs students discussed with parents at Annual Reviews. Where a student makes good progress, and bridges the gap, support may well be reduced, even to the extent of being taken off the SEND Register (in this case students are coded as watched so that staff are aware that there has previously been a need identified and the student's needs careful monitoring)