



SEN Information Report

The King's School is an inclusive school- the ethos of the school is based around 'Achievement for all'

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 SENCo is Paula Farrand who is also on the senior leadership team. She works within the Skills for Learning Department alongside a specialist teacher and a team of skilled teaching assistants.

As a school we use a range of data, observations and assessments to identify students who we feel may have additional learning needs. These may include literacy difficulties such as dyslexia, spelling difficulties, and processing speed. In addition to this some students may have more complex needs and need a need a more comprehensive process of assessments. 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, Mental & Emotional Health
- Communication & Interaction Provision
- 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 EHC Plans. (This can be found on the school website) A link can also be found to Devon's local offer and the provision which is available at The King's School.

The King's School teaches all subjects (with the exception of mathematics) in mixed ability teaching groups. The majority of provision for any student including those with additional needs is therefore provided by 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 on our 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 where ever 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 council, 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 of our new students spend a week of year 6 as part of their transition package, however 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 SENCo. If the issue could not be resolved, the SEN governor (Sarah Unwin) could then be involved.

FAQ

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, Student Welfare Officer, 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 (SENCo) Mrs Paula Farrand pfarrand@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 effective differentiation in the classroom.(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
- Individual or small group social and emotional development programmes
- 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 the student planner
- Information about rewards and sanctions

In addition you may also be involved in:

- Annual Review review meetings (held for identified high needs students – you will be informed if your child is included within this category), which includes opportunities for the views of parents/carers to be included
- Key worker contact
- Home contact book
- Information from specific intervention programmes in end of year intervention reports.

At any time you may contact your child's Form Tutor, Head of house or the SENCo 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, and over the 5 years. Progress can vary in each year, but the overall progress over 5 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, perhaps with minor adjustments. Each teacher should display 'Quality First Teaching'. Teachers are expected to support students by differentiating 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 takes them through the 5 years at The King's School. Weekly meetings are led by the Deputy Head, the Pastoral team, and Heads of Houses. 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 SENCo and Assistant SENCo.

The Learning Support Department also have a daily 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
- Support from the pastoral support workers
- 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 medical conditions

Students with specific health 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 officer for The King's School is Mr Mike Garrick.

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

School based

- SENCo
- Assistant SENCo
- Teacher qualified to carry out exam access arrangements (EAAs)
- A team of teaching assistants



All Teaching Assistants 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.

- 2 Teaching Assistants are THRIVE practitioners
- 2 Pastoral Support workers
- Alternative curriculum co-ordinator
- Skill for learning department
- Careers Advisors
- 2 Learning coaches who work with students eligible for premium

External services

- Educational Psychology
- Specialist Advisory Teachers
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Welfare 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 whole school training in teaching and supporting students including,

- Specific Learning Difficulties
- Autism
- Hearing impairment
- Visual impairment

- EAL
- Sensory support
- Specific medical conditions training eg Diabetes

In addition there is regular 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

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- 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 Devon Assessment Framework (DAF process) 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, (answer 4) 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

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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.

11. How will my child be included in activities outside the classroom, including school trips?

As stated in our school aims, we expect all children to participate in enrichment activities and we will endeavour to overcome any barriers to inclusion.

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 lod 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 programme.

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 programmes.

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, (SENCo) Mrs P Farrand. Within this team are a SENCo assistant, 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 'need '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 SEN Register. When significant changes to provision occur, parents are automatically involved.