

## The King's School

### Special Educational Needs Information Report

<b>Implementation Date</b>	01/11/2021
<b>Owner</b>	<b>Headteacher – Mr D Pinto</b> Assistant Headteacher - Mr T Halliday SENCO – Miss G Brown Assistant SENCO - Miss L Barber

We hope that parents/carers of current and prospective students find the following information helpful and we encourage all interested parties to contact the school for more information.

### **We provide for the following kinds of Special Educational Needs (SEN):**

We are highly inclusive, passionate and dedicated to ensuring that all of our students meet their full potential. In practice this means that we work hard to ensure that all students receive a broad and balanced curriculum, whilst providing individual support and targeted interventions where they are needed.

We are committed to providing an inclusive education that creates an ethos, environment and culture that is sympathetic to, and understanding of, the issues involved in providing a fair and appropriate education for students with Special Educational Needs or Disability. In order to create a fully inclusive school we aim to:

- Educate children and young people in a mainstream setting.
- Value equally all students.
- Highlight that all teachers are teachers of students with Special Educational Needs and Disabilities.
- Differentiate so that all students have access to a broad, balanced and relevant curriculum that meets their needs.
- Take into account the views of the child.
- Promote a co-operative partnership with parents/carers.
- Support the work of the Local Authority and external providers so that the child's full potential can be reached.

### **We identify and assess pupils with SEN using the following methods:**

The progress of all of our students is reviewed every half term. A decision to provide additional support to a student is based on a variety of factors.

The class teacher will plan and liaise with the SEND department to ensure that students with SEND make academic and personal progress. The SENCO works closely with the SLT to identify students who are not making expected progress and regularly reviews the personalised targeted support offered through termly focus meetings. We regularly discuss individual student performance and any barriers to learning, and through these conversations students may be identified to be evaluated for SEND needs.

Students are referred to the SEND department via the Cause For Concern process. These students are placed on a monitoring list and 'in house' strategies are deployed in a needs led manner. If appropriate, guidance from external agencies may be sought in order to validate a SEND need. Students may be placed on the SEN register at any stage of their school journey dependent on their need at any given point. Pupils can remain on or be removed from the register at any time.

If a student is receiving additional support which is above and beyond Quality First Teaching, a Pen Portrait is generated. Parents/carers, students and any external agencies are invited to review this document on a termly basis.

If evidence suggests that a student's needs are unable to be met, a My Support Plan is generated. This document is applied and reviewed three times before submission for statutory assessment. In instances where little impact is made, despite all possible interventions and support, it may be required to proceed to an Education Health and Care Plan (EHCP). The progress of students with an EHCP is reviewed annually.

### **We evaluate the effectiveness of our SEN provision in the following ways:**

The school identifies student support as waves of provision to meet SEND needs. This SEND support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases. This is known as a graduated approach.

- Inclusive Quality First Teaching underpins all learning at Wave 1 which is for all students, including those with Special Educational Needs.
- Wave 2 Provision is 'additional to' and usually forms part of small group work interventions for 'some' students.
- Wave 3 Provision is 'different from' where interventions are on an individual basis. Intervention Provision is tracked regularly and termly inclusion meetings take place to discuss all SEND students' progress.

### **Our arrangements for assessing and reviewing the progress of students with SEN are as follows:**

The SENCO works closely with class teachers and the SLT to oversee the support and progress of every student. SEND Focus Meetings take place termly and involve the Headteacher, Deputy Headteacher, Assistant Headteacher, SENCO and Key Stage Leader. The purpose of the Focus Meeting is to review academic progress, personal progress and attendance.

Colleagues at The King's School work together to meet the needs of all students with SEND. Through regular CPD opportunities, INSETs and weekly SEND drop in sessions, our practitioners keep up to date with relevant practices and recognise that every teacher is a teacher of SEND. Assessing and reviewing student progress is embedded in our whole school A&I cycle.

- For all SEND students Pen Portraits are reviewed three times a year with the student and/or their parent/carer.
- EHCPs are reviewed annually in an annual EHCP Review Meeting. Interim reviews are held as and when required.
- MSPs are reviewed termly with the opportunity to apply for statutory assessment following three review points.

### **Our approach to teaching students with SEN includes:**

The class teacher will oversee, plan and work with students with SEND within their class to ensure that progress is made within every area. This is referred to as Quality First Teaching (QFT).

We have a strong focus on QFT, alongside a broad and balanced curriculum for SEND students. Through our weekly CPD package we have covered in detail key topics on differentiation, the effective implementation of Pen Portraits and the implementation of reasonable adjustments. Alongside this, specific training sessions have been held in areas inclusive of but not limited to:

- ELSA
- Ruth Miskin Literacy Intervention
- Downs Syndrome
- Accelerated Reader
- WISENDSS Bespoke Interventions

We work closely with outside agencies and implement strategies given to us to aid the progress of students. In addition to this we have a strong culture of collaboration across our Trust of schools and hold regular network meetings to share good practice.

### **We adapt the curriculum for students with SEN in the following ways:**

We operate a WAVES system of support depending on a child's needs and whilst quality first teaching is at the forefront of everything that we do, we do have flexibility in our curriculum to offer specific interventions where they are needed to support a child's development. These include a bespoke literacy support pathway for up to three lessons a week in KS3 which has a strong focus on the development of reading skills as we recognise this is one of the key barriers to students fully accessing the wider curriculum.

We provide a variety of interventions for our SEND students. These are inclusive of but not limited to:

- Fresh Start - Reading and Phonics Support
- Handwriting
- QWERTY
- Social Skills
- Emotional Literacy Support
- Speech and Language Therapy
- WISENDSS Bespoke Interventions

### **We enable pupils with SEN to engage in the activities of the school, together with children who do not have SEN, in the following ways:**

SEND students are well-represented in co-curricular across a range of activities. Attendance at and participation in co-curricular is in line with the percentage of SEND students as a whole.

We offer a broad co-curricular programme to all year groups and all student groups which covers sports, arts, academic achievement and practical skills. We ensure that students are able to participate in all curricular, co-curricular and wider community experiences owing to the following:

- Co-curricular activities are supported by teachers and LSAs.
- Staff ratios are planned according to student need.
- SEND students are invited to attend and take part in activities in the wider community.
- Parents/carers of vulnerable and SEND students are encouraged to volunteer time to help with the activities in the wider community.
- Students are invited to attend co-curricular activities that support local and national charities and surroundings.
- Risk assessments are put in place where needed, to ensure pupils are safe during sporting tournaments and school trips.
- We work closely with services selected by the Trust to ensure that we are able to transport students with SEND.
- We work closely with a number of external agencies off site to ensure that the experiences are accessible and inclusive.
- Parents/carers are consulted prior to trips/activities and advised of any special arrangements.

**The following emotional, mental and social support is available for pupils with SEN:**

- Students with SEMH difficulty have access to work with trained ELSAs in school, as part of regular sessions or one off SEMH 'First Aid'.
- There is a referral process and tracker in place for the extended pastoral team who refer students with SEMH needs to relevant external agencies and services, where appropriate.
- These include Future in Mind, Kooth, CAMHS and STAR Bereavement services.
- The Student Liaison Officers are a non-teaching pastoral team who work in conjunction with the DSL and DDSL to ensure on the ground support for students with SEMH difficulty is available.
- Students also access SMSC curriculum time which considers SEMH and how they can promote and practice positive SEMH.
- Where appropriate, risk assessments are made and shared with relevant staff to support severe SEMH difficulty and risk of self-harm.
- Our Learning Support Assistants receive a CPD package which provides them with a skillset to deliver personalised student interventions. This is inclusive of but not limited to, Speech and Language Therapy, Social Skills Group, and ELSA.
- We host termly Team Around the School Meetings where students are raised to a multitude of services available in the Local Authority. Parental consent is sought to access these services.
- WF-I-CAN is a place for young people to find information, advice and self-care tips.  
[www.WF-I-CAN.co.uk](http://www.WF-I-CAN.co.uk)

**In addition, we use the services of the following specialists:**

We work closely in partnership with a variety of external agencies. These include:

- WISENDSS (Wakefield Inclusion Special Educational Needs and Disabilities Support Service).
- Educational Psychology Service.
- Speech and Language Therapy.
- Occupational Therapy.
- School Nurse.
- Children's Therapy Services (Physio).
- Children and Adult Mental Health (CAMHS).
- Community Paediatrics.
- Team Around School (TAS).
- Children's Impairment Team (Teacher of the deaf).
- Early Help Hub.
- Educational Improvement Teacher.

Parents/carers are consulted before students are referred to an outside service.

### We currently possess the following equipment and facilities to assist our pupils with SEN:

To provide for sensory and physical needs we have the following adjustments in place:

- Wheelchair accessibility in most buildings.
- Disabled parking.
- The main school building has appropriate disabled changing and toilet facilities.
- There are ramps to increase accessibility.
- Stone steps in the historic areas of school have illuminous edging.
- The school has an accessibility policy.
- Staff receive relevant CPD on specific, individual student disability and medical conditions which are debilitating.
- Adaptations to the timetable and rooming where necessary, to ensure accessibility in the building.
- PEEPS are in place in the event of an emergency which supports the safe movement of disabled or injured students.
- Risk assessments are completed where appropriate and shared with relevant staff to ensure the safe movement of students with a disability around the building and facilities.
- Adequately trained staff are deployed on trips to manage and meet the requirements of risk assessments.

### Our arrangements for ensuring the involvement of parents/carers of students with SEN are as follows:

Communication with parents/carers is key to ensuring the success of our SEND students. We strive for triangulation between school, parents/carers, the student and any external agencies involved. We hold an open door policy and welcome parents/carers to make appointments with the SEND department as often as they feel necessary.

- Parents/carers are invited to meet with class teachers and the SENCO through Parent Consultation Evenings.
- Parents/carers are also consulted at the point that students are placed on the SEN register or removed from the register.
- Pen Portraits are written and reviewed three times per academic year in consultation with students and parents/carers.
- Termly Coffee Mornings are held to provide parents/carers with an opportunity to discuss their child's needs and progress with the SEND department and external agencies from the Local Authority. This also provides parents/carers with the opportunity to seek support where barriers may present at home, but not within the school setting.
- We hold additional transition meetings with students in years five and six to support their transition to secondary school. This is inclusive of additional transition tours, a SEND Transition Morning and the Year 6 Open Evening.
- A range of SEND students are invited to termly Headteacher's Breakfasts in which they are invited to share their views on aspects of provision and their school experience.
- A termly SEND Newsletter that shares key information around SEND provision and celebrates student successes.
- EHCP annual reviews are completed at least once per academic year, however, interim reviews are held as and when required. Parents/carers and students are integral to the review process for MSP and EHCP and are always represented and invited in line with guidance. Key workers are allocated to students with EHCPs and MSPs as a point of regular pastoral contact for both students and parents/carers.

**Our arrangements regarding complaints from parents/carers of pupils with SEN are as follows:**

- Parents/carers are invited to follow the school's Complaints Procedure. Initially, parents/carers are invited to discuss any concerns with the relevant member of staff, including the SENCO.
- We are open and honest and will always try our best to rectify any issues that arise. We are keen to receive feedback and regular communication. Experience tells us that the earlier we can hear about a problem, the quicker we can resolve or explain it.
- If you have a concern regarding your child's educational needs, contact the school SENCO or Assistant SENCO in the first instance and they will hopefully be able to resolve the situation.
- If the agreed outcome is not satisfactory then please refer to the Complaints Procedure on our website, or contact the Headteacher's PA.
- We hold Coffee Mornings in school to discuss with parents/carers the external SEND support on offer and any support available from the Local Authority.
- We hold termly SEND External Agency Drop-in sessions to discuss any students who may present with any underlying SEND needs.

**We work with the following bodies to ensure the best possible provision for our pupils with SEN:**

Wakefield's Local Offer, explaining what is available on a Local Authority basis can be found using the following link: <http://wakefield.mylocaloffer.org>

- The school works with numerous external agencies to make sure that SEND students get the best education possible.
- The school works closely with the Local Authority to make sure that there is a joined up approach in terms of supporting all SEND students in our care.
- These external agencies have regular drop in sessions throughout the year where parents/carers can speak to them for advice and re-assurance regarding their child.
- These external agencies also deliver drop in sessions and CPD to staff throughout the year.

We work closely in partnership with a variety of external agencies within the Local Authority. The provision provided depends on the needs of individual students, but can include the following:

**WISENDSS (Wakefield Inclusion Special Educational Needs and Disabilities Support Service)**

- Planning meetings are held termly alongside the Education Psychology Service. Observations of students can be completed, assessments and training for staff. The Learning Support Service has now moved across to be part of the WISENDSS Team, helping them to align their central advisory services to schools.

**Educational Psychology Service (EPS)** - Planning meetings are held termly alongside WISENDSS. This service will provide observations, assessments, reports and training.

**Speech and Language Therapy (SALT)** - The Speech and Language Therapy Service will work with individual students within school, carry out assessments and provide programmes of work to be completed throughout the year.

**Visual/Hearing Impairment Support (SENSS)** - Advisory teachers will attend meetings, write reports, observe students in classes, and provide advice and training for staff to ensure needs are met.

**The School Nurse** - Available to consult with regarding any medical needs. They write health care plans in consultation with school and advise on risk assessments and toileting protocols.

**Children and Adult Mental Health (CAMHS)** - An advisory teacher attends annual planning meetings with the SENCO to provide training and advice to staff, work with groups of students or consult in referrals to CAMHS.

**Children's Therapy Services (OT and Physio)** - School works closely with the hospital service to ensure that staff are trained to deliver OT and Physio programmes provided.

**Team Around the School (TAS)** - A supportive process involving other agencies to gain appropriate support for families to stop them reaching crisis point.

**Parents of children with SEN may find the following support services helpful, in addition to the school's offerings:**

**Wakefield Early Support, Advice, Information and Liaison Service (WESAIL)**

Provide advice and support to parents/carers. Contact Number 01924 379015.

**Castleford Early Help Hub**

Offer a range of services for families and will intervene to help those who need support, at the earliest opportunity. Contact number 01977 722223.

**Wakefield Parent Carer Forum**

Work together to make a positive difference and improve the quality of life for all SEND children and families in Wakefield [www.wakefieldparentcarers.co.uk](http://www.wakefieldparentcarers.co.uk)  
[info@wakefieldparentcarers.co.uk](mailto:info@wakefieldparentcarers.co.uk)

**Wakefield Awareness Support Project (WASP)**

Supporting families of young people either on the Autistic Spectrum (diagnosed or under investigation) or who have other neuro-developmental conditions  
[enquiries.yorkshire@kids.org.uk](mailto:enquiries.yorkshire@kids.org.uk)

**WISENDSS Wakefield Inclusion and SEND Support Service**

Provide a team of Inclusion teachers with individual areas of specialisms  
[SENSS@wakefield.gov.uk](mailto:SENSS@wakefield.gov.uk)

**Our admission and transitional arrangements for pupils with SEN include:**

- We understand the preparation that needs to go into every new transition; moving up a year group, changing key stage or moving schools.
- We liaise closely with SENART (Wakefield's Special Educational Needs Assessment and Review Team) to read and consult over new Education, Health and Care Plan admissions.
- We deliver enhanced transition work with parents/carers, services and agencies and primary school staff to share crucial information and strategies through an enhanced programme of transition into secondary school.
- During transition from KS2 to KS3, we offer additional visits for students who have EHCP Plans with parents/carers to enhance parental engagement. We also hold additional Trust SENCO Meetings to discuss transition from primary to secondary, including key students and strategies.
- Open Evening for Year 6 students to speak with the SEND Team about provision and meet with key staff.
- We work closely with the SENSS Wakefield Team who provide further transition support, if needed.
- Visits to feeder schools to meet with key staff to discuss successful strategies that can be deployed with SEND students prior to their progression to KS3.
- EHCP students have additional careers meetings with external providers to allow them to have a more comprehensive transition package.
- EHCP students have additional support from form teachers in completing their UCAS College Applications.



### The King's School: Provision Map

This provision map details support that is available to students based on their needs within school and recommendations from external agencies. Please note the provision available to individual students is bespoke and dependent upon their need and external agency guidance.

PROVISION	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
<b>TRANSITION</b>	<ul style="list-style-type: none"> <li>• SENCO available to discuss needs with parents/carers at open days.</li> <li>• SENCO meeting with Year 6 Teacher/ Primary SENCO.</li> <li>• 1:1 tours available as required.</li> <li>• Initial SEND information gathered from parents/carers and students through application process and development of a Pen Portrait, if required.</li> <li>• Liaison with education settings and request of information from prior educational establishment/send information, as required.</li> <li>• Pre-visits arranged to new education setting, such as college, or arrangements made for staff to come to The King's School to introduce themselves to students.</li> <li>• Liaison with external agencies regarding individual students, as required.</li> <li>• SEND transition visit(s) as required that are bespoke to individual needs.</li> <li>• Open evenings.</li> <li>• Arrangement of careers interviews to support students with their transition.</li> <li>• Post 16 College visits.</li> </ul>			

<p><b>Wave 1</b> High quality teaching and learning in the classroom for all students</p>	<ul style="list-style-type: none"> <li>• Whole staff training/CPD, as required.</li> <li>• Differentiation in all classrooms through: Planning / Resources / Task / Delivery / Outcome / Homework / Curriculum Resources.</li> <li>• Range of pedagogical approaches to support different learning styles.</li> <li>• Structured classroom routines.</li> <li>• Online resources available for accessing off site to support learning.</li> </ul>
	<ul style="list-style-type: none"> <li>• Regular assessment, tracking, review and reporting.</li> <li>• Small group intervention, revision and supplementary coursework sessions.</li> <li>• Consistent Behaviour for Learning at the heart of all lessons.</li> <li>• Opportunities for individual, paired, small group and full class tasks and discussions within classrooms.</li> <li>• Wide range of support accessible: Teacher, Form Tutor, SLO, SENCO, Assistant SENCO, LSAs.</li> <li>• High level of positive praise.</li> <li>• Teacher support with revision and homework via SMHW and Google Classrooms.</li> <li>• Use of Bromcom to make teachers aware of student needs.</li> <li>• High expectations and challenge for all learners.</li> <li>• Clear learning focus and success criteria in all lessons.</li> <li>• Pastoral support from Student Liaison Officers (SLOs) and Form Tutors. Access to a variety of options and choices at KS4.</li> <li>• Access to a wide variety of co-curricular activities</li> <li>• Access to additional after school 'achieve' sessions.</li> <li>• Regular data collection and analysis to identify early underachievement sub-groups and individuals.</li> <li>• Spiritual, Moral, Social and Cultural development targeted assemblies and deeper learning days.</li> <li>• Meet and greet students on arrival to school, lessons and at the end of the day.</li> <li>• Staff supervision at unstructured/social times.</li> <li>• Modifications to buildings e.g. ramps/ lift access.</li> </ul>

<p><b>Wave 2</b> Targeted support within the classroom</p>	<ul style="list-style-type: none"> <li>• Pen portrait shared with staff.</li> <li>• Regular check ins from a familiar adult to check understanding of task – ask student to summarise or clarify an instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Pen portrait shared with staff.</li> <li>• Clear direction in group work, e.g. specify roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Pen portrait shared with staff.</li> <li>• Early exit pass, if required.</li> </ul>	<ul style="list-style-type: none"> <li>• Pen portrait shared with staff.</li> <li>• Access to the disabled toilet/lift, if required.</li> <li>• Consideration of seating position in lessons.</li> </ul>
	<ul style="list-style-type: none"> <li>• Enhanced use of visuals to support students to achieve the success criteria e.g. task planner as required.</li> <li>• Chunked instructions using simple language and repetition of instructions.</li> <li>• Range of methods used for students to demonstrate their knowledge (e.g. laptop, peer discussion, LSA scribing, cloze passages).</li> <li>• Access to a laptop in lessons for extended pieces of writing, as required.</li> <li>• In class LSA support (targeted in core lessons, as appropriate).</li> <li>• Differentiated curriculum/assessments.</li> <li>• Coloured overlays/paper.</li> <li>• Additional teacher or LSA support in lesson, as required for regular prompts and check ins.</li> <li>• Writing frames to support.</li> <li>• Use of visuals to learning tasks, where possible (particularly Maths).</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit specific vocabulary in lessons using SALT strategies as required.</li> <li>• Enhanced use of visual timers and resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-warn of changes, where possible.</li> <li>• Not to question in front of class unless volunteers (if appropriate).</li> <li>• Well-being check ins from SLO as required.</li> <li>• Form Tutor check ins.</li> </ul>	<ul style="list-style-type: none"> <li>• Hand-outs to be provided, where appropriate.</li> <li>• Toilet pass for medical reasons.</li> <li>• Adaptions to PE curriculum, as required.</li> </ul>

	<ul style="list-style-type: none"> <li>• Additional time to process and produce a verbal response to a question.</li> <li>• Reduced class sizes for Y4 groups in core subjects.</li> </ul>			
<b>Wave 3</b> Specific personalised intervention outside the classroom	<ul style="list-style-type: none"> <li>• Literacy catch up programmes e.g. Lexia, Fresh start, the LIT programme.</li> <li>• Accelerated Reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills for Life intervention package: Prosper Intervention, covering Risk and Resilience/Social</li> </ul>	<ul style="list-style-type: none"> <li>• Access to specialised equipment to support individual learning on consultation with appropriate external agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Health and Care Plan, if appropriate. Occupational Therapy involvement.</li> <li>• SEND Parent/Carer Coffee Mornings</li> <li>• SENCO meet with parents/carers at Parents Evenings.</li> </ul>
	<ul style="list-style-type: none"> <li>• SEND KS3 Homework Support Club.</li> <li>• Formal exam access arrangements.</li> <li>• Access to EPS, SALT, WISENDSS support, as required.</li> <li>• Access to specialised equipment to support individual learning on consultation with appropriate external agencies.</li> <li>• SENCO support with option choices.</li> <li>• SENCO meets with parents/carers at Parents Evenings.</li> <li>• Termly progress update to parents/carers regarding interventions.</li> <li>• Annual EHCP/MSP Reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Skills/Learning for Living.</li> <li>• Talk about books.</li> <li>• Safe space.</li> <li>• SALT intervention: word webs, Black Sheep Press, Comic Strip Conversations.</li> <li>• SEND Parent/Carer Coffee Mornings.</li> <li>• SENCO meets with parents/carers at Parents Evenings.</li> <li>• Termly progress update to parents/carers regarding interventions.</li> <li>• Annual EHCP/MSP Reviews.</li> <li>• Skills for life- Social skills baseline and review.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills for Life intervention package: Prosper Intervention, covering Risk and Resilience/Learning for Living.</li> <li>• EBSA intervention (guided by EPS).</li> <li>• Homunculi Intervention (guided by EPS).</li> <li>• CAMHS support.</li> <li>• Safe space.</li> <li>• Formal exam access arrangements.</li> <li>• Postcards home for additional praise</li> <li>• Check in time from SLO at break times, as required.</li> <li>• Bespoke, phased reintegration/reduced timetable.</li> </ul>	<ul style="list-style-type: none"> <li>• Termly progress update to parents/carers regarding interventions.</li> <li>• Annual EHCP/MSP Reviews.</li> <li>• Education Welfare Officer.</li> <li>• Skills for life - Social skills baseline and review.</li> </ul>

	<ul style="list-style-type: none"> <li>• SEND Parent/Carer Coffee Mornings.</li> <li>• Skills for life - Social skills baseline and review.</li> </ul>		<ul style="list-style-type: none"> <li>• Return to school plan, as required.</li> <li>• Access to alternative provision, as required.</li> <li>• Education Welfare Officer.</li> <li>• SEND Parent/Carer Coffee Mornings</li> <li>• SENCO meets with parents/carers at Parents Evenings.</li> <li>• Termly progress update to parents/carers regarding interventions.</li> <li>• Annual EHCP/MSP Reviews.</li> <li>• Skills for life - Social skills baseline and review.</li> </ul> <p>Police - safer schools partnership officer.</p>	
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