**SEN Offer**

At The Kingsway School we believe that:

All children are valued and included regardless of abilities, needs and behaviours.

All children are entitled to a broad, balanced and enriching curriculum which is adapted as appropriate to meet individual needs.

All our teachers are teachers of children with special educational needs.

All our children can learn and make progress.

Effective assessment and provision for children with SEND will be secured in partnership with parent / carers, children, LA and other partners.

Maintaining children’s safety and wellbeing is central to their development.

The following table demonstrates how we put support in place for all pupils with SEND (including the areas of need below).

Learning difficulties

Communication difficulties

Autism spectrum

Specific learning difficulties

Complex needs

Physical difficulties and medical needs

Sensory difficulties

Social, emotional and mental health

Emotional and social difficulties including mental health

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|  | |  | | --- | | **Whole school response**  **Universal Quality First Teaching** | | **Targeted support for individuals or**  **small groups Short / medium term** | **Specialised individual support**  **Medium / longer term** |
| **Teaching Approaches** | The school regularly monitors your child’s progress in meeting their targets and if they are not making enough progress they will be highlighted for the attention of our Inclusion & Diversity Department. The staff will implement, after consideration with parents, any necessary and appropriate interventions.  There are regular parents’ evenings with termly reports to parents.  ***Resourced students are fully supported by a special needs teacher or RSIA (Resourced School Inclusion assistant)*** | Assessment for learning is used to support planning for different levels of attainment. Small groups may be supported by either the class teachers or Learning Support Assistants as appropriate.  ***The Resourced and Nurture group students are taught in small groups /pairs and individually in the mainstream classroom and resource base*** | Work is differentiated to meet individual children’s needs. There is careful targeting of individual support for pupils with IPPs. Personalised Interventions are put in place for pupils who are not making progress.  ***Resourced and Nurture group students work is highly differentiated and individualised. It is aimed at the student’s level at all times.*** |
| **Learning / curriculum approaches** | Children and young people will have full access to the National Curriculum and Religious Education. The National Curriculum will be differentiated to take account of each child’s particular needs and will be modified to suit each child’s academic and personal development  ***Resourced and Nurture group students follow the national curriculum where appropriate. Resourced and Nurture group students also******follow an individualised programme* *aimed at their needs.*** | The school identifies children with special educational needs in a number of ways. Children are assessed regularly and parents are always informed of any concerns regarding their children’s progress.  ***The Resourced school and Nurture group provides a specialist provision for students with severe and complex needs. It must be applied to through the Local Authority SEN department.*** | The school always responds to any concerns raised by parents. The Special Educational Needs Co-ordinator (SENDCo) may carry out additional testing when additional educational needs are identified. Outside agencies may also be involved. Individual Education Plans (IPPs) are written and reviewed by the pupil, class teachers, the SENDCo and parents as appropriate.  ***All resourced students have an EHCP of severe or complex needs.***  ***Students in the Nurture group have an EHCP*** |
| **Support** | Students at The Kingsway School with special educational and additional needs have a Pen Portrait which is distributed and made available to all teaching staff. Teachers can also access Provision Plans via our live online platform Classcharts.  All staff are made aware of the strengths and needs of the child and are advised on specific teaching strategies for Quality First teaching.  Teaching and support staff regularly receive training which is aimed at maximising participation, access and achievement of children with special educational/ additional needs.  The Kingsway School is an inclusive school, where all teachers are teachers of children with special educational/additional needs  ***Resourced students are fully supported by a Resourced base Manager and a teacher. They are supported by RSIAs as well as being taught by mainstream teachers.*** | The Inclusion & Diversity Department offers access to  small group work based on developing an understanding of the subtleties of language, conversational skills, self- esteem, confidence and other social skills. This also includes a programme of enrichment and nurture.  There is a structured multi-sensory, multi-modal programme of work to develop literacy and numeracy skills with plenty of opportunities for over learning and consolidation of concepts. This includes developing foundation skills in reading, writing (spelling and comprehension) and arithmetic. | Children with SEN in school may also be  supported by external agencies and parents are always consulted. The primary contacts for these agencies are the SENDCo and IPP co-ordinators, although class teachers, house teams and support staff are also involved. It is the responsibility of the SENDCo and IPP co-ordinators to organise external support and maintain records.  ***The Resourced and Nurture group students follow an individualised programme for English, Speech and Language and Life-skills. This is taught in the Resource base and Nurture room*** |
| **Environment and physical resources** | The Kingsway School is an inclusive setting that welcomes all children regardless of their abilities. Reasonable adjustments are made to include all members of the school community.  ***The Resourced school and Nurture group students have access to a Resource base, Inclusion base and Nurture room. The base is a fully inclusive and where students can spend break and lunch times.*** | |  | | --- | | The Kingsway School prepares children for changes and provides support to manage unpredictable events and at times of transition between primary and secondary and further education. | | The SENDCo and IPP co-ordinators co-ordinate the liaison and multi-agency working, to support children with disabilities. |
| **Emotional** | The Kingsway School works hard with families to meet the needs of all pupils with their social, emotional and behavioural development. There is a robust pastoral structure which places the  emotional needs of the child as a high priority.  ***All the Resourced and Nurture group students follow timetabled lessons that focus on developing and supporting their emotional and social needs. The students emotional and social needs are at the forefront of everything that we do.*** | The Kingsway School has a dedicated resource area open to all students in the school. It provides a safe, nurturing environment and is the area where support staff are available for students. Key adults are allocated to vulnerable students. The key adult meets with the student on a regular (usually daily) basis.  ***All Resourced and Nurture students have a key adult. They follow a programme of social communication which is aimed at developing their social and emotional needs*** | At The Kingsway School the Learning Support Assistants (LSAs) have received additional training from  specialists on aspects of emotional difficulties, including attachment and relationship issues, anger management, social and friendship skills, social communication difficulties. Our LSAs as key adults can support pupils on a one-to-one basis when required. They can liaise with parents/carers in order to support the child.  ***The Resourced and Nurture group students have access to a speech and language therapist where appropriate. The therapist provides a programme of social communication based on the student’s individual needs. This is then carried out by teachers, LSAs and RSIAs.*** |

**Frequently asked questions from the point of view of a parent/ carer:**

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| |  | | --- | | **Question** | | **Answer** |
| How does The Kingsway School know if children needs extra help? | |  | | --- | | *The Kingsway School is committed to early identification of special educational need. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the teachers will decide whether additional and / or different provision is necessary. Advice will also be given to parents who may wish to pursue other external avenues of support. If you are concerned you need to speak to your child’s tutor, or contact the SENDCo or*  *IPP co-ordinator.* | |  | |
| |  | | --- | | How will staff at The Kingsway School support my child? | | *Your child’s class teachers and the SENDCo will oversee and plan your child’s education programme. Depending on the intervention required, your child may be working at times in a small group aimed at supporting literacy and/or mathematics. Sometimes a student requires support to access the curriculum or to manage his or her behaviour, emotions, or to work on their social skills. In this case Learning Support Assistants may support your child to be a successful member of the school community. This will all be explained to you by a member of staff from the Inclusion & Diversity Department.* |
| How will the curriculum be matched to my child’s needs? | |  | | --- | | *All our teachers are teachers of children with SEN. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. Lessons are observed and monitored by the Senior Leadership Team. We also respond to emails if your query is urgent.* | |  | |
| |  | | --- | | How will I know how my child is doing and how will you help me to support my child’s learning? | | *We have an open-door policy at The Kingsway School. There are parent evenings, CATCH meetings, SEN Coffee sessions and you can ask for an appointment to speak with your child’s tutor, Head of year, the SENDCo or IPP co-ordinator at a mutually convenient time. You will receive a report every term and we will always speak to you if we have concerns about your child’s progress.*  *If your child has an Educational Health Care Plan, an annual review is held according to the guidance in the Code of Practice* |
| What support will there be for my child’s overall well- being? | *At The Kingsway School we have a strong pastoral support team. Children have access to one-to-one support from a key adult if required. There are close links with our partners in health, for example, the school nurse. We also can refer children to the school’s Anti bullying co-ordinator, Educational welfare officer, social workers and counsellors.* |
| |  |  | | --- | --- | | What specialist services and expertise are available at or accessed by The Kingsway School? |  | | |  | | --- | | *We also link with other professionals such as Child and Adolescent Mental Health, Social Care, Educational Psychology, Occupational Therapy, ASD partnership and Specialist teachers for children who have sensory and physical needs* | |  | |
| What training have the staff supporting children and young people with SEND had? | *Our SENDCo is a qualified teacher, with over 20 years teaching experience. She has also undertaken the NASENCO Award. All staff receive regular training and updates for the main categories of special educational needs.*  *Health specialists have also given training on epi-pens, asthma, administering medicine and defibrillators.*  Our Resource base Manager has over 26 years’ experience working in SEND.  She is passionate about the Inclusion of all young people and believe that there are wider areas of learning with equal importance to that of the classroom*.*  The Assistant SENCo has over 17 years of teaching experience across a variety of levels.. |
| |  | | --- | | How will my child be included in activities outside the classroom including school trips? | | |  | | --- | | *We make every effort to include all pupils in school trips. If an individual risk assessment is required we will write this in order to ensure that everyone is fully included.*  *We will also help prepare your child for any changes in their school day, such as school trips, awards ceremonies, and sports activities.* | |  | |  | |
| |  | | --- | | How accessible is The Kingsway School? | | *We make every reasonable adjustment possible. The school is on two sites which are connected by a subway under the main road. Parts of the school site are on three levels but we would discuss accessibility with parents and carers in order to make reasonable adjustments. There is an accessible toilet and shower and ground-floor access to the Inclusion & Diversity Department on the Broadway site. There is a disabled toilet and Inclusion and Diversity base on the Foxland site* |
| How will The Kingsway School prepare and support my child to join the school and transfer to further education? | *The Transition Co-ordinator and the SENDCo liaise with Year 6 teaching staff, support staff and SENCos from feeder schools and Primary schools outside our area. In some cases, it may be necessary for a school representative to meet the child in their home environment prior to entry. Extra transition is arranged as necessary in addition to the Primary Transition days. These can be arranged for individual children and can be highly personalised or for small groups. There are regular visits between some of the Primary schools, who use our ICT facilities and The Kingsway School throughout the year which provides children with opportunities to meet teaching staff from The Kingsway. The Inclusion and Diversity department offer an Information Evening for families with children with SEND. Transition to further education is coordinated between the SENDCo of The Kingsway School and the support staff of local Colleges. Pastoral co-ordinators and the school’s Services for Young People advisor will also be involved in the move to college. The school takes advantage of the offers of taster days and activities run by colleges, or institutions such as the army which are available to all years, but most particularly for Years 10 and 11.*  *If your child has an EHCP, then your child’s needs will be discussed at their transition review. A more personal transition plan may be put in place as necessary.* |
| |  |  | | --- | --- | | How are the school’s resources allocated and matched to children’s special educational needs? |  | | |  | | --- | | *The local authority provides funding for schools to meet the needs of all children with SEND. This is worked out using the information about the children’s prior attainment and the socio-economic make up of our school cohort. We allocate support according to need. Additional interventions are funded to support children’s progress. If your child has an EHCP, we will ensure that the provision specified in Part 3 is provided.* | |  | |
| |  | | --- | | How is the decision made about what type and how much support my child will receive? | | *There are regular professionals meetings attended by a member of the Senior leadership team, pastoral heads, social workers, the school nurse, behaviour support and the SENDCo. If there is a need for some extra support this will be agreed by everyone that needs to help your child.*  *The members of the Inclusion & Diversity Department meet fortnightly to discuss progress for the children they support.* |
| Who can I contact for further information? | *Your first point of contact if you want to discuss something about your child is your child’s class tutor.*  *You can contact the Year team, the SENDCo, or any members of the school leadership team, if you are still have any concerns.* |

**Frequently asked questions from the point of view of a young person:**

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| |  | | --- | | **Question** | | **Answer** |
| How does The Kingsway School know if I need extra help? | *Your teachers track your progress and they will know if you need extra help. They will also have got to know you in year 6 and will know what extra help you have been getting.* |
| What should I do if I think I need extra help? | *You can talk to someone at home and they can talk to your teacher. You can also talk to your teachers, your form tutor or your PHOYs. Staff in the Inclusion & Diversity department are also available in B11 and F11.* |
| How will my work be organised so that I can cope and get it all done? | *Your teacher will give you work that will allow you to learn and make progress. They will make sure that it is not too easy and not too hard, but it will make you think.* |
| If I have difficulties how can I be involved in planning my learning? | *If you are on the school’s Additional Needs Register identified as needing extra support, one of the staff from Inclusion &Diversity will have a meeting with you to discuss how you are getting on. This is called a review meeting. You will talk about your targets for learning and how else you feel you could be supported.* |
| |  |  | | --- | --- | | Who will tell me what I can do to help myself and be more independent? |  | | |  | | --- | | *All the staff at The Kingsway School can help you to become independent, but if you feel really worried then talk to your preferred adult. This could be your tutor, a teacher, your PHOY or someone from Inclusive & Diversity.* | |
| What should I do if I am worried about something? | *Talk to your tutor, the support staff, or any other familiar adult in the school.* |
| How will I know if I am doing as well as I should? | *Don’t worry because our teachers will let you know quickly if there is a problem.*  *You will have a school report each term and your teachers will meet with someone from home at parent’s night and review days to explain how you are doing.* |
| |  | | --- | | How can I get help if I am worried about things other than my school work? | | *You can always talk to any member of staff at school who you feel comfortable talking to.* |
| Are there staff in school who have been trained to help young people who need extra help? | *All our teachers and support staff have been trained to teach children with a variety of different needs. Our Special Educational Needs Co-ordinator and IPP Coordinators have lots of experience and qualifications that mean they are trained to help children with learning needs.* |
| If I have difficulty in taking part in school activities what different arrangements can be made?  a. How will I know who can help me?  b. Who can I talk to about getting involved in school activities if I need extra help? | |  | | --- | | *You will be introduced to all staff who will be working with you so that they understand your difficulties. If you feel comfortable, we could also let your friends know how they can help you.*  *You can talk to your teachers, tutor or the support staff if you would like to be involved in school activities where you may need extra help.* | | *We have disabled toilets and a shower.* | |
| |  | | --- | | What extra help is there to help me get ready to start at my school? | | *Apart from the usual year 6 activities taking part at The Kingsway School, we will talk to your current school and your parents/carers. You are welcome to come and visit The Kingsway School. We can give you a school prospectus and arrange extra visits if this would help you. A member of staff will give you a tour of the school, show you how we do things and answer your questions.* |

**What should you do if you feel that the School Offer is**

* **either not being delivered or**
* **is not meeting your child’s needs?**

*You should contact your child’s tutor and/or the Special Educational Needs Coordinator (SENDCo).*

**How is our School Offer reviewed?**

*The School Offer for The Kingsway School will be reviewed regularly and amendments will be made in accordance*

*with the School Development Plan and on information gathered from careful analysis of pupil progress.*