



THE
KINGSWAY
SCHOOL

SEN Information Report

Owner: J.Djang

Review date: September 2022

Next review date: September 2023

The Kingsway School

Special educational needs policy for identifying children and young people with SEN and assessing their need

This policy document has regard for relevant legislation and statutory regulations including The SEND Code of Practice 0-25 (2015), the Disability Discrimination Act (2005), the Equality Act (2010) and in the spirit of any guidance issued by the DfE (Department for Education), schools' SEN Information Report Regulations (2014) and having due regard to current legislation and best practice.

The Responsible Person:

Mrs J Lowe, Head Teacher

The Named Person:

Ms Juliana Djang - SENDCo

The Resourced School Inclusion Initiative Team, which is an integral part of the Inclusion and Diversity Team, works to achieve the full social, educational and physical integration of designated students, all of whom have severe and complex learning difficulties. The Team Leader is Mel Axon

1. Mission Statement

OPPORTUNITY, ACHIEVEMENT, RESPECT

The guiding principles which inform the provision for all students with special educational needs are:

- All students may at some stage require provision that is additional to, or different from that made for other students.
- All students are entitled to benefit from a broad, balanced, relevant and differentiated curriculum.
- All students are valued for the individual contribution they make to school and are treated with dignity and respect regardless of sex, race, colour, disability or ability.

A pupil is defined as having special educational needs if he or she has a learning difficulty which requires special educational provision to be made for him or her.

2. Aims and Objectives

At The Kingsway School, we are committed to offering an inclusive curriculum, to ensure the best possible progress for all of our pupils whatever their needs or abilities. We aim to give every pupil the opportunity to experience success in learning, to achieve their full potential and to be respected for the contributions they make.

We intend to raise the aspirations and expectations with SEN, focussing on outcomes for our children and young people in order for them to achieve a successful future.

In order to do this the school will:

- Identify pupils with special educational needs and additional needs as early as possible and ensure that their needs are met.
- Work within the guidance provided in the SEND Code of Practice, 2015.
- Operate a whole pupil, whole school approach to the management and provision of support for special educational needs.
- Provide a Special Educational Needs Co-ordinator (SENDCo) who will work within the SEN Inclusion Policy

- Provide support and advice for all staff working with special educational needs pupils.
- Develop a partnership with parents/carers in order to ensure that they are kept fully informed of their child's special educational needs and are encouraged to support their child's education by sharing their own knowledge, views and experience.
- Ensure that all staff are aware of their responsibilities towards pupils with special educational needs.
- Promote effective partnership and involve outside agencies/external specialists when appropriate.

The whole school, of which the Inclusion and Diversity Team is an integral part, works to make this a reality for all students.

The Inclusion and Diversity Team works to facilitate access to the curriculum for all students, particularly those with learning difficulties.

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.

3. Identifying Special Educational Needs

Special educational needs and provision can be considered as falling under four broad areas as specified in The Code of Practice (2015).

Areas of Need

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or physical

The school identifies the needs of pupils by considering the needs of the whole child. Other factors which are not SEN but may impact on progress and attainment are:

- Disability (refer to The Kingsway School's Equality policy)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being the child of a Serviceman/woman

Supporting Looked after children who have SEN

Support is the same as for any young person with SEN additionally there are:

- Termly PEPs reviews
- Year team termly monitoring meetings
- Regular monitor of provision effectiveness

4. A Graduated Approach to SEN support

Adaptations to curriculum and learning environment

Entry Criteria for Additional Support

The school's SENDCo will refer to the SEN Code of Practice (September 2015).

The document sets out clearly the assessment process and makes the criteria explicit.

Students with a disability diagnosed by an educational psychologist or a clinician will not necessarily be included on the SEN register but will be monitored by the Head of House and subject staff.

Students with an Education, Health and Care plans (EHCPs) and those on SEN(\$S) will normally have been highlighted to the Kingsway SENDCo during Year 5 or 6. Other students with SEN are identified during visits to primary schools made by the SENDCo or Learning Support Teacher during the summer term of Year 6.

All mainstream teachers have a responsibility for meeting the special educational needs of the students in their classroom. Teachers have an entitlement to information, advice, support and training to help them to do this effectively. When planning their teaching, our teachers set differentiated learning challenges, taking into account the different backgrounds, experiences, strengths and weaknesses that influence the way in which all our pupils learn. The personal, social, physical and academic development of a young person is an indivisible whole. A student with Special Educational Needs will have his or her needs met within school by a number of different means; each with a different emphasis, which contribute to the full education of the whole child.

4.1 Identification

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from or additional to** that normally available to pupils of the same age.

Class and subject teachers make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Other events can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. The School makes appropriate provision for these student's short-term needs in order to prevent problems escalating.

Slow progress and low attainment do not necessarily mean that a child has SEN and does not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

The identification of an individual student's needs will be a continuum including:

- Working closely with the school's feeder primary schools to ensure that information regarding the SEND of students is transferred at the beginning of KS3.
- The School's Additional Needs Booklet will be distributed to all staff in September and is updated online throughout the year. This contains a SEN register of students and a summary of their type of need and levels. It also contains information of medical and EAL needs. **This data is made available to the local authority and through the School Census**
- Internal screening with subject teachers encouraged to identify students who may be causing concern.
- Monitoring and observation by the Learning Support team.
- Referrals from parents/carers and outside agencies.

4.2 Assessment

Arrangements for assessments and reviews

Assessment will be based on one or a combination of the following:

- Screening Assessments
- Primary school records.
- Tests done by departments.
- Tests or assessments carried out by other agencies.

4.3 Planning, provision and allocation of resources to enable opportunities for full engagement and integration in aspects of school

The SENDCO, in consultation with Leadership, allocates resources to students with SEND.

The Kingsway School is designated as a Resourced Inclusion School to include a maximum of 22 students with severe and complex learning difficulties. Under this initiative, an agreed level of funding is allocated directly to the school to resource the specialist provision.

A Secondary Co-ordinator for The Resourced School Inclusion Initiative, employed by the local authority, also works closely with the school.

Students in The Resourced School provision will be supported by Resourced School Inclusion Assistants in classes. The Resourced School provision is flexible and facilitates students to be withdrawn from some lessons as appropriate. Resourced School students are taught English, Life Skills and sometimes maths by teachers, or support staff under the direction of the teachers, in the Resource base.

The school have this year launched its first Nurture group for year 7s. This consists of a primary school trained specialist teacher. *The Nurture group* is a model in which a small cohort of pupils becomes a nurture group for a set period of time, while retaining contact with mainstream classes. Nurture groups are an approach to inclusion designed to open up learning for children who are struggling for a variety of reasons.

The nurture group environment is designed to be welcoming and safe, to support pupils in developing relationships with their peers and teachers, to develop their self-esteem, and to have a greater understanding of and ability to express their emotions.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. The Kingsway School regularly reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

All students' special educational needs, including students in The Resourced School and Nurture provision, will be addressed by the subject teacher. Progress will be discussed at Parents' Evenings. Targets will be set by the subject teacher and Progress Checks will be issued to parents/carers at the end of each term.

Provision plans (IPPs) for SEN students are available to all staff on the school's SIMS network in the I&D section on The School's website, Kingsway Online. Provision Plans can also be accessed through Classcharts.

In-class support will usually be targeted at the core subjects in the first instance. Learning Support Assistants will support under the direction of the subject teacher.

Students may be withdrawn on a needs basis as defined in their EHCP. Students with other additional needs may attend Social Stories, Toe by Toe, Social Communication Skills, Lexonik, Motor skills united or group work or 1-1 sessions.

A small number of students with an EHCP may be withdrawn from certain areas of the curriculum if this is deemed to be in the student's interest. In KS4 some students may work on the ASDAN COPE qualification as an alternative to a GCSE option.

Some students with complex needs have designated support hours, details of which can be found on their EHCPs. These students will be encouraged to work with a number of support assistants to facilitate working towards independent learning.

Students with Special Educational Needs will have full access to a broad and balanced curriculum. Withdrawal is used sparingly, where appropriate.

The Inclusion and Diversity Team has a designated Resource Base on Broadway site (B11) which comprises four teaching areas, three offices, disabled toilet and shower area and kitchen. The Resource Base is equipped with networked computers, for student use. There is a small Inclusion & Diversity base on Foxland site which is used for meetings, small group or 1:1 teaching and as a supervised social area.

Additional equipment including laptops, spellcheckers, iPads and software will be allocated where there is an identified need.

Additional provision including work placements, and college courses are negotiated through review meetings and in consultation with the Service for Young People Worker, Autism team, Heads of Years and SLT.

Special Needs Transport is provided by the local authority, where necessary, to enable students to attend school. The school engages with the authority's independent travel scheme

The approach to teaching children and young people with SEN

Please see appendix 1.1 'How will staff at the Kingsway school support my child'

4.4 Review

Arrangements for consulting and involving parents and young people with SEN

Parents and pupils are fully involved in the review process. Reviews meetings are held three times a year, with subject staff, with form tutors and with SEN staff.

Students' views are taken into consideration and recorded prior to reviews using a Pupil Response Proforma. Students are also consulted about how the effectiveness of the LSA supporting their lessons. Parents and pupils' views are invited, progress is evaluated and future provision discussed and agreed.

4.5 Managing Pupils' Needs on The SEN Register

Arrangements for supporting periods of transition including preparing for adulthood

Please refer to appendix 1.1 'How will the Kingsway school prepare and support my child to join the school and transfer to FE?'

SEN(S)- Support

Students on the SEN register who have been identified as needing support which is additional to or different from the usual classroom teaching. Additional and different support is delivered in a variety of ways by the subject teacher with support from the I&D team. Examples of this may include support staff being deployed by the subject teacher to enable smaller group teaching, producing differentiated materials, adaptation of equipment or practical assistance for student with motor skill/physical difficulties.

EHCP (Education and Health Care Plans)

A very small number of students will have SEN of a severity or complexity that requires the LA to arrange their special educational provision.

Provision within school is co-ordinated by the SENDCO and Inclusion and Diversity Team, working under the supervision of the Head teacher and in close consultation with: -

- The Leadership Group
- Raising Standard Leaders
- Pastoral year co-ordinators
- Other school staff, as appropriate
- School Doctor, School Nurse and other Medical Professionals
- Education Welfare Officer
- Educational Psychologist
- Local Authority Assessment & Review Officer
- Specialist Support Services

Ms J Djang is responsible for the day-to-day operation of the policy. This includes:

- Formulate a department development plan which will contribute towards the school's development plan with regard to students with SEN.
- Maintain the school's SEN register in line with current legislation and ensure that teachers have access to such information.
- Analysing and assessing students' needs
- Updating and disseminating information to staff regarding students with SEND.
- Co-ordinating and monitoring the provision for students with SEN.
- Overseeing the records on all students with SEN
- Develop effective systems of communication to co-ordinate both internal and external provision.
- Work closely with teachers to encourage early identification of individual need within the mainstream setting
- Work in partnership with staff to determine approaches, targets and strategies through provision plans.
- Advising other colleagues to ensure that learning for all students is given equal priority.
- Promote practice by communication through established structures within school – e.g. staff meetings, bulletin notices, briefings and department meetings
- Coordinating the delivery of SEND training to teaching staff.

- Managing the I&D team of teachers and support staff.
- Liaising with the Resourced School Inclusion team leader, Ms Axon, regarding the management of resourced School and RSIA (Resourced School Inclusion Assistants) team
- Liaising on the day to day management of the LSA support team.
- Identifying the training needs of I&D staff.
- Delivering training sessions as identified.
- Promote relationships with parents/carers through regular planning and review meetings that will foster a spirit of partnership.
- Review students' progress on a regular basis in line with the Code of Practice and the LA's guidance.
- Overseeing EHCPs and SEN(S)review meetings.
- Attending primary transition review meetings or nominating a representative to attend.
- Liaising with other agencies to ensure a wide range of expertise to cater for all students' needs. The broad range of services includes:

Including outside support agencies

Autism team

Educational Psychology Service

Sensory Support Service

Inclusion Service

Services for Young People

Pendlebury Centre & Cedars

Social Services

Occupational Therapy Services

Speech and Language Therapy Services

Parent Partnership

Jigsaw

Youth Offending Team

HYMS Education Support Team

Children's Disability Team

Ethnic Diversity Service / Ethnic minorities Achievement Team

Please see appendix 1.1 for Demonstration tables of how we put support in place for all pupils with SEND

5. Criteria for exiting the SEN register.

Students will no longer be on the SEN register when:

- Parents/carers request they are removed from the register.
- Pupils have made sufficient progress and appropriate assessments place them within the norms for a student of their age.
- Pupils no longer need provision that is 'different from or additional to what is normally available to pupils of the same age'

Placement on the register, exiting the register and movement within the stages on the school's register will be done after discussion between the provision plan coordinator, student and parent/carers. This will be followed up with a letter informing them of the changes agreed.

6. Supporting Pupils and families.

The Stockport Local Offer can be found on the Stockport Family information hub, <https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>

Partnership with parents/carers is integral to the ethos of the school. Parents' and carers' views are essential to effective implementation of learning support programmes and plans.

Consultation and liaison are promoted by:

- Information on Special Needs provision being provided in the school prospectus and through The School Information (School offer), SEN Policy or on the School's website.
- The annual governors' report to parents/carers updating SEN issues.
- The department working towards the full involvement of parents/carers during the processes outlined at each stage of the Code of Practice, during the identification, assessment and planning.
- The feelings and knowledge of the parents/carers will be taken into account at all stages through the review process and questionnaires.
- Parents/carers and students being involved in review and planning meetings.
- Parents/carers being invited to contribute orally and in writing to the annual reviews and transitional plans for students at SEN(S) and with an EHCP.
- Parents/carers being encouraged to contact Learning Support staff when necessary.
- Members of the department attending transition reviews in primary schools to initiate personal contact with students and parents/carers prior to arrival.
- Dealing with all concerns and queries by Learning Support staff which will be recorded as per the Code of Practice and, if appropriate, the student will be included on the SEN register.
- Confidential emails are circulated to relevant staff informing them of issues relevant to a student's learning.
- The Resourced School Inclusion Initiative Team monitors and reviews students' progress on an ongoing basis. Daily contact is maintained with parent by means of 'Communication Books' and there is regular face to face and telephone contact.

Please see appendix 1.2 for frequently asked questions from the point of view of parent or carers

6. Access Arrangements - Examinations

Access arrangements can be provided for a student where an assessment proves that there is a barrier to them demonstrating their skills and knowledge. This includes, for example, providing a reader to enable the candidate to demonstrate that he/she can interpret the text.

The school is responsible for assessing appropriate reasonable adjustments for our students based on their normal way of working and their needs. Awarding bodies are then responsible for agreeing those reasonable adjustments that have not been delegated to schools that include permitting a reader or reading software.

The JCQ monitors centres as part of their annual inspection to ensure the access arrangements system is used appropriately. All access arrangements are held in a central file.

OFQUAL, the regulator for qualifications and examinations, also produces helpful guidance for candidates and centres and these are referred to when required.

All other requests for other access arrangements are submitted through the access arrangements online system.

7. Supporting pupils with medical conditions.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The Kingsway School's policy on managing medical conditions can be found on the school website.

8. Monitoring and Evaluation the effectiveness of SEND.

The governing body will endeavour to ensure that the best possible provision for SEN is made in The Kingsway School. SEN issues will be a regular agenda item at Curriculum Sub-Committee and Full Governing Body meetings.

The evaluation process will use the following success criteria:

- Progress check data.
- Existence of accurate record keeping.
- Involvement of the Leadership Group in SEN issues.
- Progress over time with regard to standardised scores (WRATs and other standardised tests).
- Amounts of resources – budgetary and staffing – allocated to SEN.
- Student attainment via objective teacher assessment.
- SEN issues in development planning.
- Time allocation for planning for students with SEN.
- Feedback from students/parents/carers.
- Attendance/involvement in INSET for all staff for SEN issues.

The success of the school's plan for identification, assessment, monitoring and review will be evaluated by the following:

- Objective teacher assessment.
- Feedback of Provision plans.
- Teacher observation and discussion.
- Diagnostic testing.
- Review meetings.
- National Curriculum Attainment levels and records.
- Evaluating the process and practice established to promote the Code.
- Reports and additional information.
- Feedback from department staff/students and parents/carers via parents/carers contributions to SEN reviews.
- The close monitoring of provision plans (IPPs) by the SENDCO.

9. Training and Resources.

The expertise and training of staff

SEN is funded through the school's budget (Element 1), notional SEN budget (Element 2) and in the cases of an Education, Health and Care Plan, the top up funding (Element 3).

Training needs of staff are identified through the appraisal process which includes observations and consultation with staff.

The SENDCO and Inclusion and Diversity SLT attend the local authority termly Secondary SENDCO network meetings and is a member of the Local Authority SEN panel.

The school is a member of NASEN, accessing information through the website, publications and attendance at national and regional courses and conferences.

Staff are kept up to date on SEN guidance and advice through appropriate staff attending courses and disseminating information to others as necessary.

10. Roles and Responsibilities.

The school **Governor** with responsibility for Inclusion and Diversity is Janine Appleton

The school's **Inclusion and Diversity Department** comprises two teams

- **Resourced School Inclusion Assistants** (RSIAs), managed by **Ms Axon**, teacher with responsibility for the Resourced School Initiative.
- **Learning Support Assistants** (LSAs) managed by **Andrew Oldham**

The designated teacher with specific **Safeguarding** responsibility is **Jill Woodyer and Kim Mann and Andie Slann are the Deputy Designated safeguarding Leads**

The member of staff responsible for managing **PPG** (Pupil Premium Grant) funding is **Mrs Jill Woodyer**
The Designated teacher for LAC (Looked After Children) is **Jill Woodyer** (Assistant Head Assistant)

The members of staff responsible for managing the school's responsibility for meeting the **medical needs** of pupils is **Mrs L Kelman and Mrs R Jones.**

11. Storing and Managing Information.

Confidential records on students are stored securely in line with the school policy on Information Management.

12. Reviewing the policy.

The SEN policy is reviewed annually in consultation with the senior management and governors of the school.

13. Accessibility.

The DDA has placed a duty on all school and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. The governors and senior management team regularly assess the accessibility in the development plans of the school and include these in improvements of the school buildings.

The Kingsway School is not barrier free. The school is able to identify barriers to good access in the school and works with the local authority in anticipation of admission of students with disabilities.

All students admitted to The Kingsway School must benefit educationally and socially from the environment and opportunities available. The School will make reasonable adjustments to integrate a disabled pupil into the school to ensure that they are not placed at substantial disadvantage.

Students should, with appropriate support, be able to benefit from the experience of participating in lessons across a broad and balanced curriculum. Written information and resources for student with physical or learning disability are adapted to suit the needs of the student, these may include visual timetables, tinted paper/exercise books, enlarged materials, adapted furniture or ICT equipment. All students are encouraged to participate in after-school clubs, leisure and cultural activities or residential trips. The school endeavours to make reasonable adjustments for the inclusion of any student with disability.

Parents can contact key staff by telephone and appointments to discuss issues are encouraged.

14. Arrangements and dealing with Complaints.

We hope that we provide a good service to our stakeholders at all times. However, we understand that sometimes you may be unhappy with some aspect of our work together. If so, there are some guidelines for taking the matter further. The school's Complaints Policy can be found on the school website in School Information under Policies.

15. Bullying.

Support for improving emotional and social development.

Bullying is defined as "behaviour by one or more people, repeated over a period of time, which produces damaging or hurtful effects, physically or emotionally to any individual".

The school's Anti-Bullying Policy can be found on the school website in School Information under Policies.

This includes extra pastoral support and listening to the views/concerns of children with SEN.

All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.

All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in the school's Anti-Bullying Policy.

Name and contact details of the SENDCo

Copies of this policy are available from

Ms Juliana Djang – SENDCo

**The Kingsway School
Foxland Road
Cheadle. Cheshire.
SK8 1QX**

Tel no. 0161 428 7706

Appendix 1.1

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

Physical difficulties and medical needs

Sensory difficulties

Emotional and social difficulties including mental health

	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. <i>Resourced students are fully supported by a special needs teacher or RSIA (Resourced School Inclusion assistant)</i>	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. <i>The Resourced and Nurture group students are taught in small groups /pairs and individually in the mainstream classroom and resource base</i>	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. <i>Resourced and Nurture group students work is highly differentiated and individualised. It is aimed at the student's level at all times.</i>

<p>Learning / curriculum approaches</p>	<p>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 <i>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.</i></p>	<p>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. <i>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.</i></p>	<p>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. <i>All resourced students have a statement/EHCP of severe or complex needs. Students in the Nurture group have an EHCP or have a ‘Request for assessment’ application in progress with their LA.</i></p>
<p>Support</p>	<p>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</p>	<p>The Inclusion & Diversity Department offers access to small group work based on developing an understanding of the subtleties of language,</p>	<p>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</p>

	<p>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 <i>Resourced students are fully supported by a Resourced base Manager and a teacher. They are supported by RSAs as well as being taught by mainstream teachers.</i></p>	<p>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.</p>	<p>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. <i>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</i></p>
<p>Environment and physical resources</p>	<p>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. <i>The Resourced school and Nurture group students have access to a Resource base, Inclusion base and Nurture room. The base is a fully inclusive are where students can spend break and lunch times.</i></p>	<p>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.</p>	<p>The SENCo and IPP co-ordinators co-ordinate the liaison and multi-agency working, to support children with disabilities.</p>

<p>Emotional</p>	<p>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.</p> <p><i>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.</i></p>	<p>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.</p> <p><i>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</i></p>	<p>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.</p> <p><i>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.</i></p>
-------------------------	---	--	--

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

Question	Answer
<p>How does The Kingsway School know if children needs extra help?</p>	<p><i>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.</i></p>
<p>How will staff at The Kingsway School support my child?</p>	<p><i>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.</i></p>
<p>How will the curriculum be matched to my child's needs?</p>	<p><i>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.</i></p>

<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p><i>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.</i></p> <p><i>If your child has an Educational Health Care Plan, an annual review is held according to the guidance in the Code of Practice</i></p>
<p>What support will there be for my child's overall well- being?</p>	<p><i>At The Kingsway School we have a strong pastoral support team. Each year has 2 pastoral co-ordinators who monitor your student's academic progress and emotional welfare. 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.</i></p>
<p>What specialist services and expertise are available at or accessed by The Kingsway School?</p>	<p><i>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</i></p>
<p>What training have the staff supporting children and young people with SEND had?</p>	<p><i>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.</i></p> <p><i>Our Resource base Manager has over 26 years' experience working in SEND.</i></p>

	<p>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.</p> <p>The Assistant SENCo has over 17 years of teaching experience across a variety of levels. He has taught from Secondary school then to further education.</p>
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p><i>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.</i></p> <p><i>We will also help prepare your child for any changes in their school day, such as school trips, awards ceremonies, and sports activities.</i></p>
<p>How accessible is The Kingsway School?</p>	<p><i>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</i></p>
<p>How will The Kingsway School prepare and support my child to join the school and transfer to further education?</p>	<p><i>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</i></p>

	<p><i>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. There is also access to a summer school over the summer holidays. This provides further familiarisation with the school site, staff and a full programme of activities.</i></p> <p><i>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.</i></p> <p><i>If your child has a statement of special educational needs, or 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.</i></p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p><i>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.</i></p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p><i>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</i></p>

	<p><i>extra support this will be agreed by everyone that needs to help your child.</i></p> <p><i>The members of the Inclusion & Diversity Department meet fortnightly to discuss progress for the children they support.</i></p>
Who can I contact for further information?	<p><i>Your first point of contact if you want to discuss something about your child is your child's class tutor.</i></p> <p><i>You can contact the Year team, the SENDCo, or any members of the school leadership team, if you are still have any concerns.</i></p>

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

Question	Answer
How does The Kingsway School know if I need extra help?	<i>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.</i>
What should I do if I think I need extra help?	<i>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.</i>
How will my work be organised so that I can cope and get it all done?	<i>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.</i>
If I have difficulties how can I be involved in planning my learning?	<i>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.</i>

Who will tell me what I can do to help myself and be more independent?	<i>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.</i>
What should I do if I am worried about something?	<i>Talk to your tutor, the support staff, or any other familiar adult in the school.</i>
How will I know if I am doing as well as I should?	<i>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.</i>
How can I get help if I am worried about things other than my school work?	<i>You can always talk to any member of staff at school who you feel comfortable talking to.</i>
Are there staff in school who have been trained to help young people who need extra help?	<i>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.</i>
<p>If I have difficulty in taking part in school activities what different arrangements can be made?</p> <p>a. How will I know who can help me?</p> <p>b. Who can I talk to about getting involved in school activities if I need extra help?</p>	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>We have disabled toilets and a shower.</i></p>
What extra help is there to help me get ready to start at my school?	<i>Apart from the usual year 6 activities taking part at The Kingsway School, we will talk to your current school and your parents/carers.</i>

	<p><i>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.</i></p>
--	--

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.