



Kingsmead School

SEND Information Statement (Special Educational Needs and Disability) Report 2020-2021

The Special Educational Needs and Disability Co-ordinator (SENCO)

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Date of next Review	September 2021
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1. What are special educational needs (SEN) or a disability?

At Kingsmead we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. (The SEND Code of Practice DfE, 2014)*

2. Our Approach to Teaching Students with SEN:

Teachers are responsible and accountable for the progress and development of all students in their class.

“All teachers are teachers of students with special educational needs. Teaching such students is therefore a whole-school responsibility requiring a whole school response” (Ofsted, 2014)

High quality teaching is our first step in responding to students with SEN. We also provide a range of interventions to support students in their learning.

3. The kinds of SEND that are catered for at Kingsmead:

Kingsmead School supports students of SEND with any of the 4 ‘broad areas of need’ including but not limited to:

- Communication and Interaction: For example, students with a diagnosis of autistic spectrum disorder, Asperger’s syndrome or speech and language difficulties.
- Cognition and Learning: For example students with dyslexic or dyspraxia traits.
- Social, emotional and mental health difficulties (SEMH) for example student with attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs for example, visual impairments, hearing impairments, processing difficulties and epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

4. How does Kingsmead know if children need extra help?

We know when students need help if:

- Concerns are raised by parents/carers, external agencies, teachers, the student or the student's previous school, regarding a student's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates a lack of expected levels of progress that are regularly reported by teaching staff.
- A student asks for help.
- Observation of the student indicates that they have additional needs in one or more of the four broad areas of need (discussed in section 2 above).
- A widening attainment gap is emerging or evident
- Students make significantly less progress than their peers from the same baseline.

5. What should a parent do if they think their child may have special educational needs?

If parents have concerns relating to their child's learning then please initially discuss these with your child's teacher/subject teacher/ form tutor. This then may result in a referral to the school SENCo whose name is Mr D Farrell who can be contacted using the email address d.farrell@kingsmeadschool.net or the Assistant SENCo Miss N Harding who can be contacted using the email address n.harding@kingsmeadschool.net. Both the SENCo and Assistant SENCo can be contacted through the school reception using the telephone number 01543 227320.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6. How will Kingsmead support a child with SEND?

All students will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught curriculum. The school will seek support from relevant agencies where appropriate.

The quality of classroom teaching provided to students with SEND is monitored through a number of processes that includes:

- classroom observation by the Senior Leadership Team, the Assistant SENCo and external verifiers,
- ongoing assessment of progress made by students with SEND,
- work sampling and scrutiny of planning to ensure effective matching of work to student need,

- teacher training with the SENCo to provide advice and guidance on meeting the needs of students with SEND,
- student and parent feedback on the quality and effectiveness of interventions provided,
- attendance and behaviour records
- student voice activities

All students have individual academic targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Progress / assistant progress leaders raise concerns about any student who is falling behind in a number of areas. Parents are contacted to inform them of school's concerns.

Additional action to increase the rate of progress will be then identified and recorded. That will include a review of the impact of the differentiated teaching being provided to the child, and if required, advice to the teacher of additional strategies to further support the success of the student.

Where it is decided that special educational provision is required to support increased rates of student progress, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainment.

7. Assessing and Reviewing Students' Progress Towards Outcomes:

We will follow a 'graduated approach' as part of the four cycles of assess, plan, do and review. The class teacher, support staff or other relevant member of staff will work in collaboration with the SENCo/Assistant SENCo to carry out an analysis of the students' needs.

- **Assess:** Data on the student held by the school will be collated by the SENCo or Assistant SENCo in order to make an accurate assessment of the student's needs.
- **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the subject teacher with advice from the SENCo.
- **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded, and a date made for reviewing attainment.
- **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the student.

8. Supporting Students Moving Between Phases and Preparing for Adulthood:

Kingsmead School will share information with the student's intended next destination (school, college or other setting). The school will agree with the parents and students the information to be shared ahead of time.

Where additional support for transitioning students is required, this will be considered based on requirements on a case-by-case basis and additional support may include:

- Additional induction days to Kingsmead School to help students get to know the Kingsmead staff and site.
- Specific primary SEN activities such as meeting parents prior to transition or at activities run at Kingsmead prior to transition.
- Additional meetings and information sharing between schools, external agents, parents and other relevant parties to enable forward planning to prepare for the new academic year.

9. How will the curriculum be matched to each student's needs?

Teachers plan using students' achievement levels, differentiating tasks to ensure progress for every student in the classroom.

When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the SENCo and/or external specialists.

In addition, if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

All staff have a class profile on their intranet area that gives strategies to meet the needs of individual students they teach. This profile also links to a 'One Page Profile' that has been created with the young person, their key worker and parents. It includes personalised strategies to ensure the teacher can meet the needs of individual learners when planning and delivering lessons.

10. Consulting and Involving Students and Parents:

Early discussions with students and parents are important when identifying whether there is a need for special educational provision and discussions aim to refine:

- Everyone's understanding of the students' strengths and areas of need.
- Parental concerns

- The outcomes sought for the student
- Understanding about the next steps.

11. What training do the staff supporting students with SEND undertake?

In the last two years school staff have received a range of training to support students with SEN needs.

- Various SEND specific professional development opportunities are delivered across the academic year by the SENCo/Assistant SENCo and other external agents as required.
- All staff can opt into twilight at a variety of points throughout the year.
- Enhanced training is provided for the SENCo and Assistant SENCo at relevant times throughout the year.
- Staff have access to a One Page Profile for each student with an identified SEND to provide them with appropriate strategies and recommendations to support these students in the classroom.
- The SENCo has completed the National SENCo Qualification.
- The school's assistant SENCo has completed the CPT3A to enable psychometric assessments to be performed to enable access arrangements to be awarded.
- The Assistant SENCo and the SENCo participate in the SENCo updates and disseminate the relevant information to staff via local and regional forum with external agencies.

12. How accessible is the school environment?

School has taken steps to ensure that the following adaptations have been made to the school physical environment:

- A disabled parking space marked and is now located next to the school reception.
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- The medical room has been improved in order to enable a safe place for insulin testing/injections.

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to information provided to parents and stakeholders is available via the school website.

13. How is the decision made about how much support each student will receive?

- For students with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with a member of the SEN team and the parent.

- For students with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review. Parents are encouraged to contact school if circumstances have changed between reviews.

14. How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the subject teacher, Assistant SENCo, SENCo or member of Senior Leadership Team,
- During progress evenings and parent partnership evenings,
- Meetings with support and external agencies.

15. Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- The SENCo – Mr Farrell – d.farrell@kingsmeadschool.net
- The Assistant SENCo – Miss Harding – n.harding@kingsmeadschool.net

If you wish to speak to either member of staff an appointment can be made through the school office. Alternatively, if you wish to speak to a member of the SEN team, contact 01543 227320. For complaints, please contact the SENCo in the first instance who can be contacted on 01543 227320.

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <https://www.staffs-iass.org/Leaflets/What-if-I-do-not-agree-with-decisions-made.aspx>

16. Evaluating the Effectiveness of SEN Provision:

Kingsmead School evaluates the effectiveness of SEN provision by:

- Reviewing students' individual progress continuously as well as at key points of the academic year.
- Review the overall impact on 6 weekly interventions
- Use of student voice to provide feedback
- Monitoring by the SENCo and Assistant SENCo
- Through discussion with parents and external agencies
- Conducting annual reviews for students with EHC plans.

17. Working with Other Agencies:

The SENCo, assistant SENCo and SEN staff regularly liaise and meet with a range of professionals to support students and their families.

18. Complaints about SEN Provision:

Complaints about SEN provision in our school should be made to the relevant member of staff in the first instance. This is likely to be the SENCo or may be the Head of School. The complainant will then be referred to the school's complaints policy, which can be found on the Kingsmead School website. The parents of students with disabilities have the right to make disability discrimination claims to the First-tier SEND tribunal if they believe that Kingsmead School has discriminated against their child. The claim can be made about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

19. Contact Details for Raising Concerns:

Should anyone wish to raise a concern, please consider the following guidance:

If the concern is subject related, please contact the subject teacher.

If it related to social aspects of school, please contact the personal tutor.

If it is related to SEN provision, contact the SENCo (Mr Declan Farrell)

If the complaint is about the SENCo and you would rather speak to someone else, please contact the head of school.

For further information please see the school website.

20. Contact Details of External Agencies we Have Worked with in the last 12 Months:

If the progress of a young person is still judged to be below what is expected despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Specialists in other schools e.g. teaching schools, special schools.
2. Special Educational Needs Support Service
3. Behaviour Support Service or equivalent
4. Autism Outreach Team
5. Hearing Impairment team
6. Visual Impairment team
7. Educational Psychologist Service
8. Local Support Team
9. Physical and Disability Support Service
10. Social Services
11. School Nurse

12. Child & Adolescent Mental Health Service
13. YESS
14. Malachai Emotional Well-being service

In addition, the school will involve any other agencies as appropriate (that may not be listed above) including health and social services, community and voluntary organisations for advice on meeting the needs of students with SEND and in further supporting their families.

For a very small percentage of students, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. Parents / Carers will be involved regularly with school throughout this process.

4. Support services for parents of students with SEN include:

- Family Partnership Services (FPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest FPS can be located via <https://www.staffs-iass.org/home.aspx>
- The FPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. Information on Independent Supporters is located here <https://www.staffs-iass.org/EHC-Assessments/Other-help.aspx>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <https://www.staffs-iass.org/Leaflets/What-if-I-do-not-agree-with-decisions-made.aspx>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

5. Information on where the Local Authority's Local Offer can be found.

Information about the Local Authorities Local Offer can be found by following this link <https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

Further Information to support you through this process can be found on the Compliments, Concerns and Complaints Policy found on the school website.

References

The **SEND Code of Practice** (January 2015) This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <http://preview.tinyurl.com/nenth62>

Equality Act 2010: advice for schools DfE (2014)

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Statutory SEN information report contents (Jan 2015 SEN Code of Practice, pg 106, 6.79)

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Supporting students at school with medical conditions

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf

The National Curriculum in England: Framework for Key Stages 104 (Dec 2014)

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

Local Offer: Framework and Guidance. <http://preview.tinyurl.com/otma4gj>

Staffordshire County Council local offer

<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/ParentsPacks/the-local-offer.pdf>

Teachers' Standards 2012

<https://www.gov.uk/government/publications/teachers-standards>

The Special Educational Needs and Disability Regulations 2014

<http://preview.tinyurl.com/m2bnos4>

Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice)

DfE	Department for Education
EHCP	Education, Health and Care Plan
LA	Local Authority
SEN	Special Educational Needs
SEND	Special Educational Needs and/or Disability
SENCo	Special Educational Needs Coordinator (also written as SENCO)
Statement	Statement of Educational Need
PPS	Parent Partnership Services