

King Solomon High School's SEND Information Report

King Solomon High School is a Jewish voluntary aided 11-18 comprehensive with strong traditions rooted in the local community. The school has a committed staff, students who want to learn and supportive parents. We are forward looking and constantly seeking to improve in order to offer a first class education, in the widest sense, for our students.

Learning and achievement are central to our work. Our philosophy is that all children can be successful learners and that all are capable of achievement. We aim to provide learning experiences and an environment that allows all students to succeed. The school has an excellent academic record. Significant numbers of our students achieve at the very highest levels at GCSE and A level.

Expectations of students are high and we insist on standards being maintained in every aspect of school life. We promote a strong code of values based on respect and tolerance and we encourage our students to be good citizens within a caring, Jewish community.

We look to the future with confidence and believe we provide a safe, supportive learning environment in which all our students enjoy school and can develop their full potential.

How does King Solomon High School know if my child needs extra help?

The principle of Quality First Teaching underpins the graduated approach taken at King Solomon High School. All teachers and Learning Support Assistants have a responsibility to identify and support students who may need additional support.

Students who have additional needs are identified in a number of ways, and at a number of different times in the school year:

- Gathering information from primary schools through the transition process and working closely with the transition team.
- Informal and formal assessment and observations of lessons.
- Regular Learning Walks.
- Parental views and meetings.
- Child's own views.
- Teacher reports both short and long.
- Data drawn from formative assessment (progress in lessons and over time), and summative assessment (evidence from tests).
- Evidence from external professionals including specialist teachers, physiotherapists, occupational therapists, speech and language therapists, social workers, educational psychologists, Child and Adolescent Mental Health Services (CAMHS), doctors, outreach and others.

Evidence will be drawn from the school's core approach to pupil progress, attainment and behaviour. It will also draw on the individual's development in comparison to their peers.

What should I do if I think my child may have a Special Educational Need or Disability (SEND)?

If you have a concern about your child's progress, the first person to contact is your child's subject teacher who is responsible for the progress your child makes in that specific subject. The subject teacher will then get in contact with the SENCO who will ask for a Learning Cause for Concern sheet to be filled in before undertaking any form of assessment. The SENCO, if she feels that further assessment must take place, will then liaise with the School Assessment Manager to conduct assessments. Parents will be involved in this process and further discussion had if the need is for the EP or other input.

You can also contact your child's tutor or head of year who will also liaise with the SENCO.

How will I know how King Solomon High School supports my child?

Where the school decides to provide SEND support, the parents will be informed. A review meeting will be arranged through the SENCO or another member of the SEND Department to discuss the interventions/support to be put in place and the expected impact on progress, development and behaviour. The SENCO/Assistant SENCO will also send out timetables to all parents showing where the LSA support is in lessons. The SENCO contacts parents regularly if there are changes to timetables or allocation of support.

How will the curriculum be matched to my child's needs?

Teachers plan using students' achievement levels, differentiating tasks to ensure progress for every pupil 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 him/her to access the curriculum more easily.

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

- Withdrawal from mainstream lessons for group or individual support
- In-class support with dedicated LSA staff.
- Mentoring where necessary.
- After school support to catch up on work and to over learn.
- Differentiated curriculum to allow all students to access the curriculum.

In addition, if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help.

How will I know how my child is doing?

Parents will be informed of their child's progress through termly Assessments.

Regular updates for parents through review meetings and parents' evenings. Parents may also find their child's student planner a useful tool to use to communicate with school staff on a more regular basis. Staff will also communicate with parents more regularly if there are ongoing issues.

Parents are encouraged to arrange an appointment to discuss their child's progress with their tutor or subject teacher in the first instance. Please contact the school on 0208 498 1300 to arrange this.

How will you help me to support my child's learning?

- Key workers - Learning Support Assistants are allocated to work closely with SEND students and parents to ensure that they are kept informed and that positive home/school links are established.
- The subject teacher or SENCO may also suggest additional ways of supporting your child's learning.
- If you have ideas on support that you would like to access in order to further support your child's learning, please contact the SENCO who will locate information and guidance for you in this area.

What support will there be for my child's overall wellbeing?

The school has strong behaviour, attendance and anti-bullying policies. The school offers support to students who experience any personal difficulties and takes action against students who bully others or who misbehave. The school is proactive in seeking appropriate support for students who are vulnerable or who have difficulty managing their emotions in school.

The school has a strong pastoral system with a variety of staff whose core role is to monitor and support students' wellbeing. The school also has access to a local counselling service and other external specialists.

What specialist services and expertise are available at or accessed by the school?

If your child has SEND, the school will do the very best to give your child the support they need. That could include getting advice and support from specialists outside the school (such as an Educational Psychologist or advisory service).

Little Heath School Specialist Support Service provides specialist support in the secondary sector for students with learning difficulties and language and communication difficulties including Autistic Spectrum Disorders and Asperger's Syndrome (ASD).

New Rush Hall School Outreach Service provides specialist support to enable mainstream schools to meet the needs of pupils experiencing Social, Emotional and/or Mental Health (SEMH) difficulties.

Newbridge Outreach Service supports pupils aged 2 to 19 years with a range of medical conditions and learning & physical difficulties.

Roding Outreach Service works with local audiological services and other professionals to meet the needs of all children in Redbridge, from birth to age 25, with hearing difficulties.

In addition, Redbridge Council commissions Joseph Clarke School for the Visually Impaired in Waltham Forest to provide outreach services and educational advice to young people with visual impairments and their parents/carers.

The Education Welfare Service (EWS) is a statutory service whose primary role is to promote and support regular school attendance. All children registered at school are expected to attend regularly and punctually. The EWS support the local authority in carrying out this duty. Every maintained school has a named Education Welfare Officer (EWO).

For children and young people with SEND, Education Welfare Officers work directly with families and the schools to ensure that any barriers to learning are removed or minimised to ensure learners are supported to achieve the outcomes set out in an EHC Plan or through SEND Support.

Education Psychologists (EPs) have a professional qualification in psychology and have undertaken professional training in educational psychology. They work with parents/carers, children /young people, teachers and other professionals to promote children's learning and development. The SENCO works closely with the EP allocated to King Solomon to ensure the best level of support and advice for young people and their families.

What training are the staff supporting children and young people with SEND had or are having?

The school has regular INSET (both in-house and external) for all staff in order to improve Teaching and Learning across the whole school and improve outcomes for all students at King Solomon High School.

SEND staff will support colleagues across the school by providing advice, strategies and working with teachers in the classroom.

SENCO - Has the NASENCO qualification

Our LSAs have a range of qualifications, many at degree level. Some have level 2 or level 3 NVQ Teaching Assistant Qualifications. Our SENCO, is beginning to identify training needs and has organised CPD sessions on a range of relevant topics delivered by different professionals. Recent sessions have been delivered by our Speech and Language Therapist and SERC. Informal sessions from Outreach teachers from Little Heath and New Rush Hall occur almost weekly as well as continued training and advice from our Hearing Impaired and Visual Impaired Outreach teachers.

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

Pupils with SEND are encouraged to participate in all school activities. For example, they are allocated responsibilities around the school on an equal basis such as student messengers or helping out when we have external visitors to the school. They are also given the opportunity to become School Council representatives in all years or be a part of SEND Voice which has been set up to promote the SEND Department. Access to lunch time and after school clubs is provided as of right and support is given if necessary by our experienced team of Learning Support Assistants and the Buddy system in Year 12/13. School trips are accompanied by a high ratio of adults to children and detailed risk

assessments are carried out. Our SEND pupils are also given the opportunity to participate in many drama/music performances which help build their self-confidence and team-working skills.

How accessible is the school environment?

The school site is suitable for students with physical disabilities requiring wheelchairs as there is a lift system which allows students/adults with mobility issues access to the three floors.

How will the school prepare and support my child when joining King Solomon High School or transferring to a newschool or post-16 provision?

Visits to primary schools re guidance & welfare

- SENCO/Assistant SENCO visits primary schools and attends annual review meetings where applicable for incoming Year 7 students.
- SEND Department and Head of Year gathers specific information from primary schools to inform tutor groups and areas of concern before the beginning of the new school year.
- Individual parental visits to KSHS with potential student where appropriate.
- New Intake Evening in conjunction with the HOY 7.
- Students Induction Day in the Y6 Summer Term- SENCO closely involved making contact with all potential SEND students.
- Extra Visits arranged for certain students if required- SENCO and Head of Year meet to discuss issues and placements.
- Redbridge Connexions Service supports vulnerable young people aged between 13 and 19 or up to 25 for those with Special Educational Needs and/or a disability. Connexions attend all Conversion meetings in Year 9 and 11.

Who can I contact for further information?

SENCO - Gabi Hart ghart32.317@kshsonline.uk

020 8498 1304

Assistant SENCO – Debra Berkley: dberkley@kshsonline.uk

020 8498 1319

You can also contact your child's Head of Year or their form tutor with any queries you may have.

Contact number: 020 8498 1300