

# Special educational needs (SEN) information report

## King Solomon High School



<b>Approved by:</b>	M. Phillips	<b>Date:</b> December 2023
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Dear parents and carers,

this information report aims to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website <https://kshsonline.uk>

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

Our school provides for students with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENCO

Our SENCO is Ms Natasha Hyer [nhyer32.317@kshsonline.uk](mailto:nhyer32.317@kshsonline.uk) 020 8498 1300. They are a qualified teacher and will soon embark on the National Award in Special Educational Needs Coordination.

### SEND Administrator

Our assistant SEND Administrator is Mrs Laura Speakerman.

They are an experienced Learning Support Assistant.

### Subject teachers

All of our teachers receive in-house SEN training and are supported by the SENCO to meet the needs of students who have SEN. In the last year, staff have received training from SEATSS and a specialist SEMH provision.

### Learning support assistants (LSAs)

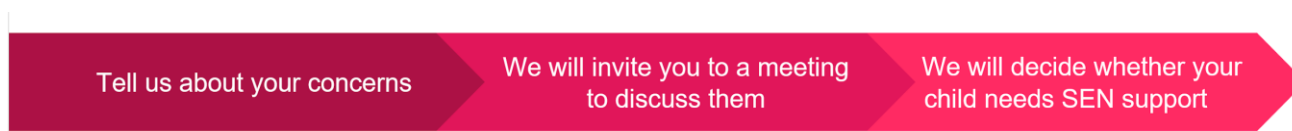
We have a team of six LSAs who have been trained in areas such as speech and language, reading, comprehension, handwriting, maths and social skills.

## External agencies and experts

Sometimes we need extra help to offer our students the support that they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families. These include:

- Speech and language therapists
- SEATSS advisory teachers
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

## 3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is the SENCO who will be in touch to discuss your concerns.

You can also contact the SENCO directly on [nhyer32.317@kshsonline.uk](mailto:nhyer32.317@kshsonline.uk) or 020 8498 1300

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on the next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

## 4. How will the school know if my child needs SEN support?

All our teachers are aware of SEN and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing and maths.

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student extra support to try to fill it. Students who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher will talk to the SENCO, who may contact you to discuss the possibility that your child has SEN.

The SENCO will observe the student in the classroom and on the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

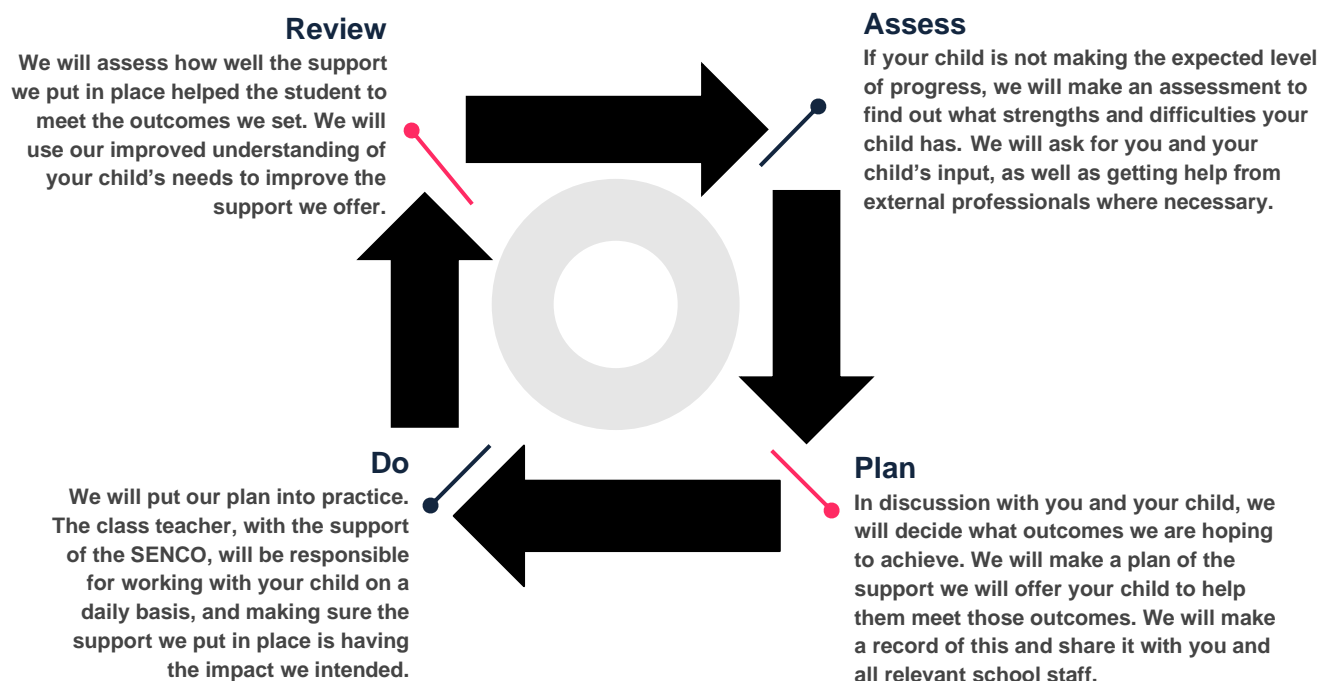
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a student profile for them.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## **6. How will I be involved in decisions made about my child's education?**

We will provide termly reports on your child's progress to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion, we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact the SENCO.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a questionnaire

## **8. How will the school adapt its teaching for my child?**

Your child's teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the student works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Learning Support Assistants will support students on a 1-to-1 basis when their need is greater than the support provided by the class teacher.
- Learning support assistants will support students in small groups when additional learning is required.
- We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE STUDENTS
<b>Communication and interaction</b>	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Reading, writing and maths interventions. Textbooks with larger fonts Coloured papers and overlays Pre-teaching of topic words
	Moderate learning difficulties	In class support
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Time-out pass/movement breaks
<b>Sensory and/or physical</b>	Hearing impairment	Support and equipment from specialist advisory teachers.
	Visual impairment	Support and equipment from specialist advisory teachers.
	Multi-sensory impairment	Support and equipment from specialist advisory teachers.
	Physical impairment	Support and equipment from specialist advisory teachers.

These interventions are part of our contribution to Redbridge's local offer.

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:



- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after several weeks
- Using student questionnaires
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

## **10. How will the school resources be secured for my child?**

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school covers up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## **11. How will the school make sure my child is included in activities alongside students who don't have SEND?**

All of our co-curricular activities and school visits are available to all our students, including our before and after-school clubs.

All students are encouraged to go on our school trips, including our residential trips.

All students are encouraged to take part in sports day, school plays and special workshops.

No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## **12. How does the school make sure the admissions process is fair for students with SEN or a disability?**

All students whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated

If we are oversubscribed, students with disabilities will be prioritised

No students will be discriminated against for any disability

## **13. How does the school support students with disabilities?**

Disabled parking spots are marked and located near the school reception.

Steps are edged with white to ensure they are easier for those with visual impairments to negotiate.

There are dropped pavements for easy access to the school.

There are disabled toilets to ensure accessibility for students with a disability.

A medical area has been provided to enable a safe place for insulin testing/injections.

Increase the extent to which disabled students can participate in the curriculum

## **14. How will the school support my child's mental health and emotional and social development?**

We provide support for students to progress in their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the student voice groups
- Students with SEN are also encouraged to be part of co-curricular clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of students with SEN by the wellbeing team
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by ensuring high sanctions are issued

## **15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

We will share information with the school or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this and will include:

- A planned introduction programme in the Summer term to support transfer for students starting school in September.
- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of students who are known to have SEND to allow concerns to be raised.
- If students are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- The annual review in Year 11 for students with an EHCP begins the process where parents are supported to make decisions regarding next steps.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.

For students transferring to local schools, the SENCOs of both schools meet to discuss the needs of students with SEN in order to ensure a smooth transition.

### **Between years**

To help students with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the student's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

### **Between phases**

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming students near the end of the summer term.

We arrange meetings with the parents/carers of incoming students to discuss how we can best welcome their child into our community.

We set up new students with a buddy from the year above to help them get settled in and make friends.

## Onto adulthood

We provide all our students with appropriate advice on paths to work or further education.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

## 16. What support is in place for looked-after and previously looked-after children with SEN?

The DSL, Miss Kelly Burack will work with Ms Hyer, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked after or previously looked after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint to the Deputy Headteacher. In some circumstances, this right also applies to the students.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Redbridge's local offer where they publish information about it on their website:

<https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=0>

The Redbridge Information and Advice Support Service (RIASS) offer impartial advice and support to parents and carers of all children and young people with SEND

<https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=1> 1 10

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)

- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 19. Glossary

- **Access arrangements** – special arrangements to allow students with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a student's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a student's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for students with SEN in the local area
- **Outcome** – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports students with SEN
- **SEN support** – special educational provision which meets the needs of students with SEN
- **Transition** – when a student moves between years, phases, schools or institutions or life stages