

# King Solomon High School

## SEN Policy and Information Report



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# 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for students with SEN.
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and supply printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside students who do not have SEN.
- To reduce barriers to progress by providing high quality teaching across the school.
- To use our best efforts to secure special educational provision for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health
  - Sensory and/or physical
- To request, monitor and respond to parents/carers and students’ views in order to evidence high levels of confidence and partnership.
- To support all staff in meeting student needs by providing well-targeted continuing professional development.
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

# 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCo) and the SEN information report

# 3. Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Mrs Gabi Hart [ghart32.317@kshsonline.uk](mailto:ghart32.317@kshsonline.uk) 020 8498 1300

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEN up to date

### **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school

### **4.3 The headteacher**

The headteacher will:

- Work with the SENCo and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Subject teachers**

Each subject teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to teaching
- Working with the SENCo to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## 5. SEN information report

### 5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### 5.2 Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Subject teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the student's record and given to their parents
- We will formally notify parents when it is decided that a student will receive SEN support

### 5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

- **Assess:** Data on the student held by the school will be collated by the subject teacher/SENCo in order to make an accurate assessment of the student's needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes.

- 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 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.

If progress is limited despite the delivery of high-quality interventions, advice will always be sought from other 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. Local Authority support services – including Educational Psychologists
2. Specialists support services such as SEATSS and speech and language therapists
3. Social Care Services – as discussed with parents
4. Health partners such as School Nurse and Emotional Wellbeing and Mental Health Service

The subject teacher will work with the SENCo to carry out a clear analysis of the student’s needs. This will draw on:

- The teacher’s assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers’ assessments, where relevant
- The individual’s development in comparison to their peers and national data
- The views and experience of parents
- The student’s own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student’s progress.

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.

## **5.5 Supporting students moving between phases and 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.

## **5.6 Our approach to teaching students with SEN**

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 students who have SEN. This will be differentiated for individual students.

We will also provide the interventions, for example:

- 1:1 reading
- Additional maths/English catch-up support
- Fine/Gross motor skills
- Social skills groups
- Speech and language support
- Occupational therapy support
- Mental health support

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, coloured paper, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, access arrangements etc.

## **5.8 Additional support for learning**

We have support staff who are trained to deliver interventions and support students.

Adults will support students individually or in small groups where necessary.

We work with the following agencies to provide support for students with SEN:

- Local authorities
- Speech and Language, Occupational therapy and Educational Psychologists
- SEATSS services
- Health and social care

## **5.9 Expertise and training of staff**

Our SENCo has many years experience in this role and holds the National Award for SEN Coordination.

We have a team of support staff, including an Assistant SENCo who are trained to deliver SEN provision.

In the last academic year, staff have been trained in all areas of special needs and use CPL time to do further training.

We use specialist staff to train our staff with specific needs.

## **5.10 Securing equipment and facilities**

Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc.) are made available to students who may need it.

## **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and students on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for students with the same level prior learning level.

## **5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND**

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

All students are encouraged to go on residential trips.

All students are encouraged to take part in sports day/school plays/special workshops etc.

No student is ever excluded from taking part in these activities because of their SEN or disability.

Risk assessments are carried out and procedures put in place where applicable.

Arrangements for the admission of disabled students:

- 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 a disability

Facilities provided to help disabled students access the school include:

- Disabled parking spots are marked and located near to 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 in order to enable a safe place for insulin testing/injections.

You can find the accessibility plan on the school website <https://kshsonline.uk/>. This covers:

- Improving the physical environment to enable disabled students to take better advantage of the education, benefits, facilities and services you provide
- Improving the availability of accessible information to disabled students

### **5.13 Support for improving emotional and social development**

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

- Students with SEN are encouraged to be part of the student voice
- Students with SEN are also encouraged to be part of the school community and to promote teamwork/building friendships
- We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

KSHS involves other support services, including health and social care, local authority support services and voluntary sector organisations, in meeting students' SEN and supporting their families. These can also include the following:

- Educational Psychologists
- Speech and language therapists
- Occupational therapists
- Specialist learning teams
- Social Care Services
- School Nurse and Emotional wellbeing and mental health services

### **5.15 Complaints about SEN provision**

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
- The Deputy Headteacher
- The Headteacher

For complaints, please see the school's complaints policy on the website <https://kshsonline.uk/>

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

## 5.16 Contact details of support services for parents of students with SEN

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](https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=1_1_10)

For parents who are unhappy with the Local Authority or school responses to their child's SEND, may wish to contact the Local Authority SEN Mediation Service. Parents may also seek mediation from the regional mediation services.

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about 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>

## 5.17 Contact details for raising concerns

If you would like to raise any concerns, please contact the SENCo Gabi Hart on 020 8498 1300

[ghart32.317@kshsonline.uk](mailto:ghart32.317@kshsonline.uk)

## 5.18 The local authority local offer

Our local authority's local offer is published here:

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

## 6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to the following documents:

Accessibility Plan

Behaviour Policy

Equality opportunities and Diversity Policy