



Mainstream Schools Local SEND Offer Form

This document contains the following sections:

- Background
- The role of schools
- Guidance Notes to completing the form
- Your Local SEND Offer

Background

The Draft Special Educational Needs Code of Practice stipulates that all early years and education providers are responsible for meeting the special educational needs of children and young people, and must publish information on all policies, services and facilities in place to assist them. The Informed Families section of the [FiND website](#) is where Redbridge's full Local SEND Offer will be made available. The purpose of this proforma is to ensure a consistent approach for the writing and publishing of school's Local SEND Offers and to make them more accessible to families and practitioners working with them.

The role of schools

All schools in Redbridge will welcome children with special educational needs and/or disabilities (SEND) by:

- Delivering high quality teaching to enable all children to make the best possible progress
- Developing a partnership approach with parents and carers of children with SEND
- Designating a member of the teaching staff as the Special Educational Needs Co-ordinator (SENCO) and a member of the governing body with responsibility for SEND
- Participating in the process of identifying, assessing and meeting children's needs.

In addition to the universally accessible services (also available on the FiND website), schools will consult with a range of specialist support services to assist them in meeting children's needs. This may include referrals to the following services – click on each one for more information.

Name of service	Ages	Name of service	Ages
Educational Psychology Service (EPS)	0 to 19	Early Years Advisory and Support Service (EYASS)	3 to 5
Children With Disabilities Team (CWDT)	0 to 19	Pre-school Liaison Group (PSLG)	3 to 5
Child Protection Assessment Team (CPAT)	0 to 19	Hatton Outreach Support Service	3 to 11
Special Education Resource Centre (SERC)	0 to 19	Newbridge Outreach Service	2 to 19
Redbridge Child Development Centre	0 to 19	Joseph Clarke Service for Visually Impaired	2 to 19
Speech and Language Therapy Service (NELFT)	0 to 19	Roding Outreach Service for Deaf & Hearing Impaired	5 to 11
Occupational Therapy Service (NELFT)	0 to 19	School Nursing Service (NELFT)	5 to 19
Physiotherapy Service (NELFT)	0 to 19	New Rush Hall Outreach Service	6 to 16
CAMHS (NELFT)	0 to 19	Little Heath Specialist Support Service	11 to 19
Churchfields Language Facility Outreach Service	3 to 4	Connexions (for young people with disabilities)	13 to 25

Guidance notes on completing the form

Notes about the form

Throughout this document:

SEND is used to describe children and young people's special educational needs and/or disabilities

Pupil(s) is used to describe children and young people

How to complete the form

The form is designed to be completed electronically where freetext boxes will expand according to content. Where applicable please use an 'X' to denote a tick.

What happens to your information?

All relevant information from your completed proforma will be published on the [FiND website](#) to enable families and practitioners to view them. An example of how this will look has been provided [here](#). By emailing the completed form you are verifying your agreement that:

- a) your Local SEND Offer can be published on the FiND website
- b) all information supplied is accurate and up to date

How is your information maintained?

All content on the FiND website is annually reviewed and the responsibility for keeping it up to date lies ultimately with the school or setting. We will send annual emails to request updates and any major changes to your SEND Offer should be communicated to FiND as soon as possible. Please note that all pages on the FiND website can be updated instantly.

Where do I send this form back to?

Please email your setting's completed proforma to informedfamilies@redbridge.gov.uk or contact the Informed Families Officer on 0800 587 7500 / 020 8708 9180.



Your Local SEND Offer

All relevant information from your completed proforma will be published on the [FiND website](#) to enable families and practitioners to view them. An example of how this will look has been provided [here](#). By emailing the completed form you are verifying your agreement that:

- a) your Local SEND Offer can be published on the FiND website
- b) all information supplied is accurate and up to date

Name of school	Seven Kings School	
Name of person completing the form	Caroline Coleman	
Role of person completing the form	SENCO	
Date completed	September 2022	

The following information will be made available to families, children, young people and practitioners, via the [FiND website](#).

1 An overview of the school

Give an overview of the school, including information such as size of school, statement of ethos, whether the school has a special unit/resource for a particular type of SEND.

Seven Kings School is an all through school which welcomes children aged 4 to 18 from the local community. Seven Kings High School has a long and successful history as a very high performing, outstanding, world-class school. To build on this success and to develop the excellent education we provide we were delighted that our new Primary opened in September 2015. There are 120 students in each year group at the primary, 180 in year groups 7-11 and 500 in our highly successful sixth form.

We provide a broad and balanced curriculum that offers all students the opportunity to succeed. We focus on teaching students the skills to be effective learners, and to encourage in them a love of learning that they will keep throughout their life. Many enrichment opportunities add to students' experience and development. Our motto, Friendship, Excellence Opportunity, underpins everything that we do and enables us to provide 'a harmonious school with an excellent learning environment...an exceptional environment in which all pupils thrive' (Ofsted 2018).

Our vision which underpins all that we do, is that all students, including those with SEND, can be successful learners who are fully included in the life of the school, are happy, confident and thriving young people who make a successful transition to adulthood. We provide quality first teaching for all our students and ensure that teachers are fully informed of the needs of their students and can make provision that enables them to break down barriers to their learning so that they experience success. We firmly believe there is no ceiling to achievement.

We are a school with a resourced provision for students with physical disabilities which ensures that students with mobility issues can access specialist classrooms, a hoist so they can use the toilet and trained staff who can assist with standing frames and walkers. We are proud that this provision ensures that our students attend and thrive at a mainstream school and we believe we are a better school for having such a provision.



2 Identifying pupil's additional needs

How will the school know if a pupil needs additional help and how do they keep parents informed, e.g. regarding assessments?

At Seven Kings we pride ourselves on knowing our students well and being able to put in early intervention using the graduated approach as outlined in the SEND Code of Practice (2015). All teachers and Learning Support Assistants (LSAs) have a responsibility to identify and support students who may need additional support and to liaise with the relevant teams within the school to put this in place.

Students who have additional needs are identified in a number of ways including:

- Gathering information from primary or previous secondary schools through the transition process
 - Student's own views
 - Parental views
 - Teacher feedback
 - Feedback from Learning Mentors
 - Data drawn from termly progress reports which include formative and summative assessments
 - Reports from external professionals which include Occupational Therapists, Physiotherapists, SEaTSS (Specialist Education and Training Support Service), Speech and Language Therapists, Educational Psychologists, Social Workers, EWMHS (Emotional Wellbeing and Mental Health Service, formerly known as CAMHS), GPs.
- Class teachers make regular assessments of progress for all students and they and the learning mentors and form tutors identify students 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 does not just refer to academic progress but encompasses the four areas of SEND set out in the Code of Practice- Communication and Interaction; Cognition and Learning; Social Emotional and Mental Health; Physical and Sensory Needs.

The SENCo and key workers meet regularly with year leaders and subject staff after each data drop or when concerns have been raised and will always seek to involve the student and their parents closely in discussions about identification of need. The department works closely with learning mentors to identify difficulties with emotional wellbeing as well as other barriers to learning.

The Pupil Support Department will also support with the identification of barriers to learning using a range of assessment tools including:

- The Access Reading Test- used as a screener for all students at the beginning of Year 7 to support reading interventions and at the end of Year 9 to support assessment for exam access arrangements.
- The Access Maths Test- used to identify particular areas of difficulty in mathematics
- Detailed Assessment of Handwriting Speed (DASH)- to the speed and legibility of handwriting as well as process speed.
- Comprehensive Test of Phonological Processing (CTOPP2) to assess phonological knowledge, working memory and processing speed
- The Academic Assessment Battery (AAB) to measure speed of processing, decoding and comprehension skills
- Referral to SEaTSS, the Speech and Language Therapist, EWMHS, the Educational Psychologist, Occupational Therapist and Physiotherapist as necessary for individual specialist assessments.

These assessments are standardised and norm referenced and are used to inform next steps including working with the subject teachers and, where necessary, interventions and teaching programmes. Interventions are time limited and reassessment takes place after 6 months to measure progress. Parents are kept informed about assessments and the impact of interventions. Parents/ carers are informed of their child's progress through termly Interim Progress reports. Key workers also run interim and annual reviews for EHCP students, annual reviews for students on School Support Plus and are available at Parents Evenings as well as through the school's reporting systems.



3 Dedicated contacts at the school

Who should parents/carers contact if they have any questions or concerns about their pupil's SEND, e.g. class or form teacher, SENCO, Parent Support Adviser etc?

SENCOs - Martin Owers (primary campus) Caroline Coleman (secondary campus)

You can also contact your child's Year Leader with any queries you may have.

4 Involving pupils and parents/carers in planning support

How does the school involve pupils and parents/carers in planning to meet SEND and in general school life? Add supplementary information in the notes box

✓	Planning and review meetings	✓	Individual pupil/teacher conversations
✓	Advice on how to support learning at home	✓	Mentor, e.g. adult or peer mentoring.
✓	Regular contact between home and school, e.g. email or phone calls.	✓	Parent Support Adviser (PSA)
	Other, please specify		

Additional notes

5 Range of support available to pupils with SEND

✓	Curriculum adaptations/differentiation	✓	groupings of pupils
✓	Specific teaching interventions	✓	specific individual support
✓	Support for behaviour	✓	specialist teaching groups
✓	Support for health needs	✓	support for communication needs/assistive technologies
	Other, please specify		

Additional notes

6 Measuring pupils' progress

How will the school know how well pupils with SEND are doing and how will they inform parents/carers about this?

As Section 2 above.

Parents will be informed of their child's progress through termly reports, review meetings and parents' evenings.

7 Support and training for school staff

Have any staff received specialist training in SEND? How are school staff supported to work with pupils with SEND? Please include details of training undertaken within the last 12 months and numbers of staff that attended.

The school has regular training for teaching staff and LSAs on meeting the needs of young people with SEND. This has been provided by SEaTSS specialist teachers, the Educational Psychologist and the Speech and Language Therapist. Staff working closing with specific students with physical needs have training provided by occupational therapists and physiotherapists as required. Our welfare staff and a number of our LSAs are qualified First Aiders



and trained in manual handling. Two of our staff are qualified to Train the Trainer in Manual Handling. Our LSAs have CPD time every fortnight on SEND and have worked with outreach staff to deliver interventions. They are being trained on guided reading this year and those supporting students in external exams have annual training on assisting with access arrangements. Our LSAs have a range of qualifications, many at degree level. Some have Level 2 or Level 3 NVQ Teaching Assistant Qualifications. The SENCo has achieved the National Award for SEN Coordination and the PostGraduate Diploma in Special and Inclusive Education and is qualified to assess for exam access arrangements. Sessions on working with students with SEND are delivered by the SENCo as part of the programmes for student teachers and Early Career Teachers (ECTs). A member of each department attends the SEN Link Team Meetings every half term where the SENCo or a member of Pupil Support trains staff on working with students with different types of SEN. Our students and their parents are proactive about informing LSAs and teachers about what works best for them and some took part in the Disability Awareness Week Assembly.

8 Accessibility of the school

How is the school accessible to pupils with SEND, e.g. fully/partly accessible, facilities for personal care, specialist teaching areas?

All classrooms, apart from two, are fully accessible so that students can be taught in a subject specialist setting. Automatic doors, ramps and lifts enable access throughout the building and all areas of the playground. We have disabled toilets throughout the building and a toilet equipped with a hoist in the Medical Centre.

9 Inclusion

How does the school ensure that pupils with SEND are included in all activities at school, after school clubs and on school trips, e.g. risk assessments, provision of additional support, planning with parents?

Students with SEND are encouraged to take part in all school activities. This includes all clubs and trips. We have a minibus which is adapted for students with wheelchairs so students are able to attend theatre trips and sporting events. We are proud that our students have taken part in trips to France, represented the school at the Panathlon Games and attended GCSE Drama trips to the theatre. We risk assess all external activities and support is given by LSAs and welfare staff as appropriate. Students who have difficulties adapting to change are prepared for the trip in advance to ensure they are comfortable. We are committed to making reasonable adjustments so that everyone can participate.

10 Transitions - starting or changing schools

How will the school support pupils with SEND to change classes and/or move on to a new school when they reach the appropriate stage(s)?

Seven Kings is committed to working with students, parents/ carers and other settings and providers to ensure that positive transitions occur. For transition to Year 7 we work closely with primaries to ensure that we have current information about the child and aim to attend any transition reviews in addition to organising visits to Seven Kings over and above the borough Transition Day to ensure that the student has met key staff and has had a tour of the building. We organise a coffee morning in July before transition for new parents to meet Pupil Support staff who go through key information and answer any questions so that parents/ carers are also able to support their child. We have been part of the SEaTSS Transition Project for the last three years and have found this successful in helping students meet each other and prepare for transition to Seven Kings. In the summer term before they start, teachers are given key information about SEND students and how to support them. LSAs are also given this information and are allocated to a form class.

At Key Stage 4 we work closely with the careers service Connexions. All SEND students have several interviews with the careers advisor who sets them up with their preferred course and setting and helps them with applications. We work on interviews and application forms in Tutorial Support and invite colleges to attend transition reviews. We also work with SEND students on their UCAS applications, ensuring any access arrangements are in place for entrance exams and liaising with university regarding SEND needs as required. We work closely with Year Leaders and subject teachers to ensure that internal transition is smooth and that all staff are aware of and plan for the strengths and needs of all students in their lessons. One Page Profiles and exam access arrangement details are shared with teachers at the beginning of the academic year and updated



regularly.

11 Support and training for parents/carers

What support and training within the school is available to parents and carers?

	Parent learning/support groups	✓	Parent Support Adviser (PSA)
✓	Coffee mornings with parents		Other, please specify Transition Meetings with parents/ carers. Information booklets supplied on how to support your children at Seven Kings.

Additional notes

12 Further information for parents/carers, pupils and practitioners

Where can further information on services available be found, e.g. school website?

School Website – www.sevenkings.school

Where do I send this form back to?

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