

SEVEN KINGS SCHOOL



SEND Policy 2024

Date agreed by the Governing Board/Executive Headteacher	Spring 2024
Date of next review	Spring 2025

SENDCOs:

Primary School: Muslimah Khanom and Catherine Smith (EYFS)

Secondary School: Caroline Coleman

Admissions arrangements: LA Admissions Policy.

LBR Designated Physically Disabled Provision on the secondary campus

Nominated Governors for SEN: Mrs S Blows and Mrs A Wright

Vision

We are an inclusive, all through school, which means supporting the full range of students who make up our school community.

We aim to provide Quality First Teaching for all students to ensure they achieve their best, become confident individuals and responsible learners. We are committed to the best outcomes for all children, including those with SEND through working collaboratively with a range of professionals. We aim to have best SEND practice embedded within universal provision rather than viewed as an addition. Every teacher at Seven Kings is a teacher of SEND and it is our priority that every member of staff makes inclusion a priority.

Through high quality classroom management, appropriate differentiation, reasonable adjustments and high-quality resources, we seek the highest levels of attainment and achievement for our students, including those with SEND. We strive for staff and students to see difference as an asset. It is our duty to ensure that SEND never serves as a barrier to opportunity or a student reaching their full potential. We are proud to be the Local Authority designated school for disability and this is our specialism as a fully accessible school.

We aim to rigorously assess and review the learning progress of our students. If a pupil does not make adequate progress even when teaching approaches are targeted appropriately, then the pupil may be identified as having special educational needs.

School Improvement Strand 2023-2025

We are ambitious about inclusion:

- creating an inclusive ethos and environment for all our children through understanding all of our young people's needs and how to respond to them inclusively through our curriculum and super curriculum;
- to ensure all of our children are prepared for adulthood from their earliest stage and are enabled to live a good life
- Seven Kings School to be recognised as a centre of excellence in adaptive teaching and learning both on a local and national level where all our children, regardless of need, flourish

PRINCIPLES

The school commits itself to work within the guidance provided by the SEND Code of Practice 2015.

Our policy objectives are:

- to acknowledge that we are all teachers of children with special educational needs and disabilities, and that meeting their needs is the concern and responsibility of the whole school. We see difference as an asset
- All children are entitled to experience success.
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential – we have high expectations for everyone.

- students with SEND have a unique perspective on their own needs and should be central to all decision-making processes about their support.
- to provide Quality First Teaching for all our students, including those with SEND
- to ensure that, as far as possible, all SEND students gain access to a broad and balanced curriculum, including the National Curriculum and extra-curricular activities, within the terms of the school's Equal Opportunities Policy
- to identify and assess students with SEND as soon as possible and to provide, in accordance with the Code of Practice 2015, a graduated system of provision for them to develop a close partnership with parents in order that their knowledge, views and experience can assist us in assessing and providing for their children
- to involve the student in their own learning and to take into account their ascertainable wishes in order to provide more effectively for them
- to promote, on behalf of all SEND students, the most effective classroom practices which overcome the barriers to learning
- to ensure the efficient use of available resources
- to develop effective partnerships with outreach services and health professionals in order to secure the best outcomes for SEND students
- We identify and assess students with SEND as soon as possible and to provide, in accordance with the Code of Practice 2015, a graduated system of provision for them#
- students and their parents or carers know their child best and should be full partners in planning and reviewing support for their child. We develop a close partnership with parents in order for this knowledge, view and experience to assist us in assessing and providing for children.

IDENTIFICATION AND ASSESSMENT OF STUDENTS WITH SEND

The identification of SEND is built into our overall approach to monitoring the progress and development of all students. This allows us to identify students who are making less-than-expected progress at an early stage. Special educational needs can be categorised under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

For children joining the school in Reception, priority home visits are carried out before the start of term for those children identified as having SEND. The Primary SENCO is also proactive in gathering information on children with SEND before they start school by contacting the Pre-School Liaison Group (PSLG) and, where possible, visiting local settings.

Identification during Reception and thereafter in Years 1 – 6 takes place as appropriate, via information from class teachers to the Primary SENCO. Initial baseline assessments and observations are carried out at the beginning of the Autumn Term.

Prospective Year 7 parents are welcome to visit, look around our provision and discuss how we can meet their children's needs with a member of the Pupil Support team prior to the Year 6-7 consultation period. Once places have been allocated, the department is proactive in enabling a smooth transition for students with SEND. There is liaison with the feeder primary schools in order to identify all students with SEND who will be joining SKS in year 7. Where possible a member of the

SEND department attends review meetings in year 6. The department hosts visits from year 6 students and their parents/carers and primary school staff. Prior to entry to SKS, the department holds a coffee morning to enable parents of prospective year 7 students to meet with parents of existing students. SEND students are encouraged to take part in the transition programme run by SEaTTS and to attend SKS's transition events. Information and strategies are sent out to staff before students start in September so that transition is as smooth as possible.

Identification during year 7 and beyond takes place as appropriate, via data drops, information from subject teachers, the Year Leader, Deputy Year Leader and SEND teachers. Initial baseline assessments are carried out during the Autumn Term using CATS tests and the Access Reading Test. The department makes referrals to a range of outside agencies including SEaTSS, the Speech and Language Therapist, EWMHS, Occupational Therapy, Physiotherapy and the Educational Psychology Service to identify needs and put timely support in place.

Identified students fall into two categories; those students who have an Education Health and Care Plan and those students that receive school-based support. (K students) Students with EHC Plans have the most complex needs. The provision for students with EHC Plans is met by the department/class teacher and outreach agencies in accordance with the specifications of their EHC Plan. Progress towards long EHCP term outcomes and shorter yearly targets are drawn up and discussed at the annual review of the EHC Plan. SKS uses Pupil Passports to inform staff about background information about such students along with current targets and good practice tips for staff working with them. In accordance with the Code of Practice, we meet with parents three times a year to review progress and this includes student and parent voice.

Students who receive school-based support also have outcomes identified and information and strategies are made available on the school assessment system.

ADDITIONAL SUPPORT AVAILABLE TO STUDENTS WITH SEND

Each year group is assigned a specialist SEND key worker who coordinates provision and review meetings and is the main point of contact for SEND students and their parents. The key worker liaises with subject teachers and outside agencies as well as offering regular guidance to students. Once students have been identified as having SEND, their individual needs are addressed through one or more of the structures organised within the school including 'assess-plan-do-review' as recommended by the Code of Practice 2015. In addition, we liaise and work closely with relevant outreach services and health professionals as appropriate. Where appropriate, students are assessed for and provided with Access Arrangements for both internal assessments and external exams in line with JCQ guidelines.

Primary

- In-class support - this is to enable those students with identified SEND to have access to the curriculum and to increase their performance level in the supported subject or area of learning.
- Specific Interventions - these target different areas of need for example literacy, numeracy, social skills development. In Primary these include Makaton, PECS, Turn taking groups, Attention groups and Language groups.

Key Stage Three

- In-class support - this is to enable those students with identified SEND to have access to the curriculum and to increase their performance level in the supported subject. LSAs are based in

year groups but work within their subject areas of expertise. Students benefit from the relationships built with familiar LSAs and from subject -specific expertise.

- Specific Interventions - these target different areas of need for example literacy, numeracy and social skills development. These include tailored reading interventions, typing, Occupational Therapy, Speech and Language Programmes, social skills intervention and Gardening.

Key Stage Four

- Tutorial Support - this is offered to some SEND students in years 10 and 11. They take one less GCSE option than usual and the time released by this is used for Tutorial Support. During these lessons a SEND teacher is able to help students with class and home learning tasks as well as giving general input on study skills and exam technique. We also use the time to consolidate skills in literacy and numeracy by studying for Entry Levels where appropriate in English, Maths and Science and following the ASDAN (Award Scheme Development Accreditation Network) Bronze Award which supports them in building their life skills. Our students have achieved Unit Awards in Horticulture and Leadership as part of their gardening intervention. In exceptional circumstances, students may take two less GCSE options and attend Tutorial Support.
- Pathways- All students take part in work experience in Year 10 to prepare them for the world of work. This can take place at Seven Kings Primary School although students have also worked with our gardener at Organiclea. In Year 11 we work with the careers advisor from Connexions to find suitable post-16 placements and support students with their applications. Providers including speakers from the NHS supported internship programme, Project Search, work closely with the school and three of our students have successfully applied for this internship.

Key Stage 5

- Students receive in-class support, where appropriate, and guidance sessions. There is close liaison with the sixth form team over planning for post-18 pathways.

LEARNING SUPPORT ASSISTANTS (LSAs)

In the Early Years Foundation Stage each class has a designated LSA; the class teacher and LSA work together to meet the needs of all children, including those with SEND. In the rest of primary most of our LSAs are deployed to meet the specific requirements of students with EHC Plans. However, the LSA can provide support for any other student, providing their target child is secure. In secondary LSAs are deployed in year group teams. Within these they have subject specialisms so students will work with a number of different LSAs across the week. Our LSAs have been trained in working with students who have a range of SEND needs, especially those who have physical needs and who benefit from the facilities in our Medical Centre. LSAs also deliver Speech and Language and Occupational Therapy programmes under the guidance of professionals who have devised them. Regular team meetings and training take place to ensure best practice.

EVALUATION OF PROVISION FOR STUDENTS WITH SEND

The school has a robust system for tracking and monitoring the progress of all students including those with SEND which can be matched to the NC and the student's specific targets. Intervention programmes are matched to student needs, are time limited and the progress of those students involved in such programmes is closely tracked. If there is no evidence that the intervention is

effective, then the intervention is adapted or a different type of support is planned, this could include phonics programmes. Where appropriate, the school works closely with outreach services when setting up, delivering and tracking interventions. The evaluation also incorporates whether pupils with SEND feel safe, valued and included in the school community and includes comments and feedback from students and their parents.

PARTNERSHIP WITH PARENTS

The school places great emphasis on effective liaison and communication with parents. The school acknowledges that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of students with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

Liaison with parents takes place via the following means:

- a) On-going informal communications with regard to individual students
- b) Parents are invited to attend all review meetings
- c) Parents receive copies of all review reports
- d) Relevant SEND staff are present at all parents' evenings
- e) Regular coffee mornings

Parents of any pupil identified with SEND may contact the Parents in Partnership Service of Redbridge for independent support and advice on 020 8708 8922, riass@redbridge.gov.uk, redbridgeiass.org.uk or www.facebook.com/Redbridgeriass.

STUDENT INVOLVEMENT

Once students have been identified as having SEND, a dialogue is opened with them regarding their needs. Students are encouraged to participate in all decision-making processes including the setting of learning outcomes and their views about transition onto further or higher education or other education placements. We are committed to developing person centred approaches and students are encouraged to take an active role in their review meetings.

There is a graduated approach to student involvement at Seven Kings; for the youngest children their input may be limited but as they grow, we expect them to take more ownership of their learning and what they need to overcome barriers

LINKS WITH OUTSIDE AGENCIES

External agencies play an important part in helping the school identify, assess and make provision for students with SEND. The school receives visits from the nominated Educational Psychologist. Termly meetings take place to plan the work that is required each term. In addition, the school seeks advice and input from specialist advisory teaching services and other outside agencies. These include:

- Early Years Advisory Service
- Redbridge SEaTSS (Specialist Education and Training Support Service)
- Speech and Language Therapy Service - we also have our own part time Speech and Language Therapists working with us on the primary and secondary campuses to support students and staff training and a play

therapist one day a week on the primary campus; we also have art therapy

- Occupational Therapy Service
- Physiotherapy Service
- EWMHS (Emotional Wellbeing and Mental Health Service)
- Connexions (Careers Advisory Service)

ADMISSIONS

Students with SEND are admitted to the school on the same basis as any other child. The Governing Board uses the LA admissions criteria.

SPECIALIST PROVISION AND FACILITIES

Seven Kings School admits students with physical disabilities within the Local Authority admissions policy to the secondary campus. The primary school has been built to be DDA compliant; the secondary school has been adapted with ramps, lifts, toilets, a hoist and medical facilities to enable students with physical disabilities to be integrated into the life of the secondary campus. It is the policy of the school that students should receive the full curriculum including the National Curriculum alongside their peers.

There is a full time Senior Welfare Officer who helps to oversee the provision for our students in the secondary school. In conjunction with SEND teachers, she liaises with other relevant professionals to secure the equipment needed for individual students and arranges appropriate training for staff.

Complaints about our SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy.

<https://sevenkings.school/wp-content/uploads/2023/08/Complaints-Policy.pdf>

If the parent/carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

You can request mediation by contacting SEaTTs in Redbridge.

GOVERNORS' RESPONSIBILITIES

Governors will fulfil their statutory duties towards students with SEND as prescribed in the Special Educational Needs Code of Practice 2015. In order to do this, they will allocate appropriate resources, monitor and evaluate this policy and participate in appropriate training.

The SEND governors will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this

- Work with the headteacher and SENDCOs to determine the strategic development of the SEND policy and provision in the school

Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

Legislation and guidance

This 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 SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The Governing Board of Seven Kings School adopted this Policy on 5th March 2024

Signed: Headteacher Date:

Signed: Chair of Governors Date:

Policy Review Date: