



SEN Information Report

As a Learning Support Department, we strive to ensure every student's needs are accommodated in order for them to fulfil their potential. Students with special educational needs and disabilities are regularly consulted to ensure their views are reflected in the provision we make for them. All staff in the School are aware of pupils with a special educational need and detail of their specific needs.

We welcome visits to the Learning Support Department and would urge you to meet with us if you are thinking of sending your child to the School. For further information, please see our Admissions Policy.

The Learning Support Department

In the Learning Support Department, we aim to remove barriers to learning so pupils are supported to achieve to the best of their abilities. Our SENDCo holds a Postgraduate Certificate in Inclusion and Vulnerable Learners (National SENDCo Award). She has a Postgraduate Diploma from the University of Leicester. Our Enhanced Provision teacher is an experienced Primary teacher.

We have a dedicated team of skilled Teaching Assistants who hold a range of qualifications in different areas including Foundation Degrees in barriers to learning and, in some cases, degrees in specific subjects. The SENDCo is supported in managing the teaching assistants by four Higher Level Teaching Assistants (HLTAs) and the Enhanced Provision teacher.

We have an online provision map, which is a tool to help us identify interventions for pupils with SEN and disabilities. We use this to help us monitor the effectiveness of these interventions and thereby inform planning for future support.

The support we put in place is dependent on an assessment of a particular student's needs. Where appropriate, we adapt the learning environment or use ancillary aids and assistive technology. This may be with the support of outside agencies such as the Educational Psychologist.

Key Contacts

- [Julia Hartley: SENDCo](#)
- [Katherine Diver: Enhanced Provision Teacher](#)
- [Sharon Gurney: HLTA](#)
- [Francesca Sallabanks: HLTA](#)
- [Matt Skipworth: HLTA](#)
- [Claire Webb: HLTA](#)
- [Liz Camelford: SEN Administrator](#)
- [Kevin Palmer: SEN Governor](#)
- [Duncan Rhodes: Learning Support line manager](#)
- [Debbie Lamsdale: School Registrar \(Admissions\)](#)

Statutory Duties

The Department seeks to fulfil its statutory duty with regard to the Revised Code of Practice for Special Educational Needs (January 2015). A Special Needs Register listing all the pupils and students in the School with a recognised special need is kept to inform all staff. Learning Passports are created for students with special educational needs. The Learning Passport acts as a guideline for staff, concerning the teaching and learning needs of pupils with special

needs, across the School. Identification of pupils with special needs is made as early as possible on entry to the School by a variety of methods – primary school liaison; cognitive ability testing; monitoring of progress; close liaison with departments and teaching staff; discussion with individual pupils and consultation with parents.

Areas of Need

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with Autistic Spectrum Disorders (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. (*SEND Code of Practice 2015*)

School staff have attended various courses to gain further insight into ASD. The School liaises regularly with the Autism Specialist Teaching service. Where necessary the School will consult with an Educational Psychologist. For many students with ASD their needs are successfully met within the classroom without the need for additional support.

Our SENDCo has a level three Elklan qualification and can advise on strategies in the classroom. Where students have significant speech and language needs that are not being met, we will refer them to the Speech and Language Service.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. (*SEND Code of Practice 2015*)

A range of interventions is offered for children with learning difficulties. These include RWI Fresh Start, Success at Arithmetic, Numicon, individual reading, maths support and spelling interventions. Older students receive subject specific support in liaison with the class teacher. Homework Club is available for those who find it difficult to complete their homework. Year 7 students with reading difficulties have access to the Accelerated Reader programme. We have an Enhanced Provision teacher who offers a bespoke, adapted curriculum for identified students during some lessons.

Our SENDCo has a post graduate diploma in Dyslexia. This enables her to undertake in-house exam concessions testing up to age 16 and advise about dyslexia.

Staff across the School are involved in continuous professional development (both internal and external professional courses) as required. Learning Support have recently had training for interventions to support Inference, Dyslexia and Neurodiversity, Functional Skills in English, EAL, Better Reading Partnership, phonics training, Precision Teaching training, Success at Arithmetic and maths intervention training and Emotion Coaching training. Our school is part of the Peterborough Virtual School's Connected Communities Project.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties that manifest themselves in many ways. (*SEND Code of Practice 2015*)

Our Department works closely with the Form tutors and Pupil Support Officers to ensure needs of pupils are being met. Several members of staff (including the SENDCo) have attended the MHFA (Mental Health First Aid) course for schools. Teaching staff and HLTAs have also received some training.

Where specialist intervention is required, the School works with Child & Adolescent Mental Health Services (CAMHs) and will refer to other agencies through the Early Help Assessment as appropriate. Where appropriate referrals may be made to CHUMS, (Mental Health and Emotional Wellbeing Service for Children and Young People). For students with particular needs, the Educational Psychologist may be consulted. Some staff have attended an attachment awareness course. Where appropriate, the School will consult with the Virtual School or Post Adoption Support Services.

Should you have any concerns, please contact the Pupil Support Officers (PSOs) in the first instance:

[Mr Ludford](#) - Years 3-6

[Mrs C Palmer](#) - Years 7-9

[Mrs K Denman](#) - Years 10 & 11

[Mrs S Rickard](#) - Years 12 & 13

Parents and students can access the following online support.

<https://www.keep-your-head.com/cyp> - this is a Peterborough/Cambs website detailing what support is on offer

<https://www.kooth.com>

<http://chums.uk.com>

<https://www.ypcs.uk>

[Free Help & Counselling for Young People | Cambridgeshire, Peterborough \(centre33.org.uk\)](#)

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. (*SEND Code of Practice 2015*)

We offer an inclusive curriculum so all pupils can participate. Where applicable we work closely with parents to plan their child's involvement in school trips. The School employs a dedicated trips co-ordinator who liaises closely with the Learning Support Department.

We have wheelchair access to all teaching areas within the School. Where pupils need to move away from the main site, for example to the sports field or the Cathedral, a minibus may be provided. We ensure all buildings and classrooms are accessible to all pupils. The only exception to this is the upstairs Maths classrooms and so where necessary pupils will be taught Maths on the ground floor. There are disabled changing and toilet facilities. Where appropriate, modifications have been made to the auditory/visual environment to meet the needs of particular pupils. We work with external agencies to secure particular equipment or resources such as Occupational Therapy, Physiotherapy, Hearing Impaired Service and the Visually Impaired Service.

Recently staff have attended courses to support students with Hearing and Visual Impairments, and on how to use RNIB Bookshare. Teaching staff are able to access "Joinme" screen sharing software.

Further Information

How does King's identify students with SEND?

We identify special educational needs in a variety of different ways. This is commonly through primary transition. However, it could be as a result of information from professionals within School supported by observations and assessments. Our SENDCo is qualified to undertake diagnostic tests. We may also use external agencies or respond to concerns raised by parents/carers.

At King's we ensure that provision for those with SEND is administered as soon as possible through:

- Cognitive testing and assessing when concerns arise
- Maintaining close liaison with feeder primary schools during transition
- SMART target setting, tracking of performance and regular reviews
- Exam Access Arrangements testing (years 9/10)
- Addressing concerns from parents/carers
- Attending to referrals made by external professionals

Support Available

The level of support offered varies from pupil to pupil and their needs at a particular time. The first step for all our pupils is high quality teaching, differentiated where necessary.

If a student is identified as having SEN (Special Educational Needs) there will be a clear analysis of their needs, which will be communicated in the form of a pupil passport and detailed learning plan. These will then be shared with parents and students each term. These passports act as a guideline for staff, concerning the teaching and learning needs of pupils and carefully map each student's individual barriers to learning, the strategies to be implemented to overcome them, and perhaps most importantly, feature the student's own personal response and contribution to their ongoing support.

Support and intervention will then be matched to the students' needs and reviewed regularly to ensure it is most efficient and effective. This 'SEN Support' may be delivered with the additional assistance of outside agencies if required. We have a 'provision map' that is a tool to help us identify the interventions being employed by staff across the school (for example, additional Maths and English sessions) and a range of assessments to evaluate and track pupil progress following Assess. Plan, Do, Review cycles. The map allows us to monitor the overall effectiveness of interventions and thereby directly inform planning for ongoing support.

Where the child or young person has not made expected progress, despite the School having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, we will consider requesting an **Education, Health and Care** needs assessment.

Support We Offer for Pupils' Wellbeing

Your child will be placed in a tutor group and your child's tutor will oversee the well-being of your child on a day-to-day basis.

- The King's School has a member of staff who operates 'Pupil Reception'; students can attend this area for medical assistance and advice, including the administration of medicines as authorised and directed by parents/carers.
- Mentoring programmes
- Pastoral Prefects (Year 12/13 pupils)
- Lunchtime clubs
- Prayer Room

- School Chaplain and associated group
- Assemblies
- Gym
- Liaison with outside agencies
- Extra-Curricular Activities
- Pupil Support Officers (PSO)
- Virtual School for Looked After Children

The School runs an active School Council, to which students are invited to express their views. This group of elected young people meets regularly and communicates views/concerns of pupils across the School back to senior members of staff.

Partnership with Parents

We welcome the views of parents and students and work closely with them to ensure the most effective provision. We make contact with parents in different ways, including:

- Annual reviews
- Interim reviews
- Parental meetings
- Email
- Telephone
- Letters
- The School Gateway
- Parent/teacher consultations
- SEND questionnaire
- If English is not your first language, we will aim to put in support to help you to understand.

We would urge parents/ carers to contact us should they have any concerns.

Transition

- Each September there is an open evening for Year 6 pupils when Learning Support staff are available to discuss your child's needs.
- Where applicable key members of staff visit primary schools or the current secondary school.
- For Year 6 students there are usually 2 Primary Induction Days followed by a Parents' Evening.
- Where students are identified as having additional needs, further visits to the School and transition meetings are held if required. Where appropriate, individual transition plans are put in place.
- We welcome early contact from children and/or their parents and carers.
- The Learning Support department works closely to prepare students for a smooth transition to the next phase of education.

Allocation of Resources and Monitoring of Progress

The SENDCo works in conjunction with Teachers and Teaching Assistants to determine the level of need. We aim to work closely with parents to ascertain their views. Resources are allocated according to the level of need and the type of provision necessary; they are no longer quantified as 'hours of support'. Allocation of resources is based on discussions and guidance from the local authority. The School budget may be used to target individuals and groups. The effectiveness of the provision is monitored in different ways. This may include teachers' assessments, national assessments or in some cases standardised assessments. In the case of pastoral support, this may include monitoring attendance, homework and behaviour points.

The Academic Head of Year (AHOY) is responsible for monitoring the progress of all children in a particular year group. The SENDCo works closely with the AHOY to monitor progress of learners with SEND and children at risk of falling behind. Reports are sent home and parent/teacher consultation meetings are held. Any concerns are shared with parents/carers; this may be through email, telephone call or meeting directly with the parents or carers. Where necessary, we will explain how learning is planned and how this can be supported at home. Parents/carers may also meet with the AHOY, class teachers, and/or Pupil Support Officers.

Local Authority Contacts

Peterborough

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

Peterborough Educational Psychology Service

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=Vke5T9THiS4>

Cambridgeshire

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

Northamptonshire

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

Bedfordshire

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

The School runs an active School Council to which students are invited to express their views. This group of elected young people meets regularly and communicates views/concerns of pupils across the School back to senior members of staff.

Complaints Procedure

The Governors would expect all complaints to be resolved in discussion with senior staff and parents are invited to contact the school directly. Please refer to the school's complaints policy.

Reviewed September 2022