



## 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 students with a special educational need and detail of their specific needs, to ensure that they are supported to access a broad and balanced curriculum.

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. We are always happy to offer tours for prospective students, parents and carers. 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 that students are supported to achieve to the best of their abilities. Our Head of Learning Support is a qualified SENDCo and has experience supporting students with SEND from Key Stage 2 to Key Stage 5. Our Enhanced Provision teacher is an experienced Primary teacher and is training to be a SENDCo.

Enhanced Provision is a specialised targeted provision, offering a bespoke curriculum targeted to specific students' needs during some of their lessons. The primary area of need for students in Enhanced Provision is cognition and learning. All students across our setting will continue to access mainstream lessons, alongside their peers even if they are supported in our Enhanced Provision.

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

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|-------------------------|--|
| • Mrs Merrington:       | SENDCo & Designated Teacher  |
| • Katherine Diver:      | Enhanced Provision Teacher, Deputy SENDCo and trainee Designated Teacher |
| • Anita Spires:         | Higher Level Teaching Assistant  |
| • Francesca Sallabanks: | Higher Level Teaching Assistant  |
| • Matt Skipworth:       | Higher Level Teaching Assistant  |
| • Claire Webb:          | Higher Level Teaching Assistant  |
| • Liz Upsdell:          | 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 students with special needs, across the School. Identification of students 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 students and consultation with parents or carers.

The School ensures that it complies with its duties in the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014 in making its curriculum accessible for those with disabilities or special educational needs.

## **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.

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 and 8 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.

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 students are being met. Several members of staff have attended the MHFA (Mental Health First Aid) course for schools. Teaching staff and HLTAs have also received some training. We use the Boxall profile to identify need.

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 and some staff are undertaking the ELSA 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 D Ludford:	Years 3-6
Mrs C Palmer:	Years 7-9
Mrs K Denman:	Years 10 & 11
Mrs S Rickard:	Years 12 & 13

Please also see the school's Anti-Bullying and Harassment policy:

<https://www.kings.peterborough.sch.uk/page/?title=Policies&pid=34>

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>  
<https://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 that 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. Where necessary we work with parents and external agencies to ensure that students can access Physical Education lessons.

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 "Join.me" screen sharing software.

## **Adaptations to Support Students' Needs**

As the Learning Support department, our role is to support staff make appropriate adaptations to suit the needs of all students. We ensure that staff are aware of individual students' needs. We offer regular training and provide staff with up-to-date information to enable them to adapt the work and delivery effectively.

## **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. Staff within the Learning Support department are able to offer diagnostic screeners, if requested. 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

For more information, please see our SEND policy:

<https://www.kings.peterborough.sch.uk/page/?title=Policies&pid=34>

## **Steps to ensure that disabled students are fully included**

The Department seeks to fulfil its statutory duty as laid out in section 69(3) of the Children's and Families Act 2014. As a department, we are passionate about inclusion and supporting the needs of all students. We will work closely with home and previous settings to ensure that, wherever possible, we can encourage all students to thrive. We will liaise closely with other providers and the relevant outside *agencies*. The School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. The School's buildings date from between 1885 and 2009. In recent years, the School has made every effort to make the premises as fully accessible as possible, responding to the needs of individuals as well as to the legal requirements in force at the time of the renovation of the Victorian building and the construction of the latest teaching blocks. Access has been improved with the provision of lifts and stair-lifts in almost all areas, and there is colour differentiation in corridors and stairwells. We have clear accessible signage for students with visual impairments and dedicated toilets. Across the school, we will make adaptations to resources to ensure all pupils can access their learning. We also provide different exam provisions in order to meet needs.

If your child has a disability, please contact the Learning Support team so we can discuss admission arrangements.

Please see our Accessibility Plan:

<https://www.kings.peterborough.sch.uk/page/?title=Policies&pid=34>

## **Monitoring of Progress**

In Years 7 and 8, all pupils' reading is monitored through Accelerated reader testing. Students in any year group who present with significant reading concerns are assessed on a one-to-one basis, using standardised reading tests by our SENDCo. Students in every year group, including students with SEND, have aspirational flight path targets which are tracked and monitored by the Year teams. The SEND team is part of this process to ensure quality assurance. Students that fail to make expected progress are considered for intervention and targeted through the assess, plan, do, review process. In entry to Year 7, and again in the Sixth form, students are assessed using

standardised tests. The SEND team closely analyses this data. Where appropriate, some students may be offered extra intervention.

In Enhanced Provision, students are regularly assessed to ensure progression. Targets are based on assessment, used to inform planning and reviewed each term. We share targets with students and endeavour to involve them in discussion around how to achieve these targets.

### **Support Available**

The level of support offered varies from student to student and their needs at a particular time. The first step for all our students is high quality teaching, differentiated and scaffolded 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.

Children in Care fall within the remit of the Learning Support Department and any special educational needs are dealt with as part of our ongoing support for children in care.

### **Liaison with Different Agencies**

In Learning Support, we work collaboratively with a range of different professionals with a range of specialist expertise. This may include, but it is not limited to:

- Educational Psychologists
- Exam Assess Arrangements assessor
- Speech and Language therapists
- Occupational Therapists
- Physiotherapists
- Teachers of the Deaf
- Counsellors
- Social workers
- Crew Trident
- CAMHS
- Nurses
- Local Authority SEND teams
- Virtual schools
- Early Help Team Peterborough
- Early Help team Cambridgeshire
- Early Help team Lincolnshire

We work together to ensure the best outcomes for our students, creating a team around the student.

### **Support We Offer for Students' 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 (PSOs)
- 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 students across the School back to senior members of staff.

Throughout the school we have a number of staff members who are qualified mental health first aiders.

### **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.

### **Consulting Young People with SEND**

We work hard to involve young people with SEND throughout their educational journey. When setting up and reviewing SMART learning targets we include the students, capturing their voice, views and opinions. We offer mentoring, providing the students the opportunity to share their thoughts about their schoolwork, homework plus the ability to share any worries or concerns they may have. We have an open-door policy so that students can 'drop in' anytime to discuss their needs with us. At lunchtime, we run various clubs where students have the opportunity to interact with peers and talk to the Learning Support staff.

## Transition

- Each September there is an open evening for Year 6 students 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 to prepare students for a smooth transition to the next phase of education.
- Our Careers Advisor works closely with SEND students. This enables our young people to create 'preparing for adulthood' outcomes which reflect their ambitions. This may include higher education, employment, independent living and participation in society. Through our careers department, we can signpost students to the appropriate pathways.

## 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 the 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.

## The Teaching of Phonics

In the Junior Department, we teach phonics using the *Read, Write, Inc* programme. The teaching of phonics is very much informed by the identified needs of each particular cohort of students. This is captured through a phonics assessment at the start of the year. Phonics is usually taught as intensive interventions, in small groups or individually, by a member of staff qualified in the *Read, Write Inc* programme. These interventions usually take place outside English lessons and may run four times a week or daily. If the cohort requires it, we would teach phonics as part of daily English lessons. Phonics may also be taught in Enhanced Provision. In school, we may also use a variety of resources such as Fresh Start, Phonic Books and Rapid Plus Reading schemes. We are committed to dedicating the necessary time to ensure this learning is secure as well as adopting and changing our practise as cohorts and identified needs change.

## 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>

Peterborough SEND Guide 2023/24

<https://www.myfamilyourneeds.co.uk/publication/peterborough-send-guide/>

Cambridgeshire

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

Northamptonshire

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/localoffer/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.

Some aspects of this report have been included as a result of parent consultations.

*Reviewed January 2024*