

SEND INFORMATION REPORT 2020-2021

We pride ourselves on being a fully inclusive school that celebrates our common achievements and our diversity, and are determined to live by our departmental motto of; ***'lifting every child beyond their own vision of capability.'*** Our vision is that all students at King Harold, including those with SEND, are happy, enjoy school and feel a valued part of the school community. We seek to provide a high quality and broad education which will result in students making outstanding progress and achieving high standards, whatever their starting points. Our aim is that our young people will be responsible, independent, happy, well rounded confident citizens and who are proud of their school. We will develop critical thinking about about the world they live in which in turn will enable them to go beyond their individual experiences.

It is the responsibility of every member of staff to be familiar with the school's Special Needs Policy and procedures. The Special Educational Needs Coordinator – Carl Robinson, and the team of teaching assistants provide students, parents, carers, teachers and the wider community with specialist support. This support offers access to external agencies, procedures and strategies so all learners have every opportunity to make progress and to achieve independence and fulfil their learning potential.

The Team

The team of talented and enthusiastic Teaching Assistants have a rich diversity of backgrounds, education, and experience. Each Teaching Assistant holds varying roles and levels of responsibility within the department and around the school. There are four tiers of types of support that every Teaching Assistant offers:

- Link Teaching Assistant to a specific SEND student
- Support for individual, pairs and groups of children in the classroom
- Support for individual, pairs and groups of children when participating in interventions
- Whole school community support and access to regular and on-going training

A Teaching Assistant's primary focus at King Harold is to facilitate EHCP students' access to the curriculum. The role includes promoting the development of students' learning via effective support, provision of care and management of students' emotional well-being. The link Teaching Assistant manages the overall care and support for the target student(s). This additional level of personalised support provides students with particular attention on their individual needs. The teaching assistants work alongside the teaching staff to ensure that

every child has access to a broad and balanced curriculum and that every child experiences quality first teaching in line with the code of practice, children and families act and the equality act.

The SEND team have extensive experience in providing support for specific learning difficulties such as Dyslexia, Dyspraxia, Dyscalculia, Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Downs' Syndrome, Autistic Spectrum Conditions, and a range of Social, Emotional and Mental Health needs (SEMH). There are experts in the delivery of additional interventions for other areas of need such as Speech, Language and Communication Needs (SLCNs), Literacy, Numeracy, and Social Communication Skills development. The Learning Support Department regularly hosts and delivers training within the department and within the school on their areas of expertise. This sharing of good practice aims to promote consistency and is an effective way of ensuring inclusion for all learners.

What We Offer

The learning support team offers a wide range of support for our SEND students, the support includes:

- In class support
- Individual Support Plans
- Interventions such as Speech and Language, Occupational Therapy, Reading Wise., Social and Emotional Mental health support and Zones of Regulation.
- An alternative curriculum for those students who can't access key stage 3 or 4.
- Homework Club
- Extra-Curricular clubs and activities
- Games/social skills club at lunch time

The provision outlined above is overseen by the SENCo – Assistant Headteacher - Inclusion

Students will receive the support outlined above based on either their EHCP or the level of support deemed appropriate by the SENCo in consultation with the parent/carer or guardian.

All students will have access to a broad and balanced curriculum and have access to quality first teaching in line with the code of practice (2015)

We work with a range of external professionals and organisations. These include:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Local Authority SEND professionals such as SEND caseworker
- Advisory Teachers
- SENDIASS
- Family Solutions
- EWMHS
- Winchmore Tutors
- TUTE
- Local FE colleges
- ACE – Alternative Centre of Education

SEND Codes and Register

We use three different codes to inform teachers about what level of SEND support students require:

- 1) **E** – this means that the students have a statutory EHCP. The provision within the EHCP must be adhered to by the school.
- 2) **K** – This code is for students who don't have an EHCP but do require SEND support; both K and EHCP students have an Individual support plan, (see below for more details)
- 3) **W**- This represents 'Send Aware.' Students may or may not have a need but are making progress and doing well. These students **won't** have outcomes that need to be assessed three times a year. They are **W** as it is important for Teachers to be aware of something. Students that have been granted access arrangements (in year 9/10/11) will be classed as W.

All of the codes above are used on SIMS and the SEND register. The SEND register is reviewed termly by the SENCo and the wider team and if we feel a student is making progress then we may move them from a K to a W or in some circumstances we may take them off the SEND register all together, depending on the assessment of their outcomes and the progress they have made. For some other students we may need to move them up a code and increase the level of support and in the most exceptional circumstances this would mean applying for an EHCP; if successful this would mean the students being registered as an E student on our register.

Individual Support Plans:

Individual support plans (ISPs) are written for all children who have EHCPs or are registered on the SEND register as a k student. The ISPs contain information such as the student's hobbies and interests, SEND needs and 6 strategies that teachers can use to differentiate their planning and teaching; moreover the ISP contains SMART targets that the student sets collaboratively with their link TA. The ISPs are reviewed and RAG rated three times per year by the subject teachers and link TA; a report is then generated and sent home to parents/guardians and carers. We find this an effective way of monitoring progress and communicating this with students, parent/carers. These can also be discussed during parents evening, as the SENCo attends every parents evening. If a parent, carer or guardian has a concern then they should e-mail or call the SENCo directly, using the following contact details:

e-mail address: Carl.robinson@kha-tkat.org

One Plans

One plans is a part of the Assess, Plan, Do, Review cycle. A student will only have a One plan under exceptional circumstances, such as:

- If we are applying for an EHCP
- If a child is at risk of a permanent exclusion
- If we are applying for a change of provision due to us as a school not being able to meet the students SEND needs

Identifying students with SEND:

- Identifying students who have SEND needs is a key role that sits within our department but also the wider school. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
 - (a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

We identify students who may have SEND in the following ways:

- Teacher raising concerns to the SENCo and learning support department
- Parents raising concerns to the SEND department
- SENCo led student lesson observations
- CAT 4 assessments
- Boxhall Profiles
- Strength and Difficulties Questionnaires
- Other formative assessments

The Code of Practice identifies four broad areas of need

1. Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating their needs to others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand the social rules of communication. The profile of each child is different and is likely to change over time.

Children with Autistic Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction and may experience difficulties with language, communication and imagination.

2. Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace or are significantly behind their peers in terms of achievement even with appropriately differentiated work in class. These difficulties can be defined as Moderate Learning Difficulties (MLD) or Severe Learning Difficulties (SLD).

Children with Profound and Multiple Learning Difficulties (PMLD) are likely to have severe / complex learning difficulties as well as physical disability or impairment.

Children with Specific Learning Difficulties (SpLD) may have a difficulty which affects more specific areas of learning and encompasses dyslexia, dyspraxia and dyscalculia.

3. Social, Emotional and Mental health Difficulties

Children may experience a wide range of social and emotional difficulties which may manifest themselves in a variety of ways: withdrawn or isolated; challenging behaviour; disruptive or disturbing behaviour. These behaviours may reflect underlying mental health issues such as anxiety, depression, self-harm, substance misuse, eating disorders or unexplained physical symptoms.

We have clear systems to manage disruptive behaviour so that other children are not adversely affected.

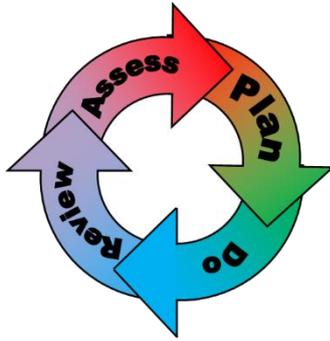
4. Sensory and/or Physical Needs

Some children require special provision because they have a disability which hinders them from making use of the educational facilities generally provided. These difficulties may be a vision or hearing impairment, multi-sensory impairment or physical disabilities both of which require special equipment or may be sensitively to certain stimuli (often associated with children with ASD).

The school will identify the special needs of a child to work out what action it needs to take and the SENCo will be in touch to arrange a meeting with parents/carers. It will identify needs alongside parents, carers and other health and education specialists and ensure that due consideration is given to the needs of the whole child not just the special educational needs. Once the child has been identified as having Special Educational Needs or disability they will be classified as 'SEND Support' and support will be provided accordingly. If a parent, carer or guardian has a concern then they must contact the SENCo directly to request a meeting.

Support for children with Special Educational Needs

- If a child is identified as having SEND, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high – quality first teaching. This support is set out in a child's 'ISP' (Individual Support plan) which will be discussed in a meeting with the parents of the child. This is updated termly.
- We create a 'Provision Map' which monitors these interventions to make sure they are effective.
- When providing support that is 'additional to' or 'different from' we engage in a four-stage process:



Assess, Plan, Do and Review.

Assess – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments. Each term all staff that work with the child will assess their achievement against their SEND outcomes; as SEND report is generated and used to aid the next stages.

Plan – this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to overcome these barriers. These will be recorded on the SEND report and the updated ISP.

Do – the support will be provided as set out in the child’s updated ISP.

Review – these impacts will be measured and will be changed or altered as needed.

- This additional support will be tailored to meet the needs of every individual child and their area of difficulty will be targeted. This may be achieved on a 1:1 basis or as part of a small group or by providing the child with resources or assistance so they can access whole class work. These interventions may be run by a teacher or a TA, but will always be planned to suit the child’s needs by their individual class teacher.

Access Arrangements

At the end of Key Stage 3, students are tested for Access Arrangements. This testing assesses whether a student might benefit from alternative/added arrangements during their exams, which can include the use of a scribe, a reader, a word processor, extra time, alternative rooming and so on. These access arrangements are provided in order to remove any disadvantage for candidates and where there is evidence of need and the reasonable adjustments fall within the candidate’s normal ways of working. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. Please note that if a student has an EHCP then they automatically receive exam access arrangements for all formal assessments.

Raising concerns around Bullying and Social and Emotional Mental health:

We take all bullying issues extremely seriously at King Harold Academy. For more specific information on this please refer to our behaviour policy. Needless to say that if we are made aware of any bullying issues then they are dealt with in a fair, considered and robust manner. The heads of year and relevant SLT members will be made aware and students, parents/carers and guardians will be kept informed.

If we are made aware or identify a student who has SEMH concerns then we will look to use a 4 step approach:

Step 1 = Talk to the student, parent, carer, guardian to gather more information

Step 2= Make a decision on the correct intervention

Step 3 = Review the intervention and regular periods

Possible interventions include:

- Close monitoring of progress in lessons
- Enrolling a student onto our SEMH small group intervention if they are not already a part
- Referring the student to see our in-school counsellor
- Peer mentoring
- Referring to an external agency or professional like the Educational Psychologist, SEMH advisory teacher or CAMHS

All interventions will be agreed with the student, parent, guardian and carer.

Continued Professional Development

The world of SEND is always evolving; therefore we ensure all of our staff has a comprehensive professional development package with specific focus on various aspects of SEND throughout the school. The staff have received training covering all 4 broad areas of SEND needs in line with the code of practice 2015. Training is delivered by both external professionals and by the SENCo.

Accessibility

We want to ensure that the physical environment in and around our school is accessible to all children especially those with Special Educational Needs and Disabilities.

Where there is a need, each SEND child has a risk assessment of their access needs carried out by our SENDCo and we purchase or borrow any equipment needed to remove any access barrier. Pupils may for instance need specialist IT equipment or furniture.

All classroom resources are made accessible by making personalised modifications as necessary such as the use of coloured overlays, proximity to the whiteboard, access to dyslexic dictionaries etc.

School trip sites are risk assessed beforehand to ensure any barriers are removed or alternate provision is put in place e.g. suitable travel arrangements, road crossing safety measures, keys for accessible toilets.

Extra-curricular provision ensures equal access to all children with individual arrangements for instance an additional adult may be supplied where necessary.

We ensure that our school and curriculum are accessible to all (See King Harold's Accessibility Plan 2021- 2022) [Accessibility plan 2021-2022.docx](#)

Raising Complaints

If you would like to raise a formal complaint about the SEND department then you can contact the head teacher and/or the Chair of Governors directly.

Local Offers

For further information on SEND within your local authority then please refer to the local offer using the links below.

<http://www.essexlocaloffer.org.uk/>

<https://new.enfield.gov.uk/services/children-and-education/local-offer/>

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>