



Kingsley High School

SEND Policy And Information

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Responsible Kingsley Staff Member:	Lee Helyer

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At Kingsley High our aim is for our learners to enjoy and achieve. We are an outstanding special school which provides an education for pupils who have a range of learning difficulties including severe and complex learning difficulties, profound and multiple learning difficulties, communication needs including autistic spectrum condition; sensory and/or physical needs.

The school aims to ensure that all pupils, no matter what their complexity of need, achieve their potential: personally, socially, emotionally and academically in all areas of the curriculum. The person responsible for all aspects of Special Educational Needs and Disabilities (SEND) is the Special Educational Needs Co-ordinator (SENCo). At Kingsley the SENCo is the headteacher: Lee Helyer

Student Needs

Kingsley High is a school for students who will have all or some of the following broad areas of need:

- Communication and interaction - Children and young people with speech, language and communication needs (SLCN) and children and young people with ASD, including Asperger's Syndrome and Autism.
- Cognition and learning – children and young people with severe learning difficulties (SLD) through to profound and multiple learning difficulties (PMLD).
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs - children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or a physical disability (PD)

Kingsley High is committed to:

1. Providing a secure, enjoyable and stimulating learning environment which will enable students to realise their potential as individuals in society;
2. Providing equal access to a broad and balanced curriculum which
 - meets statutory requirements
 - reflects the cultural diversity of society
 - meets the needs of all pupils
 - develops skills for independence and a pathway for an active role in society
3. Maintaining close contact with home; making parents feel welcome in the school enabling them to play a full part in the education of their children.

All students who attend Kingsley High have an EHC plan or Statement where Kingsley will be named as the appropriate school. This will be reviewed formally once a year with the facility for interim or informal review, if

necessary. A placement offer usually indicates that the Local Authority recognises that the student's needs can be best met at Kingsley, but can also be the result of parental preference.

In order to be placed at Kingsley High, students, in reference to the school's admission policy, normally meet all or some of the following criteria:

- A learning need that will respond to and develop within a differentiated curriculum
- A willingness to be part of a peer group with different levels of special needs
- A level of behaviour that will respond to support, does not hinder the learning of self or others and is conducive to the health and safety within the school community
- A level of social and emotional development that will respond to appropriate support the school can provide
- A level of developmental, communication, sensory or physical impairment that can be supported within the school

Definition of SEND

Pupils are identified as having Special Educational needs if they meet the definition as set out in the Special Educational Needs (SEN) Code of Practice (DfE, 2015):

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Students may be offered a place at Kingsley High School if they:

- have been through the assessment process as described in the Code of Practice and have a full time Statement of Special Educational Needs (Statement) or an Education Health Care Plan (EHCP)
- attend the school as part of the an assessment process
- move from another special school – with a Statement/EHCP or as part of the assessment process

Therefore by definition, all pupils at Kingsley High School have identified special educational needs.

1. Aims

We will ensure that a child or young person with SEND will have their needs met through a rigorous programme of identification, assessment, planning and support, and that practice reflects our school values and aims. To achieve this:

- The views of the pupils will be sought and taken into account
- Parents will be well-informed and enabled to play a full part in supporting their child's education
- Our pupils will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum e.g. ImPACTS for PMLD
- The school will manage its resources to ensure all pupils' needs are met
- Provision and progress for our SEN pupils will be monitored and reviewed regularly; evidence will be responded to so that pupils can further develop their potential as individuals.
- The school will involve outside agencies where appropriate
- EHC plans or Statements will be reviewed regularly in line with the Code
- Appropriate training will be provided for those involved in the implementation of the policy

Objectives

The aims above will be achieved by:

- Providing all staff with up to date and relevant information on the needs of pupils
- Providing staff with regular opportunities to discuss pupils needs
- Providing staff with regular professional development opportunities to expand their pedagogy for pupils who have SEND
- Providing a structure within which information on pupils can be collected, processed systematically and disseminated appropriately
- Acting promptly on decisions made
- Involving parents and the young person in the decision making process relating to their provision

2. Legislation and guidance

This policy and information report 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 pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

The Code sets out the following expectations:

- High quality teaching, differentiated for individual pupils should be available to the whole class
- Class teachers have responsibility for planning the curriculum and assessing each child's progress, even if they have additional needs.
- High quality teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress.
- Where progress continues to be less than expected, the class or subject teacher, working with assistant head or key stage leader, will assess as to possible reasons
- The school, in partnership with parents/carers and pupil, will work through termly reviews leading to revisions in plans and interventions. These termly plans will reflect the annual targets and outcomes set out in our students' EHC Plans.
- Where a pupil is reaching a point of transition (from primary to secondary; from school to continuing education into adult life) the school will work with the parents and pupil to ensure a smooth and successful transition.
- The school will annually monitor and evaluate the effectiveness of its provision for pupils, by reporting on the progress of our young people and the quality of the provision for their special needs to the governing body.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

Responsible Persons

The Head teacher is responsible for all requirements of the SEND Code of Practice and to ensure these are met in school with relation to teaching and learning and the administration of the EHC Plans. The head teacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The SENCO is Lee Helyer

They will:

- Work with the staff and governors to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The governors

The governors will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the headteacher to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with as the SENCO and governors to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.3 Consulting and involving pupils and parents

Parents as Partners in Learning

We understand that the most effective learning for pupils takes place when the school is able to work in partnership with parents. We have an open door policy and utilise the following to keep parents informed:

- Open evenings
- Home school agreements
- Home school note books
- Newsletters
- Celebrations
- Parent/carer workshops
- Pre-school entry induction
- Social events
- Annual Review meetings
- Input in to PLP's
- Shared information about the class curriculum
- Parent workshops led by school staff or the family liaison officer
- The creation of a welcoming and supportive environment
- The schools website

Kingsley continues to seek ways to further develop a range of strategies to foster our relationship with parents and carers.

5.4 Assessing and reviewing pupils' progress towards outcomes

Special Educational Needs-Assessment and Review

As described previously, Kingsley is a local authority designated special school and admission is through placement agreed at the special needs panel of the LA. Some children attending the school do so initially on

an 'assessment' basis. In this case a statutory assessment process is initiated which involves the LA, school, and a range of pertinent professionals working together with the family.

School based assessment of both an informal and formal nature is an ongoing process (refer to the school's Assessment Policy). Internal systems used include use of the IT based system of B Squared and ImPACTS which allows for tracking of small steps progress for all children with all stages of learning including Early Years Foundation Stage.

Personalised Learning Plans (PLPs) are formulated in conjunction with the therapists at school to define the core teaching objectives for each child. The outcomes for the PLP match the outcomes on the EHC plan/Statement. In line with our curriculum development process, there is an assessment of every pupil at the end of each term within specific subject areas. Judgements about progress are made against the core targets that we set within PLPs which are then utilised to inform daily planning; detailed records are kept. Anecdotal and observational assessments take place daily and are recorded in each child's assessment folder.

All parents are invited to an Annual Review meeting once a year where the statement or the Educational Health Care Plan is reviewed by all professionals and services concerned with the pupil: the views of the parents and pupils are also essential to this process. There is also an open evening early in the academic year where parents are welcomed and encouraged to meet the professionals involved to discuss their child's progress. Opportunities for discussion can also be arranged at any point on their learning journey.

The dates of annual reviews are communicated to the Local Authority (LA) with an open invitation to attend all review meetings.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Transition

A transition process for 'pre' and 'post' Kingsley High school is in operation:

- Pre-school transition involves liaison with the appropriate service and a series of home and school visits by all parties. A half termly meeting of all agencies is held to consider placements. As far as possible, the Key Stage Co-ordinator and head teacher attend year 6 annual reviews.
- Post school graduation includes a direct link with College/day care centres and a process of increasing familiarisation for parents and pupils. A Leavers' Conference is attended by relevant professionals to plan for provision Post 19

Transition between learning groups within school is also planned for and considered carefully to accommodate learning needs e.g. sensory cues are provided for children with more profound needs and visual cues for pupils with a diagnosis of autism. All pupils have a programme of physical transition where

time will be spent familiarising pupils with new rooms and with new class members (adults and peers). This is devised to meet need as appropriately as possible.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Access to the Curriculum

We believe in planning for each child as an individual and ensuring our teaching enables each pupil to achieve their potential.

From the moment our pupils arrive at school and throughout the day, the school provides many learning opportunities, including breaks, lunchtimes, personal care. These take place in a wide variety of learning environments in school and the local community.

Our curriculum is broad, balanced and appropriate to the individual needs of each pupil. The curriculum is not static; it is flexible to meet the changing population of the school.

The aim of our curriculum is to offer an engaging school experience which will enable each pupil to make sound progress, taking steps towards adulthood and independence – whatever form that may take, and which is based on the principles of respect, care and professional accountability. We recognise that pupils are entitled to the full range of curriculum areas and that teachers should constantly seek to develop and employ strategies which are appropriate to individual needs. However, pupils are also members of the school and wider communities and thus, are also entitled to be prepared to access the rights and responsibilities of these communities, which reflect British Values. To facilitate this pupils receive appropriate support as required.

From our initial discussions, an overall curriculum map has been drawn up which identifies the core curriculum areas, with priority given to promoting communication, life-skills and independence, plus an entitlement to a breadth of experiences which will draw from all curriculum areas. Learning and positive experiences take place across subject boundaries: our aim is to create a rich learning environment which enables each student to achieve maximum progress. To do this we have identified key themes for each half term which will run through as many lessons as possible to give some cohesion. (Whilst the ideal is for all lessons/topics to reflect the theme; we recognise that this may not always be possible.)

Flexibility has been built into the timetable to allow staff to arrange learning activities in the way that will best suit the learning styles of their group. For some pupils this will mean a highly structured series of short tasks; for others a longer period of time to complete activities and allow consolidation of an experience. For the purposes of organisation, pupils are grouped in areas of need (although it should be acknowledged that each young person is an individual!) Staff have met to draw up an ideal timetable for the week. However, it is important to have some consistency across the school/key stage in terms of what the various timetable blocks are called. The following titles have been used:

- Core skills: Literacy, Language and communication, Numeracy.
- Creative studies: art, music, drama.
- PE & Mobility: PE and also including physiotherapy and other movement programmes
- Thematic studies: work on the term's theme to include humanities (history, geography, RE)
- Science and Technology: science, DT, ICT, food tech.
- PSHCE/SMSC: to include, citizenship, independence

Post 16 will have some different titles to reflect the different emphasis: including Portfolio building, Personal & Social Development (PSD). Within the overall timetable blocks, teachers will choose to organise the day/week to suit the needs of the class. Specialists support the curriculum and learning. These include Speech & Language Therapists, Occupational & Physiotherapy Team, QTVI and behaviour support. Each half term the school holds themed days and weeks to support students' creative development. This provision is summarised in the school's Provision Map.

5.8 Additional support for learning

SEND Pedagogy and Support Strategies

Kingsley High is committed to equipping staff with teaching and learning pedagogy to promote outstanding SEND provision. We regard all members of the school community at Kingsley as learners. Staff access regular professional development opportunities through individual, department and whole staff training as identified in the School Improvement Plan (SIP). The school's Monday meetings schedule and INSET calendar detail planned opportunities; other training may be booked throughout the year. The focus of all training is the improvement of pupil learning and the raising of achievement.

In addition to the training schedule, regular discussions take place with a range of professionals to discuss strategies and practice including:

- Weekly class team meetings
- Termly discussions with SaLT
- Feedback from CAMHS, OT and physiotherapists
- Liaison with other special schools

Information about the School's Educational Provision

Facilities and Provision

At Kingsley High we believe that all of our pupils, regardless of gender, ethnicity, disability or sexual orientation are entitled to a high quality education that will maximise their life chances. All pupils are entitled to an education that enables them to:

- achieve their best
- become confident, courageous individuals living full lives and
- make a successful transition into adulthood

Special facilities include:

A high level of resourcing for staff, equipment and materials is available. There is a high level of technology available to students including iPads, computers, audio, interactive whiteboards and other individual adapted technology. The school works in liaison with a number of other agencies in support of pupils' learning and development. These include:

- therapy services- speech and language (SaLT), occupational (OT) and physiotherapy
- the Sensory and Communication Team- specialists in visual impairment and hearing impairment
- educational psychologists
- the Children and Young Adults with Disabilities social work team
- Child and Adolescent Mental Health Service (CAMHS)
- the Harrow School Improvement Partnership
- the school nursing service- a full time health care assistant is placed at the school
- Family Liaison Advisor
- the local high school collegiate
- local colleges
- partnerships with other special schools

We have the following specialist facilities to support learning:

- a hydro therapy pool

- a sensory studio
- a soft play room
- a library
- music therapy
- Art Therapy
- fully equipped playground area that allow access all year round
- rooms for small group/individual support
- PE/ Lunch hall

5.11 Evaluating the effectiveness of SEND provision and SEND Policy

Criteria for Evaluation of the SEND Policy

Will include:

- Involvement of students, governors, parents, professionals and school staff in information collection and decisions.
- Shared responsibility enabling concerns to be resolved as quickly as possible and action taken.
- Monitoring of concerns, the process of resolving these and the outcomes are followed through consistently by all concerned.
- A balance is maintained between individual student needs and with the needs of their peer group.
- That individual plans and strategies are implemented and updated which reflect good communication and agreement by staff.
- The annual cycle of meetings and arrangements takes place flexibly but smoothly with the full involvement of professionals and families and that minutes are kept of decisions and plans circulated.
- That personalised learning plans (PLPs) and learning objectives are found to benefit the individual student and his/her learning.
- That supporting parents in their involvement with the process of identification and intervention leads to more positive outcomes for the students.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil, parent voice gathering
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.13 Support for improving emotional and social development

Students' Participation

Kingsley High tries to ensure that students are fully aware of their individual needs and their personal targets. The school continues to develop strategies to promote assessment for learning and awareness of progress and achievement e.g. through stickers and 'Well-done!' certificates. Students are actively involved in decisions which are taken regarding their education such as through the Student Council, self-assessment processes and their annual reviews.

5.15 Complaints about SEND provision

Comments and Complaints Procedures

Any complaint arising from the SEND arrangements or processes will be dealt with within the school's complaints procedure.

Complaints about SEND provision in our school should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

SEND Assessment & Review Service (SENARS)

The Special Educational Needs service works with families of children and young people, schools, and other agencies. We work to ensure that children and young people with special educational needs get the most out of their education and maximise their achievements.

Special Educational Needs Assessment & Review Service

Email: senassessment.reviewservice@harrow.gov.uk

Harrow Child and Adolescent Mental Health Service (CAMHS)

The team at **Harrow CAMHS** provides community mental health services to children and young people up to the age of 18 with complex mental health difficulties, and their families, in a range of different ways depending on their needs.

Our psychologists, psychiatrists, and therapists provide assessment and treatment packages for children and young people and their families. Treatment may include Cognitive Behavioural Therapy (CBT), family therapy, play therapy, individual and group psychotherapy.

Telephone: 020 8869 4500

Email: ashtreeclinic@nhs.net

5.17 Contact details for raising concerns

If you have any concerns please contact the school office and speak to any of the School Leadership Team who will be able to support and direct your enquiry. Lee Helyer and Julie Kearons act as Designated Safeguarding Leads if you require further child protection support.

Telephone: 020 8421 3676

5.18 The local authority local offer

Special education provision for children in Harrow

The Local Authority and schools in the Harrow area are committed to making sure that, wherever possible, every child can receive a good education in a local school of their choice.

Most children with a special educational need (SEND) have their needs met by their school with little or no need of support from external agencies. In some cases schools will ask for extra support from services for these children. Schools must identify pupils who have SEND and need extra help and they provide this under the heading of SEND support. Most children who have extra help are supported under SEND Support. Identifying need at the earliest point and then making effective provision improves long term outcomes for children and young people. See more information about SEND Support.

Children with Education, Health and Care plans (EHCP) have a greater need of assistance. They are still usually supported within their local pre-school, school or college setting. The statutory assessment process for an EHCP is co-ordinated by the SEND assessment & review service.

Harrow provides a range of special education provision for children and young people with learning disabilities

Special education provision offers the opportunity for individual and small group work with staff who have an understanding and experience of working with children with complex needs. Special teaching services, educational psychologists and other professionals work together with parents and carers to ensure that children with complex needs have individually designed programmes and interventions that support their needs.

Our local authority's local offer is published here: <https://www.harrowlocaloffer.co.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed by Lee Helyer **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

School Office & Clerk Use Only

Information	Y	N	Completed By	Date Completed
Statutory Policy	Y			
For School Website	Y			
School Website Updated				
School Policy Online				
School Policy Paper Folder				
School Bus				
Governor Hub				