

# Kingsdale Foundation School



## **Combined Special Educational Needs (SEND) Information Report and Policy**

**At Kingsdale we believe**

**All children are of equal worth and have the right to equal access to a broad and balanced Curriculum.**

**All children have the right to be valued equally, regardless of their, ability, disability, gender, culture, race, ethnicity, religion, linguistic, social or care circumstances.**

*Kingsdale A Place to Be*

*A Culture of Respect and Inclusivity*

*Think of a beautiful place where people want to be Where there is a sense of purpose  
and possibility*

*Think of a community enriched by the power of diversity Respecting rights and reflecting  
responsibility*

*Think of a place to inspire our creativity and to discover Who we could or should be*

*Think of a community whose joie de vivre is to help Each other overcome  
adversities*

*A place to transform and to be transformed*

*A place to cherish and to be cherished*

*A place to enable and to be enabled*

*Provocative partners we shall be but our raison d'être is about Dreams and destinies*

*Don't think of you and me. Think of us and we. Unity of purpose is our  
identity*

*Participate and be the school we'd all be proud to see A cultured respected  
reflective place of study*

*Everyone empowered to become the best that they can be*

*Fac Omnia Ad Dei Gloriam*

## What are Special Educational Needs ?

'Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have a *learning difficulty* if they: Have a significantly greater difficulty in learning than the majority of children of the same age; or Have a disability which prevents or hinders them from making use of educational Facilities of a kind generally provided for children of the same age in school.' Kingsdale recognises the following main areas of Special Educational Need;

- ◆ Cognitive and Learning
- ◆ Social Emotional and Behavioural
- ◆ Communication and Interaction
- ◆ Sensory
- ◆ Physical
- ◆ Medical conditions/Syndromes

### Aims

At Kingsdale Foundation School we believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources.

### Objectives

- ◆ To identify and monitor Children's individual needs from the earliest possible opportunity (including mid-term entrants) in order that appropriate provision can be made and their attainment raised
- ◆ To oversee an effective curriculum offer which meets the needs of children with Special Educational Need and where necessary ensure that the targets that are defined in an Individual Education Plans are specific, measurable, achievable, realistic and time related; (SMART)
- ◆ To involve children and parents/carers in the identification and review of the targets set for individual children and where necessary make changes to those targets identified in their Individual Education Plans; (IEPs)
- ◆ To work in close partnership with, and involve, parents/carers of children who have special educational needs;
- ◆ To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them; and
- ◆ To work in close partnership with outside agencies to support the needs and provision of all students with Special Educational Needs

### Success criteria for the evaluation of the SEN Policy

- ◆ To establish an effective procedure for identifying and assessing all SEN Needs within a 1/2 term of students joining the school.
- ◆ To provide specialist support to all pupils with Special Educational Needs, allowing them to fulfil both their social and academic potential.

## **Responsibilities and legal requirements of the SEN Department.**

At Kingsdale ongoing monitoring both of local and National initiatives ensures we are always compliant with the latest recommendations and requirements. In achieving this position we are currently guided by :

- ◆ The Children and Families Act 2014
- ◆ The Special Educational Needs and Disability Regulations 2014
- ◆ The Special Educational Needs and Disability Code of Practice: 0-25 years 2014.
- ◆ The Equality Act 2004.
- ◆ The Special Educational Needs (personal budgets and direct payments) Regulations section 49.
- ◆ The order setting out transitional arrangements, section 137.

## **Core principles.**

Kingsdale recognises the SEND Code of Practices core principles that;

*'All children and young people are entitled to an education that enables them to make progress so that they*

- ◆ *Achieve their best*
- ◆ *Become confident individuals living fulfilling lives*
- ◆ *Make a successful transition into adulthood, whether into employment, further or higher education or training*

At Kingsdale we believe **All** children are of equal worth and have the right to equal access to a broad and balanced Curriculum. All children have the right to be valued equally, regardless of their, ability, disability, gender, culture, race, ethnicity, religion, linguistic, social or care circumstances.

Kingsdale is fully committed to the inclusion of students with Special Educational Needs and disabilities where the school is deemed to be compatible for the pupil's age, ability and aptitude and that their attendance is not incompatible with the efficient education of other pupils in the school and where the placement is deemed an efficient use of the Authority's resources. In this respect Kingsdale currently educates students exhibiting the full range of Needs including Educational, Physical Emotional and Medical.

## **Identifying and Assessing students with SEN**

At Kingsdale it is accepted that all teachers have a responsibility for identifying students with SEN. Teachers will work in collaboration with the Link SENCO's (Heads of Learning) and with the SEN Department in order to ensure that those students identified with SEN will receive the most appropriate and effective support available and delivered at the earliest opportunity.

- ◆ As soon as the student files arrive at the school an SEN staff member will go through them identifying students who may require additional support.
- ◆ With students arriving mid-term those staff responsible for their induction will alert SEN of any potential issues.
- ◆ For the first two weeks of their first term Year 7 classes will have an SEN staff member observing students in order to identify any students who potentially may require additional support.
- ◆ Students may also be referred to SEN as part of the Year Team pastoral meeting agendas
- ◆ Prior to starting at the school all students will complete a data collection interview this will include and prior SEN provision. Where appropriate this information is passed on to the SEN Department.

## **The role of the Special Educational Needs Co-ordinator (SENCO)**

**The Director of Student Support/SENCO is Mr Steven Syron, who is responsible for co-ordinating the provision for all students on the SEN Register. This involves;**

- ◆ Ensuring the SEN Department is fully compliant with all Statutory requirements as identified in the SEN Code of Practice.
- ◆ Day to day implementation of the SEN policy;
- ◆ Providing advice to staff supporting, liaising with them and where necessary/appropriate the completion of Individual Education Plans;
- ◆ Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- ◆ Deploying Teaching Assistants to support identified students
- ◆ Ordering overseeing and maintaining specific resources necessary for special educational needs;
- ◆ Liaising with outside agencies;
- ◆ Contributing to and, where necessary, leading the continuing professional development (CPD) of all staff within the school, including teaching and support staff;
- ◆ Monitoring, evaluating and reporting on the provision for children with SEN to the Governing body in conjunction with the designated responsible person;
- ◆ Coordinating the range of support available to children with special educational needs;
- ◆ Advising the Curriculum Access Support Team (CAST) as to availability and appropriateness of Alternative provision.
- ◆ Working in collaboration with the Link SENCOs
- ◆ Organising and overseeing the implementation of Annual Reviews for all students with Statements of Special Educational Need

In carrying out these duties the SENCO has a responsibility to ensure that all stakeholders receive Value for money.

**(Contact details for the SENCO can be found at the back of this document)**

## **The role of the Head of Learning/Link SENCO**

At Kingsdale Heads of Learning as part of their remit are also Link SENCOs. In this respect their main responsibilities are;

- ◆ Overseeing the provision for all students in their cohort who are on the SEN Register as requiring Special Educational Needs intervention ( this does not apply where the student has a Statement of Special Educational Needs or Education Health Care Plan (EHCP)
- ◆ Keeping the SEN Department aware and updated to any changes which may require SEN Intervention.

## **SEN an inclusive approach.**

At Kingsdale we recognise that in almost all circumstances the best learning takes place within the classroom. It is for this reason that department policy dictates that wherever possible the support we put in place for the pupils operates within the classroom context. In order to ensure that all pupils with SEN are successfully integrated within the school we;

- ◆ Monitor and ensure that all pupils with SEN enjoy equal access to all facilities within the school, including Extra-curricular activities, school trips and all other resources available for students at the school.
- ◆ Heads of Learning, as part of their Link SENCO role will ensure via Year Team meetings that staff within their Year Teams will be kept updated to all pertinent issues relating to students with SEN within their cohort.

## **Complaints.**

Any complaints regarding SEN issues will be dealt with using the school complaints procedure. In order to ensure that the number of concerns escalating to complaints requiring recourse to these procedures is kept to a minimum the Department will;

- ◆ Respond to all messages expressing concerns within 24 hours.
- ◆ Ensure that where the concern requires further investigation, the caller receive an acknowledgement of their concern along with an explanation as to what is being done to investigate the concern.
- ◆ Ensure that all parent/carers have access to the 'School Offer' which addresses the most frequently asked questions..

## **Assessment and recording.**

- ◆ All students from Years 7 to 11 are routinely tested to establish reading ages. Information from these tests is used to guide any intervention/support deemed necessary.
- ◆ Where students in KS3 have a reading age below 8.3 years they will be placed in a 'reading group' and will receive weekly support.
- ◆ Students who are in a reading group will regularly have their reading age assessed, to identify progress or to guide further action.

1. School data
2. Parental concern
3. Subject department referrals
4. Outside agencies
5. Prior data

The Department will use the LASS test to screen for any underlying Dyslexia concerns. Information from these tests will be used to guide further actions

## **Involving the students**

Aside from the Annual Reviews the SEN Department will routinely ask students to self evaluate the support they are receiving as well as the progress they are making. As all students receiving SEN support will have a key worker there is an ongoing dialogue between supporter and supported in order to ensure the support is as effective as possible. The SEN department will ensure they are available during all parent's evenings to discuss progress with parents. Staff will also arrange meetings with students and parent / carers in order to discuss progress and outcomes.

- ◆ The SENCO working in collaboration with the Examinations Officer will assess students under the examinations 'Access arrangements' possible support interventions could include;
- ◆ Additional times in examinations
- ◆ Use of a prompter in exams
- ◆ Use of a scribe in exams
- ◆ Use of voice recognition software in exams.
- ◆ The SEN Department will use the Southwark Educational Psychology service to carry out Assessments of students when;
- ◆ Applying for a Statement of Special Educational Need
- ◆ Transitioning from a Statement to an Educational Health Care Plan
- ◆ Seeking information to guide further interventions
- ◆ A parent/carer requests an assessment.
- ◆ Assessments for pupils regarding Speech and Language issues will be carried out by Southwark's SALT Team
- ◆ SEN Teaching Assistants providing support will report on pupil progress as part of the school report to parents.

### **Intervention programmes.**

Whilst the majority of support provided by the SEN Department's TA's will take place within the classroom, there exists also a range of intervention programmes offered where deemed necessary these include;

- ◆ Reading groups for KS3 students whose reading age falls below 8.3 years
- ◆ Literacy groups
- ◆ Handwriting groups
- ◆ Touch typing club
- ◆ Homework/breakfast club (running everyday from 7.30 am in the SEN Reading room)
- ◆ Homework clubs (currently operating 5 days a week in both the Lower and Upper school libraries)
- ◆ KS4 Targeted Exam support sessions
- ◆ 1-1 sessions provided by subject teaching staff under the direction of the SENCO. (we currently have 40 hours of 'Teacher time' at our disposal)

### **Statemented/EHCP Pupils .**

Kingsdale currently has 31 students who have Statements of Special Educational Needs, this number breaks down as follows;

- ◆ Year 7: 3
- ◆ Year 8: 6
- ◆ Year 9: 4
- ◆ Year10: 9
- ◆ Year11: 6
- ◆ Year12: 2
- ◆ Year13: 1

As with all maintained schools Kingsdale has a Statutory obligation to ensure that the requirements of all of the Statements/EHCPs are being adhered to. In ensuring that this is happening in the most appropriate and effective manner the Department works very closely with all stakeholders including subject teachers, pastoral staff as well as with parent/carers. As a department we believe that the relationship which exists between the supporter and the supported is pivotal if the pupil is to achieve to the full extent of their potential. With this in mind we will ensure (where possible and where appropriate) that each of our Statemented/EHCP pupils will have a designated key worker. This person will be first point of contact for the parent/carer and she/he will also ensure that subject teachers are aware of any relevant information/strategies pertaining to the pupil. The key aim of the TA in supporting the pupil is to enable the pupil to become an independent learner. For this to happen the TA needs to establish a good relationship with the pupil knowing when to step in and when to step back. As pupils become more independent in their learning we will introduce more TA's. Whilst a needy Year 7 student may have the same TA supporting in all lessons, a more independent pupil in year 10 may have 2 or 3 TA's providing support.

As well as providing in class support the TA will also provide withdrawal support where necessary. When this happens it will take place in the SEN Reading room.

Support other than that provided by the TA may include;

- ◆ Speech and Language support
- ◆ Educational Psychologist support
- ◆ Learning Mentor Support
- ◆ 1-1 Subject teacher support
- ◆ School Counsellor support
- ◆ Learning Support centre support
- ◆ Annexe Support
- ◆ Outside agency support
- ◆ Specific reading/literacy support
- ◆ Specific numeracy support.
- ◆ Touch typing support sessions
- ◆ Homework clubs

All Statemented/EHCP pupils will have an IEP (Individual Education Plan) which will identify the areas of need, set (SMART) targets and provide strategies which are designed to help the subject teacher help the pupil to achieve these targets.

### **Annual Reviews**

Every Statemented/EHCP student will have an Annual Review at least once during the academic year. (where there has been a deterioration in either attainment or progress an emergency review can be called at any time.) The purpose of the review is to look at the provisions laid out in the Statement in order to decide if the document is still fit for purpose. IE does it still meet the needs of the student. The Annual review procedures will be carried out in accordance with the guidelines enshrined in the SEN Code of Practice. The following will be invited to the Annual Review:

- ◆ Parent/carers
- ◆ Local Authority SEN representative
- ◆ TA providing support
- ◆ Any other stakeholder an invitation of parent/school

## Funding for SEN.

SEN funding at Kingsdale is calculated using the Borough funding formula. This formula takes into account prior data, Free school Meals and the 'Deprivation Index'. Once the school has been assessed in accordance with this criteria a delegated budget is set. The monies provided to the school will be used to provide resources for all of the students on the SEN Register. With regard to SEND students the school will be expected to fund the first £6000 of the Statement /EHCP from the delegated budget. Where the cost of meeting the requirements of the Statement /EHCP exceeds £6000 the school can claim the additional monies in the form of a 'Top up' from the Borough who agreed the Statement. Kingsdale currently claims top up funding from Southwark, Lambeth and Lewisham.

## Additional funding for EHC plan transition meetings

All students currently having a Statement of Special Educational Needs will need to be transitioned on to an Educational Health Care Plan (EHC plan) Southwark have made available additional funding of £450 per student in order to facilitate this process by funding any necessary cover.

## Transition from Statement to EHC plan

All students currently in receipt of a Statement of Special Educational Needs will be required to transition over to an Educational health Care plan. In this respect the Government has set a National time frame of 3 years to complete the process. As part of this process students in Years 9 and 11 have been prioritised as they are about to change Key Stage. In preparation for these transition meetings we are currently working with the Local Authority to arrange the necessary Educational Psychology assessments

Provision	Details	Target students
In class support provided by Teaching Assistant	1-1 support in the classroom Ensure pupil works to achieving targets Ensuring class teacher kept up to date regarding needs of the student Helping to differentiate materials as appropriate/necessary	Students with Statement or EHC plan where either requires 1-1 support.  Other identified individual students or groups of students who have been identified by the SENCO
Literacy support groups	Target small groups KS3 receiving support in Literacy, reading, writing and hand writing.	Students with Statement or EHC plan Students referred by Subject departments Parental concerns
Extra English	Targeted students who will receive an additional English lesson to consolidate work done in lessons  Progress monitored through regular assessments	Students who are identified as either borderline d/c or students who are in danger of not achieving their minimum target grades
Extra Maths	Targeted students who will receive an additional maths lesson to consolidate work done in lessons  Progress monitored through regular assessments	Students who are identified as either borderline d/c or students who are in danger of not achieving their minimum target grades

Provision	Details	Target students
Speech and Language therapy	SALT carry out assessments and work with selected students. SALT also provide training opportunities for Teachers and Support staff	Any student with identified speech, language or communication needs
1-1 mentoring Small group mentoring	Provides support for students for whom barriers to learning have been identified  Issues may include, peer related issues, bereavements, family related issues	Students will have been referred by pastoral teams, family or self referrals
Conflict resolution Issues/Centre	Arbitration service provided by Learning Mentors. Aimed at resolving conflicts between student/student or student/teacher	Referrals from Head of Learning or subject staff.  Self referrals  Students involved in conflict with other students or staff in school  Students internally excluded
Learning Support Centre	Specialist provision providing 1-1 & small group support for students experiencing difficulties managing their behaviour	Students behaving inappropriately in the class room  Students referred by Head of Learning
The Annexe	Providing an off-site provision for students who having been through LSC are still experiencing difficulties managing behaviour.	Students whose behaviour in school is putting them at risk of exclusion.

The above provisions will be overseen by the Director of Student Support. Their effectiveness will be reviewed regularly in order to ensure that they are providing an efficient appropriate service which contributes to student progress and which offers value for money.

#### **Alternative provision (off-site)**

Provision	Details	Target students
<b>YESS Project</b>	Offers a range of GCSE Subjects will take students from Yr 9—11	Students who in spite of in school intervention are still putting themselves at risk of exclusion or who are refusing to attend classes and so are at risk of failing
<b>Treasure House</b>	Works with vulnerable students, refusing to attend school	Students refusing to attend school, CAMHs referrals
<b>Face to Face</b>	Offers a vocational package of support	Students requiring a more vocational curriculum offer who in spite of in school intervention are still putting themselves at risk of exclusion or who are refusing to attend classes and so are at risk of failing

Where students are placed off-site the Director of Student Support takes responsibility for ensuring that the students are receiving the best and most appropriate intervention based on their identified needs. This is achieved by

- ◆ Regular site visits
- ◆ Weekly communication with the provider
- ◆ Regular meetings with parent/carer

Whilst the school recognises that mainstream provision provides the best opportunity for students to achieve to their full potential, it also recognises that it is not a 'one size fits all' and there will be times when mainstream provision is not the most appropriate setting if the pupil is to achieve to their potential. In these circumstances we recognise the importance of working with the pupil and with the parent/carer.

### **Frequently asked questions related to SEN provision at the school.**

In this section I will focus on answering some of the questions most frequently asked by parents who have students who are in receipt of support from the SEN Department.

#### **How does the school know if children need extra help and what should I do if I think my child has Special Educational Needs' ?**

At Kingsdale students are identified as having Special Educational needs through a variety of ways including the following:

- ◆ Liaison with Primary/previous school.
- Evidence of student performing below age expected levels.
- Internal assessments/tests.
- Concerns raised by Parent.
- Concerns raised by teacher/tutor for example if behaviour or esteem issues appear to be affecting performance.
- Liaison with External Agencies i.e. Social Services, Health services, Educational Psychology service.

How will I raise a concern if I need to, ?

Talk to us. Contact your child's form tutor, the relevant Head of Learning or the school's SENCO.

We take great pride in the positive relationships we establish with parent/carers. We hope to be open and honest and we hope the parents are able to do the same with us.

*How will the school support my child' ? Who will, oversee the support, plan the support and who will actually provide the support and how much support will she/he actually receive' ?*

### **Accessibility**

Kingsdale recognises the rights of all students and as such ensures that we are fully compliant with all legislation relating to equal access. The school ensures access to all areas where a wheelchair is being used. We have also employed a 'Mobility officer' to work with our visually impaired students ensuring that they are able to access all areas of the school site. A copy of the school's Accessibility Policy is available on request from the school office, The SEN department ensures that all students are able to engage in activities available to students with no SEN by:

- ◆ Purchasing specialist equipment EG PE equipment
- ◆ Using disabled friendly transport
- ◆ Providing equipment such as Laptops, I Pads and Kindles

- ◆ The SENCO has overall responsibility for monitoring all support provided by the SEN Department.
- ◆ Unless your child has an Educational Health Care Plan EHCP (or Statement) the Head of Learning will have day to day responsibility for monitoring and overseeing the support.
- ◆ The school employs a number of Teaching Assistants who will be allocated specific students for whom they will be responsible.
- ◆ The class teacher will be responsible for working with the designated SEN person to ensure your child receives their allocated support.

### **What arrangements will be in place to ensure students with SEN are able to transition successfully from KS3 to KS4**

During the Summer term of year 8 students will begin the process of choosing their GCSE Option subjects. As part of this process students with SEN along with their parent/carers will be offered guidance interviews in order to ensure that informed choices can be made, choices which will allow them to achieve to the best of their abilities and reach the full extent of their potential. Where students have a physical disability every effort is made to ensure that they have access to the full curriculum. In this respect we have recently introduced an accredited examination course for a student with a visual impairment who was unable to access the GCSE syllabus. We have also provided specialist equipment allowing access to meaningful Physical Education classes.

### **How do we ensure that parent/carers of students with SEN are kept informed of all decisions affecting their child.?**

- ◆ If your child receives any intervention/support from the SEN Department you will receive a termly letter explaining how much support is given and the nature of that support.
- ◆ Identified students will have a home/school contact book which serves as a means of ongoing communication between home and school
- ◆ Where a student has an ECC Plan or a Statement there will be an Annual Review of the appropriateness of the current support.
- ◆ All parents will have the opportunity to discuss their child's needs during the annual parent's evening.
- ◆ At anytime parents can contact the SENCO to discuss their child's identified/perceived needs.

### **'How are the School Governors involved and what are their responsibilities' ?**

- ◆ The SENCO reports to the Governing body every term. The purpose of the report being to inform them of the progress made in Working with students with SEND.  
(this report does not refer to individual children and confidentiality is maintained at all times).
- ◆ One member of the Governing body is responsible for SEN. This person will regularly meet with the SENCO in order to discuss any relevant issues.
- ◆ The Governors will agree the budget for SEN ensuring that the needs of all identified students can be met.

### **How will the school ensure that the curriculum is differentiated to meet the needs of my child' ?**

- ◆ The class teacher will have information of any student within their group who has SEN it is the responsibility of the class teacher to ensure that the work reflects the needs of all of the students in their classroom.
- ◆ Where a Teaching Assistant is present they will liaise with the class teacher to ensure that work is sufficiently and appropriately differentiated.
- ◆ The school employs a specialist TA who can adapt materials for students presenting visual impairment.
- ◆ In differentiating the outcomes of lessons teachers will use the '*all, most, some*' model. E.g. Most students should be able to achieve this whilst some will be able to achieve this plus this

### **'How will I know how my child is doing and how will school help me to support my child's learning' ?**

- ◆ Parents are encouraged to make appointments with the SENCO or Link SENCO wherever there are issues they would like to discuss.
- ◆ Aside from the school journal/planner the SEN department will issue where appropriate a home/school book to be used for communication between parent/carers and SEN.
- ◆ If your child has a Statement of SEN there will be the opportunity of the Annual Review to formally discuss/alter the provisions made in the Statement
- ◆ All parents are able to log into the 'Show my homework' function on the school website. This allows parents to check what homework their daughter/son has been set.
- ◆ The SEN Department offers before and after school timetabled homework clubs to help
- ◆ students complete their homework.
- ◆ Each 1/2 term short reports are sent home. These will inform parents of the levels currently being achieved as well as highlighting target minimum levels.
- ◆ Annual full reports and Parent's evenings also provide an opportunity to discuss progress.

### **How does the school know how well my child is doing' ?**

- ◆ As a school we regularly measure student progress against National and Age related expectations
- ◆ Class teachers continually monitor and record student progress. Reporting issues where appropriate
- ◆ The school uses a range of tests to monitor progress. These include; Reading ages, CATs, LASS, & DASH the latter providing screening for underlying conditions such as Dyslexia.

### **How are SEN staff trained to meet the needs of students with SEN**

- ◆ Monday morning Period 1 is designated for TA training.
- ◆ All TAs have an entitlement to Continuous Professional Development
- ◆ All TAs have access to Whole School INSET in areas relevant to increasing expertise.
- ◆ The SEN department will allocate TAs to ensure their specific skill sets are best used to meet identi-

## **What Pastoral, Medical and Social Support is available within the school' ?**

- ◆ Kingsdale is an Inclusive school. We welcome diversity and all staff recognise that having high self esteem is crucial to a child's well being. We work on the axiom that: *'A happy learner is a good learner'*
- ◆ Your child's tutor will be the person with oversight of your child's well-being and happiness.
- ◆ In the first instance it is the tutor to whom the child will go if there are things which are causing them upset or affecting their learning.
- ◆ Each year group has a Learning Mentor attached. Where students have any issues which are presenting 'Barriers to Learning' a student can be referred to an LM.
- ◆ Referrals to the L.M can come from: the form tutor, the Head of Learning, the parent or even the student them self.
- ◆ Learning Mentors will work with individual students or with small groups of students. Their remit is wide and their skills many. Wherever there are 'Barriers to learning' the LMs will be prepared to become involved.
- ◆ The school has a 'Pupil Support Office' where student will go during the school day if they are feeling unwell. The Pupil Support Office will also take responsibility (as part of an agreed medical plan) administer or oversee the administration of any medication to be taken during the school day.
- ◆ The School Nurse, will also be involved in overseeing any medical/care plans.
- ◆ The school has a number of trained first aiders and offers regular training across the school.

## **What support is there for behaviour and avoiding exclusion' ?**

- ◆ The school values and recognises positive behaviour through the issuing of behaviour Points in the form of e credits.
- ◆ Subject departments are also encouraged to reward positive behaviour through the sending home of 'Good News' postcards.
- ◆ Where students choose to behave inappropriately a range of sanctions can be employed, these can include: Detentions, letters/phone calls home and Saturday school detention.
- ◆ Where conflicts arise during the school day or in situations where a student needs to be isolated from her/his peers then a period of time in the Conflict Resolution Centre may be recommended.
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- ◆ Where students continue to fail to meet the expected behaviour standards, they may be referred to the Learning Support Centre or to the school's off-site provision the Annexe. These placements allow the student time to identify address and hopefully resolve those issues which are having a detrimental affect\_on behaviour.
- ◆ As a final sanction the school has links with a range of external providers.

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### **'How is my child able to express and contribute their views' ?**

- ◆ Kingsdale very much respects 'Pupil voice' this is reflected in a number of ways.
- ◆ Each tutor group will elect 'class reps' who will represent the views of the tutor group at School Council meetings. These meetings will be chaired by a Deputy Headteacher.
- ◆ The school also runs regular whole school forum and individuals subject forums.  
Any student can attend these forums expressing opinions pertaining to the whole school or to individual subject areas.
- ◆ There is also a suggestion box located outside the Headteacher's office.

### **'What Specialist services and expertise are available at or accessed by the school' ?**

- ◆ At Kingsdale we work closely with any external agencies we feel are relevant to individual children's needs, these include: Alternative Education providers, Autistic Support Services, Speech and Language Therapists, Educational Psychologists, GPs, School Nurse services, Occupational Health Therapists, Southwark Visual Impairment Team. Social Services. The Local Authority SEN Team. The list continues to grow.

### **'How will the school support my child in making the transition from Primary to Secondary school' ?**

- ◆ Where the child has a Statement of SEN or EHCP the SENCO will go and attend the Transitional Review, usually at the Primary school.
- ◆ Once a child has been offered a place at the school there will be a couple of 'Taster days' aimed at familiarising the new intake with their (soon to be) new environment.
- ◆ The school offers a two week Summer School programme to all students in the summer holiday before they start at the school in September.

- ◆ Kingsdale has an 'Open door' policy any parent can request a full tour of the school at anytime of the week. This policy often serves to reassure parents as much as students.
- ◆ Where students have SEND they will be encouraged (along with their parent/carers to visit the school at least once prior to beginning in September.
- ◆ Once decisions have been made as to our intake, the SEN staff will begin to go through all of the information/files for the new arrivals, in order to produce a spreadsheet for all staff informing them (where appropriate) of specific information which will assist in ensuring the new students receive the relevant level of support from day one.
- ◆ At the request of parents the SEN department will consider any suggestions which may help ease the transition process. In the past this has included providing training for selected teachers.
- ◆ The school's admissions Policy is based on Random Selection with ALL students regardless of ability or SEN having equal opportunity in being successful in their application for a place at the school

#### **How are the school's resources allocated and matched to children's SEN needs' ?**

- ◆ Children with a Statement of SEN/EHC plan will automatically have an allocated statutory entitlement to a specified amount/type of support, usually measured in Teaching Assistant hours
- ◆ Guided by information from the feeder primary, from the Parent/carer, from any external agency and from our own in-house tests/observations, we will ensure that all student's SEN are met to the best of the school's ability, within budgetary and resource (including human) constraints.
- ◆ We have a team of Teaching Assistants who are funded from the SEN budget and provide support for identified students or groups of students.
- ◆ The SEN budget is allocated on a needs basis. The students with the most complex needs are given the most support often involving a TA.

#### **'How are the decisions taken about the type and amount of support my child will receive' ?**

- ◆ Decisions are based on information. The department will seek information from all relevant parties before making decisions. All decisions are regularly reviewed.
- ◆ Support is tailored to meet the needs of individual students. There is no 'one size fits all' model which can deliver this.
- ◆ The department constantly reviews decisions related to the allocation of resources. This review process is information led.

#### **How do we know if the allocated support has had an impact' ?**

- ◆ Where the student has a Statement of SEN or EHCP the annual review will be used to identify areas of progress.
- ◆ All students are formally tested by subject departments on a 1/2 termly basis.
- ◆ Parent/carers will receive 1/2 termly progress reports.
- ◆ Verbal feedback will be given at parent's evenings.
- ◆ Opportunities exist for informal feedback between the SEN department and parent/carer.

## **Transition to further Education, Employment and Training.**

Kingsdale recognises the importance of effective planning in ensuring that students along with parent/ carers are able to make informed guided decisions about the options available to them after school. This is achieved in a variety of ways'

- ◆ Transition meeting Statement to EHC Plans
- ◆ Annual Reviews of Statements
- ◆ Careers guidance for all students
- ◆ Guided interviews regarding further education options
- ◆ Support and guidance with course choices and open days

## **Students with SEN and Bullying.**

Kingsdale has a very effective and robust anti-bullying Policy. All staff receive regular training by the Safeguarding Team aimed at raising awareness of the signs and symptoms of bullying including cyber bullying. Where students have SEN and may subsequently be potentially more vulnerable, the SEN Department provides a 'safe space' where students can be during unstructured times such as lunch time. This provision also allows student to have their lunch in a quiet supervised area.

## **The Role of the Governing body**

- ◆ The governing body of a community, voluntary or foundation school must:  
Do its best to ensure that the necessary provision is made for any child who has special educational needs;
- ◆ Ensure that where the 'responsible person' – the Headteacher or the appropriate governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- ◆ Ensure that teachers in the school are aware of the importance of identifying and planning for those children who have special educational needs;
- ◆ Ensure that parents/carers are notified of a decision by the school that SEN provision is being made or altered for their child;
- ◆ Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources;
- ◆ Have regard to the Special Educational Needs Code of Practice (2001) when carrying out its duties toward all children with special educational needs;
- ◆ Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- ◆ Have a written SEN policy containing the information as set out in the Education (Special Educational Needs) (Information) (England) Regulations 1999 (reproduced in the SEN Code of Practice);

- ◆ Report to parents/carers on the implementation of the school's policy for children with special educational needs in the school profile and the school's prospectus;
  - ◆ Through Annual Report to Governors, the Director of the Student Support Faculty Will ensure that the Governing body are;
1. Fully involved in developing and monitoring the school's SEN Policy.
  2. Kept up to date and Knowledgeable about SEN provision, including SEN funding.

### **Dealing with complaints**

The SEN Department put in place a range of measures to reduce the number of complaints these include

- ◆ Acknowledging all communication within 24 hours
- ◆ Keeping all stakeholders informed of all relevant decisions/actions
- ◆ Providing parents with a designated first point of contact
- ◆ Providing an information booklet for all parents (on request)
- ◆ Ensuring the school website is kept updated
- ◆ Providing clear transparent explanations regarding all interventions.

Where parent/carers still wish to complain the procedure for dealing with such is outlined in the school's complaints Policy

### **Reporting information regarding SEN**

Information regarding all aspects of the school's SEN work will be reported/published in a variety of places including;

- ◆ The termly report to Governors
- ◆ The school's official website
- ◆ The SEN Departmental Action Plan
- ◆ The Departmental Self Evaluation Form
- ◆ The School offer.

Steven Syron Director student Support/SENCO

### **Admission of Students with disabilities.**

Kingsdale makes every effort to ensure that students with disabilities are provided every opportunity to make an informed choice regarding whether Kingsdale is the best school for them. This is achieved through a variety of ways including:

- ◆ Arranging individualised tours outside of the normal 'Open Day' sessions.
- ◆ Arranging for a qualified member of staff to visit them at their current school in order to answer and questions and address any issues
- ◆ Providing parent/carers with a contact number and a named person to liaise with during the application process.
- ◆ Ensuring that the school site is fully compliant with all access arrangements e.g. Wheelchair access.

## Where can I find further support or information?

- ◆ Southwark Local Authority provides full information and support around its local offer and attached services. See their website: <http://localoffer.southwark.gov.uk/> Telephone 020 7525 5000
- ◆ The Southwark Information Advice and Support team (SIAS – formerly known as Parent Partnership) offers parents impartial support, training and advice on such topics as: Special Educational Needs; transition to secondary school; how to request an Education Health Care plan; understanding tribunals and SEND exclusions. Telephone: 020 7525 3104 [sias@southwark.gov.uk](mailto:sias@southwark.gov.uk)
- ◆ KIDS London SEN Mediation Service is an independent disagreement resolution service that provides mediation meetings for parents of children with Special Educational Needs and their local education authority or the child's school when there is some kind of disagreement surrounding how best to meet those needs. Mediation is an informal, voluntary process where parties in disagreement meet together with an independent mediator. Telephone: 020 7359 3635 [www.kids.org.uk](http://www.kids.org.uk)
- ◆ Contact a Family provide services to any family regardless of the type of the child's disability as long as they live in Southwark. Services include: drop in service at Sunshine House and selected children centres; phone advice 5 days per week between 9.00 am and 5.00pm; Helpline advice on specialist topics: education, welfare and benefits, housing; casework support to individual families; DLA workshops at Sunshine House; family-focused social events; coffee mornings and afternoons; quarterly newsletter and monthly email Telephone 020 7358 7799 [southwark.office@cafamily.org.uk](mailto:southwark.office@cafamily.org.uk)
- ◆ ADDISS The National Attention Deficit Disorder Information and Support Service. provides information and resources about Attention Deficit Hyperactivity Disorder to parents, sufferers, teachers or health professionals. Telephone: 020 8952 2800 [www.addiss.co.uk](http://www.addiss.co.uk)
- ◆ The ADHD Foundation supports achievement, educational attainment, mental health and employability. The Foundation works in partnership with those living with ADHD, enabling them understand and manage ADHD. Telephone: 0151 237 2661 [www.adhdfoundation.org.uk](http://www.adhdfoundation.org.uk)
- ◆ Southwark Autism Support is a project set up by The National Autistic Society to provide information, advice and support to the parents and carers of children and young people with an autistic spectrum disorder (ASD) living in Southwark. The service provides advice, information and suggestions to help with the behavioural, emotional and practical challenges that living with a child or young person with an ASD can present. Telephone: 020 7771 3491 [www.nassouthwark.com](http://www.nassouthwark.com) Email: [southwark@nas.org.uk](mailto:southwark@nas.org.uk)

Steven Syron Director student Support/SENCO

### **Contact details**

Should you wish to contact the SEN department you can do so by email at [ssn@kingsdale.southwark.sch.uk](mailto:ssn@kingsdale.southwark.sch.uk) or by phone on 07930716465.