

# King Charles I School

## SEND: The School Offer

### Version Control

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Version	Date	Details
1.0	14 <sup>th</sup> May 2018	General updates

### The kinds of SEND that are provided for

King Charles I School provides for students who transfer from mainstream primaries with an Education, Health and Care plan (EHC) or a designation on the SEND register of SEND support. In addition, we also have a Communication Centre providing for students who have EHCs, where additional provision within a mainstream base has been identified for autism or a specific language impairment. Students only transfer to the Communication Centre via a recommendation from the local authority. Across mainstream and the Communication Centre, we provide for those with SEND in the following categories: cognition and learning; communication and interaction; sensory and physical; social, emotional and mental health difficulties, who can be supported in a combination of mainstream or base provision with reasonable adaptations as specified in EHCs and provision maps. This offer forms part of Worcestershire's Local Offer which can be found at <https://worcestershirelocaloffer.org.uk/>

### The SEND team in school

There are two SEND teachers and many achievement assistants in school across both sites to ensure all SEND students make good progress.

- Stacy Bott: Assistant Headteacher and Inclusion Manager (SENCO)
- Ryan Burkin: Head of the Communication Centre

### SEND Identification at King Charles I School

#### Transition from primary to secondary

We understand that transition periods can be very challenging for those with SEN and disabilities (SEND), so it is vital that preparation is made well in advance. We offer an enhanced programme of transition for students with SEN coming to King Charles I School, which includes the following:

1. SEND teacher attendance at Year 6 annual reviews (at all feeder primaries and at other schools/bases where transfer is known to us)
2. Visits in the summer term by the SENCO and Head of the Communication Centre to all feeder primaries. Communication Centre staff visit the feeder schools of their incoming cohort.
3. The early gathering and sharing of academic and intervention data for SEND students. For some students an individual transition plan will be put in place.
4. Liaison with parents/carers well ahead of transfer and on the whole school intake evening.
5. Additional visits by new Year 7 students to school ahead of the main school transfer day.
6. The creation of detailed student profiles to share with staff.
7. Comprehensive autism planning with parents/carers.
8. Follow up by SEND teachers at the 'New Intake Evening' in July and the 'Settling in Evening' in the autumn term.
9. Proactive input to decisions about setting taken by C/SALs for new Year 7 students is provided by the SENCO and Head of the Communication Centre before the end of June. This helps ensure that the students are placed in the optimal groups for reaching their potential.

Teaching staff are encouraged to refer any students to the SENCO if they feel a SEND need has not been identified. The SENCO will investigate the referral and engage parents/carers and relevant professionals.

### Arrangements for consulting with and involving parents/carers

We believe that good communication with parents/carers is essential and wish them to feel fully confident that they can email, phone or make an appointment to address any concerns as they arise. We welcome their feedback in reviewing and planning future provision via reviews and consultations.

Formal reviews of progress with parents/carers will take place 3 times a year in the following contexts:

For those with EHCs:

1. At annual reviews.

2. At the annual year group calendared parents' evening via an extended appointment.
3. At one of designated interim SEND review sessions, the dates and schedules of which will published in September of each year.

For those with SEND support:

1. At the annual year group calendared parents' evening.
2. At two of the designated SEND review sessions, the dates and schedules of which will published in September of each year.
3. We seek to engage parents/carers in the setting and monitoring of short term IEP and provision map targets as part of the assess, plan, do, review cycle of provision.
4. Potential new parents/carers may visit the Communication Centre during Year 5 or 6 following a recommendation by the local authority's Autism Team or a member of the Speech and Language Therapy team.

### **Involving students**

At secondary age, it is particularly important that the thoughts of the students with SEND and disabilities are heard in planning their provision and ensuring their inclusion in school. We strive to use methods which are student friendly, to allow students to participate in the assess, plan, do and review cycle, in spite of communication or learning barriers which might impede. These include:

1. Questionnaires and focus group interviews;
2. Participation in annual and interim reviews with necessary adjustments re: communication and timing for those students with EHCs; and
3. Encouraging volunteers who are advocates for those with SEND to participate in assemblies, tutorials and the school council

### **Assessment of student progress**

The monitoring and assessment of students with SEND takes place within the context of the whole school monitoring cycle.

Teachers set assessments for SEND students in their classes. C/SALs oversee these assessments, ensuring that all students are completing the same assessments. The SEND team work alongside C/SALs to provide support for all SEND students. Teachers will know the precise exam access entitlements of SEND students and will ensure the correct access arrangements are planned for in all half termly, mock and controlled assessments. C/SALs will notify the SEND team well in advance of assessments if additional staffing is required. Staff in all departments will follow the protocols to ensure the most appropriate support is provided to our SEND students. Throughout the year, regular assessments are conducted and this allows the SEND team to share accurate diagnostic information about progress with student and parents/carers.

The SENCO and Head of the Communication Centre use the same systems as other middle leaders and teaching staff to check that SEND students are on target and to feedback to parents/carers and professionals in a consistent and clear way. Students with EHCs or on SEND support have their data scrutinised termly, as part of the assess, plan, do, review cycle, to allow for intervention to be put in place where there are barriers or lack of progress, but also to allow enough time for interventions or targeted modules in lesson to take effect before skills are re-evaluated. Special consideration in this scrutiny is given to key groups of students with SEND who also have: looked after status, English as an Additional Language and those who are designated as in receipt of Pupil Premium funding. Additional intervention or assessment may take place at other times in the school year for individuals with, for example when groups or programmes are being set up to address difficulties with such things as spelling, comprehension, numeracy, writing, or to address a subject specific area of difficulty requiring revision or overlearning.

Assessments will also be carried out by specialists ahead of annual reviews, for examination access, diagnosis of difficulty or to inform individual programmes. Referrals for this type of assessment will be made through the SENCO or Head of the Communication Centre in consultation with parents/carers and the team around the child, via termly meetings with specialists commissioned by the school, or on an individual basis where the need arises.

Communication Centre students have more regular access to Speech and Language Therapists who work alongside the specialist teachers on a weekly basis.

### **Provision for pupils with special educational needs at King Charles I School**

#### **The approach to teaching students with SEND**

At King Charles I School staff follow an inclusive quality first teaching for all approach. Alongside this, we offer varied interventions, our intervention programmes are tailored to meet the needs of individuals, the SEND team work closely with the English team whereby baseline literacy assessments are carried out at the start of the academic year and at

suitable intervals for all students. The information is used to plan the withdrawal programme, assess progress and feedback to staff and parents/carers to decide on the grouping for any interventions. We offer the following:

- Accelerated reader
- Lexia
- Stride Ahead
- Toe by Toe
- Fresh Start
- Reading between the lines literacy progress unit
- Information retrieval literacy progress unit
- Paired reading
- Sentences literacy progress unit
- Writing organisation literacy progress unit
- Starspell
- Wordwasp

Effective teaching of all students must begin with detailed knowledge of learners' strengths and difficulties. It is essential that teaching staff know the learning profiles of students with SEND and how to adapt their teaching accordingly. All staff are expected to read the SEND and medical information provided on the student profile and discuss in department their knowledge about how SEND students perform in their subject and how they can best be supported to achieve.

From this solid foundation, staff are also expected to take note of the following when planning their lessons for sets entirely comprising SEND learners, or those with a specific learning difficulty (SPLD) in a class with no others in the class requiring SEND support:

1. The SEND information on the register and the student profiles.
2. The students' reading ages.
3. The students' Key Stage 2 results.
4. The local authority's description of Quality First Teaching in the 'Ordinarily Available' document.
5. As we have a Communication Centre, all staff must be aware of the need to make their classrooms and their practice communication friendly and of how they can do this effectively. They must implement the recommendations in the students' individual education plans.
6. A programme of training for all staff in inclusive teaching for all SEND difficulties and disabilities is provided by the SEND team. This training underpins quality SEND provision by all teachers and ensures that staff feel confident and competent to modify or enhance their teaching for individuals and groups.
7. An annual induction session for new staff by the SENCO and Head of the Communication Centre.
8. Departments identify at least one member of their team each year who will be their SENLINK. This teacher will liaise between the department and the SEND team to ensure that materials and strategies shared at training and co-planning meetings are disseminated. Departments need to be fully aware of their statutory responsibilities with regard to making 'reasonable adjustments'. C/SALs must support staff in ensuring they know how to plan effectively for SEND students in their subject.
9. The SENCO and Head of the Communication Centre welcome teacher enquiries about individual student need. These discussions can be by drop in, where practical, or at an agreed meeting time which is mutually beneficial. Dialogue about planning for inclusive teaching leads to good practice and improved outcomes, so the SEND team are always keen to ensure this happens when requested.
10. Delivery of quality inclusive teaching must be a criterion for observations of classes with SEND students in them. This also applies to other monitoring measures used by senior and middle leaders, such as work scrutiny or moderation.
11. All achievement assistants receive annual autism and speech and language training.

## **Inclusion**

As a school, we fully endorse the inclusion principles laid down in the Code of Practice 2014 in paragraph 6.12: *'All students should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every student, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEND and disabilities will be able to study the full national curriculum.'*

However, students with designated SEND support, by definition require provision which is 'additional to and/or different from' the provision for peers, so we strive to create a curriculum which is both inclusive and follows the requirements of the national curriculum, but is also differentiated strategically to ensure it meets the needs of all learners with SEND, many of which are complex and have persisted through primary school.

We fully endorse the Code of Practice 2014 guidance in paragraph 6.37

[Code 6.37] *'High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.'*

### **Students with a specific learning difficulty or disability**

Students who have SEND needs of a different kind, such as dyslexia or dyspraxia or autism, teaching staff are advised on the individual's need and are assisted with resources and equipment. Subject teachers are responsible for the curriculum outcomes of these students and will liaise with the SEND team over additional support at key points in the planning, assessment and review cycle, such as exam access for half termly assessments and encouraging the use of recommended software. Interventions for these students will, in the main, take place if needed in the half hourly morning tutorial sessions to ensure they make good progress in their subjects.

### **Key Stage 3**

Students with high level learning needs in Year 7 are supported in their literacy via our intensive literacy programmes. A small cohort of students are withdrawn from a range of lessons and tutorials to enable an intensive focus on these core curriculum skills in order to 'narrow the gap'.

Additional intervention is provided by achievement assistants, the SENCO and Head of the Communication Centre during tutorial sessions and via withdrawal, for such matters as organisation and homework and to deliver programmes devised by the specialist teachers and therapists who visit and assess our students.

English and maths lessons are set and this allows teaching staff to be more detailed and do personalised work with students, and will always be supported by an achievement assistant or additional teacher.

Teaching for Communication Centre students and some mainstream students can be adapted to meet very specific autism, language and communication needs.

### **Option pathways at Key Stage 4**

At Key Stage 4, all SEND students can access the full curriculum. For a small minority of SEND students who are unable to access the full curriculum, C/SALs and the SEND team work together to find suitable alternatives. In Year 8 and 9, students with EHCs have their annual reviews brought forward ahead of the options process so as to maximise the chance to discuss subject option choices. This means that at the options evening there is a firm foundation on which to select options which students feel committed to and where possible, prepare them for their post 16 aspirations. During the Future Choices Evening, parents/carers of students who are on the SEND register will be able to seek advice and guidance from the SENCO and Head of the Communication Centre to ensure the curriculum path followed at Key Stage 4 is suited to their needs.

### **Equipment and Facilities available to support students with specific learning difficulty or disability**

Students who have SEND needs of a different kind, such as dyslexia or dyspraxia or autism, teaching staff are advised on differentiation needed to support the individual and assist with providing resources and equipment. These can include; overlays, coloured books, pen grips and quiet areas. Subject teachers are responsible for the curriculum outcomes of these students and will liaise with the SEND team over additional support at key points in the planning, assessment and review cycle, such as exam access for half termly assessments and encouraging the use of recommended software. Interventions for these students will, in the main, take place if needed in the half hourly morning tutorial sessions to ensure they make good progress in their subjects.

### **Engaging other outside agencies and specialist teachers**

We work with and/or commission services from the following agencies and teams:

1. The Learning Support Team: our key specialist is Patsy Bowdige.
2. Our Educational Psychologist: Jane Mansfield
3. Chadsgrove Outreach Team: supporting with advice and equipment for those with sensory or physical impairments.
4. Babcock Prime Team: supporting with advice for those students who have complex needs.
5. The hearing and visually impaired teachers come into school to support students referred to them and advise staff.
6. The Autism and Complex Communication Difficulties Team
7. Paediatricians and the CAMHS teams at the local health centre
8. Speech and Language therapists visit the school regularly. SLCN therapists are allocated to Language Unit students for a day a week, whilst those in the autism base who also have a referral for SLCN have a half day a week allocation.

- SEND staff work closely with the CAMHS team for referred students. CAMHS professionals have also provided specialist training for SEND teachers.

Specialist teachers or therapists are engaged by the SENCO and head of the Communication Centre ahead of annual reviews, for examination access, diagnosis of difficulty or to inform individual programmes. Referrals for this type of assessment will be made through the SENCO or head of the Communication Centre in consultation with parents/carers and the team around the student, via termly meetings with specialists commissioned by the school, or on an individual basis where the need arises.

### **The deployment of achievement assistants to support learners**

This is directed by the SENCO and Head of the Communication Centre according to the following criteria:

- the needs of EHC students as identified in their plans.
- individual need as identified in student profiles and provision maps on transfer for SEN support students.
- needs of SEND students as defined in the local authority's policy of 'ordinarily available'.
- the needs of departments.
- student and parent/carer views.
- available resources and the number of children on the SEND register.

In allocating support the SENCO will endeavour to maintain consistency of support personnel across class groups and, where practicable, within subject areas. Teachers providing support will work in partnership with subject specialists. Achievement assistants (AAs) will work under the direct supervision of the class teacher within the framework of their job description. Whilst specific students may be the main target for the achievement assistants, it is not expected that they will have exclusive contact with those students, as letting a student learn to be more independent and to take risks can be an important step for them.

### **Provision for students on roll to the Communication Centre**

The Communication Centre aims to provide effective working environments, specialist resources and teaching for students with autism or specific language difficulties (SLI).

Both centres have three classrooms that share a social skills area. The social area is the hub of the centres and students are encouraged to invite mainstream friends in, cook their own lunches and engage in social activities. The centres are self-contained having toilets, an area for students to change for PE, meeting and chill rooms, small IT suites, multimedia rooms and quiet areas where students can work on their own or with visiting professionals. There are also garden areas on both sites.

We aim to be a 'centre without walls'. Inclusiveness will be promoted at all levels and is seen as a two-way process that involves all staff and students of King Charles I School.

The focus is on the individual, enabling participation in the mainstream of the school according to need, ability and strengths. Students who are allocated places are expected to work towards attending mainstream classes for at least 60% of their timetable as our role is to act as a stepping stone into the main body of the school and enabling students to gain qualifications.

We have high expectations of all our children and aim to offer excellence and choice to them all, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel they are a valued part of our school and community. This is shown through access to appropriate provision, support and understanding from all school staff as well as staff in the centre and through integration into the main school.

We respect that children from the language bases and autism bases have:

- different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different approaches and experiences

Essential elements of the provision include:

- enhanced transition arrangements
- an extended school day so students can start school early and be supported by a specialist teacher to be ready for the day ahead and to enable Extended Independent Learning to be completed
- specialist teaching and support staff to help plan and support the students' time in the mainstream setting
- specialist teachers who deliver supplementary programmes of study and interventions
- each student in the autism bases will have a Comprehensive Autism Plan and in addition social progress will be measured using the Social Skills Measurement Tool

- language base children are assessed by the SALT and in addition the Specialist Progress Measurement Scale (Language Specialism)
- input from Speech and Language therapists who monitor and set language specific and communication targets and provide specialist support and guidance to the teaching staff
- highly personalised and comprehensive education plans which students are actively engaged in monitoring
- rooms and outdoor spaces that provide a safe haven away from the pressures of the mainstream
- the centre is staffed throughout the school day, including breaks and lunch so students can withdraw from mainstream during times of stress or anxiety
- an autism friendly environment that reduces sensory discomfort
- rooms for individual and small group teaching
- delivery of a personalised curriculum to meet special needs as required
- access to specialist resources
- students with needs additional to the primary one of autism or SLI will also have these needs met by staff with specialist knowledge and experience.
- very close working relationships with parents/carers
- close engagement with outside agencies as listed elsewhere in this policy

Funding does not assume 1:1 achievement assistant support when the children are in mainstream. Support may often be shared between several individuals in a class and as the children advance through the school an emphasis will be on encouraging independence and the use of taught strategies.

For further information and a copy of Worcestershire's current policy on additionally resourced provision in mainstream schools, please contact the Head of the Communication Centre

### **Transition post 16 and support at Key Stage 5**

Decisions about future careers and independent living are very important for learners with additional needs and require thoughtful research and planning ahead. We support students to make a successful transition to college, an apprenticeship or sixth form in the following ways:

- IAG, Communication Centre and SEND staff work closely together on post 16 transition for SEND students and other additional needs learners.
- At Year 10 annual reviews work experience is planned for carefully and discussions about post 16 aspirations discussed.
- Annual reviews for Year 11 students are held in the Autumn Term.
- SEND and Communication Centre staff meet with LA staff to pass on detailed information about support needed for EHC students moving on to college.
- Independent careers advice is provided by Sally Beach, LA specialist teachers and teams in school.
- By offering a transition year as part of our post-16 provision.
- Those with SEND who have the academic grades to study A Levels or Level 3 courses in our sixth form and who opt to do so, are supported by the SENCO and SEND team at taster and information events. They also liaise with parents/carers and the head of sixth form regarding differentiation which may be needed in terms of the number of subjects studied and any adaptations or equipment required.
- Those who move onto other institutions where they can access Level 1 or 2 courses are supported in the same way, but via the events and taster sessions in the colleges or apprenticeship workplaces.
- The Communication Centre provision ends at 16. Students from the Centre who are eligible for our Sixth Form academically and enrol on courses here are supported with a range of provision under the direction of the SENCO.

### **Support for Families**

#### **Support for improving emotional and social development**

SEND students and those students who may not have a designation of SEND, but who are particularly vulnerable for developmental, social, emotional, domestic or other reasons are supported by the relevant year team in school. The students may be supported by agencies or other professionals as their needs dictate, including the following:

- Social Services staff
- Stronger Families
- 10.32
- CAMHS staff (Child and Adolescent Mental Health)
- Community paediatricians and GPs

## Overview of Whole School SEND Provision Wave 2 and 3

Intervention	Wave	Age range	Summary and Impact	Link
Accelerated Reader	2	Years 7 and 8	Teachers and librarians help the pupil to choose books at an appropriate readability level that are challenging without being frustrating, ensuring that the pupil can pass the quiz and experience success.	<a href="http://www.renlearn.co.uk/accelerated-reader/">http://www.renlearn.co.uk/accelerated-reader/</a>
Lexia	2 and 3	Years 7 to 11	Lexia enables students of all ages and abilities to master essential reading skills. It is predominantly phonics-based, beginning at initial letter level, and includes a simple comprehension element.	<a href="http://www.lexiauk.co.uk/">http://www.lexiauk.co.uk/</a>
Stride Ahead	2 and 3	For students with a reading age of 8.06yrs upstairs	<ul style="list-style-type: none"> <li>▪ Stride Ahead has been written for students who can read but have difficulty in understanding what they are reading.</li> <li>▪ Stride Ahead is the aid to comprehension. It is the follow on to Toe by Toe and allows the reader to continue to decode words and also retain meaning.</li> </ul>	<a href="https://www.kedapublications.co.uk/what-is-stride-ahead/">https://www.kedapublications.co.uk/what-is-stride-ahead/</a>
Toe by Toe	2 and 3	Years 7 to 11	An individual systematic daily phonic reading programme that improves reading fluency through synthetic phonics.	<a href="http://www.toe-by-toe.co.uk/what-is-toe-by-toe/">http://www.toe-by-toe.co.uk/what-is-toe-by-toe/</a>  <a href="http://www.interventionsforliteracy.org.uk/home/interventions/list-view/toe-by-toe/">http://www.interventionsforliteracy.org.uk/home/interventions/list-view/toe-by-toe/</a>
Fresh Start	2	Years 7 and 8	Embeds all learning through partner practice.	<a href="https://global.oup.com/education/content/primary/series/rwi/fresh-start/?region=uk">https://global.oup.com/education/content/primary/series/rwi/fresh-start/?region=uk</a>
Reading between the Lines Literacy Progress Unit	2	Years 7 and 8	This unit sets out to develop pupils' ability to 'read between the lines': to use inference and deduction in order to understand what is meant, as well as what is stated openly.	<a href="http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DfES-0476-2001.pdf">http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DfES-0476-2001.pdf</a>
Information Retrieval Literacy Progress Unit	2	Years 7 and 8	The focus of the unit is firmly on non-fiction, to complement the unit <i>Reading between the lines</i> which is fiction-based.	<a href="http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DfEE-0474-2001.pdf">http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DfEE-0474-2001.pdf</a>
Paired Reading	2 and 3	Years 7 to 11	A system of reading that improves reading fluency and comprehension by matching a tutor/mentor with a student, and they read through a text (initially together) with the tutor gradually withdrawing support as fluency is gained. The tutor checks understanding by asking some questions about the main events or characters. Agreed strategies are used for prompting and supporting reading skills.	<a href="http://www.interventionsforliteracy.org.uk/home/interventions/list-view/paired-reading/">http://www.interventionsforliteracy.org.uk/home/interventions/list-view/paired-reading/</a>

Sentences Literacy Progress Unit	2	Years 7 and 8	The unit provides opportunity for pupils to transfer knowledge of sentence grammar into their own writing and so improve a pupil's ability to write sentences.	<a href="http://webarchive.nationalarchives.gov.uk/20110809101133/http://wsassets.s3.amazonaws.com/ws/nso/pdf/79201ff82365c89978b725f903bd8a99.pdf">http://webarchive.nationalarchives.gov.uk/20110809101133/http://wsassets.s3.amazonaws.com/ws/nso/pdf/79201ff82365c89978b725f903bd8a99.pdf</a>
Writing Organisation Literacy Progress Unit	2	Years 7 and 8	This unit is designed to organise and shape writing effectively.	<a href="http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DfEE-0473-2001.pdf">http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DfEE-0473-2001.pdf</a>
Starspell	2 and 3	Years 7 to 11	Using graded spelling lists, this computer software program helps students with their spelling skills.	<a href="http://www.fishermarriott.com/products/details/StarSpell%203">http://www.fishermarriott.com/products/details/StarSpell%203</a>
Word Wasp	2 and 3	Years 7 to 9	An individual standalone phonics-based, colour coded reading and spelling programme that teaches decoding and encoding together.	<ul style="list-style-type: none"> <li>▪ <a href="http://www.interventionsforliteracy.org.uk/home/interventions/list-view/word-wasp-and-hornet/">http://www.interventionsforliteracy.org.uk/home/interventions/list-view/word-wasp-and-hornet/</a></li> <li>▪ <a href="http://www.wordwasp.com/">http://www.wordwasp.com/</a></li> </ul>