

The Four Stones Multi Academy Trust

Special Educational Needs and Disabilities (SEND)

Information Report for King Charles I School

Version Control

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Introduction

At King Charles I School we endeavour to be inclusive with the needs of students with Special Educational Needs and Disabilities (SEND) being met in our setting.

The following document outlines our practice for supporting students with SEND. This document must also be read alongside our SEND policy, Equality Policy including the Accessibility Plan and the Local Authority's (LA's) Local Offer, Graduated Response and our SEND School Offer.

Legislation

Our SEND Policy is underpinned by the following legislation and regulations:

- The Children and Families Act 2014 and associated regulations including:
 - The Special Educational Needs and Disability Regulations 2014
 - The Special Educational Needs (Personal Budgets) Regulations 2014
 - The Order setting out transitional arrangements for those with disabilities

The Children and Families Act (2014, part 3) states that "A child or young person has special educational needs (SEND) if he or she has 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."
- The Equality Act of 2010: we adhere to the Equality Act (2010), which states (Part 6, Chapter 1) that schools have a "duty to make reasonable adjustments" for children with SEND, and that schools "must not victimise a person" on the basis of disability or Special Educational Need. We work hard to create a fully inclusive environment and abide by all guidelines laid out in the Equality Act (2010).
 - The Special Educational Needs and Disability Code of Practice: 0 – 25 Years July 2014
 - The intention of the Local Offer and School SEND Offer is to improve choice and transparency for families. It will also be an important resource for parents/carers in understanding the range of services and provision in the local area.
 - Worcestershire's Local Offer and Graduated Response can be found at:
 - <https://www.worcestershire.gov.uk/graduatedresponse>
 - <https://www.worcestershire.gov.uk/sendlocaloffer>
 - Our School SEND Offer can be found at <https://www.kingcharlesschool.co.uk/index.php/policies/1764-send-school-offer-2/file>

The types of SEND that are provided for at King Charles I School

The Code of Practice (DfE, 2014) categorises SEND into four areas. Each of these encompasses a range of learning difficulties or specific forms of SEND. We support students with the following Special Educational Needs and Disabilities.

Category of Need	Specific SEND
Cognition and Learning Needs	Dyslexia, dyscalculia, dyspraxia
Communication and Interaction Needs	Autistic spectrum conditions, speech, language or communication needs
Social, Emotional, or Mental Health Needs	Difficulties managing emotions, friendships or maintaining mental well being
Sensory Needs or Physical Disabilities	Visual or hearing impairment, physical disability

The School SEND Offer

- This utilises Worcestershire's Local SEND Offer and Graduated Response and is determined by our school policies and the provision we are able to provide. Please refer to our SEND School Offer on the school's website.
- Our SEND Policy ensures that students with SEND are treated the same as other students within our school community.

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or disability (SEND)?

The following members of staff would be happy to discuss any concerns you may have: form tutors, class teachers, head of year, head of the Communication Centre, SENCO and Deputy SENCO.

Collectively, we are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the Special Education Needs/Disabilities Coordinator (SENCO) know as necessary.
- Setting progress targets/reports and sharing and reviewing these with parents/carers at least once every term and planning for the next term where a child is identified as having an additional learning need.
- Ensuring that the school's SEND Policy is followed.
- Ensuring that students are included wherever possible in the decision-making process about their education.

The SENCO: Miss Stacy Bott (sbott@kingcharles1.worcs.sch.uk)

Responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating the support for children and young people with special educational needs or disabilities (SEND).

Ensuring that parents/carers are:

- Involved in supporting your child's learning;
- Kept informed about the support your child is getting;
- Involved in reviewing the progress they are/are not making;
- Liaising with all the other services who may be coming into school to help support your child's learning, for example Speech and Language Therapy, Learning Support Team etc;
- Updating the school's SEND register (a system for ensuring that all the SEND students and their needs are known to staff) and making sure that records of your child's progress and learning needs are kept up-to-date; and
- Providing specialist support for teachers and support staff in the school so that they can help children/young people with SEND in the school to achieve the best progress possible.

The Head of the Communication Centre: Mr Ryan Burkin (rburkin@kingcharles1.worcs.sch.uk)

Responsible for:

- Co-ordinating the support for children and young people within the Communication Centre

Ensuring that parents/carers are:

- Involved in supporting your child's learning;
- Kept informed about the support your child is getting;
- Involved in reviewing the progress they are/are not making;
- Liaising with all the other services who may be coming into school to help support your child's learning, for example Speech and Language Therapy and the Complex Communication Needs Team; and
- Providing specialist support for teachers and support staff in the school so that they can help children/young people with SEND in the school to achieve the best progress possible.

The SEND Governor: Mrs Fran Oborski

Responsible for:

- Making sure that the Local Governing Body are aware of SEND issues and ensure the school have the necessary resources to support children and young people with SEND; and
- If a situation arises where a parent/carer has made a complaint about the provision for their child with a special educational need, the SEND Governor will follow the complaints procedure to resolve the parent/carer's concern.

What are the different types of support available for children/young people with SEND in our school?

We have high expectations of all our students and so we expect the following from high quality teaching, that:

- The teacher has the highest possible expectations for your child and all students in their class;
- All teaching is built on what your child already knows, can do and can understand; and

- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing additional resources or support where possible.

Our process involves the 'Plan, Do, Review' model as set out in the LA's Graduated Response and takes the following steps:

a) Monitoring Phase

For your child, this would mean:

- Teaching with differentiation and advice / alternative strategies from the SENCO has not improved the overall underachievement of a student over at least two terms; and
- Students identified will be monitored for a further term before being entered to Tier 1 intervention or exited from the Monitoring Phase.

b) Tier 1 provision – additional school support including interventions

For your child this would mean:

- That the teacher may have in place specific strategies (which may be suggested by the SENCO) to support your child to learn;
- Your child's teachers will have carefully checked on your child's progress and will have identified any gaps in their understanding/learning which may need some additional support to support them make the best possible progress;
- Your child would be monitored as part of the schools assessment and monitoring processes; and
- Your child may receive time-limited, school-based intervention/s to bring improve their progress. These interventions may include time out of the mainstream classroom for specific targeted support.

c) Tier 2 provision

This means your child will have been identified by the SENCO or class teacher as needing some additional specialist support in school which may also be provided from a professional outside of the school.

What could happen:

- You will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you understand your child's particular needs better and be able to support them better in school;
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support within the school;
- The intervention(s) agreed would be available in the classroom or during withdrawal sessions outside of the mainstream classroom; and
- Supported by a teacher or an Achievement Assistant (AA) or specialist groups run by other agencies e.g. Speech and Language therapy.

If we still have a concern that despite Tier 2 provision your child still requires support above what is 'ordinarily available', in line with our school offer and the Worcestershire's Graduated Response, we may consider an Education, Health and Care plan (EHCP) assessment after consulting with the other professionals involved.

For your child this could also mean:

- The school or parents/carers can request that Local Authority Services carry out an assessment for an EHCP. This is a legal process which can judge the level of need required for the child. If granted, it sets out the type and amount of support that will be provided for your child;
- After the request for assessment has been made to the 'Panel of Professionals' they will decide whether they think your child's needs may be complex enough to need this statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support already being provided;
- If assessment is approved, reports will be called for from all involved. After the reports have all been sent in, a further panel will decide if your child's needs are severe, complex or lifelong. If this is the case they will write an EHCP. If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible;
- If an EHCP is agreed, it will outline the support your child will receive and how the support should be used and what strategies must be put in place. It will have long and short-term goals for your child; and
- The additional strategies may suggest for the school to support your child with whole class learning, provide access to individual programmes or use individual / small group intervention.

If you have concerns about your child's progress, you should speak to your child's head of Year initially. If you continue to be concerned that your child is not making progress, you should then refer your concerns to the Special Education Needs/Disabilities Coordinator (SENCO).

- d) **Tier 3 provision:** involves specified individual support and a highly personalised curriculum.
- This type of support is available for children or young people whose learning needs are, severe, complex and potentially lifelong.
 - This is usually provided via an Education, Health and Care Plan (EHCP), although not exclusively. This means your child will have been identified by professionals as needing a particularly high level of support, either at times individually or as part of small group teaching.
 - This type of support is available for children and young people with specific barriers to learning that cannot be overcome through Tier 1 and Tier 2 provision.
 - Your child may also need continuing specialist support in school from a professional outside of the school. This may be from, for example:
 - Complex Communication Needs Team
 - Learning Support Team
 - Educational Psychologist

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will discuss this with you in more detail and to:

- listen to any concerns you may have;
- plan any additional support your child may need; and
- discuss with you any referrals to outside professionals to support your child's learning.

How will the school let my child know about their needs?

We will discuss each step with your child. They will be able to provide us with valuable feedback in terms of their difficulties and methods used to help them. It is important that they are listened to as part of this process.

How is extra support allocated to children/young people?

- The school budget, received from Worcestershire LA, includes money for supporting children and young people identified with SEND.
- The SENCO decides on the deployment of resources to support students identified with SEND in consultation with the school Local Governing Body, on the basis of needs in the school.
- The SENCO, Deputy SENCO and Head of centre discuss all the information they have about students with SEND in the school, including:
 - the children or young people getting additional support currently.
 - the children or young people requiring additional support in the future.
 - the children or young people who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

We identify resources according to the needs of our students on a Provision Map which for SEND students identifies all resources/training and support allocated. It is reviewed regularly and amendments are made as needed.

How are pupils with SEND enabled to engage in activities available to those in the school who do not have SEND?

We feel inclusion at all levels is important and so we ensure students with SEND have the same opportunities to engage in all activities across the school. Where there may be barriers we discuss these with the student and their parents/carers to arrive at solutions that allow for reasonable adjustments and ensure the student can participate. Opportunities include interest clubs like computer programming, Lego design; sports clubs; performing arts clubs; and trips and visits. Please refer to our SEND Policy, Equality Policy and Accessibility Plan on our school website for further detail.

Who are the other people providing services to children and young people with SEND in this school?

School provision:

- Teachers; and
- Achievement Assistants.

As a school we access support from a variety of other agencies including:

- Complex Communications Needs Team
- Clinical Psychologist
- Educational Psychologist
- Learning Support Team
- Chadsgrove Outreach Team
- SEND Information, Advice and Support Service (SENDIASS <http://www.hwsendiass.co.uk>)

We may also access support from the health sector. For example:

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- School Counsellor
- CAMHS
- Social Services staff
- Stronger Families
- 10.32
- CAMHS staff (Child and Adolescent Mental Health)
- Community paediatricians and GPs
- Starting well partnership: Worcestershire Health and Care NHS trust, Action for Children, Barnardo's and Redditch Borough Council

Equipment and facilities available to support students with SEND

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.

How are the teachers in school helped to work with children and young people with SEND and what training do they have?

- All teachers are teachers of students with SEND
- The SENCO's role is to support the class teacher in planning for children and young people with SEND.
- The school provides training and support to enable all staff to improve the teaching and learning of children and young people, including those with SEND. This includes whole school training on SEND issues such as learning difficulties, emotional and attachment difficulties, speech and language concerns or how to include students in lessons who have a diagnosed condition such as ADHD or ASD.
- Individual teachers and support staff attend training courses run by other agencies that are relevant to the needs of specific children and young people in their class, for example from the Complex Communication Needs service.

Our approach to teaching students with SEND

Our approach to teaching is underpinned by the latest research into how the mind learns. Combining the best of traditional pedagogy with the most recent innovations from cognitive science, teachers prioritise memorisation and practice in lessons. Students with special educational needs benefit enormously from these approaches, as the structured setting, clear explanations and carefully sequenced sets of examples aid understanding. Furthermore, students with special educational needs benefit from extended practice as this supports retention of fundamental subject content.

Teachers have been trained to maximise learning for all students, including those with special educational needs. This is done in the following ways:

- Before lessons, teachers pre-empt misconceptions and areas individuals may find difficult.
- During lessons, teachers provide students with a series of examples modelled examples to clarify and solidify concepts and processes.
- During lessons, teachers support students to remember content through direct instruction and deliberate practice.
- Teachers use robust in class assessment to ascertain the extent of students' understanding.

How are adaptations made for students with SEND

SEND students receive the same curriculum content as non-SEND students. However, teachers build in more time for practice and consolidation to support memorisation.

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.

How will we measure the progress of your child in school?

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

- Termly reading age tests
- In class quizzes
- Annual summative assessments
- Regular departmental formative assessments

Teachers set assessments for SEND students in their classes. Heads of department oversee these assessments, ensuring that all students are completing the same assessments. The SEND team work alongside Heads of department 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. Heads of department 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 student, via termly meetings with specialists commissioned by the school, or on an individual basis where the need arises.

What support do we have for you as a parent/carer of a child with a SEND?

- The Heads of Year are available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO, Deputy SENCO and head of the Communication Centre is also available to discuss your child's progress or any concerns you may have.
- All information from other professionals will be discussed with you either with the professional involved directly, or where this is not possible, in a report.
- Homework can be adjusted as needed to your child's individual needs.

- A home/school planner and MS Teams will be used to support communication with you, when this has been agreed to be useful for you and your child.

How is King Charles I School accessible to children and young people with SEND?

- There is a disabled toilet, shower area and changing facility with a both communication centres
- We ensure, wherever possible, that equipment used is accessible to all children and young people regardless of their needs.
- After school provision is accessible to all children and young people including those with SEND.
- Extra-curricular activities are accessible for children and young people with SEND.
- Please refer to our Accessibility Plan.

How will we support your child when they arrive, are leaving this school or moving on to another key stage?

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.

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.

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.

If your child is moving child to another school/post 16 provision:

- We will contact the school SENCO/college lead for SEND and ensure they know about any special arrangements or support that need to be made for your child.

- We will make sure that all records about your child are passed on as soon as possible once your child is on roll and attends their first day.
- Where possible your child will visit their new school or setting and in some cases staff from there will visit your child in this school.

Additional support

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

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:

1. the needs of EHC students as identified in their plans.
2. individual need as identified in student profiles and provision maps on transfer for SEND support students.
3. needs of SEND students as defined in the local authority's policy of 'ordinarily available'.
4. the needs of departments.
5. student and parent/carer views.
6. available resources and the number of students 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 students 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 students 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 students 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 students 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 students are in mainstream. Support may often be shared between several individuals in a class and as the students 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.

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

Support for Families for improving emotional and social development

Additional support is available for SEND students via the pastoral year teams at King Charles I School. SEND students can be particularly vulnerable in terms of developmental, social, emotional and domestic. 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
- Starting well partnership: Worcestershire Health and Care NHS trust, Action for Children, Barnardo's and Redditch Borough Council

What to do if you are concerned or unhappy with SEND support

- In the first instance, contact the SENCO to discuss your concerns. You can make contact by emailing sbott@kingcharles1.worcs.sch.uk
- You can contact the LA's service for SEND advice for parents/carers, SEND Information, Advice and Support Service (SENDIASS) at. <http://www.hwsendiass.co.uk>.
- Should you feel you need to take your concerns further, please mark your email for the attention of Chris Gibson (Deputy Headteacher). Finally, you can also use the complaints procedure on the MAT's website.

We hope this document is a helpful guide to how we support young people with an identified SEND at King Charles I School.

