Additional Educational Needs Department

Local Offer 2018-19

The King's Church of England School
'Aspire, Believe and Achieve Together'

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WHAT IS THE LOCAL OFFER?

OUTLINE	The Local Offer is a statutory requirement to improve choice for families by providing transparent information in a single place about services available for children and young people aged 0-25 who have special educational needs and/or disabilities (SEND).
KING'S OFFER	The King's School is supported by the Local Authority to ensure that all pupils from year 7-13, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible, where families want this to happen. The offer will include provision from birth to 25, across education, health and social care; it will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector.
TARGETS OF THE LOCAL OFFER	• To provide clarity and confidence for parents. • To support early intervention. • To reduce the need for assessment. • To identify need and gaps in provision. • To provide an evidence base for improving progress and securing better outcomes, at school and local level.
MORE INFORMATION	• Wolverhampton City Council Local Offer for children and young people with SEND, which can be accessed via the following link: www.wolverhampton.gov.uk/localoffer

WHAT IS SEND?

SEND = Special Educational Needs / Disability	A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

WHO CAN HELP YOU?

If you have concerns about your child's progress and/or think they might have a special need or disability you can contact:

Name	Job Title	Role	Contact Details
Mr Phillip Sutton	SENDCo	• Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.	01902 558333 01902 552313 p.sutton@kingswolverhampton.co.uk
James Ludlow	Principal	• The day to day management of all aspects of the school, this includes the support for children with SEND. • The Principal will give responsibility to the SENDCo and the class teachers but is still responsible for ensuring that your child's needs are met. • The Principal must make sure that the Governing Body is kept up to date about any issues in school relating to SEND.	01902 558333
Jayson Cox-Darling	Lead SEND teacher (KS3)	- Updating the school's SEND register KS3-KS5 (a system for ensuring all the SEND needs of pupils in this school are known) - SEND referrals (processes and systems) - Follow up of SEND referrals KS3 (Plan, Do, Review)	

		- Co-ordinate KS3 SEND interventions - LSA timetables	
Emma Louise Robinson	Lead SEND teacher (KS4)	- Strategic Lead for 2019 SEMH base Personalised Learning Centre (PLC) Yr 7 Catch up literacy funding. Planning a programme to last 6 weeks to cover spelling and grammar, comprehension and reading skills. - Access Arrangements - Follow up of SEND referrals KS4 (Plan, Do, Review) - Co-ordinate KS4 SEND interventions SEND bulletin (monthly)	
Chloe McInnis	SEMH practitioner	- Plans and delivers a programme based on helping pupils manage their social, emotional and mental health needs. - Liaising with parents for meetings, induction and reviews of PLC programme. - Delivers intervention for Mathematics within the PLC.	
	SEND Governor	Making sure that the necessary support is made for any child who attends the school who has SEND	

WAVES of SUPPORT

WAVE	Support

	WAVE 1: Quality First Teaching For your child this would mean: • That the teacher had the highest possible expectations for your child and all pupils in their class. • That all teaching is based on building on what your child already knows, can do and can understand. • 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. • All children in school should be getting this as part of excellent classroom practice when needed. • At times the teacher may direct the class based Teaching Assistant to work with your child as part of normal working practice.
	WAVE 2: SEN Support • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn. • Specific group work within a smaller group of children (intervention)
	WAVE 3: Specified Individual Support This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher or SENDCo as needing a particularly high level of support or small group teaching Usually your child will also need support from professionals outside the school. This may be from: • Local Authority central services such as the ASD Outreach Team or Sensory Service (for pupils with a hearing or visual need). Outside agencies such as the Speech and Language therapy (SALT) Service.

PROVISIONS AT KINGS

Below is a list of some of the provisions that are successfully used to improve skills and progress at the school.

Image	Name	Description
	Teaching Assistants	We have highly qualified and experienced teaching assistants who support pupils in many different ways across the spectrum of SEND areas of difficulty. Some are class based whilst others deliver specific interventions to help bridge gaps in learning. LSA also provide Lead SEND teachers with support involving administration for Access Arrangements, transferring relevant SEND documents to Post 16 destinations and parental engagement.
	Access Arrangements	As pupils move through the school towards their examinations we are mindful that some may qualify for additional time, readers or scribes and will ensure that they have the very best opportunities when preparing for and completing exams.
	Personalised Learning Centre.	2019 has seen the launch of the PLC at King's. This intervention works via a referral system from SLT, Heads of Year of the Safeguarding Officer who feel that a child may need support to manage social, emotional and mental health needs. Parents are provided with information in an induction meeting. Pupils follow a reduced timetable for a period of 6 weeks working in the PLC periods 1-6. During this time they receive English and Maths intervention as well as a range of activities designed to boost mental health, introduce new interests that provide a holistic approach to learning. Teachers deliver content that is project-based in music, cooking, horticulture, fitness and mindfulness. A review determines how each pupil will continue- slowly being introduced back into their full timetabled lessons.

If a provision has been successful at a previous school you should discuss this with the SENDCo as it may already be in place at King's and if not could be developed to support your child.

Further Questions Answered & General Information

Q: **How accessible is the school environment?**

The school is accessible to children with physical disability via ramps and a lift.
We ensure that equipment used is accessible to all children regardless of their needs.
There are double doors strategically placed around the building to allow wheel chair access.

Q:

How are children identified as having Special Educational Needs?

Concerns raised by parents /carers
Concerns raised by teachers
Concerns raised by the child
Changes in a child's behaviour or self -esteem is affecting progress
A child finds learning difficult
A child is performing well below age related expectations
Information received from outside agencies and pre- schools e.g. speech and language therapist, Paediatricians

Q:

How are parents and carers supported if they think that their child has SEN?

We have a good home-school partnership where regular communication between parents and staff takes place. Mr Sutton and other class teachers frequently communicate via telephone and email.

At King's we invite parents to speak to the class teacher in the first instance and if there are further concerns parents and carers are referred to the SENDCo, The process…

1. Speak to the class teacher.
2. Make an appointment to speak/meet with the SENDCo, to discuss your child's needs.
3. The SENDCo will work with your child and their class teacher to identify the area of need and set individual targets.
4. Additional support will be given to your child if necessary. This may be additional support from the class teacher or teaching assistant.
5. The class teacher will review targets and progress with the SENDCo
6. The SENDco will make an appointment with parents to discuss the involvement of outside agencies if there are concerns about progress.
7. Outside agency involvement –new targets set
8. If there are still concerns about progress a meeting will be set up to discuss an assessment for an Education Health Care Plan.

Q: **How are parents/carers kept informed about the support the school have put in place?**

Each child's education will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs.

If a pupil has needs related to more specific areas of their education, such as reading, spelling, handwriting, numeracy or literacy skills then the pupil may be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

If you have any queries related to the interventions please do not hesitate to contact the class teacher or the SENDCo.

Occasionally, a child may need more expert support from an outside agency such as the Speech and Language Therapist, Educational Psychologist or Paediatrician. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is provided to the school and parents/carers.

Q: **How is the curriculum differentiated and matched to a children's needs?**

When a child has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
Teaching assistants may be allocated to work with the child in a 1-1 or small focus group to target more specific needs.

If appropriate, specialist equipment may be given to the pupil e.g. handwriting pens, pen/pencils grips, netbooks or coloured overlays for reading.

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Q: **How are parents/carers kept informed about their child's progress?**

Staff at King's communicate regularly with parents. We can offer advice and practical ways that you can help your child at home. Parents receive half termly reports about your child's progress and are able to view their learning rewards online via the VLE.

Q: **How is progress measured?**

As a school we measure children's progress in learning against national and age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 7 through to Year 11, using a variety of different methods including the National Curriculum and at KS3 reading age and profile. The Head of Year will have an overview of all children in their particular year group and organise suitable interventions where appropriate.

Q: **How are wellbeing, personal and medical needs supported in school?**

We offer a wide variety of pastoral support for children who are encountering emotional difficulties. We are a caring, understanding staff who look after our children and parents.

Your child's form teacher is the first person to contact with concerns about your child's overall wellbeing.
If further support is needed the class teacher will liaise with the Head of Year and or SENDCo who will give advice and support and put a plan of action into place. This may involve support from teaching assistants or the Learning Mentor who are readily available for children who wish to discuss issues and concerns.
Head of Year can refer your child to the PLC if they are struggling to cope with the demands of a full school timetable for social, emotional or mental health reasons.

Children with medical needs

If a child has a medical need then a detailed Health Care Plan is compiled by the school in consultation with parents/carers and the school nurse. This is discussed with all staff who are involved with the child.

We have a number of fully trained first aiders.

If your child has a medical condition that requires medication, a meeting will be held with parents/carers, designated staff members and first aider to explain our Health and Safety Policy and procedures.

Behaviour

At The King's school we have a very positive and effective behaviour policy, with clear rewards and sanctions, which is followed by all staff and pupils.

As a result of the support we give, we rarely exclude children.

Attendance

Attendance of every child is monitored on a daily basis by the Attendance Officer. Lateness and absence are recorded and reported to the Principal. Good attendance is rewarded with certificates.

Q: **How do children contribute to the everyday life of the school? How are their views gathered?**

We encourage every child to contribute and to express their thoughts and ideas which we value, respect and celebrate. We do this in different ways throughout the school year:

In class , children are encouraged to contribute to lessons

There is a School Council meeting every half term where issues or viewpoints are discussed.

We have pupil voice to gather ideas and opinions about a range of aspects of school life.

Q: **What expertise and specialist services are available through the school?**

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: -

- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Inclusion Team
- Speech & Language Therapy
- School Nurse
- Social Care
- Occupational Therapy
- Paediatricians
- Autism Outreach Team

An Educational Psychologist is allocated to each school. He/she would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is discussed at Progress Meetings with the Senior Leadership Team, SENDCo and Pastoral Manager.

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the child to move their learning forward.

Q: **What training do staff receive?**

The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND, to ensure consistency of the school's approach and/or individual training requirements.

Individual teachers and teaching assistants attend training courses directly linked to the needs of specific children in their class e.g using visual strategies, challenging behaviour management , ASD, ADHD , speech and language.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the SENDCo.

Q: **How are school trips and activities outside the classroom organised? How does the school ensure that pupils with SEND included?**

Activities, school trips and residentials are a very important part of every child's learning experience at The King's School. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a child has a teaching assistant he/she may accompany them on the trip.

Q: **How are parents and carers supported to decide whether this is the right school for their child?**

Please contact Mr Ludlow, Principal or Mr Sutton, SENDCo on 01902 58333
If you wish to discuss your child's educational needs.

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