



SEND INFORMATION REPORT

1. Aims

Katherine Warrington is committed to meeting the needs of all students including those with special educational needs and disabilities (SEND).

Our expectation is that students and young people with SEND will receive an education that enables them to make progress so that they:

- achieve to their full potential
- become confident individuals living fulfilling lives and making a positive contribution to society
- make a successful transition into adulthood, whether into employment, further or higher education or training.

We will use our best endeavours to make sure that a student with SEND gets the support they need.

2. Legislation and Guidance

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

3. The kinds of special educational needs and disabilities for which provision is made at the School:

- **Communication and interaction**
e.g. Speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD), Asperger's Syndrome
- **Cognition and learning**
e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), global developmental delay, dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties (SEMH)**
e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder
- **Sensory and/or physical needs**



e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy

- **Medical needs**

Where students have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their health care plan if they have one. We will also follow the statutory guidance on supporting students at school with medical conditions.

4. The School's approach to, and processes for, the identification and assessment of students with Special Educational Needs

The School's approach and process for identification of students with SEND involves a consideration of the progress the student is making. There is not an assumption that all children will progress at the same rate. A judgement is made in each case as to what it is reasonable to expect a particular child to achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the child to learn more effectively. Whatever the level of students' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which;

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour
- is likely to lead to appropriate accreditation
- is likely to lead to participation in further education, training and/or employment.

The identification and assessment of SEND is built into the School's approach to monitoring the progress of all students.

We assess each student's skills and levels of attainment when they first come to the School. Where children already have their SEND diagnosed or identified we will aim to work closely with the family and schools and other agencies to make sure we know as much as possible about the child before they start at the School.

The School operates an assessment of students' effort and/or progress three times a year. In this Assessment Point process (AP) every students' progress is reviewed in detail.

This helps us to see any students whose progress:



- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers.

Where assessments show that a student is not making adequate progress, our first response is to make sure there is high quality teaching in place. Making high quality teaching normally available to the whole class is likely to mean that fewer students will require additional support. If their progress continues to be slower than expected the School will work with the family to carry out a clear analysis of the child's needs and identify if they need additional support.

When considering if a student needs SEND support the School takes into account:

- the student's previous progress and attainment
- the teachers' assessment and experience of the student
- specialist assessments by external partners
- information and advice provided by external partners
- the student's development in comparison to their peers and national data
- the views and experience of parents
- the student's own views

5. What are the School's policies for making provision for students with special educational needs (SEND), whether or not students have Education Health and Care Plans?

Most of our students with SEND have their needs met as part of high quality teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different students and a range of interventions normally provided by the School.

If a student is identified (through the assessment process above) as having special educational needs their Head of Year and the SENCO will consider everything we know about the student to determine the support that they need and whether it can be provided by adapting the School's core offer or whether something different or additional is required.

A number of approaches are used to capture this provision:-

Education Support Plans - Where provision for SEND is needed, we work with students and their families to plan what to do. This usually includes writing an education support plan.

Education Health and Care Plan (EHCP): Where the school has done everything it can to identify, assess and meet the SEND of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Hertfordshire can be found on the Council's Local Offer website. <https://www.hertfordshire.gov.uk>. Education Health and Care Plans are issued by the Local Authority where necessary and are used by the School to plan SEND provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have



- the goals or outcomes for the student agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs
- a detailed annual support plan/action plan. This plan sets out the goals for the student for the next year and the activities that everyone supporting the child will put in place to support them.

6. How does the school evaluate the effectiveness of its provision for SEND?

- We test the effectiveness of our SEND provision by checking student progress and to see if the agreed goals and outcomes for a student are being met.
- Where professionals from health or social services are involved with the child we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.
- Each aspect of our SEND provision is reviewed at least annually both in terms of its overall effectiveness and its impact on individual students.
- Governors consider the attainment data for students with SEND and compare it with the progress of other students.

7. What are the School's arrangements for assessing and reviewing the progress of students with SEND?

- Every student in the School has their progress reviewed 3 times a year in the KWS assessment cycle process and this information is shared with both parents and students in the form of a report.
- The progress of each student with SEND is considered specifically in this process.
- The progress of each student will be discussed with the family at parents' evenings held each year.
- Additional reviews will be held involving the student, the family and other professionals where this is appropriate. They are used to:
 - discuss what is working well and not working well
 - review the student's progress towards their goals and longer term outcomes
 - discuss and agree clear outcomes for the future
 - discuss and agree any changes to the support that is needed.
 - share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
 - identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the student, the school, the local authority and other partners.

8. What is the School's approach to teaching students with SEND?

All students, including those with SEND, have access to a broad and balanced curriculum. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the



information from assessments and progress reviews to set targets which are ambitious, to encourage students to aim high.

Teachers plan their lessons with the SEND students in mind, which means that most students with SEND will be able to study the full curriculum along with their peers. Teaching staff always aim to match the work given to students with their ability to do it.

The School may use sparingly Learning Support Assistants for in class support. The reason for this is that we focus our finite resources on providing high quality teaching and wish to avoid the over reliance of individual support for students, as evidence shows that in certain situations this prevents them becoming independent learners.

9. How does the School adapt the curriculum and learning environment for students with SEND?

We are committed to meeting the needs of all students including those with SEND. We have a duty not to directly or indirectly discriminate against, harass or victimise disabled children and young people. We make all reasonable adaptations to the curriculum and the learning environment to make sure that students with SEND are not at a substantial disadvantage compared with their peers. We work closely with families and partners to work out what disabled children and young people might need before they start with us, and what adjustments we might need to make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, in order to get additional resources and support. Teachers will be supported by the SENCO to assess, plan and differentiate the curriculum or make adaptations to meet the needs of students with SEND. This may also involve working with outside partners. For example we might need to:

- provide visual resources to support learning
- rearrange the layout of the classroom
- Adapt teaching to include specific technologies
- create a quiet area in the school
- buy specialist ICT software

In considering what adaptations we need to make, the SENCO will work with the Headteacher and School governors to ensure that the School meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Further information explaining how we meet the duty can be found in our Equal Opportunities Policy.

10. What additional support for learning is available to students with SEND?



The School organises the additional support for learning into 3 different levels (also called waves).

Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of students with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

We provide additional support for students with SEND to be able to access exams, when needed. We are able to support the administration of medication if it is recommended by health professionals.

11. What extra-curricular activities are available for students with SEND?

The School has a wide range of enrichment activities which are incorporated into the school timetable as period 7.

We look to ensure that all students with SEND can access these activities alongside students who do not have SEND.

The School also provides opportunities for students to go on school trips. We will involve parents of students with SEND in the planning of school trips and residential trips to assess the benefits and risks and identify how the needs of individual students can be best met.

12. What support is available for improving the emotional and social development of students with SEND?

The culture and structures within the School aim to encourage the emotional and social development for all students, including those with SEND. We work hard to create a culture within the School that values all students, allows them to feel a sense of belonging and makes it possible to talk about problems in a non-stigmatising way. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the School. We have clear systems and processes so that staff can identify and respond to mental health difficulties. For students with more complex problems, additional in-school interventions may include:

- advice and support to the student's teachers - to help them manage the student's behaviour within the classroom, taking into account the needs of the whole class
- small group sessions - to promote positive behaviour, social development and self-esteem



- individual Pastoral Support Plans – covering both support in class and during breaks and transition times
- therapeutic work with the student, delivered by specialists (within or beyond the school), which might take the form of cognitive behavioural therapy, behaviour modification or counselling approaches, family support and/or therapy by health professionals – to help the child and their family better understand and manage behaviour.

13. Who is the SEND Co-Ordinator and how do I contact them?

Our Special Educational Needs Coordinator (SENCO) is a qualified teacher working at the school who has responsibility for SEND. They work closely with the Headteacher and Governing Body as well as all teachers.

The SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for students with special educational needs
- liaising with and advising fellow teachers
- overcoming barriers to learning and sustaining effective teaching
- managing Learning Support Assistants
- overseeing the records of all students with SEND
- liaising with parents of children with SEND
- planning successful movement (transition) to a new class group or school
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

Mrs A. Francis Special Educational Needs Coordinator (SENCO)

Email: a.francis@kwschool.co.uk

You can request a meeting with the SENCO by email or phone.

14. What expertise and training do the School staff have in relation to SEND and how will specialist expertise be secured?

The School supports its staff to access a wide range of information on appropriate interventions for students with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise. The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of students with SEND training is shared between the Headteacher, SENCO, the Director of Studies and the Governing Body. We closely monitor the training and development needs of our staff through annual appraisal.



15. What are the arrangements for consulting and involving parents of children with SEND in their child's education?

All parents are encouraged to contribute to their child's education through:

- Discussions with the class teachers, Head of Year and the SENCO at parents' evenings.
- Additional meetings with the Head of Year, the SENCO and other professionals.
- In the case of students with ECHP plans we will discuss their progress with the parents and have a formal review with the parents and the child annually.

If we think a student needs significant amounts of extra support we will always discuss this with the parents and, where appropriate, a meeting with professionals or School staff supporting the student can be arranged.

16. What are the arrangements for consulting and involving students with SEND in their education?

Engaging all students as active participants in their own education and in making a positive contribution to their school and local community is a priority for the School. All students are consulted about their learning at parents' evenings.

Where students have SEND, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to take into account their preferred method of communication. This may include:

- Providing them with relevant information in accessible formats using clear ordinary language and images.
- giving them time to prepare for discussions and meetings
- dedicating time in discussions and meetings to hear their views
- involving the student in all or part of the discussion itself, or gathering their views as part of the preparation
- supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)
- ensuring staff are skilled in working with children, parents and young people
- helping them make informed decisions and have access to training so they can do this effectively.

We ensure that students with SEND are included and represented in the groups and activities that we have set up to listen to the views of students and involve them in decision-making. These groups include student surveys and focus groups.

The views of the individual student and young person sit at the heart of the SEND assessment and planning process. We will make sure that assessments include the wishes and feelings of the student, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible, we include students with SEND in planning how best to support them, and in reviewing their progress. This may include the use of questionnaires, story boards or symbols.



Where a personal budget is being used for those students with an EHCP, the School will support the child's involvement in decisions about their support.

17. What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the School?

We are committed to providing excellent services to all our students and their parents and we believe the best way to do this is to listen to parents. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. So if you have something to tell us, whether good or bad, please contact the Headteacher, the Head of year or SENCO.

If you have a complaint about SEND provision, please tell us promptly by contacting the following people in this order;

- the SENCO (details below)
- Head of Year
- the Headteacher
- the SEND Governor

Further information about our complaints procedure can be found on the School's website.

18. How does the School involve others in meeting the needs of students with SEND and in supporting the families of such students?

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, we seek advice and support from specialists from outside agencies such as:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Social workers

We always involve parents in any decision to involve specialists. The SENCO is the person who usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside the School to:

- help us train staff e.g. epilepsy and diabetes, epi pen, first aid training
- get more specialised advice e.g. advice on hearing or visual impairment
- carry out assessments e.g. a social care assessment
- ask for a service to be delivered e.g. physiotherapy
- setting programmes for implementation at home and in school
- review progress and plan provision e.g at annual reviews.

19. What local support is there for the parents of students with SEND?

Information about local support in Islington is called **The Local Offer** and is located here:



<https://www.hertfordshire.gov.uk>.

DSPL is a Hertfordshire-wide partnership approach where parents, carers, staff in early years settings and schools, further education colleges, local authority officers and representatives from other agencies work together as part of an Area Group, to ensure that there is a range of provision and support available in their local community that meets the needs of children and young people with SEN and/or disabilities (SEND), aged 0-25 years. For more information please visit the website at [dspl7.org.uk](https://www.dspl7.org.uk).

20. What are the School's arrangements for supporting students with SEND when they join the school, and supporting them to move to further education, training or employment/adulthood and independent living?

Students and young people with SEND and their families may be particularly anxious about joining the School, changing Years, classes or "moving on". We work with families and our partner organisations to make sure changes are planned and well managed.

Primary to secondary transition

- Ensure swift transfer of records
- During Year 6 the SENCO will aim to attend the Primary School to discuss the specific needs of your child, and the nature and level of support which has had the most impact. If attending the primary School is not possible, contact will be made by phone or email to ensure the transfer of all information takes place.
- Additional multi-agency meetings will be arranged if required.

Additional arrangements for children with SEND when moving to another school

- We will contact the School SENCO and share information about the special arrangements and support that has been made to help your child achieve their learning goals.
- Swift transfer of records
- Transition planning meeting with staff from the new setting.

Secondary to Further Education

- From Year 9 onwards we will work with all students with a Statement or Education, Health and Care Plan to begin planning for the life after school by developing a 'Transition Plan'. As the young person gets older and approaches the end of their time at school that Transition Plan will become more detailed and precise.
- Other students with SEND will be supported through a 'Transition Plan' if this is considered necessary.

21. Where can I find more information about SEND services in Hertfordshire and the local area (the Local Offer)?

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in



their area who have SEN or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those
- with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review.

The School cooperates with the Local Authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer
- help people access the Local Offer information, especially where there are barriers to them accessing it; this can include helping them to access the internet, printing off pages, explaining, interpreting and consult children and young people and their families directly in preparing and reviewing the Local Offer
- keeping the Local Offer information up to date and identifying gaps in provision.

To find out more about the range of services on offer locally go to:

Hertfordshire Local Offer: <https://www.hertfordshire.gov.uk>.

Bedfordshire Local Offer: <http://www.centralbedfordshire.gov.uk>

Appendix 1

External organisations

DSPL7

Delivering special provision locally for parents, carers and staff

Educational Psychology Service

Support for assessment: cognition and learning, examination access Arrangements.

CAMHS (Child & Adolescent Mental Health Service)

Support for students with emotional social and mental health difficulties as well as assessments for ASD and ADHD

Links Outreach Service Support

Support for students with difficulties with transition and emotional social and mental health issues

Families First

Intervention for families who may need support



Social Services
Supporting families