



# THE KING'S SCHOOL

GRANTHAM

## SEND Information Report & Local Offer

### WHO IS THE SCHOOL SENCO?

The SENCO is **Miss Simone Bieber** who can be contacted by telephone on: **01476 563180**.

### WHO SHOULD YOU CONTACT ABOUT SCHOOL ADMISSIONS?

The Admissions Officer is **Mrs Louise Wood** who can be contacted by telephone on: **01476 563180**.

### WHAT KINDS OF SEND ARE PROVIDED FOR?

The school makes provision according to the needs of the students on roll, which could include:

- Communication and Interaction,
- Cognition and Learning,
- Social, Emotional and Mental Health difficulties

### SENSORY OR PHYSICAL DIFFICULTIES WHAT POLICIES EXIST FOR IDENTIFYING STUDENTS WITH SEN AND ASSESSING THEIR NEEDS?

The process for identifying students with SEND is outlined in the SEND policy which is available on the school website.

We know when students need help from a range of sources:

- Primary schools inform us at the point of transition
- Concerns are raised by parents, carers, teachers or the student
- Students making less than the expected progress given their age and individual circumstances
- If there is a marked and noticeable change in the student's behaviour or progress

The particular Special Educational Needs of a student are identified and assessed through:

- Assessment of the student including observations, Common Assessment Task (CAT) Testing, screening procedures and individual diagnostic testing
- The involvement of outside agencies who assess individual students and recommend interventions for school to follow
- A constant monitoring review cycle of progress during all interventions

### WHAT ARRANGEMENTS EXIST FOR CONSULTING PARENTS OF STUDENTS WITH SEN AND INVOLVING THEM IN THEIR SON'S EDUCATION?

Parents are involved in planning their son's education and particularly for students with EHC Assessments, through the annual review process. Parents are also involved in six-monthly reviews of progress with the SENCO.

Policy adopted: September 2015

Last Reviewed: 2019

Next Review: December 2022

There are published Assessment points across the academic year. These results give a clear indication as to whether progress has been made.

There is an annual parents' consultation evening for all students each year.

There is an annual formal report for all students each year.

The SENCO is available to meet with parents to discuss student progress or any concerns parents may have. This contact can also be maintained via email.

We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:

- Helping them to be organised for their day (including bringing the right equipment and books)
- Helping them have full attendance and good punctuality
- Completion of homework
- Checking and signing their planner
- Attending parents' meetings
- Attending any meetings specifically arranged for your child

### WHAT ARRANGEMENTS EXIST FOR CONSULTING STUDENTS WITH SEN AND INVOLVING THEM IN THEIR EDUCATION?

The views of students are taken into account through Student Voice questionnaires, student forums and person-centred reviews as well as through the School Council.

Students with an Educational Health Care Plan have the opportunity to contribute their views through the review process.

### WHAT DIFFERENT TYPES OF SUPPORT ARE AVAILABLE FOR STUDENTS WITH SEND?

The SEND provision available to students covers the following areas:

- Subject teacher input via targeted classroom teaching, e.g. differentiation of classroom-based tasks and activities.
- Implementation of specifically tailored support strategies.
- Group work with a small number of targeted pupils, run in the classroom, supported by a Teaching Assistant.
- Group work with a small number of targeted students, run outside the classroom by a Teaching Assistant or skilled specialist employed within school.
- Specialist groups run by, or in partnership with, specialist agencies such as the Working Together Team, Educational Psychology Services etc.
- Specialised one-to-one support from specialised professionals skilled in specific areas of need, such as Dyslexia, Dyspraxia, Sensory Support, Counselling, etc.
- Peer or teacher mentoring opportunities.
- Provision of specialist support equipment, Information Technology (IT) or modified resources.
- Referral to external agencies such as Child and Adolescent Mental Health Services, Speech and Language Therapy etc.
- All students with sensory needs have access to a supportive school environment.

### THERE WILL ALSO BE STUDENTS WHO RECEIVE SPECIFIED INDIVIDUAL SUPPORT FUNDED BY THE LOCAL AUTHORITY:

This type of support is available for students whose learning needs are severe, complex and lifelong. This is provided via an Education, Health and Care Plan (EHCP).

This type of support is available to students with specific barriers to learning that cannot be overcome through normal classroom teaching, intervention groups, regular Teaching Assistant support or specialist teacher or agency involvement or advice.

The EHCP will outline the financial assistance your son will receive from the Local Authority less the notional £6000. Short-term and long-term outcomes will be specified.

### HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO STUDENT'S SPECIAL EDUCATIONAL NEEDS?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent upon an individual's needs.

Additional provision may be allocated after review meetings, or if a concern has been raised at another time during the academic year.

Resources may include deployment of staff depending on funding allocation and individual circumstances.

All resources, training and support are reviewed regularly and changes made as needed or recommended.

Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their plan.

Teaching assistants are allocated, where resources allow supporting students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents or carers.

### HOW IS THE DECISION MADE ABOUT HOW MUCH SUPPORT YOUR SON WILL RECEIVE?

Decisions are made in consultation with SENCO, Teachers, Head of Year, Senior Leaders, the student, parents and, if appropriate, other support staff and support agencies. Decisions are based upon tracking of student progress and as a result of recommendations made by outside agencies.

### HOW WILL THE CURRICULUM BE MATCHED TO YOUR SON'S NEEDS?

Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices, additional intervention groups and the number of qualifications studied.

The curriculum will be matched in a number of ways:

- Differentiation of work by subject teachers.
- Allocation of a Teaching Assistant where appropriate to support more specific needs.
- Provision of an Individual Education Plan which sets targets according to areas of need.
- Provision of specialist equipment, IT or modified resources.

### HOW WILL THE SCHOOL MONITOR AND EVALUATE SEND PROVISION?

We use appropriate intervention-specific tools when students have taken part in an evidence-based intervention.

Assessment outcomes and target data are tracked.

Formal test results are monitored.

Review meetings are held.

Where necessary, students will have an Individual Education Plan (IEP) where progress against targets will be regularly reviewed and updated.

The progress of students with an EHCP will be discussed at an Annual Review Meeting.

### HOW WILL YOU KNOW HOW YOUR SON IS DOING?

Parents should know how well their son is doing in a number of ways:

- You will be able to discuss your child's progress at the annual Parents' Evening.
- Provision of Progress Cards as appropriate

- The annual school report.
- Review or progress meetings with SENCO with subject teachers and Head of Year attending when appropriate.
- Review or progress meetings with specialist professionals and external agencies.
- Email communication with members of staff.
- Comments made by staff in the school planner.
- ClassCharts – software that is accessible and is used to record behaviour incidents.

### WHAT SUPPORT WILL THERE BE FOR YOUR SON'S OVERALL WELL-BEING?

The school offers a wide variety of pastoral support for students who are encountering emotional difficulties. These include:

- Members of staff, such as Form Tutor, Head of Year, SENCO, and Mental Health Lead all being available to students who wish to discuss issues or concerns.
- A quiet area is available at lunchtimes for those who struggle with non-contact time.
- Referrals can be made to the Mental Health & Well-Being Lead.
- Referrals to outside agencies can be made when needed, eg. Child and Mental Health Adolescent Services (CAMHS).

### HOW DOES THE SCHOOL CATER FOR STUDENT MEDICAL NEEDS?

Where students with SEN also have a medical condition, their provision is planned and delivered in a co-ordinated way with a Health Care Plan. The school adheres to the procedures specified in the School Medical Conditions Policy as laid out in the Department for Education Guidance for Supporting Pupils at School with Medical Conditions 2014.

There is a room for physiotherapy and some buildings have a toilet for disabled access.

A designated first-aider helps to manage the administration of medicines.

### WHAT SPECIALIST SERVICES AND EXPERTISE CAN BE ACCESSED BY THE SCHOOL?

The school works alongside, and seeks support from other agencies where required, to maximise learning opportunities and potential. Directly funded by the school are:

- A SENCO
- Five Teaching Assistants (3 full-time and 2 part-time), providing in-class, group and one-to-one support to students with Additional Needs

At times it is necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- The Working Together Team
- Integrated Family Services
- Child and Adolescent Mental Health Service
- Sensory Support Service
- Speech and Language Therapy Team
- Information, Advice & Guidance (IAG) Careers Guidance Specialist
- Social Services

### WHAT TRAINING DO THE STAFF SUPPORTING STUDENTS' WITH SEND HAVE?

Staff have access to a variety of training pertaining to SEND within school. This includes:

- Specific Learning Difficulties, Dyslexia
- Dyspraxia
- Autistic Spectrum Disorders
- Social, Emotional and Behavioural Needs
- Mental Health
- Anger Management

Whole-school training is provided on SEND issues. Individual teachers and support staff attend in-school and external training relevant to the needs of specific students in their class.

As a school we can call on support and training as necessary from specialist organisations from within the Local Authority as well as Health and Social Care Services.

### HOW WILL YOUR SON BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

A large range of academic and interest clubs are available. They are open to all students, including students with SEND. Details of these clubs are available on the school website.

All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip. The school aims to ensure that activities and school trips are available to all:

- Risk assessments are carried out and procedures are put in place to enable all pupils to participate. This is done in liaison with the SENCO.
- "Reasonable adjustments" are made for those students with additional, medical and/or physical needs.
- If it is deemed that an intensive level of one-to-one support is required then a Teaching Assistant will accompany the student during their activity or trip.
- Appropriate provision of specialist equipment is provided such as a laptop, magnifier etc.
- Advice and guidance from specialist agencies is sought and followed.

### HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

The school site is made up of a range of buildings. The oldest building is the Old School, a grade 1 listed building dating from 1497. All three floors of the Newton Block are fully accessible. The ground and first floor of the Tower Block are accessible. The Newton and Tower Blocks have disabled toilet facilities. Some of the other buildings are difficult to access. Transport is provided to the school playing fields and the Sports Hall is fully accessible.

### WHAT ARRANGEMENTS EXIST TO SUPPORT BOYS MOVING BETWEEN PHASES OF EDUCATION AND TO PREPARE THEM FOR ADULTHOOD?

The school aims to make transitions as smooth as possible using a range of strategies:

- Discussions and meetings between previous or receiving schools, colleges, universities or other organisations, prior to the student joining or leaving. The school endeavours to pass on and receive all relevant information and records regarding students with SEND. Information is disseminated to teaching staff and Teaching Assistants with appropriate recommendations and advice implemented.
- All new students attend an Induction Day in July and complete an Induction Programme in September. Parent and student information evenings and open days also facilitate transition.
- Additional visits are also arranged for students who need extra time in their new school.
- The SENCO is always happy to meet parents or carers prior to their son joining or leaving the school to discuss anticipated learning needs or support arrangements. Likewise, school staff can also make external visits to schools, colleges, universities or organisations to plan transition arrangements in more detail.
- Independent careers advice is available to all boys.
- All school SEND review meetings include transition discussions, and take advice from parents, teachers and other professionals involved.
- All students with a statement or EHCP will complete a Transition Plan at key moments of change in their education.

### ARRANGEMENTS FOR HANDLING COMPLAINTS FROM PARENTS OF CHILDREN WITH SEND ABOUT THE PROVISION MADE AT THE SCHOOL.

The school takes its responsibilities towards students and parents of students with special educational needs very seriously. It is very important to be able to use informal and formal complaints procedures to remedy the situation as soon as possible.

**Stage 1:** Parents should contact the school SENCO. A meeting will be arranged to discuss the complaint and try to agree an acceptable resolution to the problem.

**Stage 2:** Parents should contact the Head Master. A meeting will be arranged to discuss the complaint and try to agree an acceptable resolution to the problem.

**Stage 3:** If the complaint cannot be resolved, the school Governing Body recognises its duty to comply with The Education Regulations 2010. The procedures specified in the School Complaints Policy (available on the school website) should be followed.

### WHERE CAN I GET FURTHER INFORMATION ABOUT SPECIAL EDUCATIONAL NEEDS SUPPORT SERVICES FOR MY SON?

The information in this report forms part of Lincolnshire's Local Offer which contains further information and a directory for all support services in the area for parents of students with SEN. This Local Offer can be accessed via the following link:

<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

Lincolnshire Local Authority Family Services Directory online Lincolnshire's Parent Carer Forum:  
[www.lincspcf.org.uk](http://www.lincspcf.org.uk)

Parent Partnerships Service: 01522 553351

Additional Needs: 01522 553332

#### HELPFUL NATIONAL WEBSITES:

National Autistic Society, 393 City Road, London, EC1V 1NG: - <http://autism.org.uk>

British Association for Counselling, 1 Regent Place, Rugby, CV21 2PJ: - [www.bacp.co.uk](http://www.bacp.co.uk)

Dyslexia Action, Provincial House, Sutton Coldfield, Birmingham, B72 1QU: -  
[www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)

Dyspraxia Foundation, Hitchin, Hertfordshire, SG5 1EG: - [www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk)