

Kings International College - SEND Provision at Kings

Kings International College is a mainstream school, which provides an inclusive setting for students with SEND (Special Educational Needs and/or Disabilities). SEND provision can cover, Communication and interaction, Cognition and learning, Social, emotional and mental health difficulties and Sensory and/or physical needs.

Kings policies for identifying children and young people with SEN and assessing their needs and who to contact:

At Kings we identify students with special needs as they join our school. We liaise with their previous school, parents and external agencies to gather information and strategies that are proven to work. Students have baseline tests such as reading to find their reading age, and data is used from assessments such as KS2 data, standardised scores and CAT tests.

All students are monitored via regular termly assessment cycles. Gathered data is used to track progress. Where progress is below expected levels and where SEND hasn't previously been identified, a meeting will be arranged between teachers, parents and student. At this meeting there will be discussion about the overall development of the student and identification of the issues affecting progress with an action plan or intervention agreed. The SENCo will become involved in this process where progress continues to be below expected level and where Teachers/Parents are concerned that there are unidentified underlying SEN issues. Further meetings are put in place and intervention/ targets set. This process is known in the most recent Code of Practice (2014) as the Graduated Approach i.e.:

- Assess
- Plan
- Do
- Review

Specialist support may be requested via a referral from the SENCO/to an outside agency, in agreement with the parent and student if it is felt that support that is additional to and different from what the school can normally provide is required to enable the student to make accelerated progress.

The school has a SEND policy which can be found on our website – Click here for all college policies <https://www.kingsinternational.co.uk/policies.html> .For further information you can contact:

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| SENCo | Ms L. McCarthy | Email: senco@kings-international.co.uk Tel: 01276 683539 ext. 142 |
| SEN Administrator | Mrs K. Reeve | Email: k.reeve@kings-international.co.uk Tel: 01276 683539 ext. 234 |

Arrangements for consulting parents of children with SEN and involving them in their education.

Parents are welcome to call, e-mail or ask for a meeting with class teachers, Head of Faculty, pastoral staff and the SENCO to discuss any concerns they might have about their child's SEND and support.

At Kings we have regular reporting cycles where parents are informed of progress. Parents will receive two progress monitoring reports a year. Following the report parents are invited to attend parents evening.

Parents can become involved in school life via our Parent Teacher Association. We also have parent governors who can take an active role in the overall running of the school including financial management, curriculum development and whole school improvement.

Arrangements for consulting young people with SEN and involving them in their education.

At Kings International College we believe students' opinions are paramount.

- Students with SEND are consulted regularly in meetings with Teachers, Form Tutors, Heads of Year, SENCO.
- Where parents' meetings are arranged, students with SEND are involved, where appropriate.
- Students with EHCPs attend their annual statement review meeting and their thoughts and opinions are vital.
- Students with SEND attend parents evening with their parents to meet with their teachers and also the SENCO.
- Students who are referred to outside agencies are seen either individually, with parents, or with the support of a Teaching Assistant.
- Student voice meets once per month to discuss issues raised by the students themselves. Students with SEND are represented every year.

Arrangements for assessment and reviewing children and young people's progress towards outcomes.

- All students are monitored by teaching staff, Heads of Year, SENCO and the Senior Leadership Team {SLT}. Strategies are first and foremost implemented in the classroom.
- Heads of Faculty have regular laser meetings with the Head of Key stage 4 and other SLT members to discuss progress and strategies in closing the gaps.
- Targeted Year 11 Student Progress meetings in the early second term of year 11, where progress (or lack of) is discussed with appropriate staff and changes are made to provision if necessary
- Support for children/young people with SEND is tracked using a provision management tool, which identifies where support is given and records progress. All interventions are measured to monitor impact against progress for your child.
- Students with EHCPs have an annual review of progress.
- Students with SEND are also monitored and tracked against outcomes by external agencies e.g. EP, SaLT etc.
- Students with SEND have Student Profiles with set targets that are reviewed regularly - appropriate staff and changes are made to provision if necessary

- Behaviour Plans are designed to support students in achieve their targets with these and strategies review regularly in combination with the pastoral team.
- Our governors play an active role in monitoring the quality of the special educational needs provision. Our link SEN governor meets termly with the SENCO. The Headteacher and Senior Leadership Team also play an important role in this area.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

Transition

- We have an excellent two-day transition programme for year 7s joining Kings, with extra pre-induction support sessions for vulnerable students with SEN run supported by the Specialist teaching Team at Surrey County Council.
- We liaise with the student's previous placement to gather information and effective strategies which are then used to create the SEN register and Student Profiles. This informs staff of needs and successful support strategies.
- We often place a Teaching Assistant into the school of a student with an EHCP for an afternoon to gather further information and observe support strategies in action.
- For students who have high levels of anxiety we can arrange for the student to visit, with their TA from Primary School, to have a tour of the school and the chance to take photos for a memory board.
- We also run taster days during the course of the Year for year 5 / 6 students including those with SEND to familiarise prospective students with the school.

EHCP student reviews

EHCP reviews are conducted annually. This is a meeting between parents, student, SENCO, Teachers and any involved outside agencies. As part of these reviews future aspirations are investigated and targets are set in order to move the student towards their goals and equip them with the skills they will need for moving onwards into adult life.

Careers advice

- The careers service work with our young people to help them achieve their aspirations and make the right option choices in year 9.
- Year 9/10 students have opportunities for attending careers fayres and visiting vocational centres.

The approach to teaching children and young people with SEND at Kings

- We adopt a graduated approach to meeting needs through quality first teaching. Our staff make reasonable adjustments to ensure that students are able to access the curriculum and include them in all aspects of college life.

- Through termly monitoring and tracking, we identify students who would benefit from time-bonded sessions to support them.
- All staff are trained to teach and support students with SEN using differentiation and strategies to match SEN needs.
- At Kings we endorse Quality first teaching and give every student the same opportunities with a broad and balanced curriculum aimed at equipping the students with the knowledge, life skills and thirst for lifelong learning to have a successful future. Students are only withdrawn if they have more complex needs and are significantly behind their peers etc
- Many interventions are put in place, such as Teaching Assistant {TA} support in lessons, small group and individual interventions, which are monitored and adjusted as needed. All our additional support programmes are overseen by the SENCO.
- We have specialist staff that can be used to support students with SEN and can bring in outside professional support if needed. The pastoral system at Kings is very effective and supportive.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND.

- Differentiation is embedded in our curriculum and practice. We ensure that we make reasonable adjustments to our teaching to meet the needs of the young people. We regularly assess the quality of our teaching to ensure that all students are receiving a high standard of teaching and learning.
- We ensure that we have the right courses available for the individual student. In some cases, it will not be possible to run these courses as it is necessary to have a minimum number of students on the course to make it viable. Within KS3, all students participate in a wide and varied curriculum to ensure that they are able to use their skills of literacy and numeracy in a wide variety of subjects. Some students go to Farnborough College of Technology, paid for by Kings International College, to follow courses of study that are more suited to their needs.
- All our staff are fully aware of the requirements of the Equality Act (2010), ensuring that policy and practice follow these requirements.
- We are vigilant about making reasonable adjustments, where possible. Our policy and practice follow the equality Act (2010). We value and respect diversity in our school.
- We have an Accessibility Plan in place and as such we consider our environment to be mostly accessible even though the site is spread across many buildings over a large area. There are many flights of stairs and some of the upstairs rooms are accessible by a lift. Some of the upstairs rooms do not have wheel chair access, however we can organise a down stairs timetable if needed. Ramps are provided throughout the school and there is a disabled toilet accessible as required – see Accessibility Plan
- We are vigilant about making reasonable adjustments; where possible. We monitor the languages spoken by families in our school and can provide letters to parents in different languages where needed.

The expertise and training of staff to support children and young people with SEND including how specialist expertise will be secured.

- Our Special Needs Co-ordinator (SENCO) is a qualified teacher.
- There is a regular rolling programme of training for all staff so they have up-to-date SEND knowledge.
- At the start of every year all new staff are trained by the SENCO to help them identify different needs and how to access SEND documents e.g. the SEND register / Student Profiles which holds individual information regarding need and suggested strategies for support.
- Where a referral to an outside specialist agency is deemed necessary it will be discussed with parents and students and where full consent is given a referral is made. Outside agencies include: Educational Psychologist, Specialist Teachers, the Physical and Sensory Support Service and the Education Welfare Service. We have links with the Child and Adolescent Mental Health Service, Speech and Language Therapy Services and the Occupational Therapy Service. Counselling through Camberley Youth for Christ and mental Health support through Frimley Hospital.
- We work closely with the ASD (Autistic Spectrum Disorder) outreach team and run support sessions for families of young people on the autistic spectrum.
- All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.

Staff Qualifications

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| SENCo | MA education, QTS BSc (Hons) Sports Coaching Science. ELKlan Speech and language level 4. SENCo award (Current) |
| SEN Administrator | MBA |
| HLTA | HLTA qualification, Level 3 in Teaching and Training, Certificate in Counselling and CBT (Current) |
| HLTA | EAL Specialist, Level 3 SPLD TESOL qualified teacher |
| HLTA | BSc Maths & PGCert Teaching |
| TA | Speech & language specialist, Level 3 ELKlan Speech & language |
| TA | Level 3 ELKlan Speech & language |
| TA | NVQ 3 teaching Assistant |
| TA | Level 4 Psychology Diploma |
| TA | BSc. (Equivalent) Nutritional Science |
| TA | A Level Psychology, Business Studies & Law |
| TA | BA Performing Arts |
| TA | HND Computing, Teaching qualification DTLLS |
| TA | B.COM (Hons.) Business Studies |
| TA | Level 3 NVQ Beauty Therapy |
| TA | BA (Hons) History and Politics |
| TA | Level 2 Children's mental Health |

SEN Governor: Mr K. Dixon

Designated Safeguarding Lead: Mr D Hurley

Deputy Designated Safeguarding Lead: Ms J Bache

Teacher responsible for managing Student Premium funding: Mr R Haywood.

Person responsible for medical needs of students: Ms C Hayter

Evaluating the effectiveness of Provision made for children and young people with SEND

- We review the needs of the learners within the school and endeavour to put in place provision to cater for their needs.
- Some of the funding the school receives goes towards funding of training, so provision can be more targeted.
- The SENCO carries out learning walks which include reviewing how provision is delivered and helps to maintain high standards.
- Our provision management tool looks at the impact of interventions. Each student's support is entered onto a "Provision Map" at the beginning of each academic year. Provision is tracked, evaluated and where necessary adjusted termly.
- Progress is monitored by the SENCO and shared with Faculty Heads, Senior Leadership Team and the board of Governors.

How children and young people with SEND are enabled to engage in activities with those who don't have SEND.

- At Kings we promote the involvement of all our learners in all aspects of the curriculum including activities outside the classroom. All students have the opportunity to participate in educational visits and residential trips
- Where there are concerns of safety and access, a comprehensive risk assessment is put in place to ensure all needs are met; where applicable parents/carers and students are consulted and involved in planning.
- Comprehensive risk assessments are completed for each area of the school. Risk assessments are completed for all educational visits and trips are agreed by County in advance of a trip taking place. Appropriate adjustments are made to support individual needs where ever possible to allow inclusion.
- We will consult with parents and health professionals to facilitate for students with SEND to be able to access school trips and out of hours learning.

Support for improving emotional and social development

- At Kings, we value the students' well-being and believe that the overall development of a student is key to success in future life. We have a strong pastoral system which supports students with SEND.
- We have regular meetings with parents and students and where outside professionals are involved they are also invited to attend.
- All our staff are regularly trained to provide a high standard of pastoral support.
- The school has access to a listening service and has support from youth workers. We also have professional support from external agencies such as Educational Psychologist, CAMHS (Child and adolescent mental health service).
- Kings has a Student Welfare Support Officer Ms Bache, who is available to work with students needing emotional support.

- We have a TA who is trained as an ELSA (Emotional Literacy Support Assistant) who works with students with anxiety within the school setting.
- All staff have had Safeguarding and Child Protection training so they know the procedures to follow should they have any concerns.

How the school involves other bodies (outside agencies)

We have a number of established relationships with professionals in health and social care. All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.

We regularly refer to outside agencies such as:

Educational Psychologist, Language and Literacy Support, Physical and Sensory Support Service and Education Welfare Service. We have links with the Child and Adolescent Mental Health service, Speech and Language Therapy Services and the Occupational Therapy Service.

We work closely with the Autistic Spectrum Disorder outreach team and run support sessions for families with young people on the spectrum.

Arrangements for handling complaints from parents with SEND

In the first instance, parents/carers are encouraged to talk to their child's form tutor, class teacher or Head of Year. Further information and support can be obtained from the school's SENCO, Ms L McCarthy senco@kings-international.co.uk and SEN Admin Assistant Mrs K Reeve k.reeve@kings-international.co.uk.

In addition:

Surrey Parent Partnership offer impartial and independent information, advice and support to parents of students with SEND and can be found at <http://www.surreyparentpartnership.org.uk>

Links to other documents on the website

SEN policy

Waves 1,2,3 provision

Behaviour Policy

Supporting Students with Medical Needs policy

Accessibility Plan 2020-23