Our Special Educational Needs and Disability (SEND) Offer

All Harrow schools will have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities to ensure that they make the best possible progress in school.

Further information is available at:

www.harrow.gov.uk/localoffer
All Schools must:

- Kingsley High School will ensure provision is made in accordance with the SEN and Disability Codes of Practice
- Appoint a SENCO
- Invest in whole school and targeted training for staff
- Ensure inclusive teaching and support are embedded throughout the school
- Provide information on school arrangements for SEN to parents, carers and governors
- Publish on a school website the school SEN policy and a description of the arrangements and specialist provisions made for children with SEN- including the accessibility plan.
Our commitment and aspirations

Kingsley is a fully inclusive school for students who have severe and complex learning difficulties. Whatever the level of need we aim to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with SEN and disabilities, in order that they can reach their full potential. It may not list every skill resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision.

We aim to ensure that pupils at Kingsley make good progress. We ensure effective communication with parents and carers, in order to work collaboratively and secure the best possible outcomes for all pupils. Our pupils’ views are also critical in ensuring the right provision to meet children’s needs and we use a total communication approach to facilitate this. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have good relationships with outside agencies (including Educational Psychology Service), who assess children and young people and advise parents, schools and the Local Authority.

Other useful documents include our Provision Map, which is included at the end of this document, Accessibility Statement and the School Prospectus. If you would like further information about what we offer here at Kingsley, then please do not hesitate to contact us directly.
Who are the best people at school to talk to about my child’s SEN?

- **Class teacher** - responsible for:
  Planning the curriculum, including differentiation, and assessing your child’s progress

- **Special Educational Needs Coordinator (SENCo)** - responsible for:
  Co-ordinating all the support and intervention in the school, keeping parents informed, holding annual reviews and liaising with all agencies involved in your child. At Kingsley High School, the Headteacher fulfils this role, supported by the Deputy Headteacher and senior leadership team.

- **Head teacher** - responsible for:
  The day-to-day aspects of the school and all the arrangements for pupils. The Head teacher gives reports to the Governing Body on all aspects of school provision.

- **SEN Governor** - responsible for:
  Making sure the necessary support is made for every child who attends the school.

- **Family liaison and transition advisors** - responsible for:
  Providing information and support to families to ensure they get the support they need in the local community, particularly at times of transition.

Leadership of SEND Provision

Our SENCo co-ordinates support and interventions across the school, and from outside agencies. The SENCo will ensure that provision is made in accordance with the SEN and Disability Code of Practice.

The Code sets out the following expectations:

- High quality teaching, differentiated for individual pupils should be available to the whole class.

- Class teachers being responsible for planning the curriculum and assessing your child’s progress, even if they have additional needs.

- High quality teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress.

- Where an additional need or a change in needs is established, the school, in partnership with parents/carers and the pupil, will work through a four-step graduated response: **assess, plan, do, review.** This is a cyclical process with
termly reviews leading to revisions in plans and interventions. These termly plans will reflect the annual targets and outcomes set out in our students’ Education, Health and Care Plans (EHC).

- Where a pupil with SEN is reaching a point of transition (from primary to secondary school, or secondary to Further Education) the school will work with the parents and pupil to ensure a smooth and successful transition.

- Where there is sufficient evidence that a pupil’s needs are still not being met through the graduated response and school’s own resources (including funding), a decision may be reached to request a Local Authority re-assessment, or for an EHC to be completed (if the pupil is on an assessment placement) or amended.

- EHC plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHC will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living.

- The school will annually monitor and evaluate the effectiveness of its provision for pupils by reporting on the progress of our young people and the quality of our provision to governors.

**How will I know how well my child is doing at school?**

In our school we have:

- An open-door policy – parents are welcome to make an appointment at any time.

- Partnership between parents and teachers - we will communicate regularly via link books, email or phone.

- Meetings with relevant staff at least once a term.

- The EHC plan (or Statement) will be reviewed annually at a formal meeting where progress is reported and a report available.

**The different types of provision and support that may be available for children at this school are set out below:**
What are the different types of support and provision that may be available for children at this school?

<table>
<thead>
<tr>
<th>Area of needs</th>
<th>Whole school ethos and practice</th>
<th>Possible focussed support for some children’s additional needs</th>
<th>Possible support and intervention for a small number of children</th>
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<tbody>
<tr>
<td>Communication &amp; Interaction</td>
<td>• Total communication approach (Signing, PECs, Objects of Reference etc.)&lt;br&gt;• Liaison with SaLT re targets and strategies,&lt;br&gt;• Personalised planning to promote interactions&lt;br&gt;• TAs deployed to ensure opportunities for group and individual communication&lt;br&gt;• Clear displays in classrooms and corridors</td>
<td>• Class routines (welcome, transfer to next activity) used to support communication&lt;br&gt;• Individual communication books&lt;br&gt;• Closer focus of Speech and Language therapy&lt;br&gt;• Communication Aids&lt;br&gt;• Small group interventions</td>
<td>• Dedicated iPads to improve individual pupils’ communication skills&lt;br&gt;• Specialist devices on advice from therapist&lt;br&gt;• Intensive interaction sessions</td>
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<td>Cognition &amp; Learning</td>
<td>• Taught curriculum offer and class timetable&lt;br&gt;• TA support&lt;br&gt;• Differentiated learning (drawing on INSET e.g. TEACCH, IMPACTS, Attention Autism)&lt;br&gt;• Literacy Sound Start programme for reading.&lt;br&gt;• Literacy programme for writing&lt;br&gt;• Active learning approach for numeracy&lt;br&gt;• Pathways for accreditation&lt;br&gt;• iPads to enhance learning&lt;br&gt;• Multi-sensory and Visual Learning approaches</td>
<td>• TEACCH programme&lt;br&gt;• Small group interventions (e.g. Numicon)&lt;br&gt;• Class timetable adjusted to suit learning needs&lt;br&gt;• Strategies to support concentration and engagement (e.g sensory programmes, activity breaks)&lt;br&gt;• Specialist equipment/programs</td>
<td>• Literacy/numeracy interventions: 1:1 and/or small groups&lt;br&gt;• Eye gaze software</td>
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<tr>
<td>Social, emotional development</td>
<td>• Social Development programme&lt;br&gt;• PHSCE curriculum&lt;br&gt;• Enrichment activities&lt;br&gt;• CALM approach to promoting positive behaviour</td>
<td>• Behaviour Management Plans&lt;br&gt;• PIPs&lt;br&gt;• Risk assessments</td>
<td>• Referral to outside agencies e.g. CAMHS, EP&lt;br&gt;• Forest School&lt;br&gt;• Therapists</td>
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| **Sensory / Physical** | Timetabled opportunities for physical activity, differentiated according to capabilities and targets  
Leisure spaces and gym equipment  
Appropriate seating and equipment | Adapted furniture  
Walking, standing equipment  
Swimming  
Rebound and/or hydrotherapy  
Sensory integration programmes  
Sensory and light & sound rooms | Mobility aids e.g. wheelchair, frames etc.  
Time-out sessions in sensory rooms  
Medical care  
Close monitoring by other agencies |
|-----------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| **Independence and Community** | Timetabled opportunities to access leisure, services and vocational opportunities outside the school  
Emphasis on making choices and showing preferences  
Opportunities to make views known and participate in decision-making  
Opportunities for independence in daily life-skills | Individual/group support from school staff in consultation with relevant professionals (OT, physiotherapist)  
Range of aids and strategies employed to promote independence | Highly specialised and individualised programme and/or equipment  
Significant input from outside agencies  
Highly specialised feeding programme  
Total support with intimate care |
What happens if my child with SEN makes very little progress at school?

- Parents are encouraged to make an appointment with the class teacher if they have concerns about attainment, achievement, progress or happiness in school.

- Where a child continues to make little progress despite the support provided by the school, including external support and advice, and there is increasing evidence that the child's needs cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory reassessment of the child’s statement or Education Health and Care Plan.

- Governor Involvement: All schools have a designated SEN Governor responsible for making sure the necessary support is available for every child who attends the school.

If you need to complain

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school or LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)