



# SPECIAL EDUCATIONAL NEEDS

## KINGSMEAD SCHOOL OFFER

### **Our Commitment**

We believe that every student should have the right to:-

- be included as a valued, responsible and equal member of the School along with all other students of the same age, having access to a common range of experiences
- have access to a broad, balanced curriculum with differentiated learning, which enables them to achieve their full potential
- have their views heard and their strengths and contributions recognised

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# Kingsmead School's Offer for Special/ Additional Educational Needs

**Type of School:** A rural mixed ability Academy with a fully comprehensive intake. It caters for the age range 11-16 and has over 850 day time students.

In order to enable parents/carers or young people themselves to gain an insight into how Kingsmead provides support for students with Additional Educational Needs (AEN/SEN) our offer is structured around a list of typical, frequently asked questions.

## 1. How does Kingsmead know if students need extra help?

A student may be identified as having an AEN at any stage during his/ her education. This may be a long term difficulty requiring continuing support or a short term difficulty requiring a specific intervention.

Definition of Additional Educational Needs (taken from Revised Code of Practice 2014):-

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

*(a) have a significantly greater difficulty in learning than the majority of others of the same age; or*

*(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

We gain information about a student's additional educational needs from a variety of different sources:-

- The Year 6 transition process
- An Education, Health and Care Plan (EHC plan)
- An officially recognised diagnosis requiring AEN provision
- Diagnostic tests for reading and spelling
- Involvement of Outside Agencies

- Kingsmead's own Assessment Framework
- Parental concerns
- Staff observations
- Standardised test scores
- Student self-referral

## 2. What should I do if I think my child may have additional educational needs?

If you think your child may have additional educational needs that have not previously been identified, then please contact the School and ask to make an appointment with:

The Assistant Headteacher—Inclusion (SENCo):  
**Morag Colley**

*e-mail: [contact@kingsmead-school.com](mailto:contact@kingsmead-school.com)*

*Telephone: 01984 623483*

*PA to the Assistant Headteacher—Inclusion:  
Pauline Branfield*

## 3. What provision is there at Kingsmead for students with AEN?

School staff will support individuals at a level appropriate to their needs through high quality teaching and differentiation within the classroom.

The AEN Department (SENCo and Teaching Assistants) aim to ensure the fullest possible, and most appropriate, access to the curriculum for our students identified as having AEN.

The area within the school where additional support is available, is known as the **Inclusion Centre**, comprising of three classrooms with kitchen facilities.

Students will be offered:-

- In class support
- Individual 1:1 tuition
- Personalised additional/ enriched curriculum opportunities
- Small group work (literacy/ numeracy/ pastoral)

all dependent upon individual need.

#### 4. How will I know what progress my child is making?

Individual progress for any student can be affected by a number of factors, meaning that it can vary from year to year highlighting the need for a graduated response. At Kingsmead we track each student's progress from the baseline information we collect in Year 7. All staff are therefore aware of the expected rates of achievement for each individual.

'Progress' does, of course, include success in non-academic areas such as Life Skills, and this is equally monitored and targeted.

In addition to the school's usual six weekly reporting process, students who are given **specific** additional support are provided with a **keyworker**. This will be a member of the AEN Team and they will be in regular contact with you, reviewing progress and negotiating targets on the Student's Support Plan. Together with the SENCo, they will advise teaching staff on strategies to support your child in mainstream classes and liaise with any outside agencies who may be involved.

*You will also be invited to:-*

- Annual Review meetings, for students with the highest needs, including those with EHC Plans (formerly known as Statements of Educational Needs)
- Interim progress meetings
- Meetings with outside agencies
- Parents evenings

- Specific meetings with other relevant members of staff
- Student Support Plan reviews

#### 5. How will the curriculum be matched to my child's needs?

Most students will follow the same curriculum as their peers, with teachers differentiating the lesson content to take into account the learning needs of individuals within their classes.

Teachers will liaise with other key members of staff:-

- SENCo
- Leader of Achievement/Leader of Learning
- Keyworker
- Tutor

to personalise participation and ensure progress.

Where students have more complex needs, the AEN Dept will devise an appropriate curriculum following discussions with:-

- You and your child
- Phase Leaders
- Leaders of Learning

#### 6. What support is available for my child's overall well-being?

All students are supported by their Phase Team:-

Years 7 & 8	Establishment
Years 9 & 10	Advancement
Year 11	Realisation

Your child will have the same tutor and Leader of Student Support throughout their five years with us.

Regular meetings are held and attended by the SENCo and **Team Leaders** from the AEN Dept. The Team Leaders (equivalent of Higher Level Teaching Assistant) have a specific responsibility for the following areas of need:-

- Cognition and Learning
- Communication and Interaction
- Sensory/ Physical
- Social, Mental or Emotional

At whole Phase meetings any concerns regarding individual students are discussed and appropriate support/ interventions suggested. Additional interventions may include:-

- Access to activities outside the classroom
- Access to the school nurse's Health Clinics
- Access to specialist outside agencies, as appropriate
- Behavioural support plans
- Counselling
- Lunchtime clubs
- Mentoring
- Reward systems

### First Aid

There is adequate training of staff, provision of first aid equipment and recording of any treatment. All medications given are fully logged.

### Medical Health Care Plans

Any student with a significant health condition will have an individual plan produced following consultations with all relevant agencies/ adults involved. This information will be available to all staff, with parental agreement, who will be mindful of it when considering the student's inclusion both in class and on any additional curriculum activities.

### Safeguarding/ Child Protection

Concerns (please refer to Kingsmead's Safeguarding Policy)

Should we receive any information regarding the welfare of one of our students, the situation will be investigated as fully as possible and

appropriate action taken. This may mean involving other outside agencies as the young person's welfare is of paramount importance.

## **7. What specialist services are available within, or accessible to, the school?**

Within the AEN Dept staff have expert knowledge in dyslexia, autistic spectrum conditions, speech and language disorders and physical/ sensory difficulties. The staff also have considerable experience supporting students with dyspraxia, dyscalculia, general learning difficulties and all aspects of social, emotional and behavioural problems.

Kingsmead has an experienced Parent and Family Support worker (PFSA) who provides on-going support for families across the transition from primary to secondary school.

Additional agencies supporting the school include:-

- Alternative Educational Provision, including Northfields Medical Tuition and Pupil Referral Units
- Careers Southwest
- Child and Adolescent Mental Health Services (CAMHs)
- Education Attendance Services
- Educational Psychologists
- Integrated Therapy Services including Occupational, Speech and Language Therapists, and Physiotherapy
- Local Authority Advisory Teachers – including Learning Support, Autistic Spectrum Disorders, English as an Additional Language (EAL) and vulnerable groups
- School Counsellor
- School Nurses

## **8. What training is made available to staff supporting students with AEN?**

Quality training for teaching students with AEN is essential. Kingsmead is constantly improving our on-going programme of whole school training to take into account the needs of new students and changes in legislation or recommended provision.

Training and detailed information is available to staff for the following:-

- Autistic Spectrum Conditions
- Dyslexia/ Specific Learning Difficulties
- EAL
- Hearing/ Visual/ Physical Impairment and Disabilities

There is also regular training for:-

- Behaviour Management
- Child Protection
- Differentiation
- First Aid, including asthma, use of Epipens and epilepsy awareness
- Quality/ Outstanding Teaching

Specific training for the AEN Team is needs led and may include:-

- Access Arrangements for Examinations
- Diagnostic Assessments
- ME/ Chronic Fatigue Support
- Self-harm
- Speech Therapy/ Language Development

## **9. How will I be involved in decision making and planning for my child's education?**

In addition to the opportunities mentioned previously, parents are invited to contact staff directly using the e-mail address on the school's website. We fully welcome parents to be involved in any decision making and there are additional opportunities to meet with staff on:-

- Open evenings
- Yr 6/7 transition evening
- Evening meetings with tutors/ subject teachers
- Yr 8/9 options evening
- Yr 10/11 taster sessions at local colleges during the school day
- Post 16 transition meetings
- College open evenings

## **10. How is the decision made about how much support my child needs?**

The decision making process is informed by the data and all additional information provided by everyone involved with your child. A personalised support plan is then produced based on a graduated programme of intervention. Targets are set and reviewed regularly. The amount of direct support provided will be needs led within available resources, with the aim being to maximise progress.

Those students who make good progress may only require *monitoring* by staff, whereas those with High Needs will most likely continue to have focused support across their five years at Kingsmead. When any significant changes to AEN provision occur, you will be automatically informed.

## **11. How will my child be included in activities outside the classroom, including school trips?**

Students with AEN are supported and encouraged to be fully involved in all aspects of school life. Individual arrangements are planned in advance to ensure they can be appropriately included on trips. For those unable to participate in the usual curriculum sporting activities, the opportunity to participate in the Local Authority's Disability Sports programme and competitions is actively encouraged.

## **12. How accessible is the school environment?**

Most areas of the school are accessible and we continue to improve our facilities by making the 'reasonable adjustments' necessary to accommodate all our students. Timetables and rooming can be adjusted to enable full access to the curriculum.

## **13. How are the school's resources allocated?**

As an academy, Kingsmead receives its school budget directly from the Education Funding Agency, rather than Somerset County Council.

Specific funding from this budget is allocated to support the AEN Dept. Applications are made to the Local Authority for additional funding for our High Needs students, (those with the most complex needs) who require the greatest level of support.

#### **14. How will the school support my child through the various transition processes?**

The SENCo and Team Leaders will liaise fully with the primary school to obtain a clear picture of your child's individual needs. We will attend their transition reviews in Year 6, meet with you and encourage additional visits to the school for both you and your child to become familiar with our environment and structure. Other services involved in your child's support (outside agencies/ PFSA where appropriate) will be consulted and a transition plan will be produced. All the teaching staff will be fully informed of your child's needs and any additional training will be provided.

A similar process occurs when thought is given to Post 16 pathways. Planning for this begins in Year 9 with a Careers Advisor making contact with you and your child to begin a discussion of possible placements/ courses available.

Staff from the appropriate colleges will be invited to attend Annual Reviews/ progress meetings and invitations will be extended for additional visits to their sites. On-going guidance from school staff continues throughout KS4, including support for tailor made work experience in Year 10. The new setting will have a detailed Transition Plan outlining your child's AEN and requirements.

#### **15. Who should I contact for further information?**

*Within school:-*

***Mrs Morag Colley, Assistant Headteacher—  
Inclusion***

*e-mail: [contact@kingsmead-school.com](mailto:contact@kingsmead-school.com)*

*Telephone: 01984 623483*

*PA: Pauline Branfield*

*Locally:-*

**Somerset Choices**

[www.somersetchoices.org.uk](http://www.somersetchoices.org.uk)

**Somerset Family Information Directory**

[www.somersetfid.co.uk](http://www.somersetfid.co.uk)

**Somerset Parent Carer Forum**

[www.somersetpcf.org.uk](http://www.somersetpcf.org.uk)