



KING SOLOMON

ACADEMY

Special Educational Needs and Disability Policy



Title	Personnel
Principal	Max Haimendorf
Chair of Governors	Ron Bellor
Designated Senior Person	Guy Rimmer
Deputy Designated Senior Person	Elizabeth Humphreys
Academic Year	2017-18
Ratification by the governing body	2017

1. Ark Schools

Introduction

1.1 Whilst all schools have statutory responsibilities for students with Special Educational Needs and Disabilities (SEND) as covered by the special educational needs and disabilities code of practice (DfE 00205 2013), we support our academies to go above and beyond this in four distinctive ways:

- Early identification.
- Forensic teaching.
- High impact intervention.
- Review and response.

Early Identification

Universal Screening

1.2. We ensure that every child joining an ARK Academy screened on entry. Children who this highlights as being below expected level or who are already on the SEN register based upon prior information from previous education settings will then be subject to further diagnostic assessment and observation from senior staff in order to identify the most effective support and guidance for teachers working with those pupils.

1.3 Children who are behind the expected levels in English and mathematics are not automatically designated as having Special Educational Needs but are provided with the teaching they need to make the progress required. It is only after a persistent problem that requires additional support has been identified that a child may be said to have SEN.

On-going identification

1.4 Our academies are data rich environments and the frequent and systematic data collection for core subjects is used to monitor the academic progress of every child and highlight both emerging issues and the impact of any intervention. The weekly review of behaviour data highlights where students are displaying behavioural problems.

Forensic Teaching

1.5. Our teachers are trained to understand the needs of each child in their class so that they can plan to meet those needs appropriately. For children with identified SEND this can mean adapting their teaching to ensure rapid catch up or in some cases simply ensuring that the child can access the curriculum fully.

1.6. We prioritise this training and have designed specific modules for every teacher from those on our initial teacher training programme, through middle and senior leadership programmes. Our inclusion team provide bespoke whole school training to ensure that all teachers are able to meet the needs of the children in their classes. This includes teaching reading and writing, techniques for meeting the needs of dyslexic and autistic children, de-escalating challenging behaviour and creating communication friendly classrooms.

High Impact Intervention

- 1.7.** When a problem is highlighted our academies implement and review the most appropriate intervention for each individual pupil. These range from adapted teaching techniques in the mainstream classroom to specific interventions to support pupils with particular learning needs. We train school staff in a number of interventions that have been proven to have the most significant impact across our network and further afield in addressing commonly encountered special educational needs.

Review and Response

- 1.8** Support for all students is coordinated using the graduated response model outlined within the SEN policy. If a pupil receives additional support from school staff or external agencies then this is measured and reviewed using the following cycle:

- Baseline assessment (Assess)
- Target setting (Plan)
- Targeted support (Do)
- Review and evaluation (Review)

2. King Solomon Academy

Definitions and Descriptions

- 2.1** King Solomon Academy recognises the definition of special educational needs (SEN) that is found in the *Special educational needs and disability code of practice*, the statutory guidance published in January 2015.
- 2.2** Within the code of practice (COP), it states that *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 him or her. And, in addition a child of compulsory school age or a young person has a learning difficulty or disability if he or she:*
- has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- 2.3** Children's SEN are generally thought of in the following four broad areas of need and support:
- Communication and Interaction
 - Cognition and Learning
 - Social, emotional and mental health
 - Sensory and/or physical needs

Broad areas of need	Overview (extracts taken from <i>Special educational needs and disability code of practice, January 2015</i>)
Communication and interaction	<p>Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>
Cognition and learning	<p>Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties and a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This can include dyslexia, dyscalculia and dyspraxia.</p>
Social, emotional and mental health	<p>Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p> <p><i>[More information about how King Solomon Academy works to support pupils with social, emotional and mental health difficulties, including how the impact of any disruptive behaviour will be managed so that it does not adversely affect other pupils can be found within the academy behaviour policy.]</i></p>
Sensory and/or physical needs	<p>Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties</p> <p>Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p>

2.4 For some pupils, it may be necessary to implement special educational provision as a result of a medical condition which means that they have significantly greater difficulty than their peers in accessing learning. Where a medical condition is the sole impediment to a pupil accessing learning in a typical manner, oversight of the implementation of their individual healthcare plan will be overseen by the Head of Pastoral Care at the academy, whereas for pupils with more complex needs which include special educational needs as well as a medical condition, their oversight of their provision will be led by the academy SENCO and King Solomon Academy operates in accordance with the *Ark schools policy for support pupils with medical conditions(2014)* which is available on the academy website

Access and Admissions

2.5 The academy also takes significant steps to ensure the fair and effective admission and education of pupils with disabilities:

Information Type	Description
Arrangements for admission of disabled pupils	For parents interested in securing a place at King Solomon Academy for their child, the academy will host pre-application and/or pre-admission visits in order to support parents in making an informed choice, to support the academy in making informed plans for meeting the needs of the pupil and to support the pupil in familiarising themselves with the academy
Steps taken to prevent disabled children being treated less favourably than others	With the consent of the pupil and/or their parents, the academy would take steps through staff training, briefings, lessons and assemblies to make sure staff and pupils were appropriately aware of the needs of the incoming pupil. In addition, an awareness of the needs of any pupil with a disability would be factored into the planning and risk assessing of all academy activities (including lesson activities, play, assessments, events and trips) to ensure the opportunity for full participation.
The facilities provided to assist access of disabled children	All entrances to the building are step free and that there is left access to all floors in all buildings as well as a number of refuge spots and alarms in case of emergency. In addition, Personal Emergency Evacuation Plans (PEEPs) are implanted for all pupils and adults with physical impairments
The accessibility plan	The academy has in place an accessibility plan and accessibility policy which promotes equality of opportunity between disabled and non-disabled persons, eliminates discrimination against and harassment of disabled persons that is related to their impairments and which promotes positive attitudes towards disabled people. Both the plan and the policy encourages participation by disabled persons in the life of the academy and ensures steps are taken on account of a disabled person's impairments, even where that involves treating the disabled person more favourably than others.

2.6 King Solomon Academy is a non-denominational, non-selective school for local children. As an outstanding school, King Solomon Academy is often a popular choice for parents of pupils with special educational needs. The academy is also heavily oversubscribed. The admissions criteria, agreed through consultation, state that if the academy is oversubscribed, priority will be given to students with statements of special educational needs or education, health and care plans. The remaining places will then be offered in the following order of priority:

- children who are in public care
- children who have a sibling who already attends the school and who will continue to do so on the date of admission (for this purpose "sibling" means a whole, half or step-brother or step-sister resident at the same address);
- children who live closest to the school, using a straight line distance from the main entrance of the academy to the main entrance to the child's home.

2.7 For pupils with special educational needs but without a statement or EHC plan, the academy will consider their application for placement via the means of the general admissions criteria detailed above and which are managed by the Westminster School Admissions Service. However, where a pupil has a statement for SEN or an EHC plan, the academy will seek offer them a place via the tri-borough SEN consultation process unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the pupil, and/or
- the attendance of the pupil would be incompatible with the efficient education of others, or the efficient use of resources, and
- there are no reasonable steps that could be taken to prevent that incompatibility

2.8 King Solomon Academy recognises that there may be a range of reasons why it may not always be possible to take reasonable steps to prevent a mainstream placement for a pupil with special education needs from being incompatible with the efficient education of others – for example, where the child or young person's behaviour systematically, persistently or significantly threatens the safety and/or impedes the learning of others.

Education, Health and Care Plans

2.9 King Solomon Academy utilises the graduated approach model outlined further below to identify and support pupils with SEN and recognises that for some pupils with SEN, the resources at the academy alone are not always sufficient to meet their needs and as a result works closely with other agencies in order to ensure the most effective provision is in place for every pupil. In some instances, this may lead to the school requesting an education, health and care needs assessment for a pupil from the local authority which may lead to that pupil being in receipt of an Education, Health and Care Plan (EHC Plan).

2.10 The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the pupil, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. Being in receipt of an EHC Plan can lead to a number of possible outcomes for the pupil involved:

- Funding being provided to support the pupil in achieving key outcomes in relation to their education or personal development or healthcare goals
- Accessing specialists in particular areas of education or healthcare provision who can provide advice, guidance, therapy or training
- Securing an alternative placement for a pupil in a more specialist provision

2.11 It is important to note that an EHC needs assessment will not always lead to the issuing of an education, health and care plan however the local authority must notify the academy and the parents of the child in question within six weeks of the request for an assessment if the assessment will be conducted or not. If the local authority does agree to the needs assessment taking place, it must be completed and the draft EHC plan implemented within twenty weeks of the initial application for the needs assessment.

2.12 In considering whether or not to pursue an EHC needs assessment, the local authority will be looking for evidence that the academy has taken relevant and purposeful action to identify, assess and meet the special educational needs of the pupil in question which should be a reflection of the implementation of the graduated response model previously undertaken by the academy.

In order to be confident that the local authority will grant the request for an EHC needs assessment, the academy must be in a position to present evidence of the following:

- The nature, extent and impact on learning of pupil's special educational need(s)
- Concerning levels of attainment or rates of progress compared to national expectations and immediate peer group
- The impact of the interventions and support already provided by the academy
- Evidence regarding the extent to which any progress that has been made has only been as the result of much additional intervention and support over and above that which is usually provided
- The physical, social and/or emotional development of the pupil and any intervention or support required in relation to these areas

2.13 It is not only the academy which is able to request that the local authority undertakes an EHC needs assessment regarding a pupil, families can also make such a request directly to the local authority and can receive advice and guidance from the academy about this if they wish to.

Graduated response model

2.14 Within the graduated response model for identifying and supporting pupils with special educational needs, King Solomon Academy recognises the importance of early identification, especially within EYFS. Further detail around the implementation of the graduated response model can be found below:

Assess:

King Solomon Academy assesses the skills and levels of attainment of all pupils on entry and continues to systematically review their progress, attainment ability to access teaching and learning opportunities.

Where a pupil is found to be below expected levels, or where their progress gives cause for concern, this does not necessarily indicate that a child has SEN however where there are concerns, teachers and education support staff will consider all of the information available to them about the child's learning or development (including current and prior attainment data and classroom observation), in order to plan for and secure the regular provision of effectively differentiated quality first teaching.

In order to do this, teachers and education support staff will seek support from senior staff at the academy such as the relevant head of year, head of key stage or head of department before agreeing with one of them to seek further support and guidance from the relevant special educational needs co-ordinator (SENCO).

Review:

The interventions and support provided should be under constant review with teachers, education support staff, the relevant SENCO and curriculum leaders discussing and agreeing action steps each week.

At the point of the agreed review date, the IEP should be formally reviewed with parental input.

Such a review could lead to one or more of the following outcomes:

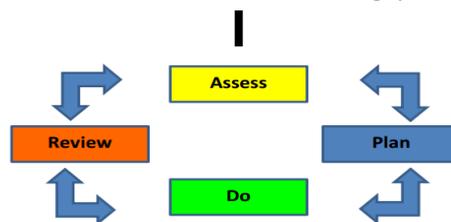
- End, continue or slightly amend the IEP with a new review date
- Submit an application for contingency funding to the LA to sustain or enhance the provision
- Submit an application for an education, health and care needs assessment

In cases where a pupil has an existing EHC plan or statement, the academy will make arrangements with the local authority to hold annual reviews



All staff should be seeking to identify pupils with progress that:

- *Is significantly slower than that of peers with the same baseline*
- *Fails to match their own previous rate of progress*
- *Fails to close the attainment gap*



Where it is decided to provide a pupil with SEN support, the parents must be formally notified and invited to contribute to the writing of the individual education plan and consulted on any decision to withdraw a pupil from a curriculum area



Plan:

Where the input of the academy SENCO and attempts to secure quality first teaching have not addressed the initial concerns, the academy SENCO may arrange the provision of SEN support **and/or** the input of specialist providers such as therapists, outreach workers or counsellors, including the head of pastoral care at the academy if it was felt there might be a domestic issue contributing the presenting behaviour.

As a result of the steps above, the SEN support required by the pupil would be documented in an **individual learning plan (ILP)** which should include:

- Aspirations for the next key stage
- Related intended outcomes
- Interventions and support related to each intended outcome
- The expected impact on progress
- A date for review
- Directions to the full SEN policy

Do:

All teachers and education support staff that work with the pupil should be made aware of their needs and the details of their ILP, including where the interventions and support required for any specific outcome(s) are teaching strategies or approaches that are required. Teachers and education support staff, as well as senior staff with responsibility for teaching and learning must ensure that such strategies and approaches are implemented and that where necessary, support and guidance regarding their implementation is sought-out from the relevant SENCO.

Teachers (or key workers in EYFS) will remain responsible and accountable for the progress and development of the pupils in their class, even when pupils are accessing support from education support staff or specialist staff in order to progress within the curriculum area. Teachers will only cease to be responsible and accountable for pupil progress in the event that it is decided that the pupil will no longer pursue the relevant curriculum subject or topic.

- 2.15** EHC plans must specify outcomes sought for the pupil that if achieved will enable them to make progress in their learning, and as they get older, to be well prepared for adult life. As such, when drafting ILPs, the academy will seek to refer to aspirations for the pupil at the end of the relevant key stage when agreeing intended outcomes and these outcomes could also relate to the enabling of positive social relationships and emotional resilience. An outcome can be defined as the benefit or difference made to an individual as a result of support or intervention provided.
- 2.16** As a result of the focus on preparing pupils for adult life, all review meetings at King Solomon Academy (including IEP reviews and annual reviews of EHC plans and statements) for pupils in Year 9 and older will include input from the university and careers officer at the academy and will include discussion of 14-19 placements at university technical colleges, local further education institutions and temporary work experience opportunities.
- 2.17** If any family wished to gain independent advice and guidance regarding the identification of SEN, the support available to SEN pupils, the application and assessment process for EHC plans or other services to support SEN pupils and their families, they can review the [Local Offer](#) or contact the Westminster Information Advice Support Service directly via email: iass@westminster.gov.uk

SEN Information Report

- 2.18** King Solomon Academy recognises the necessity of publishing an information report summarising the details of the SEN provision available and to cooperate with the local authority in drawing-up and reviewing the local offer. As such, King Solomon Academy includes its information report below within this document and makes it available online: <http://kingsolomonacademy.org/about-us/academy-policies>

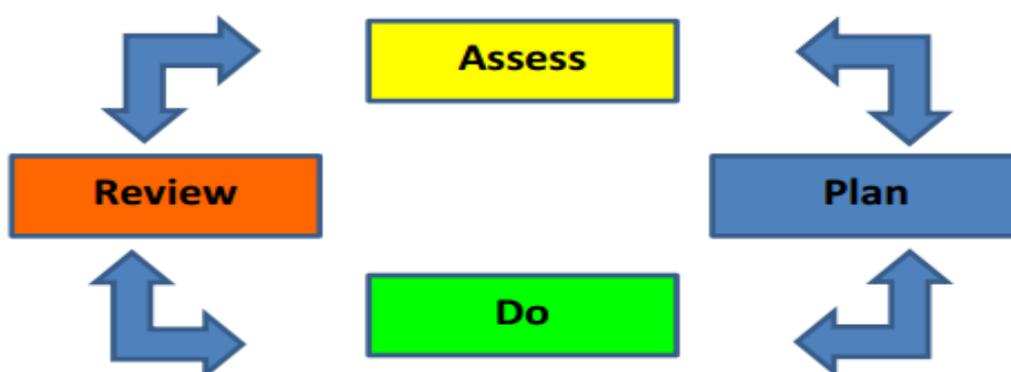
King Solomon Academy SEN information Report

As a non-selective comprehensive, King Solomon Academy's funding agreement, admissions criteria and ethos is that of a totally inclusive school. It is an all-through school educating pupils aged three to eighteen, including a significant number who have special educational needs

- 1. How are children at King Solomon Academy monitored, assessed and identified as being in need of additional provision or having Special Educational needs?**
 - a. All pupils when joining the academy are assessed to identify their current skills and levels of attainment, building on information gained from previous settings where relevant and appropriate
 - b. At King Solomon Academy, all pupils learn within either a termly or half-termly formal assessment cycle (depending on their age) where the progress of all children is monitored and reviewed across all areas of the curriculum
 - c. In between these formal assessment points, teachers and education support staff regularly monitor and assess the learning pupils undertake and meet on a weekly basis

with senior colleagues to discuss any emerging concerns they must have about the progress and development of a particular people and to plan appropriate actions

- d. The academy utilises the graduated approach model described within the *Special educational needs and disability code of practice* (January 2015) which draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people



More information regarding how the graduated response model is implemented at King Solomon Academy can be found within the SEN policy

- e. Parents who have a specific concern that their child might be in need of additional provision of having a special educational need, they can discuss this with the relevant class teacher or speak to the school office to arrange an appointment to meet with one of the academy special educational needs coordinators (SENCOs)

2. How does King Solomon Academy assess the progress of pupils with SEN?

- a. Annual review meetings occur each year for children who have a statement of Special Educational needs or an EHC Plan (Education and Health Care plan)
- b. Individual learning plan (ILP) review meetings occur on a termly basis for all pupils with special educational needs who are subject to an ILP
- c. Specific reviews of the progress and attainment of pupils with special educational needs occur as an integral part of termly or half-termly (age dependent) formal assessment cycle, including termly parent reports and parent meetings
- d. The progress of pupils with speech, language and communication needs (SLCN) is assessed and reviewed in collaboration with the onsite speech and language therapist
- e. Additional assessments are put in place (carried out by specialists if required) following these meetings should a need arise

3. What expertise and training do teachers and education support staff at King Solomon Academy have access to in order to meet the needs of special needs children?

- a. Onsite speech and language therapist
- b. Elkan Speech and Language training programme for education support staff
- c. Onsite therapeutic provision delivered by Place 2Be
- d. Westminster ASD outreach and support services
- e. Westminster Education Psychology outreach and support services
- f. Westminster Speech and Language outreach and support services
- g. School nursing service
- h. Weekly coaching support from senior staff regarding teaching & learning strategies

4. What facilities and equipment are available for pupils with special educational needs?

- a. The school has a lift to support with mobility
- b. A make-shift sensory area
- c. Some tablets loaded with relevant and specific educational programs
- d. Sloped handwriting desk-top boards

The needs for further, pupil-specific resources are assessed on an individual basis. As such, some pupils have access to items and equipment such as tangles, pencil grips, sand-timers, ear-defenders and distraction tasks when required

5. How is the need for access arrangements identified and implemented for pupils with SEN?

Teachers and parents can suggest the need for a pupil to be assessed in relation to access arrangements by speaking with the academy SENCO or Vice-Principal. The SENCO will oversee the assessment and application process before ensuring the exams officer implements arrangements.

6. How does King Solomon Academy ensure it has a curriculum which is matched to the needs of all of its pupils, especially those with special educational needs?

- a. The mission of King Solomon Academy is to provide a rigorous and transformational education which prepares all pupils for success and university and beyond as such provides a curriculum that is university preparatory
- b. Our first priority at King Solomon Academy is that we build a foundation in literacy and numeracy, as this provides a gateway to all other learning. In order to achieve this, our pupils learn literacy and numeracy for the majority of each day with this amount decreasing as they get older and begin to learn additional subjects such as sciences, humanities, music and modern foreign languages. As a result, each of our pupils learns to read, write and work with numbers confidently from an early age
- c. As a small school, the curriculum offer for secondary school-aged pupils at King Solomon Academy is somewhat narrower than many schools as the academy prioritises and pursues curriculum subjects which facilitate progress towards academic A-Levels and admissions to selective universities and therefore does not offer a vocational pathway

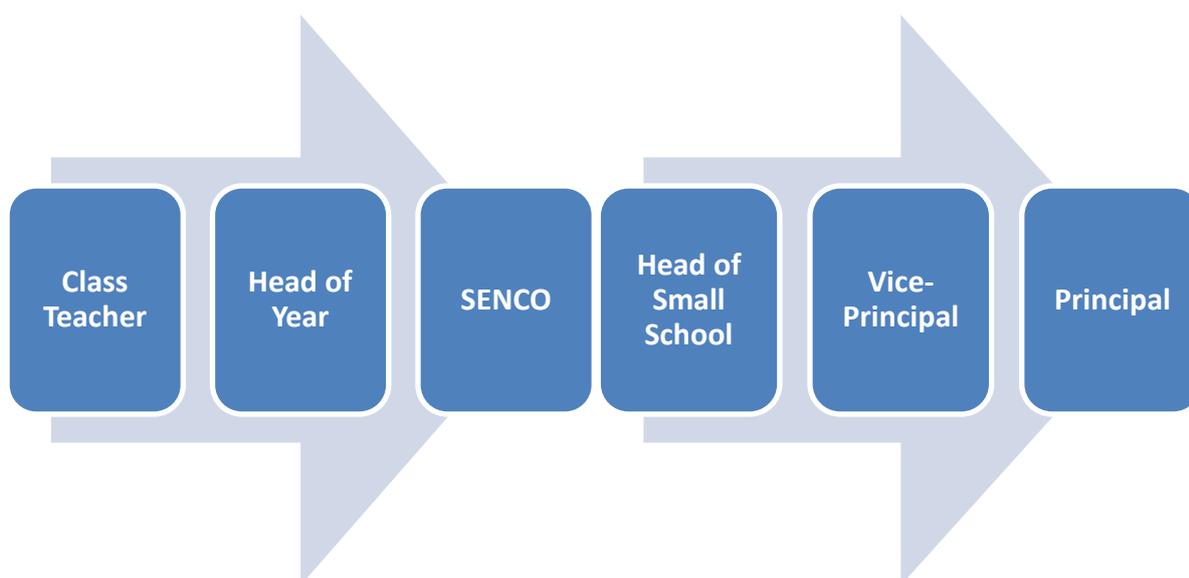
- d. For pupils with special educational needs, the academy supports them in accessing an academic curriculum and subject offer through effective in-class differentiation, the provision of education support staff where funding allows and the provision of a smaller class size during key stage four where possible
- e. King Solomon Academy recognises that quality first teaching is the critical first wave of securing compatibility with its curriculum and the special educational needs of pupils and all teachers at KSA are responsible for the progress of pupils with SEN in their class
- f. In addition to quality first teaching, a range of out-of-class interventions (often referred to as Wave 2) and specialist interventions (wave three) are arranged for SEN pupils

7. What role can the parents of children with special educational needs play?

- a. Share concerns regarding pupil progress or SEN provision with teachers or with the SENCO as soon as possible
- b. Attend review meetings on a termly basis, including the annual review meeting for pupils with EHC plans or a statement, ready to contribute observations and aspirations relating to pupil progress and SEN provision
- c. Attend meetings with professionals when requested (such as therapists, psychologists, health care professionals and key workers) and implement any agreed actions relating to the support needed by the child in question

8. If I have a concern about the provision for my child, I am unhappy or would like to make a complaint, how do I do this?

Such concerns are always best initially raised with the adults who know the child and their family best and then escalated in the following manner if further clarification, information or action is believed to be required



9. Who is the Special Educational Needs Co-ordinator (SENCO) and how can I contact them?

Mr Rimmer (Vice-Principal) has overall responsibility for SEN provision across the academy and appointments to meet with him can be made via the front office. However, your first point of contact should be the relevant SENCO or Deputy SENCO which currently is either Ms Guest (Primary) or Ms Idowu (Secondary). Again, they can be contacted via the front office by calling 0207 563 6900 or emailing office@kingsolomonacademy.org

10. What support services outside of school are available for parents of children with special educational needs and how can I contact them?

- a. The Westminster Information Advice Support Service regarding SEN provision can be contacted via email: iass@westminster.gov.uk
- b. The local offer which details the support services outside of the school which are available in Westminster can be found online: <https://www.westminster.gov.uk/local-offer>
- c. Tri-borough SEN services can be contacted directly and the special educational needs team is based at **The Town Hall, 2nd Floor, Green Zone, Hornton Street, W8 7NX** and can be contacted by telephone on 0207 361 3311