



# SEN information report

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Date of next review:	September 2023	Owner:	Education Directors
Type of policy:	<input type="checkbox"/> Network-wide <input type="checkbox"/> Schools-wide <input type="checkbox"/> Set for School <input checked="" type="checkbox"/> Tailored by school <input type="checkbox"/> Central Only	Approval:	Management Team
School:	King Solomon Academy	Key Contact Name:	Nick Walters
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## ARK LIBRARY COMPONENT

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Special Educational Needs and Disabilities (SEND)

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## 1. Contact information

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Elizabeth Idowu	Secondary SENCO	<a href="mailto:e.idowu@kingsolomonacademy.org">e.idowu@kingsolomonacademy.org</a>
Polly Swindells	Primary SENCO	<a href="mailto:p.swindells@kingsolomonacademy.org">p.swindells@kingsolomonacademy.org</a>
Bi-borough service in the Local Authority	Local SEN offer	<a href="mailto:Kay.Stammers@rbkc.gov.uk">Kay.Stammers@rbkc.gov.uk</a>

## 2. The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and Learning, for example, literacy difficulties
- Social, Emotional and Mental Health difficulties, for example, children with adverse childhood experiences ('ACEs')
- Physical and/or Sensory needs, for example, visual impairments, hearing impairments

## 3. Identifying pupils with SEN and assessing their needs

- The **School's SEN Register** is a live document. All school staff follow the **Assess – Plan – Do – Review** cycle of support for children with additional needs.
- Upon entry to the school, every child undertakes baseline assessments appropriate to their chronological age and informed by parental and school reports where applicable
- Parents are invited to share any significant early experiences of their child which may have an impact on the child's learning and wellbeing (e.g. difficult birth, early trauma, GP referrals)
- Where concerns arise from parents and or teachers, a **Special Educational Needs Referral Form** is completed to record professional concerns and universal (Wave 1) strategies already being deployed. This referral database is reviewed weekly by Inclusion leaders.
- School staff share their concerns with **parents**. Meeting notes are recorded on **Impero Edaware** software where appropriate
- Inclusion leaders observe and assess the child. Wave 1-3 strategies are agreed in line with the **SEN Referral Actions Flowchart** and the **KSA SEN Offer**
- Where appropriate, the child may be added immediately *or* following an agreed monitoring period to the **School's SEN Register**
- Targeted (Wave 2) and Specialist (Wave 3) strategies are agreed, actioned and recorded on the School's SEN Register. The child may be referred to external agencies, for example, the Child Development Clinic
- A **Learning Plan** is created for children receiving Targeted and or Specialist interventions on Provision Map software platform

- A **Pupil Passport** is created on Provision Map software platform to capture the pupil's personal profile of strengths, difficulties and strategies to support them
- The child's progress is reviewed half termly by school staff with support and advice from the Inclusion leadership team
- The child's progress is shared with parents in an extended meetings at Parents' Evening twice a year and more often where appropriate

#### 4. Consulting and involving pupils and parents

- King Solomon Academy puts pupil and parent voice at the heart of inclusion policy and practice
- King Solomon Academy prioritises early discussions with parents to share concerns arising from a child with identified additional needs in school. Follow up steps are agreed together (for example, a referral to NHS Early Years Speech and Language Service)
- All parents are invited to our half termly **Listen and Share Group**. This is a parent led group to meet parents of other pupils with additional needs, share experiences and signpost each other to helpful sources of support.
- All parents are invited to weekly **Coffee Mornings** on a range of themes, including inclusion every term.
- **SEN Pupil Voice** groups meet termly to share pupil experiences and feed back to Inclusion leaders to inform Senior Leadership Team policies and systems for the school
- A child's targets and interventions are shared with parents and recorded on school database
- Where a child is added to the School SEN Register, the parents are notified formally in a letter following a parent-teacher meeting
- Every pupil's progress is fully shared during an extended meeting at Parents' Evenings
- Inclusion leaders are always available for 1:1 consultations with parents to discuss a child's learning and wellbeing.
- Inclusion leaders attend parental consultations with external specialists, for example, Local Authority Educational Psychologists.

#### 5. Assessing and reviewing pupils' progress towards outcomes

- Inclusion leaders follow the four-part cycle of **Assess – Plan – Do – Review**.
- **ASSESS**: Children are assessed termly in ongoing formative and summative assessments to measure attainment levels and progress
- **PLAN**: We begin with an emphasis on high quality Wave 1 (universal) teaching and learning strategies to support every pupil in the classroom. Where a child is identified as having significant additional needs, appropriate targeted (Wave 2) or specialist (Wave 3) strategies and interventions are agreed following the SEN Referral Actions Flowchart. Each child with targeted and or specialist interventions has personalised targets recorded on Provision Map software.
- **DO**: Interventions are monitored by senior leaders weekly in Line Management meetings and weekly coaching drop-ins
- **REVIEW**: Targets are reviewed and updated termly by school staff, supported by all senior leaders

#### 6. Supporting pupils moving between phases and preparing for adulthood

##### All-through

- As an all-through school from **age 2 to 18**, King Solomon Academy is uniquely well placed to prepare children and young people moving between phases and preparing for adulthood

### **Early Years and Primary**

- All new pupils to Early Years and Foundation Stage benefit from a 1:1 (virtual) Home Visit from school staff to learn about the child's life journey to date
- Every summer term, all primary class teachers prepare detailed handover documents, overseen and supported by senior leaders. Children with additional needs are prioritised.
- The handover map forms part of detailed **handover meetings** between staff
- Where a child has additional needs identified, appropriate Inclusion and or Senior leaders attend to support further (for example, where a child has an Education, Health and Care Plan)
- Pupils requiring additional support when preparing for any transition have access to social stories and 1:1 or small group visits to a new classroom
- Parent meetings are planned for children with additional needs to help prepare the family for a transition
- For pupils transitioning from Year 4 to Year 5 across our two sites, a range of transition activities are planned for pupils to get to know the new site and staff

### **Secondary**

- For pupils transitioning from Year 6 to Year 7, a Transition Academy week is planned for pupils to acclimatise to Secondary school on Older Years Site
- For pupils transitioning from Year 9 to Year 10, all pupils participate in an Upper School Practice Day and appropriate additional transition meetings take place for pupils, families and staff
- For pupils transitioning from Year 11 to King Solomon Academy 6<sup>th</sup> Form, appropriate transition meetings take place for pupils, families and staff
- Where a child has additional needs identified, appropriate Inclusion and or Senior leaders attend to support further (for example, where a child has an Education, Health and Care Plan)
- Pupils requiring additional support when preparing for any transition have access to social stories / 1:1 / small group visits to a new classroom
- For pupils preparing to continue their education and or training not at King Solomon Academy, pupils and families have planning meetings with senior leaders and the School's Head of Careers
- All pupils in Upper School and Sixth Form have advice, support and meetings to plan for Further and or Higher Education that embody the School's ambitious and aspirational ethos

## **7. Our approach to teaching pupils with SEN**

- All teaching for pupils with additional needs follows the four-part cycle of **Assess – Plan – Do – Review**.
- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High quality teaching with universal (Wave 1) strategies is King Solomon Academy's first step in responding to all pupils, including those with additional needs.
- Pupil work is planned, shared and agreed at weekly Intellectual Preparation meetings of year team teachers.
- Teachers share the progress of their pupils at weekly Line Management meetings. Leaders advise, coach and support teachers, holding them to account for all pupils' progress and wellbeing.
- For pupils with additional needs, King Solomon Academy shares its **SEN Offer** with staff and parents via its website:

### Special Educational Needs Offer 22-23

Offer	Communication & Interaction	Cognition & Learning	Social, Emotional and Mental Health	Physical and Sensory
<b>Wave 1: universal offer</b> (See <a href="#">SEND Wave 1 WTD and SEND Descriptors and Strategies</a> for more detailed guidance)	<ul style="list-style-type: none"> <li>Visual timetables</li> <li>Clear 1-3 step instructions</li> <li>Economy of language</li> <li>Communicate in Print visuals</li> <li>Social skills pre-teaching</li> </ul>	<ul style="list-style-type: none"> <li>Accessible Do Now</li> <li>Planned Cold Calling</li> <li>Well Worn Path prioritisation</li> <li>Scaffolding resources</li> <li>Sentence starters</li> <li>Vocabulary banks</li> <li>Visuals to support text</li> </ul>	<ul style="list-style-type: none"> <li>Soft start, Morning Meeting and Dismissal</li> <li>Zones of Regulation check-ins and reflections</li> <li>Emotion coaching</li> <li>1:1 Check for Understanding</li> <li>Targeted Praise and 7:1 ratio</li> <li>Circle Time (in primary)</li> <li>Classroom responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Seating plans</li> <li>Movement breaks</li> <li>Use of manipulatives</li> <li>EYFS outdoor &amp; Forest School provision</li> </ul>
<b>Wave 2: targeted offer</b>	<ul style="list-style-type: none"> <li>EYFS/KS1 Talk Boost groups</li> <li>Bucket listening and attention interventions</li> <li>School Speech and Language consultation</li> <li>Individual visual timetable</li> <li>Social Communication intervention groups</li> <li>Parent advice and coaching</li> </ul>	<ul style="list-style-type: none"> <li>Nurture Groups</li> <li>Reading interventions</li> <li>Maths interventions</li> <li>Handwriting interventions</li> <li>Touch typing intervention</li> <li>Homework help</li> </ul>	<ul style="list-style-type: none"> <li>Additional teacher/staff check ins</li> <li>Praise book</li> <li>Personal monitor jobs</li> <li>Gardening Group</li> <li>Place 2 Be drop-in</li> <li>6<sup>th</sup> form Mentoring</li> <li>Amended behaviour system e.g. primary use of SEMH mini mountains and 'Way to A' in secondary</li> <li>CiP individual social stories</li> </ul>	<ul style="list-style-type: none"> <li>Movement breaks</li> <li>Specialist equipment e.g. fidget toys/cushions</li> <li>Pet Therapy</li> <li>Seating plans</li> <li>Resources adaptations</li> <li>Additional access to technology</li> </ul>
<b>Wave 3: specialist offer</b>	<ul style="list-style-type: none"> <li>NHS Speech and Language referral (Early Years)</li> <li>ASD referral and support from Westminster</li> <li>School Speech and Language therapy</li> <li>Occupational Therapy</li> </ul>	<ul style="list-style-type: none"> <li>Education Psychologist consultation and review</li> </ul>	<ul style="list-style-type: none"> <li>Specialist equipment e.g. fidget toys/cushions</li> <li>Parent advice and coaching</li> <li>Early Help referral</li> <li>CAMHS referral</li> <li>West London Zone group</li> <li>Place 2 Be regular therapy</li> <li>MIND group</li> <li>Future Men group (Y6-Y7 transition)</li> <li>Intervention Team Primary referral</li> <li>Use of Alternative Provision e.g. at Pears Family School referral</li> </ul>	<ul style="list-style-type: none"> <li>Visual Impairment referral</li> <li>Audiology Impairment referral</li> <li>GP referral</li> <li>School Nurse referral</li> </ul>
<i>Child Development Service referral            SENIF and EHCNA Applications</i>				

Need more info? Refer to [KSA SEND Referral 21-22 for SEND Actions Flowchart](#) or contact Nick Walters (All-through), Polly Swindells (Primary) or Elizabeth Idowu (Secondary)

- All pupils with multiple targeted (Wave 2) and specialist (Wave 3) interventions have a Learning Plan recorded on School tracking databases
- Each pupil has personalised targets, reviewed termly by school staff and supported by Inclusion leaders
- School staff delivering interventions are developed through ongoing coaching drop-ins, Learning Walks and weekly Professional Development training
- External specialists (for example, Education Psychologists) share reports and recommendations with Inclusion leaders, teachers and parents
- Pupils' targets are reviewed and updated termly

## 7.1. Adaptations to the curriculum and learning environment

- Teachers make appropriate adaptations to differentiate learning to ensure all pupils can access lesson content
- Teachers meet weekly for **Intellectual Preparation**, led by Year / Subject Leads and supported by Senior Leaders to plan and prepare lesson content
- Staffing is considered in planning to ensure we maximise effectiveness of deployment of adults.
- Primary learning environments contain Working Walls, subject displays and visual prompts to support all pupils
- For pupils with additional needs, resources will be personalised (for example, with a visual timetable / enlarged font / visual supports, writing lines)
- Teaching will be differentiated to prepare pupils inclusively for new content, for example, by pre-teaching key vocabulary / Phonics groups

## 7.2. Additional support for learning

### Early Years and Primary

- Primary KSA employs a number of support staff who form part of the **Inclusion Team**, led by the Head of Inclusion
- **Early Years Practitioners** work with pupils in KSA Nursery. Designated members of the Early Years Team support pupils with identified additional needs and are led by the Head of Early Years
- **Learning Support Assistants** work with pupils in small groups and 1:1 basis to deliver targeted (Wave 2) and or specialist (Wave 3) pupils in collaboration with external agencies (for example, Speech and Language therapists)
- **Tutor Fellows** are recent graduates aspiring to teach or pursue a career in education and support teachers further with interventions, for example, 1:1 reading and SEMH check-ins with pupils

### Secondary

- Secondary KSA employs a number of additional **Tutor Fellows** who form part of the Secondary SEN Team, led by the Secondary SENCO
- Tutor Fellows work across Secondary to support pupils with additional needs
- There is one **SEN Teacher** in the secondary school who supports the SENCO in delivering high quality personalised interventions to support high needs secondary pupils.

## 7.3. Expertise and training of staff

- All school staff take part in weekly Professional Development sessions
- All school staff take part in weekly Year / Subject Team Meetings to discuss the progress and wellbeing of relevant pupils
- Senior leaders plan for Professional Development sessions to cover the full curriculum, especially identified priorities, for example, reading
- Support staff take part in regular team meetings with Inclusion leaders to develop their expertise and proficiency in working with pupils
- Support staff have termly 1:1 Line Management meetings with Inclusion leaders

- Primary Support staff have half termly coaching drop-ins from Inclusion leaders with agreed shared targets and priorities
- External specialists meet for supervisions with Inclusion leads to plan training, for example on attachment awareness
- External specialists meet with teachers for SEN consultations where appropriate, for example in Educational Psychologist meetings

#### **7.4. Securing equipment and facilities**

- Health and Safety is monitored daily by Senior leaders
- Both Younger Years Site and Older Years Site have a dedicated Premises team to carry out repairs and adaptations to spaces, for example, installations of ramps for wheelchair users
- Where pupils require additional specialist equipment, Inclusion leaders work with the Occupational Therapy Service and or NHS Physiology Service to plan, purchase and install required equipment, for example, hoists
- Funding for specialist equipment is agreed between the Head of Inclusion and SEN Managers at the Local Authority

### **8. Evaluating the effectiveness of SEN provision**

King Solomon Academy evaluates the effectiveness of SEN provision via:

- Baseline assessments for pupils
- Termly reviews of targets for pupils
- Termly reviews of interventions and pupil targets on Provision Map software
- Formal Annual Reviews for pupils with Education, Health and Care Plans (EHCPs)
- Development and Monitoring Visits from Ark Leaders, for example the Ark Head of Inclusion and Regional Director feedback
- Advice and feedback from Local Authority Managers and leaders, for example Bi-Borough Head of Inclusion and Principal SEN Manager
- Feedback and agreed actions on the Ark Self-Evaluation Tool and arising Action Plan

### **9. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

- All King Solomon Academy extra-curricular activities and school visits are available to all our pupils, including our Breakfast Club and After School Club provisions
- All pupils attend school trips and overnight residentials in Primary and Secondary school
- All pupils are encouraged to take part in Sports Days, plays and special events
- Where appropriate, activities are adapted to include pupils with additional needs, for example, for wheelchair users
- No pupil is *ever* excluded from taking part in these activities because of their SEN or disability

### **10. Support for improving emotional and social development**

King Solomon Academy seeks to embody our four Values of *Aim High, Work Together, Be Kind* and *Lead the Way* in all aspects of its culture. We prioritise the social and emotional wellbeing and development of all pupils, especially following the Coronavirus pandemic.



- Pupils with additional needs are encouraged to take classroom positions of responsibility, for example class ambassadors and class monitors
- All Primary classrooms have a class Talkbox for pupils to share questions and concerns with adults
- All Primary pupils can have Circle Time to address important and topical questions around pupil social development
- All pupils have access to pastoral leaders to share any concerns they may have
- All pupils have PSHE Drop Down Days every term following the PSHE curriculum, with access to high quality resources from a number of specialist organisations (please see the PSHE Overview for further information)
- High needs Secondary pupils have targeted Personal and Social development sessions, which focus on developing social skills.
- Where problems or conflicts have occurred, staff carry out Restorative Conversations following an all-through script to support pupil reconciliation
- All pastoral concerns are logged and monitored daily on Impero Edaware daily. Senior leaders support school staff in preventing and responding to all pastoral concerns
- King Solomon Academy has a zero-tolerance approach to bullying, in line with our School Values
- Vulnerable pupils of concern are discussed in weekly Senior Safeguarding meetings to ensure their needs are met and timely external referrals are made

## **11. Working with other agencies**

King Solomon Academy works with a wide range of external agencies to ensure the safety, progress and wellbeing of all pupils. Agencies include (but not limited to):

- Local Authority Children’s Services for Safeguarding matters
- Early Help for early intervention with families
- Bi-borough SEN and Inclusion Team
- Bi-borough Educational Psychology Service
- Child Adolescent Mental Health Service
- West London Zone to support targeted pupils with mental health difficulties
- Place 2 Be charity to provide counselling for pupils
- Mind

Senior leaders meet with external professionals regularly to identify and discuss pupils of concern. Next steps are agreed and reviewed at planned intervals, following the School’s four-step cycle of Assess – Plan – Do – Review.

School staff regularly contribute in external specialist meetings, including

- Children’s Services Professionals Meetings
- Child in Need reviews
- Team Around the Family meetings
- Child Protection Conferences
- Early Help meetings
- SEN Local Authority team meetings
- SEN Consultation meetings
- My Assessment Meetings

## 12. Complaints about SEN provision

Complaints about SEN provision should be addressed to the Principal, Max Haimendorf through the parent email: [parents@kingsolomonacademy.org](mailto:parents@kingsolomonacademy.org)

For further information regarding complaints, please see King Solomon Academy's **Complaints Policy**.

## 13. Contact details of support services for parents of pupils with SEN

To find out details of the Bi-borough Service's Local Offer, please refer to the Local Offer website:

<https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0>

For information and support, please also refer to the Information, Advice and Support Service:

<https://fisd.westminster.gov.uk/kb5/westminster/fis/advice.page?id=u5d5qbnFxpq>

## 15. Contact details for raising concerns

For further support and information in King Solomon Academy, please speak with:

Nick Walters	Assistant Principal Head of SEN	<a href="mailto:n.walters@kingsolomonacademy.org">n.walters@kingsolomonacademy.org</a>
Elizabeth Idowu	Secondary SENCO	<a href="mailto:e.idowu@kingsolomonacademy.org">e.idowu@kingsolomonacademy.org</a>
Polly Swindells	Primary SENCO	<a href="mailto:p.swindells@kingsolomonacademy.org">p.swindells@kingsolomonacademy.org</a>
Bi-borough service in the Local Authority	Local SEN offer	<a href="mailto:Kay.Stammers@rbkc.gov.uk">Kay.Stammers@rbkc.gov.uk</a>