

We work closely with SEN professionals across Local Authorities including:

- The Educational Psychology Service
- Autistic Spectrum Disorder Outreach
- Visual Impairment Teachers
- Speech and Language Therapists
- NHS providers

For more information on services offered by the Local Authority, please visit

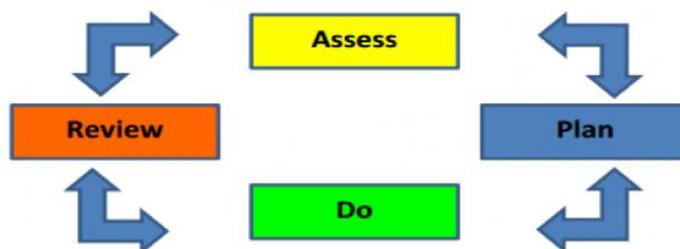
<https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0>

What we do

Every child who joins King Solomon Academy has a baseline assessment to identify what they know and what they can do. Pupil progress is tracked every term across the curriculum.

Every week teaching staff meet with senior leaders to discuss pupils' welfare and learning. We respond to emerging concerns with appropriate interventions or referrals through the Inclusion Team.

The Inclusion Team follow the Graduated Approach:



The KSA Inclusion Team work closely every day with teaching staff across the school to support children with additional needs.

Where appropriate we liaise with specialists to understand better each child's needs.

We are always transparent with parents / carers. We share our professional opinion when we believe a child has a Special Educational Need.

We organise termly meetings to help families understand SEN better and promote our KSA inclusive ethos.

Pupils with Special Educational Needs which require interventions each have an **Individual Learning Plan (ILP)**.

| | | |
|--|---|---|
|  | Individual Learning Plan 2020-21 issued: | Name: _____ Class of 20 _____ Year Group: _____ DOB: _____ |
| |  | SEN stage (highlight): E K Pre-2 |
| Census category of need(s) (highlight): SpLD, MLD, SLD, PMLD, SLDN, SEMH, ASD, VI, HI, MSI, PD, NSA | | For additional information / advice, speak to: * |
| summary of special educational needs | | |
| Specialist reports available, date of report and key findings: * | | |
| Most recent assessment outcomes. Use AT ARE, Below ARE, Above ARE, Well Below ARE (pre-key stage) | | |
|  | EVFS PSED EVFS CBL EVFS PD Phonics Reading Writing Maths | |
| Communication and Interaction | Strengths: * * * | How these affect learning: * * * |
| Cognition and Learning | Strengths: * * * | How these affect learning: * * * |
| Social, emotional or mental health | Strengths: * * * | How these affect learning: * * * |
| Sensory and/or Physical | Strengths: * * * | How these affect learning: * * * |
| Targeted outcomes for the next term: | | |
| 1. 2. | | |

| | |
|--|-------------------------------------|
| Quality First Teaching (Wave One - universal) | |
| Planning and Resourcing | 1. 2. 3. |
| Teaching | 1. 2. 3. |
| Assessing | 1. 2. 3. |
| Wave Two Intervention (targeted) | |
| 1. 2. 3. | |
| Wave Three Intervention (specific to pupil/specialist) | |
| 1. 2. 3. | |
| Termly review of progress against targeted outcomes | |
|  | What went well 1. 2. 3. |
| | Even better if... 1. 2. 3. |
| Next Steps: a) Specialist input b) Contingency funding request c) EHC needs assessment request | |

ILPs are planned, actioned and reviewed every big term.

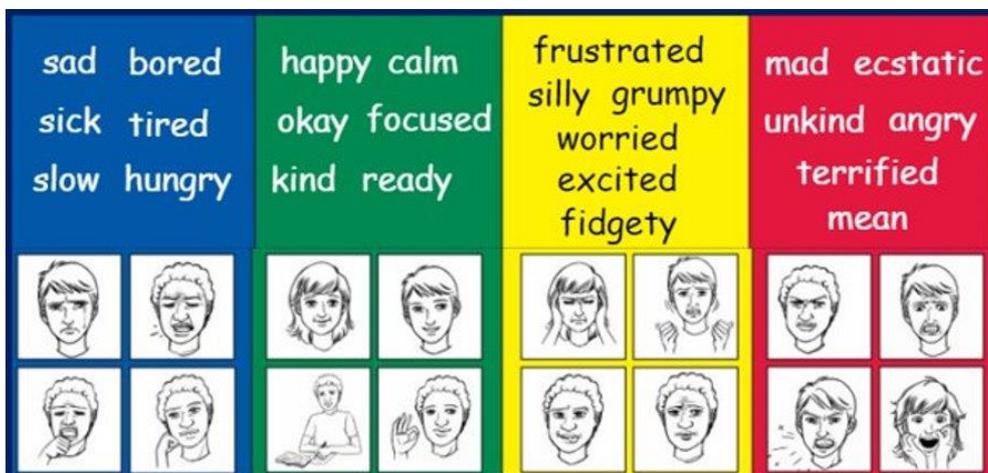
Where necessary, KSA applies for **Education, Health and Care Plans (EHCPs)** to formalise support for pupils.

More information about EHCPs can be found here:

<https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=3>

Promoting wellbeing at KSA

At KSA we are proud to use **Zones of Regulation** to promote emotional self-awareness and regulation among our pupils.



Zones of Regulation is a strategy to help us identify how we are feeling and learn to develop coping strategies to manage our emotions.

For some people, it can be difficult to use adjectives to convey our emotions. Zones of Regulation instead uses four 'Zones' – blue, yellow, green and red.

- Blue Zone is when we might feel low, or slow, hungry or tired
- Green Zone is when we might feel calm and ready
- Yellow Zone is when we might feel excited or 'on edge'
- Red Zone is when we might feel angry, or lose control

At KSA our children 'check in' with their Zone every morning and afternoon. This helps children become more self-aware of their feelings and helps adults to support them. Zones of Regulation also helps us become more resilient when facing difficult times.

Here are examples of pupils' work with Zones of Regulation:



| on | Monday | Tuesday | Wednesday | Thursday | Friday |
|----|---------|---------|-----------|----------|----------|
| | Blue | Blue ✓ | Blue | Blue ✓ | Blue ✓ |
| | Green ✓ | Green ✓ | Green ✓ | Green ✓ | Green ✓ |
| | Yellow | Yellow | Yellow | Yellow | Yellow |
| | Red | Red | Red | Red | Red |
| AM | calm | sick | calm | calm | Red |
| PM | calm | tired | happy | tired | appetite |



10.9.20 Blue-tired
I felt tired because I don't sleep early. I also feel tired because I hate getting up.

‘King Solomon Academy has provided the necessary educational support my son needs especially with Speech and Language Therapy. The school has also conducted training and workshops for staff that are working with SEN children which have been of great benefit for both staff and students.

‘My son has been making excellent progress at KSA.’

A KSA Parent

If you as a parent / carer are concerned about your child’s learning, we always encourage you to speak with their class teacher who will then liaise with the KSA Inclusion Team.