



**KING CHARLES I
SCHOOL**
PART OF FOUR STONES GATEWAY

KING CHARLES I SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT

DATE POLICY WAS APPROVED	15/07/2026
DATE POLICY WILL BE REVIEWED	Summer 2027
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW	Headteacher

KING CHARLES I SCHOOL

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Key Definitions

All policies incorporate the following schools or organisations, unless specified otherwise, within Four Stones Gateway Trust ('the Trust'):

- Clee Hill Community Academy
- Cleobury Mortimer Primary School
- Haybridge High School and Sixth Form
- Haybridge Teaching School Hub
- Haybridge SCITT
- **King Charles I School**
- Lacon Childe School
- SHaW (Shropshire, Herefordshire and Wolverhampton) Maths Hub
- Stottesdon CofE Primary School
- TDMS (The De Montfort School)
- Any other schools or organisations that may join the Trust from time to time and not listed above.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this policy the term:

“CEO” includes the Chief Executive Officer

“CFOO” includes the Chief Financial Officer

“Trust Senior Leadership Team” includes Executive Headteachers, Headteachers, strategic operational leads and Teaching School/SCITT Directors.

“Headteacher” includes the appropriate School Headteacher.

“Trustees or Trust Board” are appointed Trustees who oversee the business of Four Stones Gateway Trust, agreeing the overarching strategic direction and ensuring robust governance.

“Local Academy Boards (LAB)” are appointed Governors at a local level. Governors act as advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

“Chair” responsible for leading the board and ensuring its effectiveness

“Stakeholders” are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents, community members, LAB or Trust members, trade unions, local business leaders etc.

Introduction

At King Charles I School we endeavour to be inclusive with the needs of students with Special Educational Needs and Disabilities (SEND) being met in our setting.

The following document outlines our practice for supporting students with SEND. This document must also be read alongside The Four Stones Multi Academy Trust's (MAT) SEND Policy, Equality Policy including the Accessibility Plan, our school SEND offer and the Local Authority's (LA's) Local Offer and Graduated Response.

Legislation

Our SEND Policy is underpinned by the following legislation and regulations:

- The Children and Families Act 2014 and associated regulations including:
 - The Special Educational Needs and Disability Regulations 2014
 - The Special Educational Needs (Personal Budgets) Regulations 2014
 - The Order setting out transitional arrangements for those with disabilities

The Children and Families Act (2014, part 3) states that "A child or young person has special educational needs (SEND) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. 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."
- The Equality Act of 2010: we adhere to the Equality Act (2010), which states (Part 6, Chapter 1) that schools have a "duty to make reasonable adjustments" for children with SEND, and that schools "must not victimise a person" on the basis of disability or Special Educational Need. We work hard to create a fully inclusive environment and abide by all guidelines laid out in the Equality Act (2010).
 - The Special Educational Needs and Disability Code of Practice: 0 – 25 Years July 2014
 - The intention of the Local Offer and School SEND Offer is to improve choice and transparency for families. It will also be an important resource for parents/carers in understanding the range of services and provision in the local area.
 - The LA local offer for SEND and Graduated Response
 - The Children and Families Bill came into force in 2014. Following this bill the LA and school are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25 in their settings.
 - The intention of the Local Offer and School SEND Offer is to improve choice and transparency for families. It will also be an important resource for parents/carers in understanding the range of services and provision in the local area.
 - Worcestershire's Local Offer and Graduated Response can be found at:
 - <https://www.worcestershire.gov.uk/graduatedresponse>
 - <https://www.worcestershire.gov.uk/sendlocaloffer>
 - Our School SEND Offer can be found at <https://www.kingcharlesschool.co.uk/index.php/policies/1764-send-school-offer-2/file> (Unable to open link)

The types of SEND that are provided for at King Charles I School

The Code of Practice (DfE, 2014) categorises SEND into four areas. Each of these encompasses a range of learning difficulties or specific forms of SEND. We support students with the following Special Educational Needs and Disabilities.

Category of Need	Specific SEND
Cognition and Learning Needs	Dyslexia, dyscalculia, dyspraxia
Communication and Interaction Needs	Autistic spectrum conditions, speech, language or communication needs
Social, Emotional, or Mental Health Needs	Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder or other difficulties with managing emotions, friendships or maintaining mental well being
Sensory Needs or Physical Disabilities	Visual or hearing impairment, physical disability

The School SEND Offer

- This utilises Worcestershire's Local SEND Offer and Graduated Response and is determined by our school policies and the provision we are able to provide.
- Our SEND Policy ensures that students with SEND are given the same opportunities as other students within our school community and are supported in achieving their full potential.

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or disability (SEND)?

The following members of staff would be happy to discuss any concerns you may have: form tutors, class teachers, heads of year, achievement leaders, SENCO, Deputy SENCO and Assistant SENCOs.

Collectively, we are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the Special Education Needs/Disabilities Coordinator (SENCO) know as necessary.
- Setting progress targets/reports and sharing and reviewing these with parents/carers at least once every term and planning for the next term where a child is identified as having an additional learning need.
- Ensuring that the school's SEND Policy is followed.
- Ensuring that students are included wherever possible in the decision-making process about their education.

The SENCO: Julie Morgan (jmorgan@kingcharles1.worcs.sch.uk)

Responsible for:

- Developing and reviewing the school's SEND Information Report.
- Co-ordinating the support for children and young people with special educational needs or disabilities (SEND).

Ensuring that parents/carers are:

- Involved in supporting your child's learning;
- Kept informed about the support your child is getting;
- Involved in reviewing the progress they are/are not making;
- Liaising with all the other services who may be coming into school to help support your child's learning, for example Speech and Language Therapy, Learning Support Team etc;
- Updating the school's SEND register (a system for ensuring that all students with SEND and their needs are known to staff) and making sure that records of your child's progress and learning needs are kept up-to-date; and
- Providing specialist support for teachers and support staff in the school so that they can help children/young people with SEND in the school to achieve the best progress possible.

Deputy SENCO and Head of Canopy Provision: Holly Sutton (hsutton@kingcharles1.worcs.sch.uk)

Responsible for:

- Co-ordinating the support for children and young people within the Canopy, including the Mainstream Autism Base and Language Unit

Ensuring that parents/carers are:

- Involved in supporting your child's learning;
- Kept informed about the support your child is getting;
- Involved in reviewing the progress they are/are not making;
- Liaising with all the other services who may be coming into school to help support your child's learning, for example Speech and Language Therapy and the Complex Communication Needs Team; and
- Providing specialist support for teachers and support staff in the school so that they can help children/young people with SEND in the school to achieve the best progress possible.

Headteacher: Ruth Allen

Responsible for:-

- The strategic overview of the SEND Department in school.

- The Headteacher gives responsibility to the SENCo and class teachers for supporting your child, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up-to-date about issues relating to SEND.

The SEND Governor: Katie Tingley

Responsible for:

- Making sure that the Local Governing Body are aware of SEND issues and ensure the school have the necessary resources to support children and young people with SEND; and
- If a situation arises where a parent/carer has made a complaint about the provision for their child with a special educational need, the SEND Governor will follow the complaints procedure to resolve the parent/carer's concern.

What are the different types of support available for children/young people with SEND in our school?

We have high expectations of all our students and teachers carefully plan their lessons so that all students in their classes benefit from Inclusive Teaching Strategies. We expect that:

- Teachers have the highest possible expectations for all students in their class;
- All teaching is built on what your child already knows, can do and can understand
- Teachers employ quality first teaching and best bet strategies to enable your child to fully access the curriculum and learning in class. This may also include making reasonable adjustments during lessons or providing additional resources or support where necessary. For example, coloured overlays or printed copies of PowerPoint slides

In addition to high quality teaching and support within our classrooms, we also have a SEND base known as The Canopy which provides students with additional support beyond the classroom should they need it.

- Included in this provision is our Mainstream Autism Base (MAB) and Language Unit.
- The focus of the Canopy is to provide an area to teach and support our students who might not naturally thrive in school by removing barriers to learning through the provision of academic and pastoral interventions in a purposeful, calm and safe area.
- The Canopy is staffed by trained teachers and support staff who have been hand-picked to ensure that our students who need it the most have access to trained experts who understand them and care deeply about doing everything within their control to support them to thrive.
- For further details about the Canopy and our MAB and Language Unit provision, please refer to p13.

What are the different tiers of SEND support available?

Our process involves the 'Plan, Do, Review' model as set out in the LA's Graduated Response and takes the following steps:

a) Monitoring Phase

For your child, this would mean:

- Teaching within the mainstream classroom implementing advice and/or alternative strategies suggested by the SENCO. If after an agreed period of time a student has not made the expected improvement, then;
- Students identified will either be entered to Tier 1 intervention or exited from the Monitoring Phase.

b) Tier 1 provision – additional school support including interventions

For your child this would mean:

- That the teacher may have in place specific strategies (which may be suggested by the SEND Team) to support your child to learn;
- Your child's teachers will have carefully checked on your child's progress and will have identified any gaps in their understanding/learning which may need some additional support to support them make the best possible progress;
- Your child would be monitored as part of the schools assessment and monitoring processes; and
- Your child may receive time-limited, school-based intervention/s to bring improve their progress. These interventions may include time out of the mainstream classroom for specific targeted support.

c) Tier 2 provision

This means your child will have been identified by the SENCO or SEND Team as needing some additional specialist support in school which may also be provided from a professional outside of the school.

What could happen:

- You will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you understand your child's particular needs better and be able to support them better in school;
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support within the school;
- The intervention(s) agreed would be available in the classroom or during withdrawal sessions outside of the mainstream classroom; and
- Supported by a teacher or an Achievement Assistant (AA) or specialist groups run by other agencies e.g. Speech and Language therapy.

If we still have a concern that despite Tier 2 provision your child still requires support above what is 'ordinarily available', in line with our school offer and the Worcestershire's Graduated Response, we may consider an Education, Health and Care plan (EHCP) assessment after consulting with the other professionals involved.

For your child this could also mean:

- The school or parents/carers can request that Local Authority Services carry out an assessment for an EHCP. This is a legal process which can judge the level of need required for the child. If granted, it sets out the type and amount of support that will be provided for your child;
- After the request for assessment has been made to the 'Panel of Professionals' they will decide whether they think your child's needs may be complex enough to need this statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support already being provided;
- If assessment is approved, reports will be called for from all involved. After the reports have all been sent in, a further panel will decide if your child's needs are severe, complex or lifelong. If this is the case they will write an EHCP. If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible;
- If an EHCP is agreed, it will outline the support your child will receive and how the support should be used and what strategies must be put in place. It will have long and short-term goals for your child; and
- The additional strategies may suggest for the school to support your child with whole class learning, provide access to individual programmes or use individual / small group intervention.

If you have concerns about your child's progress, you should speak to your child's head of year initially. If you continue to be concerned that your child is not making progress, you should then refer your concerns to the Special Education Needs/Disabilities Coordinator (SENCO).

d) **Tier 3 provision:** involves specified individual support and a highly personalised curriculum.

- This type of support is available for children or young people whose learning needs are, severe, complex and potentially lifelong.
- This is usually provided via an Education, Health and Care Plan (EHCP), although not exclusively. This means your child will have been identified by professionals as needing a particularly high level of support, either at times individually or as part of small group teaching.
- This type of support is available for children and young people with specific barriers to learning that cannot be overcome through Tier 1 and Tier 2 provision.
- Your child may also need continuing specialist support in school from a professional outside of the school. This may be from, for example:
 - Complex Communication Needs Team
 - Learning Support Team
 - Educational Psychologist
 - Mental Health Support Teams in Schools

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will discuss this with you in more detail and to:

- listen to any concerns you may have;
- plan any additional support your child may need; and
- discuss with you any referrals to outside professionals to support your child's learning.

How will the school let my child know about their needs?

We will discuss each step with your child. They will be able to provide us with valuable feedback in terms of their difficulties and methods used to help them. It is important that they are listened to as part of this process.

How is extra support allocated to children/young people?

- The school budget, received from Worcestershire LA, includes money for supporting children and young people identified with SEND.
- The SENCO decides on the deployment of resources to support students identified with SEND in consultation with the school Local Governing Body, on the basis of needs in the school.
- The SENCO, Deputy SENCO and Assistant SENCOs discuss all the information they have about students with SEND in the school, including:
 - the children or young people getting additional support currently.
 - the children or young people requiring additional support in the future.
 - the children or young people who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

We identify resources according to the needs of our students on a provision map which for students with SEND identifies all resources/training and support allocated. It is reviewed regularly and amendments are made as needed.

How are pupils with SEND enabled to engage in activities available to those in the school who do not have SEND?

We feel inclusion at all levels is important and so we ensure students with SEND have the same opportunities to engage in all activities across the school. Where there may be barriers we discuss these with the student and their parents/carers to arrive at solutions that allow for reasonable adjustments, complete any necessary risk assessments to ensure the student can participate. Opportunities include interest clubs like computer programming, sports clubs; performing arts clubs; and trips and visits. Please refer to our SEND Policy, Equality Policy and Accessibility Plan on our school website for further detail.

Who are the other people providing services to children and young people with SEND in this school?

School provision:

- Teachers
- Achievement Assistants
- Achievement Leaders
- School Councillor
- Operational Safeguarding Lead

As a school we access support from a variety of other agencies including:

- Complex Communications Needs Team
- Educational Psychologist
- Learning Support Team
- Chadsgrove Outreach Team
- SEND Information, Advice and Support Service (SENDIASS <http://www.hwsendiass.co.uk>)

We may also access support from the health sector. For example:

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- Occupational Therapy
- WEST Team
- CAMHS (Child and Adolescent Mental Health)
- Social Services
- Early Help (family support)
- Community paediatricians and GPs

Equipment and facilities available to support students with SEND

Where students who have SEND of different kinds, such as dyslexia, dyspraxia, autism or ADHD, teaching staff are advised on the adaptations needed to support the individual and assist with providing resources and equipment. These can include; overlays, coloured books, pen grips and access to quiet areas. Subject

teachers are responsible for the curriculum outcomes of these students and will liaise with the SEND team over additional support at key points in the planning, assessment and review cycle, such as exam access for half termly assessments and encouraging the use of recommended software. Interventions for identified students will, where possible, take place during morning tutorial sessions to limit removal from mainstream lessons. Where this is not possible, we will ensure adequate planning to ensure interventions do not create gaps and will liaise with subject teachers.

How are the teachers in school helped to work with children and young people with SEND and what training do they have?

- All teachers are teachers of students with SEND and it is their responsibility to plan for all students within their classroom
- The SENCO's role is to support the class teacher in planning for children and young people with SEND.
- The school provides training and support to enable all staff to improve the teaching and learning of children and young people, including those with SEND. This includes whole school training on SEND issues such as learning difficulties, emotional and attachment difficulties, speech and language concerns or how to plan for students in lessons who have a diagnosed condition such as ADHD or ASD.
- Individual teachers and support staff can attend training courses run by other agencies that are relevant to the needs of specific children and young people in their class, for example from the Complex Communication Needs service.

Our approach to teaching students with SEND

Our approach to teaching is underpinned by the latest research into how the mind learns. Combining the best of traditional pedagogy with the most recent innovations from cognitive science, teachers prioritise memorisation and practice in lessons. Students with special educational needs benefit enormously from these approaches, as the structured setting, clear explanations and carefully sequenced sets of examples aid understanding. Furthermore, students with special educational needs benefit from extended practice as this supports retention of fundamental subject content.

Teachers have been trained to maximise learning for all students, including those with special educational needs. This is done in the following ways:

- Before lessons, teachers pre-empt misconceptions and areas individuals may find difficult and plan how they will check for understanding and address any misconceptions as they occur.
- During lessons, teachers will ensure they employ consistent routines and language to create a safe and predictable environment for students.
- During lessons, teachers provide students with a series of modelled examples to clarify and solidify concepts and processes.
- During lessons, teachers provide scaffolding, where appropriate, to support students in completing written tasks
- During lessons, teachers support students to remember content through direct instruction and deliberate practice.
- During lessons, teachers actively target student who may require additional support from the teacher during the lesson
- Teachers use robust in class assessment and regularly check for understanding to ascertain the extent of students' understanding.

How are adaptations made for students with SEND

Students with SEND receive the same curriculum content as non-SEND students. However, teachers may need to break down knowledge and content further and build in more time for practice and consolidation to support memorization, understanding and fluency. For a small number of students in our Canopy provision who struggle to thrive within our mainstream environment, small adaptations are sometimes made to ensure that they are able to acquire the knowledge and skills they need in order to thrive.

Effective teaching of all students must begin with detailed knowledge of learners' strengths and difficulties. It is essential that teaching staff know the learning profiles of students with SEND and how to adapt their teaching accordingly. All staff are expected to read the SEND and medical information provided on the student profile and discuss in department their knowledge about how SEND students perform in their subject and how they can best be supported to achieve.

From this solid foundation, staff are also expected to take note of the following when planning their lessons for sets including learners with SEND:

1. The SEND information on the register and the student profiles/SEND pupil passports.
2. The students' reading ages.
3. The local authority's description of Quality First Teaching in the 'Ordinarily Available' document.
4. All staff must be aware of the need to make their classrooms and their practice inclusive and of how they can do this effectively. They must implement the recommendations in the students' SEND pupil passports (where appropriate).
5. A programme of training for all staff in inclusive teaching for all SEND difficulties and disabilities is provided by the SEND team. This training underpins quality SEND provision by all teachers and ensures that staff feel confident and competent to modify or enhance their teaching for individuals and groups.
6. An annual induction session for new staff.
7. C/SALs must support staff in ensuring they know how to plan effectively for SEND students in their subject.
8. The SENCO, Deputy SENCO and Assistant SENCOs support teachers with enquiries about individual student need. These discussions can be by drop in, where practical, or at an agreed meeting time which is mutually beneficial. Dialogue about planning for inclusive teaching leads to good practice and improved outcomes, so the SEND team are always keen to ensure this happens when requested.
9. The SENCO delivers regular briefings to all teaching staff to ensure that they are kept abreast of key priorities and updates as regards students with SEND
10. Delivery of quality inclusive teaching must be a criterion for monitoring measures used by senior and middle leaders, such as work scrutiny or moderation.
11. All achievement assistants receive regular training in the four areas of need as identified in the SEND Code of Practice.

How will we measure the progress of your child in school?

The monitoring and assessment of students with SEND takes place within the context of the whole school monitoring cycle:

- Regular reading age tests where students are receiving specific reading interventions and twice-yearly tests for all other students.
- Small group numeracy and literacy interventions where needed
- Regular subject in class consolidation tests
- Annual summative assessments
- Regular departmental formative assessments
- Student voice activities

Teachers set assessments for students with SEND in their classes. Heads of department oversee these assessments, ensuring that all students are completing the same assessments. The SEND team work alongside heads of department to provide support for all students with SEND. Teachers will know the precise exam access entitlements of students with SEND and will ensure the correct access arrangements are planned for in all half termly, mock and controlled assessments. Heads of department will notify the SEND team well in advance of assessments if additional staffing is required. Staff in all departments will follow the protocols to ensure the most appropriate support is provided to our students with SEND. Throughout the year, regular assessments are conducted and this allows the SEND team to share accurate diagnostic information about progress with student and parents/carers.

The SENCO and Deputy SENCO use the same systems as other middle leaders and teaching staff to check that students with SEND are on target and to feedback to parents/carers and professionals in a consistent and clear way. Students with EHCPs or on SEND support have their data scrutinised termly, as part of the assess, plan, do, review cycle, to allow for intervention to be put in place where there are barriers or lack of progress, but also to allow enough time for interventions or targeted modules in lessons to take effect before skills are re-evaluated. Special consideration in this scrutiny is given to key groups of students with SEND who also have: looked after status, English as an Additional Language and those who are designated as in receipt of Pupil Premium funding. Additional intervention or assessment may take place at other times in the school year for individuals with, for example when groups or programmes are being set up to address difficulties with such things as spelling, comprehension, numeracy, writing, or to address a subject specific area of difficulty requiring revision or overlearning.

Assessments may also be carried out by specialists ahead of annual reviews, for examination access, diagnosis of difficulty or to inform individual programmes. Referrals for this type of assessment will be made

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through the SENCO, Deputy SENCO or Assistant SENCOs in consultation with parents/carers and the team around the student, via termly meetings with specialists commissioned by the school, or on an individual basis where the need arises.

What support do we have for you as a parent/carer of a child with a SEND?

- The heads of year and Achievement Leaders are available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and in school so similar strategies can be used.
- The SENCO, Deputy SENCO and Assistant SENCOs are also available to discuss your child's progress or any concerns you may have.
- All information from other professionals will be discussed with you either with the professional involved directly, or where this is not possible, in a report.
- Homework can be adjusted as needed to meet your child's individual needs.

How is King Charles I School accessible to children and young people with SEND?

- There is a disabled toilet, shower area and changing facility within the Canopy on both sites
- We ensure, wherever possible, that equipment used is accessible to all children and young people regardless of their needs.
- After school provision is accessible to all children and young people including those with SEND.
- Extra-curricular activities are accessible for children and young people with SEND.
- Please refer to our Accessibility Plan.

How will we support your child when they arrive at, are leaving this school, or moving on to another key stage?

Transition from primary to secondary

We understand that transition can be challenging for students identified with SEND so preparation is made well in advance. We offer an open, enhanced, and at times bespoke, programme of transition for students with SEND which includes the following:

- SENCO/Deputy SENCO/Assistant SENCO attends Year 6 Annual Reviews on request (at all feeder primaries and at other schools/bases where transfer is known to us).
- Visits in the summer term by the Assistant SENCO to all our main feeder schools, and others where the needs of the child are significant and require a bespoke transition.
- The early gathering and sharing of academic and intervention data for SEND students. For some students, an individual transition plan will be put in place.
- Liaison with parents/carers well ahead of transfer and on intake evening.
- Additional visits to school are planned in liaison with feeder primaries for new Year 7 students ahead of the main school transition event.
- Individual Learning plans and/or relevant SEND information is shared with staff before students arrive at the start of Year 7.
- Liaison and follow up with parents/carers by SEND staff at the 'New Intake Evening' in July.
- An additional parents meeting with SEND team for parents of students with SEND following the main transition event to discuss any concerns prior to starting Year 7 in September
- Information and input to decisions about class groupings for new Year 7 students is provided by the SENCO/Assistant SENCO before the end of June. This helps ensure that the identified students are placed in the optimal groups for reaching their potential.

Key Stage 3

Students with high level learning needs in Year 7 are supported in their literacy via our intensive literacy programmes. A small cohort of students are withdrawn from a range of lessons and tutorials to enable an intensive focus on these core curriculum skills in order to 'narrow the gap'. Similarly, students who require additional support in developing their basic mathematical and numeracy skills may also receive additional in class support and/or additional interventions with one of our maths intervention leads.

Additional intervention is also provided by achievement assistants, the SENCO, Deputy SENCO and Assistant SENCOs during tutorial sessions and via withdrawal, for such matters as organisation and homework and to deliver programmes devised by the specialist teachers and therapists who visit and assess our students.

Additional transition visits are organized for Year 8 students when moving from the Borrington to the Hillgrove site at the end of Year 8.

Key Stage 4

At Key Stage 4, the vast majority of students with SEND can access the full curriculum. For a small minority of students who are unable to access the full curriculum, C/SALs and the SEND team work together to find suitable alternatives as part of our Canopy support. In Year 9, students with EHCPs usually have their annual reviews brought forward ahead of the options process so as to maximise the chance to discuss subject option choices. This means that at the options evening there is a firm foundation on which to select options which students feel committed to and where possible, prepare them for their post 16 aspirations. During the Options process, parents/carers of students who are on the SEND register will be able to seek advice and guidance from the SENCO, Deputy SENCO and Assistant SENCOs to ensure the curriculum path followed at Key Stage 4 is suited to their needs.

Key Stage 5

Decisions about future careers and independent living are very important for learners with additional needs and require thoughtful research and planning ahead. We support students to make a successful transition to college, an apprenticeship or sixth form in the following ways:

- IAG and SEND staff work closely together on post 16 transition for SEND students and other additional needs learners.
- At Year 9 annual reviews, work experience is planned for carefully and discussions about post 16 aspirations discussed.
- Annual reviews for Year 11 students are usually held in the Autumn Term.
- SEND staff liaise with LA staff to pass on detailed information about support needed for EHCP students moving on to college.
- Independent careers advice is provided by a specialist Career's Advisor, LA and teams in school.
- Those with SEND who have the academic grades to study A Levels or Level 3 courses in our sixth form and who opt to do so, may be supported by the SENCO and SEND team at taster and information events. They also liaise with parents/carers and the head of sixth form regarding differentiation which may be needed in terms of the number of subjects studied and any adaptations or equipment required.
- Those who move onto other institutions where they can access Level 1 or 2 courses are supported in the same way, but via the events and taster sessions in the colleges or apprenticeship workplaces.
- The MAB/LU provision ends at 16. Students from the MAB/LU who are eligible for our Sixth Form academically and enrol on courses here are supported with a range of provision under the direction of the SENCO.

If your child is moving to another school/post 16 provision:

- We will contact the school SENCO/college lead for SEND and ensure they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible once your child is on roll and attends their first day.
- Where possible your child will visit their new school or setting and in some cases staff from there may visit your child in this school.

When moving classes or year group in school:-

- Information will be passed onto the new teachers or head of year where necessary.
- If your child would be helped by a transition report to support them understand moving on then it will be made for them in liaison with other agencies involved.

Additional support

At King Charles I School staff follow an inclusive quality first teaching for all approach. Alongside this, we offer varied interventions, our intervention programmes that are tailored to meet the needs of individuals, the SEND team work closely with the English team whereby baseline literacy assessments are carried out at the start of the academic year and at suitable intervals for all students. The information is used to plan the withdrawal programme, assess progress and feedback to staff and parents/carers to decide on the grouping for any interventions. We offer the following:

- Thinking Reading
- Direct Instruction
- Fresh Start

- Sparx Reader

We also offer further support with:

- Organisation
- Homework
- Behaviour and self-regulation
- Social skills
- Responsibility and resilience
- Mental health, wellbeing and managing anxiety

The deployment of achievement assistants to support learners

This is directed by the SENCO and Deputy SENCO according to the following criteria:

1. the needs of students with EHCPs as identified in their plans.
2. individual need as identified in student Individual Learning Plans (ILPs) and provision maps on transfer for SEND support students.
3. needs of students with SEND as defined in the local authority's policy of 'ordinarily available'.
4. the needs of departments.
5. student and parent/carer views.
6. available resources and the number of students on the SEND register.

In allocating support the SENCO will endeavour to maintain consistency of support personnel across class groups and, where practicable, within subject areas. Teachers providing support will work in partnership with subject specialists. Achievement assistants (AAs) will work under the direct supervision of the class teacher within the framework of their job description. Whilst specific students may be the main target for the achievement assistants, it is not expected that they will have exclusive contact with those students, as letting a student learn to be more independent and to take risks is an important step for them.

The Canopy including provision for students on roll to the Mainstream Autism Base/Language Unit

The Canopy provides some of our students with SEND with additional support beyond the classroom.

Included within this the provision is our Mainstream Autism Base (MAB) and Language Unit.

Each of our sites has a Canopy consisting of 4 key areas which will be accessed by the students in our MAB and Language Unit as and when they require it:

Canopy Engage

For some students who require additional assistance beyond the classroom, we offer targeted support in the form of small group interventions within our Canopy Engage provision. This includes focused sessions to address specific academic or social needs. For example, this may include literacy, numeracy or social skills interventions.

Canopy Calm

Our Canopy Calm area provides a designated quiet space for those students who may sometimes require a quiet and calm working environment beyond our mainstream classrooms if they are feeling overwhelmed.

Canopy Reset

Our Canopy Reset is a designated safe area for students to have the opportunity to resettle themselves for a short time, if very dysregulated.

Canopy Connect

Some of our students with complex SEND needs may require more specialist support as part of our Canopy Connect provision. This may involve multiple interventions and input from external professionals.

In addition to the four areas above, the Canopy also has a designated social area including a kitchen and dining area that students are able to access at break and lunchtimes should they need to. Students are encouraged to eat together and achievement assistants encourage social interaction through activities such as board games.

Essential elements of the provision for MAB and Language Unit students include:

- enhanced transition arrangements
- an extended school day so students can start the school early and be supported by a specialist member of staff to be ready for the day ahead and to enable homework to be completed

- specialist teaching and support staff to help plan and support the students' time in the mainstream setting
- specialist teachers/support staff who deliver supplementary programmes of study and interventions
- language base students are assessed by SALT
- input from Speech and Language therapists who monitor and set language specific and communication targets and provide specialist support and guidance to the teaching staff
- highly personalised and comprehensive individual learning plans which students are actively engaged in monitoring
- Designated spaces that provide a safe haven away from the pressures of the mainstream
- the Canopy is staffed throughout the school day, including breaks and lunch so students can withdraw from mainstream during times of stress or anxiety
- an autism friendly environment that reduces sensory discomfort
- rooms for individual and small group teaching
- delivery of a personalised curriculum to meet special needs as required
- access to specialist resources
- students with needs additional to the primary one of autism or SLI will also have these needs met by staff with specialist knowledge and experience.
- very close working relationships with parents/carers
- close engagement with outside agencies as listed elsewhere in this policy

Funding does not assume 1:1 achievement assistant support when the students are in mainstream. Support may often be shared between several individuals in a class and as the students advance through the school an emphasis will be on encouraging independence and the use of taught strategies.

For further information and a copy of Worcestershire's current policy on additionally resourced provision in mainstream schools, please contact the Deputy SENCO

Involving students

At secondary age, it is particularly important that the thoughts of the students with SEND and disabilities are heard in planning their provision and ensuring their inclusion in school. We strive to use methods which are student friendly, to allow students to participate in the assess, plan, do and review cycle, in spite of communication or learning barriers which might impede. These include:

1. Questionnaires and student voice activities;
2. Participation in annual and interim reviews with necessary adjustments re: communication and timing for those students with EHCPs; and

Support for Families for improving emotional and social development

Additional support is available for students with SEND via pastoral year teams at King Charles I School. Students with SEND can be particularly vulnerable in terms of social and emotional development. The students may be supported by agencies or other professionals as their needs dictate, including the following

- Social Services staff
- Early Help
- WEST Team
- CAMHS staff (Child and Adolescent Mental Health)
- Community paediatricians and GPs
- We have a robust Safeguarding Policy in place
- We are an anti-bullying school
- We have break and lunch provision for students who require extra support.

What to do if you are concerned or unhappy with SEND support

- In the first instance, contact the SENCO to discuss your concerns. You can make contact by emailing jmorgan@kingcharles1.worcs.sch.uk
- You can contact the LA's service for SEND advice for parents/carers, SEND Information, Advice and Support Service (SENDIASS) at. <http://www.hwsendiass.co.uk>.
- Should you feel you need to take your concerns further, please mark your email for the attention of Chris Gibson (Deputy Headteacher). Finally, you can also use the complaints procedure on the MAT's website.

We hope this document is a helpful guide to how we support young people with an identified SEND at King Charles I School.