

## Special Educational Needs (SEN) Information Report



The following report provides information on the implementation of King Henry VIII Preparatory School's SEND (Special Educational Needs and Disability) and Inclusion policy. The full policy is available on the school's website. The school follows the guidance set out in the SEND Code of Practice (2015)

King Henry VIII Preparatory School is an Independent School for pupils aged 3 – 11 years. The school's ethos places great emphasis on a broad, balanced and inclusive education within a nurturing and supportive environment. We aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our pupils and strive to put these into practice through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

<p>Who may I contact if I have concerns about my child having SEND?</p>	<p>Mrs Claire Brindley (Inclusion Lead)</p> <p>Tel: 02476 271106</p> <p>Email: <a href="mailto:brindleyc@khps.co.uk">brindleyc@khps.co.uk</a></p> <p>Parents who have concerns about any aspect of their child's learning should contact the class teacher in the first instance. Parents who have concerns about their child having a special educational need may also speak directly to the Inclusion Lead.</p>
<p>What are the areas of SEND?</p>	<ol style="list-style-type: none"><li>1. Communication and Interaction</li><li>2. Cognition and Learning</li><li>3. Social, Emotional and Mental Health Difficulties</li><li>4. Sensory and/or Physical Needs</li></ol>

<p>How are pupils identified with SEND?</p>	<p>Pupils are identified in a number of ways:</p> <ul style="list-style-type: none"> <li>• Parental concerns shared with the form teacher or Inclusion Lead.</li> <li>• Concerns raised by the class teacher or specialist teacher.</li> <li>• Completion of a specific learning difficulty checklist.</li> <li>• COPs, LASS or Rapid online assessment.</li> <li>• School assessment results.</li> <li>• Information from a previous school or outside agency.</li> </ul>
<p>How are parents involved in understanding and supporting their child's needs?</p>	<p>The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. Parents and carers have much to contribute to our support for children with special educational needs.</p> <p>Through regular parents' meetings, we share the progress of pupils with SEN with their parents or carers. We discuss with parents/carers any outside specialist support, and seek to involve them in decision-making about the provision planned for their child. These meetings will be held with either the Inclusion Lead or the child's class teacher.</p> <p>Where a greater need is identified, in a small number of cases, the parents or the school may apply to the Local Authority for an Education Health Care pupil assessment. This may lead to an Education health Care Plan (EHCP) which is a document that identifies a child's SEN needs and agrees support to reach outcomes.</p>
<p>How are pupils involved in their education?</p>	<p>The pupil's views on their progress and the nature of the provision being made to meet their needs will also be sought, through age-appropriate means. In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages and abilities.</p> <p>Where possible, children are involved in an appropriate way in agreeing targets for their Referral and Tracking Form. Their voice is also heard through information collected for their 'Pupil Passport'. Children are encouraged to review their own progress against their targets and contribute towards decisions about support for their learning. We seek to celebrate their successes with them as well as planning and discussing their next steps.</p>

<p>What is the school's approach to teaching children with SEND?</p>	<p>Our provision at KHPS will depend on the needs of individual pupils. All pupils with SEND are named on a Learning Support Register which is shared with teachers and teaching assistants. All teachers are responsible for the provision for pupils with SEND in their classes.</p> <p>Pupils' needs may be met in a variety of ways at different levels in order to remove barriers to learning and ensure access to the curriculum. Please see Appendix A.</p>
<p><b>How does the school monitor the effectiveness of the provision for pupils with SEND</b></p>	<p>The Inclusion Lead monitors the progress or difficulties of children on the SEN register. They provide staff and governors with summaries of the impact of our policy on the effectiveness of our SEN provision. They are also involved in supporting teachers in drawing up Referral and Tracking forms for the children in their class. The Inclusion Lead and Headteacher hold regular meetings to review the work of the school in this area.</p>
<p><b>What training do staff receive to support pupils with SEND?</b></p>	<p>Teachers and support staff attend training courses or in-house training in line with the school's continuing professional development programme.</p> <p>Whole staff training takes place during twilight sessions and INSET days. These cover such areas as dyslexia, ASD and visual impairment.</p> <p>The Inclusion Lead keeps up to date with developments in the area of SEND through attendance at training, attending the LA SENCO meetings and meetings with the other SENCOs in the Coventry Schools Foundation.</p>
<p><b>How are pupils supported in their transition from one year group to another?</b></p>	<p>Handover meetings take place between class teachers, the Inclusion Lead and class teachers and between the Inclusion Lead and SEN department of the secondary school the pupil is transferring to. Extra visits may take place to support the transition of pupils with SEND as necessary.</p> <p>Any specialist reports are shared and recommendations implemented prior to the child starting in their new class. Continuity between the previous class and new class with strategies that work are mirrored.</p> <p>Children have the opportunity to meet their new class teacher and become familiar with their new setting during 'Moving Up Day'.</p>
<p><b>Where can I find information about SEND and support offered in Coventry?</b></p>	<p>There is a list of services available in the area to support parents and young people in understanding what is available to them and how to access them across education, health and social care. This information can be accessed via:  <a href="https://www.coventry.gov.uk/info/62/coventry_send_support_service">https://www.coventry.gov.uk/info/62/coventry_send_support_service</a></p>

	<p>For parental support, parents/carers can also access information about 'SENDIASS' (Special Educational Needs and Disabilities Information, Advice and Support Service) via: <a href="http://www.kids.org.uk/sendias">www.kids.org.uk/sendias</a></p>
<b>What steps should I take if I have concerns about the school's SEND provision?</b>	<p>We aim to do our best to resolve any issues through open discussion. You may contact the Inclusion Lead directly or alternatively, the Headteacher or Deputy Head would be happy to discuss your concerns.</p> <p>The Foundation has a formal Complaints Policy, though we would always aim to resolve any issues prior to following this route.</p>

## Appendix A

### **Communication and Interaction**

*This may include:*

*Speech, language and communication needs*

*Social communication*

*Autism Spectrum Condition (ASC)*

**\*See separate policy for English as an Additional Language**

#### **All pupils may access:**

- Quality First Teaching with appropriate differentiation
- Visual timetables
- Use of concrete apparatus to understand concepts
- Visual aids for key vocabulary
- Specific attention to the delivery of the curriculum

#### **Where a need is identified, support for targeted groups of pupils may include:**

- Observation/advice from the Inclusion Lead
- One to one or small group intervention with a Learning Support Assistant
- Social stories/ comic strip conversations
- Liaison with parents to work on key areas
- Workstation
- Now and Next task boards
- Ear defenders
- Lists of topic vocabulary and pre-learning information to go home
- In-class support from Learning Support Assistants from Reception to Year 6

#### **Targeted individual support (agreed with parents/pupils) may include:**

- Referral to outside agencies such as Speech and Language Therapy, Educational Psychologist or RISE (Coventry and Warwickshire's emotional well-being and mental health services for children and young people)
- Specific intervention following the recommendations of an Educational Psychologist or Speech therapist
- Specific targets set in the individual's Referral and Tracking document
- Exam access arrangements

<p><b><u>Cognition and Learning</u></b></p> <p><i>This may include:</i></p> <p><i>When pupils learn at a slower pace than their peers, even with appropriate differentiation</i></p> <p><i>Specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia</i></p>	<p><b>All pupils may access:</b></p> <ul style="list-style-type: none"> <li>• Quality first teaching with appropriate differentiation in terms of delivery and outcomes for individual pupils</li> <li>• Teachers with an in-depth knowledge of the curriculum, concrete apparatus for supporting Maths and Literacy, an understanding of the need to deliver the curriculum in a range of ways to suit different learners</li> </ul> <p><b>Where a need is identified, support for targeted groups of pupils may include:</b></p> <ul style="list-style-type: none"> <li>• Learning Support Assistant to support in all year groups from Reception to Year 6</li> <li>• Directed Learning Support Assistant group work</li> <li>• Small group interventions focusing on areas such as: reading, spelling, comprehension and maths.</li> <li>• Coloured paper/books</li> <li>• Reading windows, coloured acetates, ACE dictionaries, use of laptop, dyslexia friendly reading books.</li> </ul> <p><b>Targeted individual support (agreed with parents/pupils) may include:</b></p> <ul style="list-style-type: none"> <li>• Referral to outside agencies such as an Educational Psychologist</li> <li>• Specific intervention following the recommendations of an Educational Psychologist or Speech therapist</li> <li>• Specific targets set in the individual’s Referral and Tracking document</li> <li>• Exam access arrangements</li> </ul>
<p><b><u>Social, Emotional and Mental Health Needs</u></b></p> <p><i>This may include:</i></p> <p><i>Anxiety or depression</i></p> <p><i>Eating concerns</i></p> <p><i>Attention deficit hyperactive disorder/ Attention deficit disorder</i></p> <p><i>Attachment disorder</i></p>	<p><b>All pupils may access:</b></p> <ul style="list-style-type: none"> <li>• Quality first teaching with appropriate differentiation</li> <li>• Access to half term whole class Thrive lessons</li> <li>• Support and understanding from all teachers</li> <li>• PSHE lessons</li> <li>• School council</li> <li>• Girls on Board sessions (Year 4 to Year 6)</li> <li>• Whole school behaviour and anti-bullying policies</li> <li>• Class circle times</li> <li>• Support with transition from Swallows to Hales</li> <li>• Use of buddy systems and peer support in the playground</li> <li>• School rewards</li> </ul>

	<p><b>Where a need is identified, support for targeted groups of pupils may include:</b></p> <ul style="list-style-type: none"> <li>• Specific allocated time with the Form teacher</li> <li>• Group Thrive sessions with a Thrive Practitioner</li> <li>• Pastoral support from the Pastoral Lead</li> <li>• Fidget toys, wobble cushions, movement breaks, chew toys, time to process.</li> </ul> <p><b>Targeted individual support (agreed with parents/pupils) may include:</b></p> <ul style="list-style-type: none"> <li>• Individual Thrive sessions with a Thrive Practitioner</li> <li>• Referral to RISE (Coventry and Warwickshire’s emotional and well-being and mental health services for children and young people)</li> <li>• Specific allocated time with the Form teacher</li> </ul>
<p><b><u>Sensory and/or Physical Impairment</u></b></p> <p><i>This may include:</i></p> <p><i>Vision impairment</i></p> <p><i>Hearing impairment</i></p> <p><i>Physical disability</i></p> <p><i>Gross/fine motor difficulties</i></p>	<p><b>All pupils may access:</b></p> <ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Use of equipment such as writing slopes and wedge cushions</li> <li>• Adaptations to meet the pupils needs</li> </ul> <p><b>Where a need is identified, support for targeted groups of pupils may include:</b></p> <ul style="list-style-type: none"> <li>• Gross/fine motor skills intervention</li> <li>• Observation and feedback from Games staff</li> <li>• Setting adaptations</li> <li>• Enlarged font size</li> <li>• Magnifiers</li> <li>• Bell balls</li> </ul> <p><b>Targeted individual support (agreed with parents/pupils) may include:</b></p> <ul style="list-style-type: none"> <li>• Referral to outside agencies such as Occupational Therapy</li> <li>• Specialist equipment such as magnifiers, enlarged/adapted resources</li> <li>• Individual plans</li> <li>• Exam access arrangements</li> </ul>