

King Arthur's School



SEND Information Report

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King Arthur's School is a fully inclusive mainstream school in Wincanton, Somerset. At King Arthur's School, all students are valued equally, regardless of where their abilities lie, and have an entitlement to reach their full potential. As a school, we recognise a student's right to a broad, balanced, relevant and challenging curriculum appropriate to the individual abilities, talents and personal qualities.

King Arthur's is a school...

- 1. where students are happy and achieve to their potential**
- 2. with a reputation for excellent standards of behaviour**
- 3. that produces students who are well prepared for the world of work: ambitious, reliable, literate, numerate and with good social skills**
- 4. where all staff are valued and enjoy their work**
- 5. where students have a voice, take responsibility for their own learning and the consequences of their actions**
- 6. where there is a consistency in the experience students have regarding their learning opportunities, rewards and sanctions**
- 7. where all connected with the school take a pride in building a strong community**

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

The information required to be included in this SEND Information Report is stated in **The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEND Information Report**. This can be found at:

http://www.legislation.gov.uk/ukxi/2014/1530/pdfs/ukxi_20141530_en.pdf

Regulation	Question	School response
1. The kinds of Special Educational Needs for which provision is made at the school	<i>What kinds of SEND do pupils have in your school?</i>	Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014). Students at King Arthur's School have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.
2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs	<i>How do you know if a pupil needs extra help?</i>	When your child first joins King Arthur's School, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 levels; base line testing; Cognitive Ability Tests (CAT tests); literacy and numeracy tests; subject teachers; specialist colleagues and external agencies. Our class teachers, Curriculum Team Leaders (CTL's) and Head of School closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at King Arthur's School will further identify pupils with a special educational need. This identification may come from tutors; subject teachers, support colleagues, outside agencies, parents/carers or the pupils themselves. If your child needs to be assessed, we will use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them. We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support colleague's or others concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities, does not make expected progress. All students with SEND are on the SEND register, which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.

3a. How the school evaluates the effectiveness of its provision for such pupils	<i>How will I know that my child is making progress?</i> <i>How do you evaluate provision?</i>	All students, including those with SEND, are assessed on a regular basis. Teachers formally assess and review progress and attainment at least 6 times a year, which is communicated to parents/carers by reports that are sent home. Additionally, parents' evenings are held at least once a year when there is an opportunity to discuss progress, attainment, and next steps. All students with an Education, Health & Care Plan have an Annual Review. SEND students who are on the SEND register will also have a reviews. Students at SEN Support will have a key worker and a learning passport. You will get a copy of the learning passport 3 times a year and the school are available to meet or chat on the phone at any time. The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. Additionally, progress and attainment data for students is analysed for effectiveness and value for money.
3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	<i>How do you check and review the progress of my child and how will I be involved?</i>	The school will send home reports each year, which will show your child's current, and target levels as well as reporting on their effort, behaviour, and homework. Curriculum Team Leaders, Subject teachers and SEND staff will monitor and review your child's levels and pick up on any subjects where your child is not making the right amount of progress. We may then put an intervention in place. At the next reporting time, we will check whether the right progress has been made. We welcome the involvement of parents/carers, want to keep you up to date, and involved with your child's progress. We do this through parent's evenings; email, telephone calls, appointments made with individual teachers, Annual Reviews/termly reviews (for those on the SEND register). All SEND students have a TA Key Worker who will communicate regularly with parents. The school provides information for parents through newsletters; information on the website and VLE; Open/Information days; Parents Evenings and letters home.
3c. The school's approach to teaching pupils with special educational needs	<i>How do teachers help pupils with SEND?</i>	'Every teacher is a teacher of SEND'. Our teachers have high expectations of all students, including those with SEND. All SEND students have an individual Learning Passport, which gives information about their needs and strategies for teachers to use to meet those needs. Teachers use this information and advice to adapt their lessons, and this may involve the adaptation of resources and activities. This means your child can access the lessons fully.

		Within school, there is a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do, a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support, which are available, and should your child need this, it would be discussed with you. When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.
3d. How the school adapts the curriculum and learning environment for pupils with special educational needs	<i>How will the curriculum be matched to my child's needs?</i> <i>How accessible is the school environment?</i>	Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices; additional literacy; nurture groups; intervention groups and number of qualifications studied. This may even include using outside agencies. The Enhanced Learning Provision (ELP) is accessed by a small number of students working well below ARE. They are taught by a specialist teacher. This provision allows students to follow the King Arthur's curriculum through adapted schemes of work in English, History and Geography. Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a number of lifts to access all areas; disabled toilets, electric doors, ramps; and equipment to help with reading and writing. We also have three lifts in the school.
3e. Additional support for learning that is available to pupils with special educational needs	<i>Is there additional support available to help pupils with SEND with their learning?</i>	We have a wide range of staff to support pupils and address additional needs they may have, including pupils with SEND. This includes SENDCO; Learning Mentors, Specialist Teachers, Pastoral Support Workers and Pastoral staff.

	<i>How are the school's resources allocated and matched to children's special educational needs?</i> <i>How the decision is made about how much/what support my child will receive?</i>	Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their plan. Learning Mentors are allocated, where resources allow, supporting students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers. Students with EHCPs will have Annual Reviews involving the student, parents/carers, subject staff and other professionals to set and evaluate targets and strategies. The decision is based on evidence of need and impact.
3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs	<i>What social, before and after school, and other activities are available for pupils with SEND?</i> <i>How can my child and I find out about these activities?</i>	A large range of academic and hobby/interest clubs are available at King Arthur's School. They are open to all students, including students with SEND. Additionally, we run a wide range of activities to support SEND students including Lunch Time Buddy Club, after school club support, Gardening Club etc. We also run coursework/revision sessions for older students as and when required. The extracurricular timetable is available on the school's Student Bulletin. Some SEND Clubs are by invitation only.

	<i>How will my child be included in activities outside the classroom, including school trips?</i>	All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip. For many of these trips, additional meetings are held for parents in order to make sure all information is shared about their child.
3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs	<i>What support will there be for my child's overall well-being?</i>	At King Arthur's School, we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support all our students is by assigning them to a form tutor, supported by an effective Head of School. There are additional members of staff who are able to provide pastoral support; these include Pastoral Support Workers, Teaching Assistance, Mental Health Lead and a Child Protection Officer. We also have excellent relationships with a number of external agencies, including CAMHS and Young Somerset.
4. In relation to mainstream schools, the name and contact details of the SEN co-ordinator	<i>Who should I contact if I want to find out more about how King Arthur's School supports pupils with SEND?</i> <i>What should I do if I think my child may have a special</i>	The SENDCo is Irene Moynihan. The Assistant to the SENDCo is Amanda Lampert. Contact details: Email sendco@kingarthurs.org.uk Telephone: 01963 32368 Speak to your child's tutor in the first instance.

	<i>educational need or disability?</i>	
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured	<i>What training have the staff supporting children and young people with SEND had or are having?</i>	We have a Learning Support department (Curriculum One), which is made up of the SENDCo, Specialist Teachers and Teaching Assistants. Within this team we have staff with a range of experience and training covering various SEN needs including the Specialist TA qualification; Training to deliver ILI, ELSA and Social skills and Touch-typing; Behaviour Support; Supporting students with ASD; Attachment Issues, identifying and teaching dyslexia and mental health first aid. Specialist Teachers are qualified in Dyslexia and Literacy support. Training is provided to all staff, including teachers and Teaching Assistants, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. As a school, we can also call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured	<i>What happens if my child needs specialist equipment or other facilities?</i>	As a school, we can access a range of services including Visual and Hearing-Impaired Team and Disability Team. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities, please contact Irene Moynihan or discuss the issue at the next review/parents evening.
7. The arrangements for consulting parents of children with special educational needs about, and involving such	<i>How will I be involved in discussions about and planning for my child's education?</i>	We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by: ➤ Helping them to be organised for their day (including bringing the right equipment and books) ➤ Full attendance and good punctuality ➤ Completion of home learning ➤ Attending parents meetings ➤ Attending any meetings specifically arranged for your child

parents in, the education of their child	<i>How will you help me to support my child's learning?</i>	➤ Engaging in google classroom We will support you by having regular communication and a named key worker for your child if he or she is on SEN Support who will contact you on a regular basis. Thank you to all of the SEND team, I know I can contact you with any questions and I will get a quick response and support. Year 7 Parent
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education	<i>How will my child be involved in his/her own learning and decisions made about his/her education?</i>	Students are encouraged to take part in Pupil Voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements by completing documents prior to reviews. Students can talk to their TA Key Workers about their attainment, progress and next steps for improvement. I am not very good at explaining things at all, but my Keyworker or TA always help me express myself. Year 10 student
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the	<i>Who can I contact for further information?</i> <i>Who can I contact if I have a complaint?</i>	Please contact Irene Moynihan for further information, sendco@kingarthurs.org.uk In the first instance, contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed. The school's complaints procedure is available on the school's website.

provision made at the school		
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils	<i>What specialist services and expertise are available at or accessed by the school?</i>	As a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Service; Learning Support Service; Speech and Language Service; Communication and ASD Team; and Occupational Therapy Service. These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Somerset County Council and use the EHA process when appropriate to do so. If you believe your child needs support from a specialist, please contact Irene Moynihan or discuss at the next review/parents evening.
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in	<i>Who should I contact to find out about support for parents and families of children with SEND?</i>	Somerset County Council Special Educational Needs: http://www.somerset.gov.uk/education-learning-and-schools/school-life/special-educational-needs-sen/ Somerset Parent Partnership Service: http://www.somersetpcf.org.uk/Somerset-SENDIAS.aspx Young Minds http://www.youngminds.org.uk/

accordance with section 32.		Autism Concern: http://www.autismconcern.org/ Somerset Sendias https://choices.somerset.gov.uk/025/send/somerset-sendias/
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living	<i>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</i>	We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed. This involves at least four visits to King Arthur's prior to them starting school. We work with local primary schools to ensure that the transfer of information about pupils is accurate and both the SENCO and the Transitions manager visit and liaise with them in advance of the pupils' arrival. We liaise with local colleges of Further Education or Sixth Forms to ensure that transition programme information is communicated to pupils and parents and organise additional support where necessary e.g. extra visits. SEN records including specialist reports are passed from one setting to another. Thank you so much, that is amazing, it sums up my son perfectly. The children at King Arthur's are lucky to have you. Year 11 parent
13. Information on where the local authority's local offer is published	<i>Where can I find out about other services that might be available for our family and my child?</i>	Somerset County Council Local Offer information: http://www.somerset.gov.uk/policies-and-plans/schemes-and-initiatives/somersets-local-offer/

