



# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

## Parent Information Evening – Year 6:

- Meet the team – roles and responsibilities
- Transition – what we offer
- Graduated approach to SEND
- Early Identification and next steps
- Resourced Provision
- Access Arrangements at Key Stage 3
- Whom should I contact?





# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

## Meet the Team - SEND

Mrs A Payne – Assistant Head - SEND

Mrs K Wilde – Lead SENCO

Ms J Mansbridge – SENCO – KS3 (Lead for Years 8 and 9)

Mrs G Foster – SENCO – KS3 (Year 7 Lead)

Mrs N Matthews – Resourced Provision Coordinator

Ms K Hay – Head of Inclusive Learning

Mrs M Murphy – SEND Officer

## **Pastoral -**

Mr C Breen – Head of Year

Mr G Young – Deputy Head of Year

Mrs S Clark – Year Officer

Mrs Payne



Mrs Wilde



Mrs  
Matthews



Ms  
Mansbridge



Mrs Foster



Ms Hay



Mrs M  
Murphy



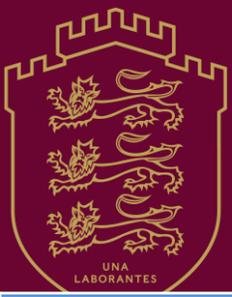
# TRANSITION – WHAT WE OFFER

What	When?	Who
Visits to all feeder Schools	Spring Term	Head of Year/Deputy Head of Year/Mrs Foster
SEND information collated	Spring Term	Mrs Foster – visits feeder schools SEND information provided by parents online
Primary SENCOs liaison with Kings' SENCo	June	All feeder primary SENCOs liaise with Kings' SENCo
Coffee Mornings	Summer Term	Open to all
Transition Partnership Agreements for selected pupils identified by Primary SENCOs	Spring & Summer Term	Ms Hay & Mrs Foster
LSAs visit EHCP pupils	Summer Term	SEND Officer and selected LSAs to visit EHCP pupils within Primary Schools
Transition Days – for all students	Summer Term	Students come to Kings' for taster sessions with students from their class
Additional transition day for selected students identified by Primary Schools	13 <sup>th</sup> June 9:30-11am	EHCP and a small number of SEN K students meet with selected staff to support transition
SEND parent information evenings	20th May and	Representatives from SEND team to outline support offered

INSPIRING  
FUTURES

EXCEPTIONAL  
CHARACTER

ACADEMIC  
EXCELLENCE



# WHAT DOES SUPPORT LOOK LIKE FOR STUDENTS WITH SEND AT SECONDARY SCHOOL?

Universal Support	Targeted Support –SEND K	Intensive Support - EHCP
High Quality Inclusive/Adaptive Teaching	Key adult check in – tutor/nominated adult	Support as outlined in Section F of the EHCP
Targeted questioning appropriate for the student	If appropriate, Targeted intervention 6-12 weeks, e.g. ELSA/Zones of Regulation	LSA support as outlined in Section F and in accordance with funding received
Universal strategies for supporting students with SEND needs including Autism, Dyslexia and ADHD	APDR initiated by class teachers/SEND Officer if there are concerns around progress.	Targeted interventions as outlined in Section F of the EHCP
Modelling and scaffolding	Pupil Profile created by SENCO with bespoke strategies	Pupil Profile created by SENCO with bespoke strategies
Key adult check in – tutor/nominated adult		APDR initiated by class teachers/SEND Officer if there are concerns around progress.
APDR initiated by class teachers/SEND Officer if there are concerns around progress.		All other support outlined in universal support/targeted support sections



# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

SEND Code of Practice – Sept 2015

**“Every teacher is responsible and accountable for every pupil in their class including those with SEN.”**

Graduated approach to SEND

Class teacher/tutor is first point of contact – UNIVERSAL PROVISION





# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)



Initial Concern Form

Triaged by members of welfare, pastoral and SEND teams



# EARLY IDENTIFICATION



Initial Concern Form





# SEND REGISTER WHAT COULD SEN SUPPORT INCLUDE?

SEND register reviewed regularly – a pupil should not remain on the SEND register





# ACCESS ARRANGEMENTS

- **JCQ** state that Access Arrangements are only valid for 26 months from the date of application therefore, for GCSE examinations, they need to be applied for within this timeframe
- Key Stage 3 is used to gain evidence of a student's difficulties and need for Access Arrangements
- Any Access Arrangements in place at Key Stage 3 are on a **trial** basis (students must meet **JCQ criteria** at end of Year 9/start of Year 10)
- There must be evidence of need demonstrated in school as arrangements must be a student's '**normal way of working**'
- **Class teachers** can refer students through the Assess, Plan, Review Process





# WHOM DO I CONTACT?

Questions	Who to contact
My child can't access the homework set	Class teacher
Academic progress update	Class teacher
Day-to-day questions	Form tutor
My child has received a diagnostic report	SEND Officer