



KINGS' SCHOOL

SEND Report

Policy Reviewed by:	SLT	Sep 2018
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Kings' School – Special Educational Needs & Disabilities (SEND) Information Report

What are Special Educational Needs and Disabilities (SEND)?	<p>There are four headings for identifying Special Educational Needs and Disabilities (SEND), as outlined in the SEN code of practice. These are:</p> <ol style="list-style-type: none">1. Communication and interaction2. Cognition and learning3. Social, mental and emotional health4. Sensory or physical <p>If a pupil has SEND, then their needs will fit into one or more of these categories.</p> <p>A school's provision for SEND is defined as support which is <i>additional to or different from</i> that which is available to all pupils</p>
What should I do if I think my child has special educational needs?	<p>Your main and first point of contact at school should always be your child's tutor. You can contact the tutor via ringing the school and requesting to speak to the tutor, or sending an email via the main school website. Your message will then be passed onto the relevant person who can then respond to you.</p> <p>You will be able to discuss your initial concerns with the tutor. You may need to speak with other specific staff members such as:</p> <ul style="list-style-type: none">• KS3 SENCO (KS2 Transition, Years 7&8)• KS4 SENCO (Years 9, 10 & 11)• Physical Disabilities Resourced Provision Co-ordinator• Head of Year (HOY)• Deputy Head of Year (DHOY)• or additional members of the Welfare Support Team. <p>The tutor will be able to help you identify who the most appropriate person would be and support you in arranging this.</p>

How does the school know if pupils need extra help with learning?	<p>Kings' School is a mainstream school with a resourced physical disabilities unit. 'Una Laborantes' is the school's motto, meaning 'working together'. We aim to take this approach in order to meet the needs of our pupils and to ensure that:</p> <ul style="list-style-type: none">• Pupils with any additional difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.• Pupils with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each pupil to reach his or her full potential.
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	<ul style="list-style-type: none"> • We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem. • We identify and assess pupils with SEND as early and as thoroughly as possible using the revised Code of Practice (2014). • Parents/carers and pupils are fully involved in the identification and assessment of SEND, and we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach. • We meet the needs of all pupils with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources. • We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school. <p>At Kings' School, we recognise that pupils make progress at different rates and not always in a steady linear pattern. Therefore, pupils are identified as having SEND in a variety of ways, including the following:</p> <ul style="list-style-type: none"> • Liaison with primary school/previous school • The pupil performing significantly below expected levels • Concerns raised by parents/carers • Concerns raised by teachers • Liaison with external agencies, e.g. physical health diagnosis from paediatrician • Through any tests taking place on entry and throughout the pupil's time at Kings' school <p>If a pupil is identified as having SEND then their name will be added to the additional needs register, but we recognise pupils' needs may change over time and provision must reflect this. The aim of any additional provision is for the pupil to achieve age expectations, so once they reach this threshold they may be removed from the school's additional needs register. If they fall behind again at any point, then they may be added to the register again.</p>
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<p>How will school support my child?</p>	<p>Subject teachers are responsible for the progress of pupils in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all pupils. The KS3/KS4 SENCOS are responsible for ensuring that:</p> <ul style="list-style-type: none"> • Teachers and support staff understand a pupil's needs • Teachers and support staff are trained in meeting those needs • Teachers and support staff have support with strategies to meet a pupil's needs • The quality of teaching for pupils with SEND, and provision across the school are efficiently managed.
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The **Resourced Provision Co-ordinator** is responsible for ensuring that:

- Teachers and support staff understand a pupil's specific physical disability and/or medical condition
- Teachers and support staff are trained in meeting the needs of pupils with physical disabilities
- Teachers and support staff are trained in using specialised equipment, where required and trained to have an understanding of learning & physical implication of a disability.
- Teachers and support staff are provided with strategies to support pupils with physical disabilities
- Provision across the school is efficiently managed.

Sometimes, some pupils require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. The KS4/KS3 SENCOS will work alongside Heads of Year, pastoral staff and teaching staff to decide on an appropriate intervention to support that pupil's individual needs. The provision can be for an individual or small group of pupils, which might include one of these provisions, for example:

- **Additional adult support in the classroom** – LSAs are members of staff who support the class teacher in supporting the needs of pupils within the class with close attention to specific pupils. Pupil Support firstly have to direct this support to those pupils who have hours highlighted on their Education Health and Care Plan (EHCP). The limited amount of remaining hours of additional adult support will be guided to the classes where the greatest need has been highlighted.
- **Laptop use** – In liaison with the KS3/KS4 SENCO or through identification, some pupils will have access to a laptop to support with their learning difficulty.
- **Maths & English Targeted Support– Learning Launch**
- **1:1 /Small Group Tuition** – This is a short term intervention in which pupils are highlighted within subject areas to require a boost in English, Maths and/or Science. Not all pupils identified for this intervention have are identified as SEND.
- **Welfare Support** – Available via referral for pupils who may struggle with different aspects of their life, such as anger management, self-esteem or dealing with emotions.
- **Exam Access Arrangements-** Exam access arrangements are applied for in the summer term of Year 9 for those pupils who have already been highlighted as having an identified additional need. The exam boards have strict guidelines to which the school has to adhere. The pupils **must have** evidence of historical need of their learning difficulty and using the exam arrangement applied for as a '**normal way of working**'. This has to be supported by evidence from class teachers and through a monitoring process during exams and assessments.

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<p>Physical Disabilities (PD) Resourced Provision</p>	<p>In addition, the school has a resourced provision for physically disabled pupils. Admission to the resourced provision is determined by Hampshire County Council. Led by the Resourced Provision Coordinator, support is tailored to meet the individual needs of each pupil. This could include:</p> <ul style="list-style-type: none"> • physiotherapy • occupational therapy • speech therapy • adapted equipment to enable access to curriculum and activities. <p>The provision comprises a physiotherapy suite with the use of physiotherapy bed, equipment and hoists; a study room where pupils can receive the relevant learning support during study periods; a disabled toilet comprising the necessary equipment to support daily care needs, hoists and a shower. There are also a number of disabled toilets and changing facilities throughout the school.</p> <p>Every pupil within the resourced provision has an up to date care plan which is reviewed to ensure that the pupil's needs are continually met in accordance with their disability.</p> <p>The provision works closely with supporting agencies and parents in order to devise strategies and plans in order to suit each individual's needs. All areas of the school are fully accessible.</p>
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<p>Homework and Home learning</p>	<p>Homework set by teachers is an integral part of pupils' learning and can contribute directly to how well a pupil makes progress. Homework consolidates and builds on the learning in lessons, ensuring that pupils fully understand concepts and apply skills they have learnt. The school expects parents to engage with their child's home learning, so that pupils can see the high value their parents place on working, as part of a home-school partnership. This provides essential support for teachers and means no opportunity is lost for supporting every pupil's learning. Home learning performs a vital role in building independence and self-reliance and is invaluable to life outside education.</p> <p>All homework tasks can be accessed by pupils and parents via the 'Show My Homework' app where login details are provided on joining the school.</p> <p>There is also a Homework Club which is available to all pupils. This runs on a daily basis every lunch time and also Monday to Thursday 15.15 -16.30 in Room 14. This club is supervised and supported by the Pupil Support Department.</p>
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<p>Who will explain provision to me?</p>	<ul style="list-style-type: none"> • Provision means delivery of content, additional support and strategies put in place for an individual. • Information about the provision within individual subjects can be discussed with subject teachers or Heads of Department. There is an annual opportunity for this at parents' evening, but teachers can meet with parents/carers at any point in the school year to discuss pupils' progress. • In the case of individual or small group interventions, the KS3/KS4 SENCOs or members of the pastoral team will write to parents/carers explaining the aims of the intervention. Letters, phone-calls or emails will be used to keep parents/carers updated on their child's progress and discuss support in more detail, if required.
<p>How are the school Governors involved and what are their responsibilities?</p>	<ul style="list-style-type: none"> • The Pupil Support Team provides training on specific needs and gives information on the progress of pupils with SEND; this report does not refer to individual pupils and confidentiality is maintained at all times. • There is an appointed SEND link Governor who meets with the Pupil Support Team on a termly basis to provide updates on the department. On occasions, lesson observations are arranged in order for the Governor to observe how pupils with SEND are included within the classroom. This SEND Link Governor also reports to the governing committees, to keep all Governors informed.

<p>How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?</p>	<p>Subject teachers are responsible for planning lessons that are accessible and differentiated to meet pupils' needs. This can include:</p> <ul style="list-style-type: none"> • Pre-teaching content or vocabulary • Over-learning to consolidate knowledge • Setting alternative activities for home learning • Providing specially targeted texts and resources appropriate for pupils' reading ages • Providing additional apparatus or materials • Adapting and adjusting resources and materials to make them accessible for pupils with specific learning difficulties <p>The pupils are set into ability groups so lessons can be planned according to the needs of the group. Teachers regularly review the progress of pupils in their subject areas. Through this method, departments will identify those pupils who may be underachieving. In response a plan will be put into place for that</p>
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	<p>individual in order to support progression, this can include reviewing resources and differentiation alongside departmental interventions.</p> <p>At KS4 pupils choose from a range of GCSE, BTEC and vocational courses, which help to prepare them for the next steps in their education, be this college, apprenticeships or work. There are different option 'routes' available to pupils in order to cater for needs. Pupils and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.</p>
<p>How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?</p>	<p>We offer an open door policy where parents/carers are welcome any time to make an appointment to meet with either a subject teacher or tutor or any other teacher, to discuss how their child is progressing. Parents/carers can contact staff members directly by; writing a note in their child's planner, e-mail through the school office: admin@kings-winchester.hants.sch.uk or by calling 01962 861161.</p> <p>Planned arrangements for communicating between school and home include:</p> <ul style="list-style-type: none"> • Every pupil has a school planner, which travels between home and school every day so that comments from parents/carers and teachers or tutors can be shared and responded to as needed. • Each year group has at least one parents' evening each year, when all subject teachers, the KS3 SENCo or KS4 SENCo and Resourced Provision Coordinator are available to meet with parents/carers to discuss progress and learning. You can book your appointments through the online system. • Each year group has a report programme, which includes one progress check (current levels of attainment) and detailed subject report with additional comments from the Tutor and Head of Year. These are sent home to parents/carers and provide a basis for discussion about progress in different subject areas. • If your child has an Education, Health and Care Plan (EHCP) then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the KS3/KS4 SENCo or Resourced Provision Coordinator. These are attended by parents/carers, teachers and outside agencies involved in the pupil's education.

<p>How does the school know how well my child is doing?</p>	<p>Teachers, as part of their professional standards, monitor and review all pupils' progress throughout the year. The whole school system at Kings' School includes:</p> <ul style="list-style-type: none"> • Data collection each half term, from all teachers, showing the current level of attainment of all the pupils they teach. This means that teachers and academic leaders in each subject area can track the progress of pupils across the school year and intervene if pupils experience difficulties.
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	<ul style="list-style-type: none"> • In-class additional support is reviewed through frequent morning briefings with the support team, support staff observations, professional development reviews and fortnightly management meetings made up of the KS3 SENCo, KS4 SENCo, Resourced Provision Coordinator and the Pupil Support line manager. • Teachers and pupil support staff are observed by senior leaders and line managers as part of the school Managing Performance and Progress system. The Data Manager oversees whole school data and tracks the school's progress against national standards. This provides guidance for academic leaders when planning the curriculum and additional support for pupils. • At the start of Y7 pupils are assessed using Cognitive Ability Tests (CATS), reading and spelling tests. This allows us to identify pupils who may need further support, intervention, or additional assessment to detect any underlying difficulties. • The school has a positive reward system using credits to recognise excellent work, good effort and positive behaviour. This also provides pastoral staff with evidence for how well a pupil is learning at school. Credits accumulated account for different levels of recognition.
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<p>What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in the school?</p>	<p>Kings' has a well-established pastoral support system which contributes to the overall well-being of its pupils. The team is made up of the following titles:</p> <ul style="list-style-type: none"> • Transition Co-ordinator – to support our pupils transitioning from primary school to secondary smoothly. Supports in the early identification of SEND pupils and collaborates closely with the KS3 SENCo during this time. • Tutors – each pupil has a tutor who they see briefly on a daily basis for registration. For some of our SEND pupils the tutor would have been carefully selected in order to meet their individual needs. Tutors are the first port of call for any pupil and initial day to day concerns that they may have. Tutors are the main point of contact for parents/carers about their child's pastoral and social well-being. • Heads of Year – Heads of Year become involved when there are issues that are more serious than those that can be dealt with by tutors, teachers and subject leaders. If required, they will refer to an appropriate service within school or to an outside agency to support an individual's social, medical and learning wellbeing. • SEND Department – supports pupils who have been identified by teaching staff, support staff, Heads of Year or other members of the pastoral team, through developing individualised intervention according
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to need. If required, referrals are made to other services within school or outside agencies.

- **Intervention and Guidance counsellor- Carries out one to one and group work. Organises support for parents/carers through parenting support workshops**
- **Specialist Guidance Counsellor- Carries out specified one to one work**
- **Intervention and Guidance Co-ordinator - specified one to one and group work of identified pupils**
- **Home school liaison- works closely with parents/carers and pupils to ensure support for that particular pupil is consistent between home and school. To ensure parents/carers views and needs are also considered and supported. The Home/school liaison Officer also works closely with our feeder primary schools to ensure early communications are opened with key pupils and families to support with transition to secondary school.**
- **YMCA- Kings' work closely with the YMCA and young carers. YMCA Young Carers lunch club runs every Monday to support those pupils who have been identified as a young carer.**
- **Attendance Officer- supports pupils who struggle with attendance. Works closely with parents/carers of those pupils to support the pupil back into school.**

Each member of the Pastoral Support Team has their own specialism and during the referral process pupils will be directed to the appropriate person according to need. A variety of work is carried out which can include; development on social skills; friendships and relationships; anger management; loss and change; self-organisation, understanding consequences of actions.

If a pupil is unwell during the school day, then they will be sent to the medical room. If the pupil is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible.

In a medical emergency, matron will attend urgently, or may call for an ambulance if the pupil requires hospitalisation. Identified staff are trained annually on administering Epi-Pens for anaphylactic shock, and pupils who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year.

Kings' have designated Child Protection Officers and regular training on safeguarding takes place to ensure that all staff are aware of the correct procedures to follow in case of a child protection concern.

The resourced provision supports physically disabled pupils' personal, social and emotional wellbeing, led resourced provision coordinator. They regularly update staff of any changing needs of individual pupils. There are opportunities to take

	part in a range of events and trips to promote the personal, social and emotional wellbeing of each of the pupils and to support their full inclusion at Kings’.
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<p>How does the school manage the administration of medicines?</p>	<p>Medicines for pupils are managed by matron from the medical room. If a pupil requires medicine during the school day, the following procedures must be followed:</p> <ul style="list-style-type: none"> • All medication must be given in person to matron by a parent/carer • The pupil’s name and date of birth are recorded alongside the date, time, name of medicine, and dosage • Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge in the medical room • To take their medicine, the pupil must go the medical room, where the dose will be administered by matron • Each time the medicine is administered, the time, date and dosage is recorded. <p>It is vital that any changes in medication have been communicated with the school as soon as possible so that records can be updated accordingly.</p>
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<p>What support is there for behaviour, avoiding exclusion and increasing attendance?</p>	<p>The school promotes positive behaviour and has a Behaviour Policy to encourage consistency across the school.</p> <p>There is a staged approach, as outlined in the policy, to support pupils in presenting themselves in a positive way and to be guided back on track, where necessary. The staged approach towards behaviour supports in avoiding exclusion.</p> <p>To endorse positive behaviour credits are used as part of the reward system which acknowledges positive behaviour. Criteria for rewarding credits is as follows:</p> <ul style="list-style-type: none"> • A piece of exceptional work • A period of sustained good work • An example of exceptional effort • A significant period of consistent effort • An example of exceptional helpfulness • A record of consistent helpfulness <p>Accumulation of credits amounts to greater recognitions. These are different for KS3 and KS4 in order to promote positive application and engagement throughout the pupil’s time at Kings’</p>
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KS3 are awarded a variety of certificates in relation to the amount of credits achieved, this are as follows:

25 credits = Bronze Kings' Award

50 credits = Silver Kings' Award

100 credits = Gold Kings' Award

150 credits = Platinum Kings' Award

200 credits = Laureate

250 credits = Diadem

300 credits= Corona

Pupils who successfully achieve the Corona award will be invited to High Tea with the Head Teacher.

For KS4, at the end of each term, up to five pupils in each tutor group can receive a free cinema voucher. These pupils are selected from those who achieve the highest number of credits via nominations from their tutor for noteworthy actions or deeds.

There are in class reward systems created by individual class teachers in order to promote a confident working atmosphere within their classes and to encourage learning and positive behaviour in a way which is suitable for that particular group. These are still linked to the credit system.

The reward systems and incentives also aim to encourage school attendance. However, if a pupil is falling significantly behind their peers, and their behaviour is affecting their learning or the learning of others, then additional support may be provided.

- The Attendance Manager works with a number of Winchester schools to monitor attendance; to oversee legal action against parents/carers whose children do not attend school and to help liaise with outside agencies who can support families in difficult situations.
- The Head of Year and the KS3/KS4 SENCo work closely together to develop individualised interventions and strategies. Where necessary, referrals to additional pastoral support within school or to an outside agency will be made in accordance to that individual's needs.
- The Pastoral Team will work with individuals or small groups to carry out some more intensive work around behaviours, consequences and strategies in order to support the pupil in managing behaviours.

There are consequences for poor behaviour, which are outlined in the school's behaviour policy, where pupils can receive sanctions such as detention, isolation or fixed term exclusions. However, the school works consciously alongside the pupils to promote positive behaviour in order to try and minimise these.

<p>How will my child be able to contribute their views?</p>	<p>Pupils' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking pupil views:</p> <ul style="list-style-type: none"> • The school has an active pupil council, where pupils are elected to represent their peers in their tutors. The pupil council consults on whole school plans, leads on charity activities at school and is able to express pupil views to senior leaders throughout the school year. • If your child has an EHCP their views will be sought before any annual review meetings.
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<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>The KS3 SENCo and KS4 SENCo are fully qualified teachers and accredited SENCo's, who liaise with many specialist services and outside experts, to ensure provision for our pupils is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual pupils' needs, including:</p> <ul style="list-style-type: none"> ○ Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech and language therapists, occupational therapists ○ Social services – locality teams, social workers, child protection teams, family intervention programmes ○ Hampshire Educational Psychology Service ○ Hampshire Inspectorate and Advisory Service : Specialist Teacher Advisors – hearing impairment, physical disabilities, communication and language, SEND team ○ Osbourne Special Needs School- providing guidance and outreach support • We liaise with HEMTAS (Hampshire Ethnic Minority and Traveller Advisory Service) who assist us in supporting families with English as an additional language or with a Traveller background. <p>The Resourced Provision Coordinator manages the resourced provision and has close working relations with the agencies listed above as well as Occupational Therapy and Physiotherapy, in order to meet the needs of the pupils in the resourced provision.</p>
<p>What SEND training have the staff had or are currently having?</p>	<p>SEND training is an on-going rolling programme of professional development for our staff, throughout the school year.</p> <ul style="list-style-type: none"> • All staff are trained each year on the needs of new pupils joining the school – this can include training from specialist agencies or consultants, as well as from the KS3/KS4 SENCo or other staff with relevant expertise.

	<ul style="list-style-type: none"> • SEND training forms part of the continuing professional development of all teachers and support staff and is organised in accordance with the needs of the pupils. • The school works closely with other local schools, especially our linked primary schools, sharing training opportunities including INSET days and outside experts. Opportunities to develop this aspect of local expertise are actively sought throughout the school year. • Support staff are trained and refreshed on a yearly basis on manual handling and any specialist equipment in order to ensure pupils and staff are safe when moving and using the equipment.
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<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>All pupils are entitled to be encompassed in all parts of the school curriculum and we aim for all pupils to be involved on school trips. We will provide the necessary support to ensure that this is successful.</p> <p>A risk assessment is carried out prior to any off-site activity to ensure no-one's health and safety will be compromised.</p> <p>It is with confidence that Kings' can offer many opportunities and experiences, outside the curriculum, for those pupils with physical disabilities. However, there are very few activities that may not be suitable for some of the pupils with physical disabilities, despite every effort to try and make them accessible, it is sometimes beyond the control of the school. These are very rare occasions and therefore, it is with confidence that Kings' can say pupils with physical disabilities are offered an inclusive, full and varied extra-curricular programme.</p>
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<p>How accessible is the school environment?</p>	<p>The school has a resourced provision and Kings' have ensured that the school is fully accessible for all curricular areas.</p> <ul style="list-style-type: none"> • The school site is wheelchair accessible and meets the needs of pupils with physical disabilities. • There are lifts within the school site to support pupils to enable them independent access to all areas. • The site has a number of accessible toilets, several of which are fully equipped with hoisting equipment and shower facilities. • There are parking bays for disabled badge holders, marked clearly in yellow paint. • Kings' has a mini bus which is accessible and suitable for wheelchair users.
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How will the school prepare and support my child when joining the school and transferring to a new school?

Our goal is to make sure our new pupils feel like they belong to the Kings' school family before they officially arrive. Learning is most effective when pupils are comfortable and happy in the school environment; therefore Kings' has an intensive transition programme to support pupils in becoming familiar with and settled at the school.

Key Stage 2-3 (year 6 to year 7)

- Our transition team works closely with our feeder primary schools in order to ensure that communications are opened up with identified pupils and families who may require additional support when transitioning to secondary school.
- The Transition Co-ordinator organises coffee mornings throughout the year which allows parents of pupils in Years 5 and 6 to come and visit the school and speak to key people in the pastoral team who may be supporting pupils when they start or at some point during their time at Kings'. The Transition Co-ordinator is available to answer questions at the linked primary schools Year 6 parents evenings.
- The KS3 SENCo or Resourced Provision Coordinator liaises with the primary school SENCos regarding those pupils with SEND. Information gathering and prepared strategies on individuals are shared with the Head of Year, class teachers and support staff, to ensure smooth transition.
- The KS3 SENCo or Resourced Provision Coordinator will attend the Year 5 and Year 6 review of any pupil with an EHCP who will be transitioning to Kings'.
- The KS3 SENCo or Resourced Provision Coordinator will visit individual pupils within their primary school, to obtain further information from teachers and support staff and to see pupils in more familiar surroundings. There will be extensive liaison with any agencies involved. Information and strategies are shared with class teachers and support staff.
- Additional transition days are available to those pupils with SEND to support with transition. The pupils who will be invited to these extra days will be identified in liaison with the primary school SENCos.
- The Head of Year and/or Deputy Head of Year visit a majority of the primary schools, with pupils starting at Kings', in order to introduce themselves and meet the pupils. Information gathered at the meeting is utilised to allocate tutor groups.
- All pupils in Year 6, who have accepted a place at Kings' for Year 7, are invited to a taster day in June/July. These days provide an insight into secondary school life; a chance to experience a variety of lessons, gather information about how the school runs and provide an opportunity for pupils to meet their new classmates.
- A transition booklet is provided to all pupils in Year 6, prior to their start in September, to support them in becoming familiar with the school's day to day operations.

- Parents/carers are invited to an 'Information Evening' in the summer term of year 6. This provides parents/carers the opportunity to meet some of the key people in the pastoral team, check the pupil's tutor groups, gain advice and complete any key forms and receive information about the organisation of the school.
- The first day of the new school year in September is for Year 11 and Year 7 pupils only. This provides the opportunity for the new Year 7 pupils to settle into school life.
- For the first few weeks, whilst assessments are being carried out so pupils can be set accordingly, the Year 7s are taught in their tutor groups. This allows the pupils to feel comfortable and build friendships within their tutor group.
- During the first two weeks, peer supporters will guide them from one lesson to another to support in becoming familiar with the layout of the school.
- Every pupil's school file is passed on to the Head of Year (or, in the case of pupils with SEND, the KS3 SENCo Resourced Provision Coordinator) at the start of Year 7.

Key Stage 3-4 (year 9 to year 10)

- 'Options Evening' takes place during the Year 9 spring term where support and guidance is provided to pupils and parents/carers to help pupils make a decision about their GCSE options.
- A variety of study options is available at KS4 to support pupils of all abilities, which includes a range of GCSE, AS Level, BTEC and vocational courses, which help to prepare them for the next steps in their education, be that college, apprenticeships or work. Pupils and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.
- There are opportunities for some pupils to attend local colleges on a part time basis during Years 10 and 11, to follow a vocational course as part of their timetable.

KS4-5 (year 11 to year 12)

- The school arranges visits to open days and further education events for all pupils. Support with finding and applying for apprenticeships is also available.
- Pupils are encouraged to consider attending university in the future and the school works with higher education establishments to provide experiences for pupils to inspire the ambition to pursue this route.
- All pupils in Year 11 are provided with 1-1 careers advice to help them plan possible routes for training or education.
- The KS4 SENCo or Resourced Provision Coordinator liaises with colleges about individual pupils with SEND. This liaison is arranged in accordance with the pupil's needs, but typically can include: extra visits or tours; meetings with college support staff; and guidance and advice on meeting the pupil's needs for college staff.

	<ul style="list-style-type: none"> • All information relating to a pupil’s exam concessions and required differentiation is passed on to college or training provider during the summer term of Year 11, when college places have been confirmed. • All Year 10 pupils have two weeks work experience in order to help prepare them for work life beyond education. <p>Joining mid-year</p> <ul style="list-style-type: none"> • All pupils admitted to the school after the start of the academic year are screened on entry, to identify any areas of need and to provide information to staff about the pupil’s learning. • A pupil ‘buddy’ is chosen to support the new pupil to integrate into Kings’. The buddy takes the new pupil to lessons, introduces them to other pupils, answers questions and informs pastoral staff about how well the new pupil is settling in to school. • Contact is always made with the previous school to ensure the transfer of information and the child’s school file. <p>Moving to another school</p> <ul style="list-style-type: none"> • Contact is always made with the new school to ensure the transfer of information and the child’s school file.
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<p>How are the school’s resources allocated and matched to children’s needs?</p>	<p>We ensure that all pupils with SEND have their needs met to the best of the school’s ability, within the funds available.</p> <p>The budget is allocated on a needs basis. The pupils who have the most complex needs are given the most support.</p> <p>The school has a resourced provision for pupils with physical disabilities, which is funded by the local authority and admits pupils on specific admission criteria.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>Our provision is arranged to meet our pupils’ needs, within the resources available. This approach reflects the fact that different pupils require different levels of support in order to achieve age expected attainment.</p> <p>The Pupil Support Leadership Team allocates support staff time to those pupils with EHCPs first, in order to meet the assigned number of hours as outlined in the document. Any remaining support staff time is provided to those pupils with the greatest need.</p> <p>Other forms of support are decided through communication amongst the Pastoral Team, Heads of Year and KS3/KS4 SENCo. The most appropriate form of support will therefore be decided based on individual needs.</p>

<p>How do we know if it has had an impact?</p>	<ul style="list-style-type: none"> • We see evidence that the pupil is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels. • The pupil is achieving or exceeding their expected levels of progress. • Verbal feedback from the teacher, parent and pupil. • The use of SEN referral forms for feedback. • Formal or informal observations of the pupil at school. • Pupils may be removed from the SEND register when no longer require additional intervention • Those with an EHCP are reviewed yearly with feedback from pupils, teachers, agencies and parents.
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<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • A parent/carer's first point of contact should be the child's tutor to share concerns. • Parents/carers can also communicate with the Head of Year, KS3 SENCo, KS4 SENCo or Resourced Provision Coordinator. <p>Additionally, the school liaises with and can refer parents/carers to the following agencies for information and support:</p> <ul style="list-style-type: none"> • Parent Partnership, offering independent, free advice for parents of children with SEND: www3.hants.gov.uk/parentpartnership • IPSEA (Independent Parental Special Education Advice): www.ipsea.org.uk • The National Autistic Society Hampshire Branch: http://www.shantsnas.org.uk/ • Hampshire Dyslexia: http://hantsda.org.uk/ • Parent Voice: http://www3.hants.gov.uk/parentvoice • Hampshire Gateway Card, giving children and young people with SEND opportunities in the local area: http://www3.hants.gov.uk/gatewaycard • Hampshire Inspectorate and Advisory Service Communication and Language team: http://www3.hants.gov.uk/childrens-services/specialneeds/teacher-advisers/communication-and-language.htm • Hampshire Educational Psychology Service, which includes an advice phone line and bookable consultations for parents/carers and school staff: http://www3.hants.gov.uk/servicesforschools/education-psychology.htm • Speech and Language Therapy service: http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/s/speech-and-language-therapy-(paediatric).aspx • Hampshire Ethnic Minority and Travellers Advisory Service: http://www3.hants.gov.uk/education/emtas.htm
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	<ul style="list-style-type: none"> • School nurse team: http://www.hampshirehospitals.nhs.uk/schoolnursing • Winchester Young Carers: http://wycp.org.uk/ • Friends of the Family, offering voluntary support for families who need help: http://www.friendsofthefamilywinchester.org.uk/ • Police Community Support Officers: http://www.wdsp.co.uk/communitysafety/anti-social-behaviour/community-safety-patrolling-officers/police-community-support-officers/ • Winston’s Wish, a national charity supporting families that have been bereaved: http://www.winstonswish.org.uk/ • Simon Says, a local charity supporting families that have been bereaved: http://www.simonsays.org.uk/ • SONUS, Hampshire Deaf Association: http://www.sonus.org.uk/ • NDCS, National Deaf Children’s Society: http://www.ndcs.org.uk/ • CAMHS, Child and Adolescent Mental Health Service: http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/childmentalhealth/ehcypf/ehcypf-camhs.htm • Hampshire Careers Service: http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/youthtube/youth-professionals/hampshirecareersandemployabilityservice.htm • Paediatricians: http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/c/child-health-services-(paediatrics)/royal-hampshire-county-hospital-child-health-services.aspx • Occupational Therapists: http://www3.hants.gov.uk/adult-services/aboutas/structure/ot/ot-direct.htm • Physiotherapists: http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/o/occupational-therapy/winchester-and-eastleigh-therapy-services.aspx • County SEN Team: http://www3.hants.gov.uk/sen-home
<p>Who should I contact if I am considering whether my child should join the school?</p>	<p>First contact the school administration office and speak with Joanna Keay. Further advice can be provided on whether a meeting with the SENCO or Head of Pupil Support is advisable, in relation to a pupil’s needs</p> <p style="text-align: center;">admin@kings-winchester.hants.sch.uk or 01962 861161</p>

The information in this School Offer was put together following consultation with parent/carers, pupils, staff and colleagues of the Kings’ School