

WHAT KINDS OF SPECIAL EDUCATIONAL NEEDS DOES KNGS MAKE PROVISION FOR?

Our first response to supporting students with Special Educational Needs and Disabilities (SEND) is to provide high quality teaching which targets a student's area of weakness through a personalised and differentiated curriculum. If a student still continues to make less than expected progress the SEN team will gather further information from teachers and assess what further support the students may require. Any student identified as having a learning need will have at least one of four broad areas of need. This enables us to make sure we are taking appropriate action to support a student's needs. On the following page, you can see the four broad areas of need and the interventions we put in place, as a school, to support them.

Types of need and what that could look like	Examples of support in our school	How we check it is working
Cognition and Learning This is when a student learns at a slower pace than other students in their class. It may be that they have a low reading or comprehension age, dyslexia, dyscalculia or dyspraxia	Differentiated curriculum, in lessons, through quality teaching, Small, ability based teaching groups Literacy support e.g. Reading Buddies, Accelerated Reader, Magic Spell, Word Shark, Literacy Mats Pupil School Support (external) intervention with targeted support to meet student's needs Learning Assistant support in lessons to support teacher with differentiated curriculum Use of One Page Profiles (OPPs) to support a person centred approach to SEN	Monitoring takes place in the form of: Lesson Observations/Learning Walks Assessments take place in the form of: <ul style="list-style-type: none"> • End of Year Reports • SEN targets reviewed annually • Online standardised testing • Reading & Comprehension tests • Vernon Spelling test • External Agency Assessments • Parent/Child Views • Teacher views
Communication & Interaction This is when a student has difficulty communicating with others. This may be what they are saying (appropriate use of language) or understanding what is being said to them and social interaction with others	Social interaction and communication groups Social clubs during lunch and after school Level 1 Autistic Spectrum Disorder training – all teaching and support staff Level 2 Autistic Spectrum Disorder training – TA Autism Team (external) intervention Speech and Language Therapy (external) After school enrichment activities Inclusion Area and The Learning Hub Use of One Page Profiles (OPPs) to support a person centred approach to SEN	

<p>Social, emotional and mental health difficulties</p> <p>This is when a student displays challenging, disruptive or disturbing behaviour. This disruptive behaviour is managed so it doesn't affect learning</p>	<p>Social clubs during lunch and after school School Nurse Educational Psychologist (external) intervention Child & Adolescent Mental Health Service (external) Forward Think Birmingham- referrals Big Community Support Service (external) The Sweet Project (external) referral Inclusion Area Use of One Page Profiles (OPPs) to support a person centred approach to SEN</p>	<ul style="list-style-type: none"> • Assess, Plan, Do, Review approach • Spelling tests • Initial Concern Checklist for teachers to raise concern about a pupil not making expected progress
<p>Sensory and/or physical needs</p> <p>This is when a student has a disability that hinders them from using the educational facilities provided.</p>	<p>Sensory Audit – to ensure student's needs can be met Visual and Hearing Impairment Risk Assessments & adjustments to school (e.g. accessibility/health & safety) Sensory Support (external) intervention Accessibility Plan—3 year Use of One Page Profiles (OPPs) to support a person centred approach to SEN</p>	