



Kingsbury High School's SEND Information Report September 2018

Kingsbury High School is a fully inclusive mainstream school where we take great pride in the diversity of our community. We believe that, whatever our backgrounds, there are many ways to be successful at our school; we simply strive to be the best that we can be. All students are entitled to have access to a broad, balanced and relevant curriculum which is differentiated to meet individual needs. Students are encouraged to achieve their potential academically and to become successful and independent young people in society. Our school is built on five foundations we call PRIDE: **P**ersonal Excellence, **R**espect and friendship, **I**nspiration, **D**etermination and courage, **E**quality.

This document is intended to give you information about the ways in which we ensure we support all of our pupils at Kingsbury High School, including those with SEN and disabilities (SEND), in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEN when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement. Once this occurs, we have specific needs-based plans and pupil profiles which help support their development and accelerate progress.

Children at Kingsbury High School with SEN make good progress and achieve in line with other schools nationally.

Other useful documents such as our SEN policy and Disability Accessibility Plan are available on the school website. If you would like further information about what we offer here at Kingsbury High School, please do not hesitate to contact us directly. A copy of the Brent Schools Local Offer and Minimum Standards can be found at the following link: <https://brent.gov.uk/media/9706321/Brent-Schools-Local-Offer-Minimum-Standards.pdf>

The SEND Information Report, below, outlines how we support all children with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make good progress academically and personally. Provision may change over time to reflect the changing needs of the students as they develop. The information required to be included in the SEND Report is stated in the Special Educational Needs and Disability Regulations 2014 Schedule 1 (Reg 51)

Regulation	Question	School Response
1. The kinds of Special Educational Needs for which Provision is made at the school	What kinds of SEND pupils do you have in your school?	<p>The school provides special educational provision for pupils who require “special educational provision that is different from or additional to that normally available to pupils of the same age” (Code of Practice January 2015; 6.15). The school provides for pupils with a range of difficulties that fall under the following broad categories:</p> <ul style="list-style-type: none"> • Cognition and learning • Communication and interaction • Social, emotional and mental health • Sensory and/or physical <p>We have a Hearing Impaired Unit called the Total Communication Resource (TCR) that can take up to 8 students with an Education, Health and Care Plan (EHC Plan). The students, who usually have a moderate to profound hearing loss, benefit from 1:1 teaching with a specialist teacher of the deaf whilst also being able to learn alongside their peers in mainstream classes. We also have students in our school with visual impairments, autistic spectrum disorder, physical and medical difficulties and speech, language and communication difficulties and specific learning difficulties, such as dyslexia. All students are welcomed and encouraged to take part in the life of the school, in addition to being expected to achieve the best results they can, regardless of their difficulties.</p>
2. Information in relation to mainstream schools about the school’s policies for the identification and assessment of pupils with special educational needs.	How do you know if a pupil needs extra help?	<p>Most pupils starting at this school will already have been identified with SEND or learning difficulties at primary school, through rigorous assessment and monitoring. They may already have an EHC Plan. These pupils are placed on our SEN Support list because: their progress is significantly lower than that of their peers, they fail to make expected progress or they fail to match previous progress in spite of quality first teaching in the classroom and appropriate differentiation.</p> <p>The progress of all students is closely monitored by class teachers, Stage Leaders and the Leadership group using a range of data, including attendance & punctuality, attitude to learning and academic progress. We also have staff in school responsible for the mental health and well-being of all students and good connections with professional and advisory services to support us. There are designated staff who have specific responsibility for children in care and safeguarding.</p> <p>Class teachers will introduce strategies and interventions for those who fall behind academically. Additionally, each subject area will identify and provide interventions for those whose progress gives cause for concern. If failure to progress is sustained, in spite of advice and guidance from a member of the SEN team, the student will be referred to the Special Educational Needs Coordinator (SENCo) for further</p>

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		<p>assessment. Additionally, the SEN team apply the school's SEN criteria when assessing and deciding whether a student has learning difficulties or has SEN.</p> <p>We all follow our 'graduated approach' to SEND using the 'assess, plan, do, review' model outlined in our SEN Policy and we contact parents if we believe that a student has a learning difficulty or SEN. The SEN team provide support for classroom teachers and pastoral staff to ensure that all students who fall behind are given the best chance to catch up. This means that all students who fall behind are identified and supported to do their best.</p>
3a.How the school evaluates the effectiveness of its provision for such pupils	How do you evaluate provision?	<p>Governors are responsible for monitoring the effectiveness of the provision in place for students with SEND. The SEN link governors visit during the school year and the Head of Inclusion (SENCo) reports to the relevant governor committee on SEND provision. In addition, the SENCo presents a report on the end of year GCSE results for students with SEND and makes suggestions for improvements in provision. This year the school has purchased Provision management software that is enabling us to evaluate the effectiveness of our interventions. This means we will only keep the interventions that we know work for the students. Each year we are provided with an impact report outlining the effectiveness of our 'bought-in' Speech Therapy service which has allowed us to make adjustments for this year. We now use baseline measures for all of our interventions so we are able to say whether or not they are effective. This helps us to refine our provision.</p> <p>Key Stage 4 New attainment indicators were introduced in 2014/15 at Key Stage 4 – Attainment 8 and Progress 8.</p> <p>The average attainment 8 score for pupils with SEN in 2018/19 was 2.19 compared to 4.66 for those with no SEN.</p> <p>The average progress 8 score for pupils with SEN was -0.614 compared to 0.287 for those with no SEN. The score of -0.614 indicates that pupils with SEN achieve, on average, nearly one grade lower per subject than other pupils with similar prior attainment nationally. (See source publication (link below) for detail of definitions)</p>
	How will I know that my child is making progress?	<p>The school assesses the effectiveness of Teaching and Learning for all, through regular Learning Walks and monitoring of data. recent Learning Walks have highlighted as an area for improvement and so this year it has been built into our staff training programme. Further Learning Walks this year will measure the impact the training has on how well we differentiate for individuals in the classroom.</p> <p>Parents/carers of students with SEND are contacted half-termly and invited to termly target setting meetings where progress is discussed and new targets set in partnership with parents and students. We</p>

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		<p>have had a very good attendance at these meetings and the impact has been a closer working relationship with parents which benefits the children's progress. There are form tutor parent meetings and annual parent-teacher evenings where subject progress is discussed, in addition to termly reports on attendance & punctuality, attitude to learning and academic progress. Parents are fully informed of progress and have opportunities to address any concerns.</p> <p>Parents, class teachers and pastoral staff may raise a concern at any time using the established protocol of our 'graduated approach'. Stage leaders and subject leaders monitor data for all pupils to ensure progress. The SENCo regularly monitors data for the students with SEND. This means that it would be very difficult for a student to fail to make progress and not get noticed.</p>
3b.The school's arrangements for assessing and reviewing the progress of pupils with SEND.	How do you check and review the progress of my child and how will I be involved?	<p>The school sends home termly reports for all students, covering attendance, attitude to learning, behaviour and academic progress. Parents will be invited to an annual Parents' Evening, a Parent-Tutor meeting and a Learning Conversation Day, all of which focus on progress. If your child is falling behind you may be contacted directly by the subject teacher. The school shares all homework with parents and students using the online facility called Show My Homework. Our parents have responded very favourably to this initiative.</p> <p>We have a new tracking and assessment system in school this year. This enables us to plot the expected progress of all students from their individual starting points and then monitor how they are doing against expectations. It is a system that should allow us to confidently say that students are making progress and to know when they are not. The Inclusion faculty will also collect additional data based on student need regarding students identified as having an SEN 5 times over the academic year to supplement school data and provide a more comprehensive picture of progress.</p> <p>The SEN team will consult with you at a termly target setting meeting for your child and invite you to the annual review of the EHC Plan meeting in the summer term. Further meetings may be arranged if the need arises; we aim to stay in regular touch with our parents to ensure that they are fully informed of progress. We respond in a timely fashion to the concerns of parents which ensures that students get the support they need.</p>
3c.The school's approach to teaching pupils with special educational needs	How do teachers help pupils with SEND?	Our teachers have high expectations of all our students, including those with SEND. Teachers are provided with information about your child's needs and they plan their lessons accordingly. Teachers have been given training in school for this and know how to differentiate for individual needs. They might use different strategies, more practical activities or adapted resources so that your child can access the lessons. At this school we have a range of staff who help us to meet your child's needs. If your child

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		<p>receives additional support this will have been discussed with you. Pupils who experience difficulties and require extra support may be assessed for special arrangements, in preparation for external exams. The school decides which pupils need an assessment for these Access Arrangements according to the Joint Council for Qualifications exam regulations. This means that all students are able to achieve the best they can. All staff in school work together to ensure that your child makes progress.</p>
<p>3d. How the school adapts the curriculum and learning environment for pupils with special educational needs.</p>	<p>How will the curriculum be matched to my child's needs?</p>	<p>At this school we have transformed our Foundation Stage curriculum to meet the needs of all of our students. We have a two-year Foundation stage in Years 7 and 8 that gives our students a firm base for the Examination Stage in Year 9. A graduation ceremony is held at the end of Year 8 to focus students on the importance of entering the GCSE phase. Parents and pupils are involved in making important subject choices. Students at the Examination Stage also have more choice; they complete one GCSE by the end of Year 10 and can choose additional subjects for Year 11 or further support for Maths and English.</p> <p>We recognise that we need to do more to prepare some of our students for post-16 education and our Leadership team are reviewing the current Pathway model to ensure we offer more suitable courses for some of our SEND students. The impact of this will lead to better outcomes for these students as they will be able to move on to College to study courses for which they have been prepared</p> <p>A number of learners have a more personalised curriculum in Year 7; those pupils, whose progress is behind that of their peers when starting at the school, may be included in a smaller group and taught English and Maths by the same teacher. The same teacher also supports their Science lessons to provide continuity for these learners. These learners have an adapted curriculum and resources to help them make more progress. The impact of this is that these students do make progress and this is sustained as they move up through the school. These students are monitored and supported through year 8 to ensure progress is made. There is a group of SEN learners going into the GCSE option and study programme in year 9 who have been invited to take a three year life skills course accredited at level 1; this will reduce the GCSE load by one, provide more focussed support time and provide a skills course that is appropriate for their future needs. In years 10 and 11, there is a withdrawal group from English GCSE to support this subject at functional skills level. These students are selected if they are predicted to not achieve a grade at GCSE English.</p> <p>The school has introduced some alternative courses that suit the needs of our lower learners. This included entry level English in addition to the regular GCSE English exam to ensure that students gained a qualification at the level appropriate to them.</p>

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	How accessible is the school environment?	<p>Kingsbury High School is a safe and welcoming place, currently undergoing considerable external and internal refurbishment as part of a rolling programme of improvements. We have lift access in all except one of our buildings and we also adapt the school timetable to allow those students with disabilities to remain on the ground floor, where possible. All areas have wheelchair access and we have disabled toilet areas.</p> <p>We have adapted the physical environment for those with visual impairments including painting yellow strips on all of the stairs to provide sufficient visual contrast and marking expanses of glass with opaque stickers. Some of our classrooms have been sound treated for those with a hearing impairment. We work closely with outside agencies to provide specialist equipment for those who need it. We also provide equipment within school to help with reading and writing and for those students attached to our Hearing Impaired Unit, the Total Communication Resource (TCR) and those with visual impairment. As a result, all of our students have access to the school environment and the learning in the classrooms.</p> <p>The school enjoys close links with The Village School, a local special school. Some of their students learn alongside ours and our students visit the Village School as ambassadors. This gives all students the opportunity to develop their personal skills.</p>
3e. Additional support for learning that is available to pupils with special educational needs.	Is there additional support available to help pupils with SEND with their learning?	<p>We have a wide range of staff in school to support pupils' needs, including those with SEND. This includes learning support assistants, teachers who support in lessons, graduate interns, a school counsellor, a social worker, an Inclusion administrator, a speech therapist, a mentor, pastoral staff, a nurture group teacher and student support staff. All staff in the school provide supervision during break times and so get to know the students and are able to support them. All subjects at GCSE provide additional opportunities for learning after school. The SEN team are also available to support learning at break and lunch times in designated rooms. Students with SEN know where they can go for help with work.</p> <p>There is a peer support programme starting in school which will aim not only to support some of our more vulnerable learners but also to provide spaces at lunchtimes for students to access. This will not only support students with an identified 'traditional' SEN but also who have mental health challenges or would simply like a quieter space to spend their breaks.</p>
	How are the school's resources allocated and matched to students' needs?	Resources are allocated based on need and effectiveness. Students with an EHC Plan have resources allocated as outlined in their EHC Plan. This may include speech therapy, mentoring and support from subject teachers or graduates or support during un-structured times. Where support is given in lessons the teacher will liaise with the support staff to ensure that the students are focused and making progress. This

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		year we are refining the support for individuals and planning specialist interventions to suit their needs. These interventions are resourced by funding from EHC Plans or school funding allocated to faculties. This should provide more targeted support for individuals.
	How is the decision made about how much/what support my child will need?	Students with statements or EHC Plans have outcomes set by the Local Authority (LA) and these are broken down into targets which are set termly in consultation with parent and child. The LA will make recommendations about the amount and type of support that will meet the students' needs and the school implements these using its own structure, systems and resources. The Educational Psychologist and other professionals, if involved, may also make recommendations about the type of support needed for an individual. The school will implement this advice in the best way it can. This means that students get the support that is recommended by professionals to meet their needs. Students on 'K' support receive support based on their specific needs. The 'K' support register is fluid, when a need has been remediated students will be removed, students when identified will be put on the SEN register as 'K' support and interventions will commence.
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.	What social, before and after school, and other activities are available for pupils with SEND?	A large range of clubs and interest groups are available at this school. This includes sport, music and drama and debating clubs and academic interest groups. The school has a long sporting tradition, both participatory and competitive. All children are encouraged to become involved in the life of the school, including those with SEND. All students are encouraged to play musical instruments, take part in plays and musicals, join the debating society and take part in our co-curricular days which may involve school trips or physical and team building activities within school. Additionally, we run homework clubs, coursework and revision sessions for older students and social groups during break and lunch times. The school also holds eight co-curricular days during the year which contribute to the development of each child as a whole person and address topics such as safety and well-being.
	How can my child find out about these activities?	All clubs are advertised on the year group noticeboards and this year will be shared with parents. Staff encourage students with SEND to join the clubs and may go along with them to help them settle in.
	How will my child be included in activities outside the classroom, including school trips?	All students are encouraged to take part in extra curricular activities at break times, lunchtimes and after school. Day trips and residential trips are open to all children and any specific needs are discussed with parents and staff involved. All students are encouraged to be fully involved in school life.
3g. Support that is available for improving the emotional, mental and social development of	What support will there be for my child's overall well-being?	At Kingsbury High School we take our safeguarding responsibilities very seriously. We have a Student Development Faculty devoted to supporting the safety and well-being of the children. We also employ a counsellor and we have excellent links with outside agencies and professionals. We have Year Leaders who provide pastoral support throughout the day and staff who monitor attendance and contact parents if

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pupils with special educational needs.		<p>necessary. The school provides training for all staff on social, emotional and mental well-being as well as information days for students on many aspects of well-being. Schools are now able to refer students with mental health issues directly to the Child and Adolescent Mental Health Service (CAMHS), which should help us to ensure students get the help they need.</p> <p>The school is working on a better understanding of mental health needs through pastoral periods, assemblies, staff briefings and notice boards including sign-posting to support services. A peer support programme is being developed with a focus on mental health; looking to provide access to support and quieter spaces to spend unstructured times during the school day with students available to engage and speak with. This programme will be supervised by teaching staff.</p>
4. In relation to mainstream schools, the name and contact details of the SEN Coordinator.	Who should I contact if I want to find out more about Kingsbury High School supports pupils with SEND?	The Head of Inclusion and SENCo is Tom Mann. Contact details: telephone 020 8206 3000 or email: senco@kingsburyhigh.org.uk
	What should I do if I think my child may have a special educational need or disability?	<p>Speak to the stage leader for your child's year group about your concern:</p> <p>Foundation stage (Years 7 & 8) Mr G Froy Acceleration stage (Year 9) Mr Gibson Examination stage (Years 10 & 11) Mr Das 6th Form (Years 12&13) Ms Hollingworth</p> <p>Your concern will be passed on to the SENCo once your child's data and progress has been checked and their teachers consulted.</p>
5. Information about the expertise and training of staff in relation to children and young people with SEND and about how specialist expertise will be secured.	What training have the staff supporting students with SEND had?	<p>Kingsbury High School is committed to ensuring that all staff are involved in continuing professional development (CPD). Our teachers provide support for our students with SEND in lessons which helps them to develop their expertise in this area. All teachers belong to Teaching and Learning Communities (TLCs) that meet on a regular basis to support and develop professional practice. Last year we launched Support Learning Communities (SLCs) for our classroom support staff to ensure their knowledge and understanding of special needs is up to date. This helped them to have a better understanding of how to support our students with special needs in the classroom. This year the school has developed its own training programme for teachers and support staff on a range of topics that will help them to support our students with SEND.</p> <p>All staff who support our students are regularly offered training, both in school and external courses. We are supported by the Brent VI Team (BVIS) and the BOAT Service for ASD. Our staff have all had</p>

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		<p>recent relevant training for their roles. This school subscribes to the Harrow Schools Training Programme and all staff are encouraged to select from a wide range of courses to suit their needs. We also have specific training from health professionals in caring for our students with medical needs.</p> <p>We have a specialist teacher who has the OCR Level 7 qualification for assessing and teaching students with SEN. Our SENCo has an Advanced Diploma in SpLD, and MA in SEN and a Doctorate in Education.</p> <p>We have an in-house speech therapist who undertakes CPD as part of her own professional commitments. Our TAs and Graduate Interns work alongside our speech therapist to deliver interventions for those students with speech, language and communication needs (SLCN).</p> <p>Our HI staff team have regular professional update and support from the LA Sensory Team (BDHIS).</p> <p>Our student development faculty staff have a similar training programme for staff involved with students who have medical needs and social, emotional and mental health needs. We have on-going support from professionals in the LA. Training and updating takes place on a regular basis and courses are offered as and when the need arises. The impact of all of this means that we are in a better position to be able to offer the right support to meet our students' needs.</p>
6. Information about how equipment and facilities to support those with SEND will be secured.	What happens if my child needs specialist equipment or other facilities?	<p>The school has facilities in place to support students with VI and HI and other physical disabilities. We can access a range of services to help us meet their needs, including specialist equipment and personnel. If a student has a disability we are usually in touch with a range of professionals who can advise us and provide specialist equipment as necessary. These staff may include: occupational therapy, physiotherapy and the Brent Inclusion consultant. If you believe your child needs specialist equipment please contact our SENCo, Tom Mann, or discuss this with the Stage Leader at your next Parents' evening. As a result, all students should have the facilities they need to be able to access the environment and the learning.</p>
7. The arrangements for consulting parents of students with SEND about, and involving such parents in, the education of their child.	How will I be involved in discussions about planning for my child's education?	<p>We have termly meetings with parents and students with SEND to set and review targets. These meetings are student and parent - centred where we focus on their concerns and set targets to address these. Additionally, there are form tutor evenings and parent teacher meetings. At the end of Year 8 parents and students are involved in deciding on the most suitable pathway for GCSE. We need you to support us and your child by encouraging them to fully engage with their learning, and any interventions offered, by:</p> <ul style="list-style-type: none"> • Helping them to arrive to school organised (correct equipment, books) • Full attendance and punctuality • Completion of homework using Show My Homework on the school website.

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		<ul style="list-style-type: none"> • Checking and signing their journal • Attending parent meetings and specific meetings for your child <p>The school runs additional information evenings for parents in Years 10 and 11 to ensure that we provide the best possible support at this important stage.</p> <p>Last year we organised coffee mornings for the parents of students with SEND at KS3 and 4. Our Educational Psychologist was present along with SEN staff to discuss concerns and answer questions. This helped staff in school understand the needs of the students better.</p> <p>Parents also felt that this was a very helpful event and we plan to do more.</p>
	How will you help me to support my child's learning?	We will support you by ensuring we communicate regularly with you. Your child with SEND will have a key worker who will conduct termly meetings with you to set targets and check if you have any issues of concern. The school will ensure that you know what homework your child has so you can support them to complete this to the best of their ability. This should ensure that you feel involved and supported in helping your child.
8. The arrangements for consulting students with SEND about, and involving them in, their education.	How will my child be involved in his/her own learning and decisions made about his/her education?	All pupils, including those with SEND, regularly evaluate their own work and have 'dialogue' with their teachers about their work. We encourage them to take part in 'pupil voice' activities, attend annual review meetings and termly target setting meetings. They are involved in helping to choose their GCSE subjects. We encourage students, through discussions, to become independent learners. We feel that by engaging with students in this way, they will take more responsibility for their own learning.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.	Who can I contact for further information?	Please contact our SENCO for further SEND information: Dr Tom Mann senco@kingsburyhigh.org.uk
	Who can I contact if I have a complaint?	Most concerns can be addressed by the subject teacher or Stage Leader. If you are concerned about SEND provision you can contact the SENCO, Dr Tom Mann. If you are not satisfied with this you can contact the Head teacher or his Deputy. If you are still not happy you can address your complaint to the school governors who will decide on the best course of action.
10. How the governing body involves other bodies, including health and social	What specialist services and expertise are	At this school a range of staff and services can be accessed including: speech therapy, physiotherapy, occupational therapy, Brent Autism Outreach Team, mentoring, Connexions, Educational Psychology, the Inclusion Team, the school nurse service and a range of services for those with social, emotional and

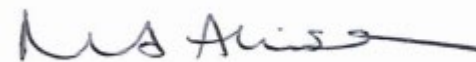
Regulation	Question	School Response
services bodies and voluntary organisations, in meeting the needs of pupils with SEND and supporting the families of such pupils.	available at or accessed by the school?	mental health problems provided by our Student Development Team. The impact of this range of services ensures that we provide holistic care for our students.
11. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.	Who should I contact to find out about support for parents and families of children with SEND?	<p>The SEND Information and Support Service (SENDIASS) team at Brent are available to support parents: https://www.brent.gov.uk/services-for-residents/children-and-family-support/special-educational-needs-and-disabilities/information-advice-and-support-service/</p> <p>Brent Special Educational Needs' Local Offer: https://brent.gov.uk/media/9706321/Brent-Schools-Local-Offer-Minimum-Standards.pdf</p> <p>Brent Carers: http://www.brentcarerscentre.org.uk/what-we-do/independent-support-service/</p> <p>Independent parental advice: http://www.brentcarerscentre.org.uk/local-carer-services/ipsea-independent-parental-special-education-advice/</p> <p>Brent Child and Adolescent Mental Health Service: http://camhs.cnwl.nhs.uk/find-services/</p> <p>Autism Concern: http://www.brentcarerscentre.org.uk/local-carer-services/national-autistic-society/</p>
12. The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living.	How well will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?	<p>We liaise closely with our feeder primary schools and arrange transition visits and activities for those transferring to this school. Special transition activities can be arranged for those with SEND. This year we are able to offer a transition session for Year 7 students to support their move to secondary school. This will entail a morning with us, being introduced to key staff, a school tour and some learning activities. We are also organising two afternoons to work with year 5 HI students from Kingsbury Green to support their transition in a year's time.</p> <p>We have a Connexions service in school and all students, including those with SEND, are interviewed and advised at key points during their education here. Students are encouraged to research careers, make choices relating to their future and visit colleges and universities.</p>

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		<p>We work closely with the parents of pupils with SEND to ensure that students make the right choices for post-16. SEN staff support the students in school by discussing their subject choices, guiding them on suitable courses and helping them to apply to colleges. In our 6th form, the staff team provide an excellent package of care and preparation for life after school. As a result, our students feels ready to move on to a more independent life.</p> <p>In our 6th form, the staff team provide an excellent package of care and preparation for life after school. As a result, our students feels ready to move on to a more independent life.</p>
13. Information on where the local authority's local offer is published.	Where can I find out about other services that might be available for our family and my child?	Brent Special Educational Needs Local Offer: https://www.brent.gov.uk/localoffer

School Governor Name: (Print)

MART, Ann Allison

Signature:



Designation: Chair of Equality, Behaviour and Stakeholders Committee