

Marjory Kinnon School

SEND Policy & SEN Information Report

November 2023



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This policy is based on a model template from The Key and DfE Special educational needs and disability code of practice: 0 to 25 years (Updated 20 April 2020).

1. Aims & Objectives

Our SEND Policy and SEN Information Report aims to:

- Set out how Marjory Kinnon School will support and make provision for pupils with special educational needs and disabilities (SEND). This includes the following needs:
 - Communication and interaction.
 - Cognition and learning.
 - Sensory and physical.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND aged 5-16 (EYS to Year 11).
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil.
- Make sure the SEND policy is understood and implemented consistently by all staff.

At MKS we aspire to facilitate learning in a professional and caring environment where the children have the chance to develop their self-esteem, core values and independence, and to learn and make maximum progress in functional literacy, numeracy and life and social skills. To achieve this, we:

- Create a safe, caring and well organised school.
- Present children with challenging learning opportunities planned using differentiated programmes based on the national curriculum that take into account their barriers to learning and creates two distinct curriculum pathways.
- Encourage core values, mutual respect and an appreciation of the worth of others within and beyond the MKS community.
- Develop and support a highly motivated group of staff.

2. Vision & Values

Our staff and pupils have worked together to develop our Vision, Mission and Values to ensure we put well-being at the heart of everything we do:

OUR VISION

Every pupil will learn the skills and develop the confidence needed to become a valued integrated and independent member of their community.

OUR MISSION

Through our learning, work and play we nurture, challenge and inspire each other to achieve our full potential.

OUR VALUES

Kindness: We aim to be kind to everyone.

Respect: We are respectful and responsible in everything we do.

Tolerance: We value and celebrate differences in each other.

Perseverance: We keep trying until we succeed.

3. Legislation & Guidance

This SEND Policy and SEN Information Report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs & Disability Regulations 2014, which set out local authorities' and schools' responsibilities for Education, Health & Care (EHC) Plans, SEN Co-ordinators (SENCOs) and the SEN Information Report.
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND.
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

4. Inclusion & Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability or diagnosis that creates barriers to learning that require adaptation to curriculum or provision.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age.

5.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> ▪ Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia. ▪ Moderate learning difficulties. ▪ Severe learning difficulties. ▪ Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> ▪ Mental health difficulties such as anxiety, depression or an eating disorder. ▪ Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. ▪ Suffered adverse childhood experiences. <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none">▪ A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment.▪ A physical impairment. <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>
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6. Roles & Responsibilities

6.1 The SENCO

The Special Educational Needs Coordinator (SENCO) is the Headteacher, contactable on head@marjorykinnon.hounslow.sch.uk.

The Headteacher will:

- Determine the strategic development of the SEND Policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision made to support individual pupils.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the Local Authority and its support services and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.

- Work with the school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils up to date and accurate.
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- Regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEN Information Report and any updates to this policy.
- With teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

6.2 The Governing Body

The Governing Body is responsible for making sure the following duties are carried out by the school, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every pupil with SEND gets the support they need.
- Make sure that the school has arrangements in place to support any pupils with medical conditions.
- Provide access to a broad, balanced and adapted curriculum.
- Provide an annual review for parents on their child's progress.
- Record accurately and keep up to date the provision made for the pupils.
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.
- Determine their approach to using their resources to support the progress of pupils with SEND.
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice.

6.3 Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated small step approach.
- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the therapeutic professionals to review each pupil's progress and development and decide on any changes to provision in their EHCP.
- Ensuring they follow this SEND Policy and the SEN Information Report.
- Communicating with parents regularly to:
 - Set clear outcomes linked to their EHCP targets and review progress towards them.
 - Discuss the activities and support that will help achieve the set outcomes.
 - Identify the responsibilities of the parent, the pupil and the school.
 - Listen to the parents' concerns and agree their aspirations for the pupil.

6.4 Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil with an EHCP will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support at the annual review.

They will be:

- Invited to termly meetings to review the provision that is in place for their child.
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- Given an annual review on the pupil's progress.

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.5 The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are.
- Contributing to setting targets or outcomes.
- Attending annual review meetings.
- Giving feedback on the effectiveness of interventions.

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN Information Report

Marjory Kinnon School is an all age special school for children aged 4-16 years. All pupils have delays or difficulties in communication, interaction, cognition or learning.

All pupils will have an Education, Health and Care plan (EHCP) and placement at the school is the responsibility of Hounslow SEN Department. Pupils are placed in classes where the routines are highly structured and there are high levels of support and visual timetables.

How Will We Decide If We Will Be Able to Meet a Child's Needs & Can Offer a Place?

For information on entry criteria, please refer to the school's Admissions Policy.

7.1 Types of SEN we provide for

Our school provides provision for a range of needs, including:

- Children will have an Education, Health & Care Plan.
- Children will be aged between 4-16 years with an ASC diagnosis or complex needs.
- The school caters for pupils with communication and language difficulties, specific learning difficulties and ASC barriers to learning.
- Children will be able to access a differentiated and adapted National curriculum.
- Some children may have global development delay as a secondary need.

- The provision is not suitable for children who have been identified with PMLD or severe learning difficulties.
- Provision is not suitable for children who have had social, emotional and mental health identified as a primary need or have high levels of emotional or behavioural difficulties that put the other vulnerable pupils at risk.
- Hounslow Local Authority will consult with the school before securing individual placements and will allow the school to conduct an assessment of the pupil before deciding whether to name the school on an Education, Health & Care Plan.

7.2 How we identify and assess our children's additional needs

School and home assessment visits are undertaken as part of our admissions procedure. All pupils at MKS have an Educational Health Care Plan (EHCP) where their needs are identified. This is reviewed annually in a pupil-centred meeting with parents and other invited professionals. Parental questionnaires are used as appropriate. Any updates to the EHCP are sent to LBH SEN for consultation. Educational Psychologists assess children as required.

Please see the school's Assessment Policy, Admissions Policy and Annual Review Policy for more information.

7.3 How we consult and involve pupils and parents

Pupil-centred Annual Review meetings are held annually with parents/carers and other invited professionals to discuss the child's progress towards the outcomes of their EHCP and to review the provision required to achieve these outcomes. The views of the child are central to this process and are usually obtained prior to the meeting using an appropriate child-friendly approach. Parents/carers are encouraged to contribute to the process of monitoring progress towards outcomes and identifying appropriate next steps for their child. The Annual Review is also an opportunity to update children's Risk Assessments, Care Plans and Behaviour Support Plans in consultation with parents/carers. Please see the Annual Review Policy for more information.

Parental Engagement

We know that parental engagement has a significant and positive impact on children's learning. Therefore our school places a strong emphasis on working together with Parents and Carers.

We offer workshops in a range of areas including training for Parents with children with ASC, toileting, feeding, supporting speech and language development, and supporting reading to enable Parents to develop a better understanding of strategies that support their children's development and learning.

We work closely with Parents whose children have medical needs to ensure they have the appropriate care in school.

In addition, the SaLT and OT Practitioners work with Parents whose children receive these interventions, working on programmes to be implemented at home and school.

Termly Parents Evening meetings take place between teachers and parents. All parents are invited to Annual Reviews. For children in Early Years these take place twice a year.

A Governing Body Child, Family & Community Committee has been established for the purpose of promoting consultation with Parents/Carers. The school has a Parental Engagement Senior Leader and Parental Engagement initiatives are reviewed in the CFC Committee.

Parents and Carers are always welcome to visit the school, and especially at our performances and special events when we celebrate our children's successes and achievements.

Pupil Engagement

The school operates the following systems for consulting young people:

- Change Team
- School Councils
- Wellbeing Pupil Engagement Questionnaire
- Pupil Voice
- Pupils who are able attend person-centred Annual Review meetings.

7.4 How we assess and review pupils' progress towards outcomes

Progress towards EHCP targets are reviewed annually with parents and pupils. More information on internal assessment and target setting processes can be found in the Assessment Policy.

MKS use ongoing Teacher and TA assessments, tests and observations and work scrutiny in order to collect evidence of progress. Our decisions about progress are moderated by the LA for Early Years, and with other schools for all other key stages in order to ensure they are accurate.

All pupils at the school are working significantly below Age Related Expectations (ARE).

In Early Years Classes

Early Learning Journals are used to log observations that are used to document skills development and significant learning steps. Every half term this evidence is mapped onto the Developmental Matters Statements and summative judgments are transferred from Teachers' planning and pupils' observation books to our electronic records. At the end of the year progress is reported to the LA using the EYFS Profile.

Monitoring & Reporting on Progress in KS1, KS2, KS3, KS4

Ongoing Assessments

Class based assessments inform Teachers' weekly and daily plans. Descriptive verbal, visual and written feedback to pupils informs them of their progress and how they can improve. Progress is monitored by the Senior Leaders in February and June, and reported to Parents/Carers in termly meetings and Annual Reviews.

Annual Assessment of Progress

Teachers record ongoing progress in small steps in English (reading, writing, phonics, spelling, vocabulary, grammar and punctuation) using a software assessment programme called 'BSquared' and an internal small steps Pupil Assessment Profile (PAPS).

KS1-KS3

Progress in English, Maths, PSHCE and autism progress is analysed and reported annually using B-squared. In addition, progress in reading is assessed termly using the assessment activities from the Read Write, Inc, programme.

KS4

Children work towards a range of accreditation including Entry Level, BTEC and GCSE accreditation according to ability and needs.

Evaluation & Reporting of Pupil Progress Data

Data collated on pupil progress is used so that we know:

- Which pupils are on track/not on track to meet at least expected progress.
- Which pupils require interventions.
- Which pupils require extension work.
- How to decide on pupil groupings.

Judgments about progress are moderated by Teachers and Senior Leaders, and externally at LA Moderation Meetings and with other schools to ensure they are accurate.

Pupil progress outcomes are analysed by Senior Leaders twice yearly (in February and June) and a data report is produced and presented to Governors. The report is used to identify any patterns in progress made by groups of pupils and is reported in the Headteacher' Report to Governors in the autumn term.

Informing Parents

Pupil Assessment Profiles (PAPS) are used to report to Parents/Carers termly on the small steps of progress made, and on planned next steps. They are shared with Parents/Carers at the termly Parents meeting or sent home if they are unable to attend. When a child joins the school, the child is baselined and the progress arising from this baseline is shared at the next Parents/Carers evening.

At the Annual Review meeting, Teachers report on progress since the last Annual Review. Progress towards the Educational Health Care Plan (EHCP) objectives is also reviewed, and the progress on the PAPS are reported. Pupils in Early Years classes have two reviews in the first year. Pupils in all other key stages have one meeting scheduled on an annual basis.

7.5 How we support children moving between phases and preparing for adulthood

We ensure the transition process is personalised to reflect the individual needs of each child and how they can be best supported. Transition Annual Reviews take place in Year 5, Year 9 and Year 11. Transitions are marked by special assemblies and social stories and visits to new provision are put in place to support as needed.

Pupils Joining Early Years Classes

Teachers and TAs make a home visit in the first week of term before pupils start at school when information is shared with Parents. If required, Health Care Plans are written before entry to school.

There is a staggered entry for the first half term with pupils initially attending only part-time. Some pupils may require a longer induction, which will be agreed with parents with a written plan of transition.

Pupils Joining KS1-4 Classes

Written information will be shared with parents/carers prior to the pupil joining the school. If the pupil uses social stories, a social story will be prepared and shared with Parents/Carers. The Assistant Headteacher will call/meet with Parents before the end of the first half term to discuss the child's transition into the school.

Moving from KS2 to KS3 (End of Year 6)

In Year 5 there is a transition Annual Review to make decisions about Secondary placement. In Year 6, for those pupils transferring to MKS Secondary Department, a Parent and pupil transition meeting/visit is organised where information about the Secondary provision is presented.

Moving from KS3 to KS4 (End of Year 9)

Parents are informed of the KS4 offer, and the curriculum pathways available to their children in meetings and at the Annual Review. Parents are also informed of the need to explore Post-16 options. The Annual Review in Year 9 is a transition review attended by the LA Careers Adviser 14-19 and an interview is scheduled with the pupil and Parents to discuss Post-16 options.

Pupils are prepared for transition and college link courses are available for KS4 pupils. Life skills and preparing for adulthood for less-able pupils are included in the curriculum offer. More information on the KS4 curriculum is available on the MKS website.

Moving from KS4 to Post-16 Provision (End of Year 11)

At the beginning of Year 11 an interview with the LA Careers Adviser 14-19 is scheduled with the pupil and further meeting with the Parents to discuss Post-16 preferences and to advise them of college open days and possible school options. In Year 11 the Annual Review is a transition meeting where action required to support the transition plan is discussed and finalised. For specific pupils the school may provide support for the pupil to make visits to Post-16 provision where the decisions are complex and Parents consequently require additional support.

We will share information with the school, college, or other setting a pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

7.6 Our teaching approach

Please see the Teaching & Learning Policy for full details on how the National Curriculum is adapted to meet the needs of our complex needs and ASC pupils.

7.7 Adaptations to our curriculum and learning environment

The curriculum follows three pathways:

- Pathway 1 is designed to meet needs of ASC pupils and includes different teaching approaches and a highly structured visual environment.
- Pathway 2 is for the more able pupils and includes preparation for accreditation in KS4.
- Pathway 3 is also for ASC pupils but has a stronger focus on speech and language and sensory needs.

The school is purpose built. Most classrooms are highly structured with visual supports and timetables. More information on access and adaptations to the physical environment can be found in the Accessibility Plan.

In Early Years Classes (Reception)

The first half term is an assessment term where the pupils' baseline levels are determined, and SaLT and OT screening takes place. The learning is structured to facilitate this assessment process. Ongoing class-based observations inform Teacher's weekly and daily planning of activities.

The Early Years curriculum is delivered in a range of ways to best support individual pupil progress. Activities are planned and structured to enable the children to demonstrate understanding of and develop taught skills and are taken from the EYFS framework. The Prime areas (CL - Communication and Language, PSED - Personal Social and Emotional Development and PD - Physical Development) Literacy and Maths are delivered within a structured morning session. The afternoon session takes the form of a 'free-flow' style approach focusing on the remaining Specific areas (EAD - Expressive Arts and Design and UW - Understanding the World).

The children have access to the outside area throughout the day where activities reflect choices within the inside environment, this is to support the different learning styles and preferred learning environments of individual children.

Throughout the day the children's skill development and characteristics of effective learning are observed and significant or new moments of learning are recorded. This is evidenced through written observations, photographs, video or samples of the children's work. Parents are also encouraged to be involved in this process by recording key learning moments that happen at home. This evidence is collated together in the children's learning journals to build a holistic view of the child and the progress that they are making.

The ASC children have individual TEACHH trays to support their learning. These are planned tasks that they are taught to complete independently. These tasks cover a range of skills and will often be linked to the children's targets and areas for development.

Every effort is made to ensure that the classrooms represent a multi-sensory environment with soft-play areas, quiet rooms where pupils can explore sounds, light, colours and movement, and an outdoor play area. These sessions also support the development of social communication, emotional and physical skills.

Physical skills are developed through weekly PE lessons in our hall with our PE specialists.

In addition, scheduled educational visits to the local community provide opportunities for pupils to apply and develop their social skills.

In Key Stage 1 (Year 1-2) & Key Stage 2 (Year 3-6)

The curriculum is taught in discrete subjects. We offer the following specific schemes to enhance and deepen subject understanding in basic literacy and numeracy:

- Read Write Inc (Phonics).
- Maths Mastery.
- Power of reading.

For Literacy and Numeracy, units of work for the appropriate year are taken from the National Curriculum Framework; the skills may be drawn from earlier years within the framework in order to match the ability of the pupils.

The school uses the Read Write Inc approach to teach phonics and reading and to support the development of literacy skills across the curriculum. Reading is also taught through shared, guided and individual sessions. Staged reading schemes are used which are age appropriate for each key stage. In KS3 Phonics Spelling and Grammar are taught within English lessons.

In KS1/KS2 Science is taught in topics based on the National Curriculum. For Science in Key Stage 3, the units of work are based on the National Curriculum framework.

Currently Computing is taught throughout all subjects. There are Schemes of Work for PSHCE, RSE, Music, Art and RE, History, Geography, Life Skills, KS1-3 based on the National Curriculum and adapted for the pupils' abilities.

RE in KS1 and KS2 is taught through timetabled sessions and thematic days linked to key religious and cultural festivals for all the world faiths and through educational visits to local multi-faith places of worship. Values and ethics are taught within the PSHCE, Citizenship and social skills-based curriculum.

The timetable includes readiness to learn sessions that help pupils settle after transitions and prepare to focus for learning. Snack times are supported to promote social skills and social communication.

Key Stage 3 (Year 7-9)

The curriculum is taught in discrete subjects linked to the National Curriculum and includes Life Skills.

We have Pathway 1 and Pathway 2 and Pathway 3 in KS3.

Our curriculum principles at Key Stage 3 follows the principles of the national curriculum and offers a broad, balanced and adapted curriculum. The students have a core curriculum covering English, Maths and Science. English is delivered through a scheme based around the Power of Reading and guided Reading. Maths is delivered through an adapted National curriculum and Maths Mastery.

We allocate a large proportion of time to a curriculum based around preparing for life and independence either practically or socially. This reflects our vision statement and the needs of our students. The rest of the time is spent providing a variety of subjects to broaden their experiences.

We offer the following specific schemes to enhance and deepen subject understanding in basic literacy and numeracy:

- Read Write Inc (Phonics).
- Maths Mastery.
- Power of Reading.

In Key Stage 4 (Year 10-11)

We have two pathways in KS4. One pathway of learning follows a vocational and thematic curriculum, the other a subject specific curriculum. Both pathways lead to accreditation – GCSEs, Entry Levels and BTECs. There is a work-related learning (WRL) curriculum.

Curriculum Pathway 1

For those pupils working towards Entry Level 1, the curriculum is delivered thematically through a range of topics that help develop life skills and apply the skills they learn in Maths and English to real life contexts. The majority of pupils transfer to a specialist 6th Form provision. There is a greater emphasis on life skills and developing independence.

Curriculum Pathway 2

This pathway is based on the National Curriculum with content that covers the requirements for both Entry level and GCSE. Pupils will either study Entry level qualifications, BTEC or for those who obtain level 2/3 and can cope with the anxieties and stresses of sitting examinations, they will also be offered the chance to study for a GCSE in English, Maths, Science, Art.

For those for whom GCSE accreditation is not applicable, accreditation is awarded through the Entry level certification which comes in three levels or BTEC vocational courses. These pupils can achieve Entry 1 (E1) Entry 2 (E2) or Entry 3 (E3). Subjects currently offering entry level certification are: English, Maths, Science, Food technology and PE.

The curriculum also includes certification for Citizenship, PHSCE, and Life Skills via the WJEC personal progress programme.

There is a distinct difference between the timetables for more structured classes and less structured classes. More structured classes have less emphasis on accreditation and more on basic functional skills and practical life skills.

As we progress through the key stages, the curriculum reflects more 'preparation for life' so Work Related Learning carries more emphasis.

Engagement & Enhancement

Enrichment opportunities are organised according to the pupils' age and ability. Examples of these are KS2 pupils having swimming sessions in the local community pool, KS3 pupils combining Business Enterprise and 'Just Giving Initiatives' to raise funds for their chosen charity and After School Clubs. For Key Stage 3 and 4 the Horticulture interventions provide extensions for those pupils interested. Extension opportunities are also provided by educational visits to support the curriculum.

We also run a popular morning 'wide awake' club for those students early to school which uses sports and teamwork activities to prepare the students for the day.

A number of after school clubs run throughout the week for both KS2, 3 and 4.

Flexibility

Within the timetable there is inbuilt flexibility so that children have time to prepare themselves to learn and to regulate themselves. It is not uncommon to see children 'choosing' activities that provide this regulation time.

PSHCE, SMSC, RSE, PE & Healthy Schools

Our Healthy Schools Framework integrates PSHE, SMSC and RSE into a single framework. The calm and respectful atmosphere within the school is indicative of the value placed on these aspects of learning. The framework is delivered in discrete lessons, in readiness to learn, as well as being promoted throughout all activities. The overall aims, differentiated according to the needs, abilities and age of the pupils is to:

- Raise pupils' self-esteem and confidence, especially in their relationships with others.
- Develop an understanding of how to self-regulate their emotions and behaviour.
- Develop communication skills to be able to express their views and feelings.
- Help young people gain access to information and services.
- To develop a sense of participation in their community and develop a sense of responsibility towards the community.
- Provide an understanding of pupils' own cultures and encourages an appreciation of the diversity and interdependence of all cultures.
- Where pupils have the ability to understand, a respect for the values of democracy, the rule of law, individual liberty and respect and tolerance.

Pupils are encouraged to engage with the School Council in the Primary and Secondary Department which supports the pupil voice and the voting for the termly Jack Petchey Award.

The PSHCE schemes of work are delivered by Class Teachers in discrete PSHCE lessons and includes a Sex & Relationships programme which is carefully planned to take into account the age, levels of maturity and physical development of the pupils and aims to promote an understanding of:

- How to develop positive and safe relationships with others.
- How to keep yourself safe.
- Relationships with families and friends.
- Respect for oneself and others.

All pupils receive PE lessons. In Early Years and in KS1 this takes place during physical development lessons. For all other pupils in school there are weekly PE sessions taught by trained staff. Pupils follow a curriculum that enables them to develop gross and fine motor skills in a sport or game-based setting. They take part in a range of sports and activities that enhance their physical skills alongside their social, cognitive, personal and creative development. Pupils take part in a block of swimming in the Upper Primary Department.

Remote Learning

Information for parents on the school's Remote Education Provision is published on the website. It is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education if local restrictions require pupils to remain at home.

Homework

For many of our children their time at school can be emotionally demanding. We are also aware of the length of time pupils may spend travelling to and from school, particularly for our youngest children. We therefore do not expect pupils to be studying and completing homework at the end of every school day. As in other areas of teaching and learning, homework is highly personalised. All children are encouraged to take home reading books and Parents/Carers are encouraged to build on their children's interests and life experiences in order to supplement their school work. Any Parent/Carer who wishes to support school work at home in more depth should discuss and agree this with the Class Teacher.

7.8 How we provide additional support for learning

TA Support in Class

At termly Pupil Progress Review Meetings, Teachers set challenging targets in Reading, Writing, Maths and PSD and they identify pupils who are not on track to meet their targets and those who are exceeding expectations. In consultation with the Teacher, the class TAs provide targeted interventions for pupils to support them to develop and improve their speech and language skills and to accelerate pupil progress. The progress data is monitored and tracked by SLT using BSquared and recorded on Pupil Assessment Profiles (PAPS) to share with Parents.

1:1 Targeted Support

Interventions are targeted to support pupils who are entitled to Pupil Premium Grant (including looked after children) who:

- Are not making expected progress in one or more area of Literacy and Numeracy, with the aim of narrowing the achievement gap between them and their peers.
- Are working above expected levels and need to be challenged to achieve outstanding progress as well as to prepare secondary pupils for exams and provide exam practice.
- There are Reading Recovery interventions in KS2.

In order to meet needs of ASC pupils we use TEACCH and SCERTS approaches.

TEACCH (www.teacch.com)

Some of the TEACCH Autism Program priorities are:

- Focusing on the person, their skills, interests and needs.
- Understanding the 'culture of autism' and identifying differences based on individualised assessments.
- Using visual structures to organise the environment and tasks when teaching skills.
- Being broad-based, i.e. support people at work, teach skills but also ensure that people are supported during leisure and/or social activities.
- Being flexible and teaching flexibility.
- The TEACCH principles and techniques may always need to be in place for someone, but they may look very different at different stages of the person's life.

SCERTS (www.scerts.com)

Some of the key principles of SCERTS are:

- Fostering spontaneous, functional communication should be viewed as the most critical educational priority for children on the autism spectrum.
- Goals and activities should be developmentally appropriate and functional, relative to a child's adaptive abilities and the necessary skills for maximising enjoyment, success and independence.
- Natural routines across, home, school and community environments provide the educational and treatment contexts for learning.
- All behaviour is viewed as purposeful and an aspect of communication.
- Social partners are viewed as much a part of the problem as part of the solution.

TEACCH and SCERTS frameworks are integrated into highly structured classes so that:

- There are clearly defined labelled areas set out in order to provide physical and visual structure.
- The independent work system is organised in such a way that the child has little or no difficulty working out what to do. The activity or tasks are performed following routines that enable the child to learn to complete the work independently.
- SCERTS assessments are used and specific group and individual interventions are in place to improve social communication and self-regulation.
- Each intervention is appropriately matched to each student's level of cognitive ability and profile of need.

7.9 Expertise and training of staff

Marjory Kinnon has a Professional Development Centre that has a comprehensive induction programme for all staff joining the school, which includes sessions relating to school procedures and to meeting the needs of the pupils. Following an initial training needs analysis, teaching staff will have a bespoke mentor programme delivered by a range of experienced staff. The PDC also runs Apprentice TA certified training, supports teacher training and offers SEND outreach training.

We have a member of the Senior Leadership Team who is responsible for the continuing professional development of all staff, and for delivering the ECT programme.

All class-based staff identify their professional development needs through their annual performance management meetings. Staff are able to attend workshops in school, to apply for funding for external courses, and are provided with departmental INSET. They are expected to develop a range of skills, including skills in augmented communication, (Makaton, PECs, Communication in Print), Literacy and Phonics teaching, and a knowledge of how to remove barriers to learning resulting from a range of needs.

7.10 Securing equipment and facilities

The school receives funding from the Local Authority each year to facilitate the needs of the children who all require SEN support. The LA negotiates with the school on an annual basis to provide a 'High Needs' top up which reflects the complexity of needs of the cohort. The school leadership works closely with the LA and the Governing Body to systematically apportion its budget in the most efficient way possible to maximise the benefit to the children.

7.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils by:

- Holding termly pupil progress meetings.
- Using pupil voice interviews and questionnaires.
- Analysing feedback from parent's questionnaires and Annual Review meetings.
- SLT and Governor internal monitoring of provision.
- External audits and monitoring.

Governors closely monitor the work of the school by scrutinising data, scrutinising school systems and reports, visiting the school to make learning walks, and meetings with staff. Governors co-opt an External Advisor who is a National Leader in Education to support the monitoring of school development and improvement and to advise on the Headteacher's annual performance management objectives. In addition, they also approve the use of consultants to support the Senior Leadership Team to monitor and evaluate the school.

Early Years outcomes and records are moderated by the Local Authority on a termly basis. MKS is a member of the Hounslow Learning Partnership (a network of schools) and the school takes part in peer review in May and November conducted by a team of trained Headteachers to codify the school's pupil progress judgements. We also liaise with three Special Schools in order to moderate pupils' work in English and Maths.

7.12 How we ensure all our children can engage fully in school life

We ensure that all children can engage with the full range of school activities in-line with our duties under the Equality Act 2010. This can involve making reasonable adjustments, including the provision of auxiliary aids and services, to ensure that no child is placed at a disadvantage. All children with medical needs that may affect them on a day to day basis in school have a Healthcare Plan. The school has close links with the School Nursing Service and CAMHS and will take advice from them whenever necessary. Staff at the school are able to administer medication in line with the school's policy for this. Members of staff have been trained to use an Epi-pen in an emergency situation. Full details on the arrangements to meet the needs of pupils are set out in the Supporting Pupils with Medical Needs Policy.

In compliance with the duties set out in the Equalities Act 2010 the school has an Accessibility Plan which outlines the actions we will take over time to increase the accessibility of children. This includes action to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Make improvements to the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improve information delivery to pupils with disabilities.

7.13 How we support our children's social and emotional development and behaviour

Behaviour incidents are closely monitored and analysed in order to prioritise and differentiate the individual interventions and support programmes needed by the pupil. Behaviour incidents are viewed as a mode of communication indicating that pupils have needs that have to be met in order to remove these barriers to learning. SCERTS and Thrive are assessment-based interventions undertaken by the school's trained Practitioners providing support strategies for staff and Parents to use. Music and Play Therapy are provided by trained professionals to support and facilitate the pupils' emotional and social development.

The school is committed to supporting pupils with mental health needs and has a Designated Lead for Mental Health.

Please see the Behaviour Policy for more detail.

7.14 Working with other agencies

Educational Psychology Provision

EP support is funded by Hounslow Local Authority. A pupil is referred to the Educational Psychology Service if we believe that we are no longer able to meet the needs of the child. This may be because they should be placed in a school meeting the needs of SLD pupils, they require a more specialist setting, or we are considering a move to a mainstream school. When there are concerns about a pupil who is experiencing social, emotional, or behavioural difficulties that appear to be beyond the scope of the school's interventions, referrals can be made to request advice and identify strategies that could be introduced to help remove the barriers to learning. The trigger for these referrals occurs when all interventions tried by the school are not impacting significantly enough on a pupil's progress or wellbeing, or progress

data indicates the need for an alternative placement. The school operates a priority waiting list for pupils to be seen by an EP as demand always exceeds provision.

CAMHS

CAMHS provide yearly consultation sessions for staff to support class teams with managing challenging behaviour or concerns about a child's well-being. Priority pupils are identified by the Senior Leadership Team.

Physiotherapy

Physiotherapy is not available in the school and if this is specified in the Educational Health Care Plan (EHCP) this would need to be provided by Hounslow Sense Team or by Richmond & Hounslow Health Care Trust.

Occupational Therapy

OT provision is the responsibility of the Local Authority. Some funding has been devolved to the school. The school has employed 1 in-house OT part-time.

The OT will screen classes, work with pupils and teachers and provide class programmes to be delivered by class-based staff.

Speech & Language

SaLT provision is the responsibility of the Local Authority for those pupils where it is identified in the EHCP. Some funding has been devolved to the school. The school has employed 1 in-house SaLT.

All staff are expected to support the pupils' individual speech language and communication development through a multi-modal approach, and where required, they will aid verbal communication by using:

- Signed vocabularies and supports: Makaton.
- Graphic support: Communication in Print, Communication books, Clicker 7, iPad apps.
- Visual support: objects, photographs, pictures, graphic symbols (PECs).

Targets set by SaLT are sent to Parents by the Therapists and will be reported in the Annual Review. Assessment of progress and revising targets is the responsibility of the Therapists and the timeframe for review will be specified in the plan sent to Parents.

The level of funding and SaLT provision available to the school is agreed by the LA and the Health Care Trust and is not determined by the Headteacher or Governors.

7.15 Contact details of support services for parents of pupils with SEN

SEND information advice and support (SENDIASS) - offers impartial and confidential advice about special educational needs and disability (SEND) issues, covering educational matters, social care and health entitlements.

Telephone: 020 8583 2607

Email: SENDIASS@hounslow.gov.uk

Hounslow Parent Carers Forum - a group of Hounslow-based parents or carers of children/young people (aged 0 to 25 years) with disabilities or special educational needs.

<https://www.hounslowpcf.co.uk/>

Contact details for other support services and further information on the London Borough of Hounslow Local Offer can be found at:

https://www.hounslow.gov.uk/a_to_z/services/20080/children_with_disabilities

7.16 Contact Details for Raising Concerns

We are always willing to speak with Parents and professionals to answer questions about our provision. Office staff can be contacted by calling the school (on 0208 890 2032) and they will be able to advise on the most appropriate person to speak to.

If you wish to correspond with the Governors, you can write confidentially c/o the School Office. Office staff will forward your correspondence promptly to the Chair of Governors.

7.17 The Local Authority Local Offer

Children with more complex levels of need could be entitled to more specialist support to achieve their full potential. Information about the special needs support available within London Borough of Hounslow and how to access it is included in the London Borough of Hounslow Local Offer.

The London Borough of Hounslow's Local Offer is published here:

[https://www.hounslow.gov.uk/info/20080/children_with_disabilities/1826/hounslow_local_of
fer](https://www.hounslow.gov.uk/info/20080/children_with_disabilities/1826/hounslow_local_offer)

8. Monitoring Arrangements

This SEN Policy & SEN Information Report will be reviewed annually by the Full Governing Body. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

9. Links with other Policies & Documents

This policy links to other school policies:

- Accessibility Plan.
- Admissions Policy.
- Annual Review Policy.
- Assessment Policy.
- Behaviour Policy.
- Equality, Diversity & Inclusion Policy and Equality Objectives.
- Supporting Pupils with Medical Conditions Policy

10. Glossary of Terms

ARE	Age Related Expectations
ASD/ASC	Autistic Spectrum Disorder / Condition
APP	Assessing Pupil Progress
BSP	Behaviour Support Plan
CP	School Care Plan (these are plans that are agreed between school and Parents and do not require a Medical Practitioner to sign them).
CLL	Communication, Language and Literacy
DfE	Department for Education
ECT	Early Career Teacher
EHCP	Education Health Care Plans. An EHCP details the education, health and social care support that is provided to a young child or young person who has SEN or disability. It is drawn up by the Local Authority after an EHC assessment has taken place.
EP/EPS	Educational Psychologist / Educational Psychology Service
EYS	Early Years
EYFS	Early Years Foundation Stage
GCSE	General Certificate of Secondary Education
HCP	Health Care Plan (these are medical plans that are agreed between school, Parents and a Medical Practitioner, usually a Paediatric Consultant).
HI	Hearing Impairment
INSET	In-Service Training
KS	Key Stage
LA	Local Authority
LBH	London Borough of Hounslow
LP	Learning Plan (document containing progress targets)
MFL	Modern Foreign Language
MKS	Marjory Kinnon School

MLD	Moderate Learning Difficulties
OT	Occupational Therapy / Therapist
PAP	Pupil Assessment Profile
PE	Physical Education
PDC	Professional Development Centre
PECS	Picture Exchange Communication System is a type of augmentative and alternative communication that uses visual symbols to teach the learner to communicate
PSD	Personal Social Development
PSHCE	Personal, Social, Health and Citizenship Education
RE	Religious Education
RSE	Relationships & Sex Education
SaLT	Speech and Language Therapy/Therapist
SCERTS	Social Communication, Emotional Regulation, Transactional Support is a framework used to support social, emotional and behavioural development
SDP	School Development Plan
SEAL	Social and Emotional Aspects of Learning
SEB	Social Emotional and Behavioural
SEF	School Self-Evaluation Form Framework
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SLD	Severe Learning Difficulties
SLT	Senior Leadership Team
SMSC	Spiritual, Moral, Social Cultural Education
SoW	Schemes of work
TA	Teaching Assistant
Thrive	Thrive is a framework designed to help adults understand the needs being signalled by a child's behaviour, and provides targeted strategies and activities to support the child.
T&L	Teaching and Learning
TEACCH	An approach to structuring routines and independent work in class
VI	Visual Impairment
WJEC	Welsh Joint Education Committee
WRL	Work Related Learning