



Special Educational Needs & Disabilities Information Report

Links to other documents:

This document should be read in conjunction with:

Behaviour Policy

Safeguarding Policy

Anti-bullying Statement

Equality Statement

What types of SEN does Kingsbury Green Academy support?

Kingsbury Green Academy has experience in supporting a wide range of Special Educational Needs including:

- Cognition and Learning difficulties including Moderate Learning Difficulties
- Speech, Language and Communication difficulties
- Autism Spectrum Conditions
- Specific Learning Difficulties such as Dyslexia, Dyspraxia and Dyscalculia
- Physical difficulties and medical needs
- Sensory difficulties including Hearing Impairment and Visual Impairment
- Social, Emotional and Mental Health difficulties.

How will Kingsbury Green Academy identify and assess pupils and young people with SEND and how do I contact the SENCo?

Identifying and making appropriate provision for SEND is crucial in ensuring all students access and enjoy a varied and stimulating curriculum. To this end, all students undertake testing upon arrival in Year 7 which enables us to analyse strengths, weaknesses and areas of concern as early as possible. We will also meet with SENCos from the feeder Primary Schools who will pass on their knowledge regarding the children they believe require SEND provision.

Students who require support undertake reading and spelling tests at regular intervals to check on progress in these areas and ensure that all students are given the appropriate level of support and intervention.

Students' progress will be tracked constantly by departments and where concerns about progression are raised, further investigation between teachers and the support department will take place.

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What are the arrangements for consulting and involving parents and involving them in their child's education?

Parents/Carers will be informed whenever students are moved on to, or their status is changed within, the school's SEN Register. We value parental support and input, and welcome correspondence about provision.

Parents and Carers are invited to attend Parents' Evenings with students, where progress and other factors will be discussed. The SENCo will also be available for appointments on these occasions.

Parents of students with an EHC Plan (Education Health Care Plan), or in receipt of ELP funding, will undergo an Annual Review process, where the students, parents/ carers, teaching staff and other agencies meet, review the year and set out what needs to be done in order to ensure further progress. These meetings are usually held at the school.

What are the arrangements for consulting young people and involving them in their education?

Students will, where appropriate, be informed whenever they are added to, or their status changed within, the school's SEND Register. The student is at the heart of everything we do as a school and their input is invaluable to us and is always welcome. All pupils on the SEND register at EHCP level have access to a keyworker, a teaching assistant who will be monitoring targeted pupils performance across subjects.

Students are encouraged to attend Parents' Evenings too. During these sessions they are also able to make appointments to meet with the SENCo to discuss any concerns they have with their provision.

Students with an EHC Plan, or in receipt of ELP funding, will undergo an Annual Review process, where the students, parents/carers, teaching staff and other agencies meet, review the year and set out what needs to be done in order to ensure further progress. These meetings are usually held at the school.

What are the practical arrangements for assessing and reviewing progress towards outcomes?

Student progress is monitored closely by classroom teachers, Department Heads, Heads of Key Stage and the SENCo. Where students are not achieving as well as expected, interventions will be put in place to encourage and promote progress. These interventions are then monitored to evaluate their effectiveness. These interventions may be classroom based, or may require an assessment or meeting with an outside agency to help teachers, students and parents/carers better understand what needs to be done in order to promote progress.

Interventions and student progress will be discussed and reviewed with students and parents/carers at Parents' Evenings. Annual Reviews will also focus on this aspect, for those who receive them (Students with an EHC Plan or in receipt of ELP funding).

What are the arrangements for supporting pupils and young people in moving between phases of education and preparing for adulthood?

Our aim is to provide a smooth transition for all pupils between Key Stages. This is particularly important for students with SEND.

Lower School

A member of the Support Department will attend all possible annual reviews for children with an EHC Plan from Year 5 and 6 at feeder primary schools, as well as attending other multi agency meetings where invited/appropriate.

The SENCo and Head of Key Stage 3 will meet with Primary schools in the months leading up to Year 7 transition to ensure that all students' needs are known as well as strategies that ensure a smooth and stress free transition from primary to secondary is possible.

Prior to their start SEN pupils take part in a transition group.

Parents/Carers are welcome to make an appointment to meet with the SENCo and the Head of Key Stage 3 to discuss any concerns they may have regarding the transition process and to view the school setting in order to assess its suitability for the student.

Students who may, for social or cognitive reasons, find starting secondary school particularly challenging will take part in a Specialist ASD programme aimed at increasing social communication.

Students will then be guided to choose options available to them with advice from tutors, Heads of Key Stage and the Support Department. A Year 9 Options evening will give all students and parents/carers the opportunity to investigate the options on offer and discuss any concerns. In some cases alternative provision and courses through other providers may be looked at, where appropriate.

Annual Reviews that take place will also look at any concerns and questions posed by the transfer from lower to upper school..

Upper School

Students and parents/carers will be supported by tutors, Heads of Key Stage, careers advisors and support staff in ensuring they are aware of the options they have in continuing their education in a post 16 setting and are able to make an informed and appropriate choice.

Annual Reviews that take place will also look at any concerns and questions posed by the transfer and set an action plan that ensures students progress on to further education and training, regardless of their needs.

What is the approach to teaching pupils and young people with SEND?

First and foremost the subject teacher is responsible for teaching *all* pupils in a way which meets their needs, as stipulated in the Department for Education Code of Practice. This is reflected in the appraisal of teachers and the training of teachers and teaching assistants. There is an expectation that Quality First Teaching is the first response to meeting the needs of all pupils and that all are entitled to a broad and balanced, differentiated curriculum.

How are adaptations made to the curriculum and the learning environment of pupils and young people with SEND?

Firstly adaptations are made through differentiating the lesson – this may be some of many possibilities such as: adapting language, giving a choices of tasks, grouping pupils, questioning, writing down the main tasks, being sensitive to specific needs and exploring the ways to ensure that pupils are challenged in a safe way allowing their strengths and successes to be celebrated.

Teaching assistants are trained in a variety of types of SEND and are available in certain lessons to ensure that a child is able to fully participate in the lesson and to develop independent skills. Some pupils have discreet literacy, social skills, dyslexia or study skills intervention which may be short, medium or long term and could take place during afternoon registration or during lesson time. The exact nature and length of the provision will depend on what is appropriate for a pupil at the time; this will be discussed during meetings or conversations with the pupils and parents/carers. There are some adaptations such as specialist equipment, however, the age and size of our site prevents some adaptations from being made.

What is the expertise and training of staff to support pupils and young people with SEND?

All staff are made aware of each student's specific needs and are given help, advice and, where appropriate, specialist training, to ensure students are given the very best education possible. There are regular staff meeting sessions dedicated to SEND training in the school CPD annual plan.

How is the effectiveness of provision evaluated?

The progress pupils make towards the outcomes they need is measured termly through subject assessments and twice a year in terms of reading and spelling until the end of Year 9. Progress towards other outcomes, social skills or specific interventions is evaluated every 2 terms and discussed at the SEND support meetings which will take place 3 times a year.

Kingsbury Green Academy uses interventions which are research based and structured; if it is necessary to change provision in the light of poor progress there is a choice available. Kingsbury Green Academy works with an Educational Psychologist based at Wiltshire Council who makes recommendations for certain types of provision and monitors progress with the pupils they review. In addition we are regularly visited by other outside agencies and specialist teachers such as Social Communication, Numeracy, Autism, Hearing Impairment and Visual Impairment advisors.

Every year the GCSE results are scrutinised in order to ascertain whether changes need to be made the following year when supporting pupils in Years 10 and 11.

How are pupils and young people enabled to engage in activities available to pupils and young people in school who do not have SEND?

Kingsbury Green Academy is a fully inclusive school. All pupils are enabled to participate in all activities available; this may require adjustments to be made in terms of technology or staffing.

What is the support available for improving emotional and social development, including pastoral support arrangements for listening to the views of pupils and young people with SEND and measures to prevent bullying?

Kingsbury Green Academy has a strong pastoral system. Every pupil belongs to a Tutor Group; where possible tutors stay with their tutor group as pupils move up the school. Your child's tutor and Head of Key Stage will get to know you and your child over the years at Kingsbury Green Academy.

How does Kingsbury Green Academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' and young peoples' SEND and supporting their families?

As a community Academy we work with a large range of agencies and are a focus school for a wide range of community initiatives that are taking place in the Calne area. We are currently working with the Calne Innovation Group and are the base for termly meetings.

Any involvement of outside agencies is made in consultation with parents and through the referral processes accepted by the various agencies. In some circumstances it may be decided that a Common Assessment Framework (CAF) is needed where a few agencies may be necessary to support the needs of the child and their family. We may ask parents to discuss concerns with their GP especially when it is felt that a referral to the Child and Adolescent Mental Health Services (CAMHS) is appropriate or in circumstances where further investigation into Social and Communication issues or Autism is necessary in order that the GP has a full picture.

What are the arrangements for handling complaints from parents of pupils with SEND about provision made at the school?

Stage 1 – Raising a concern informally

The vast majority of concerns can be satisfactorily resolved informally. Concerns can be raised with Kingsbury Green Academy at any time and will generate a swift response as the School endeavours to quickly resolve a concern that has been raised. Kingsbury Green Academy requests that parents/carers make their first contact with the Form Tutor or Head of Key Stage.

On some occasions a concern that has been raised may require an investigation, or discussion with a variety of other people. In such a case it is likely that the complaint may take longer to be fully resolved. The School will endeavour to keep the person(s) who raised the concern abreast of relevant developments in relation to the progress of an investigation.

Stage 2 – Complaint raised

If it is felt that a concern that has been raised has not been resolved or dealt with satisfactorily informally in Stage 1 (above) then the concern can be raised again formally in writing (letter or email) or via a telephone call to Kingsbury Green Academy. Communication with the School should state the nature of the ongoing concern and who it has been raised with so far.

Formal complaints in Stage 2 are most likely to be dealt with by a member of the Senior Leadership Team. The Academy will endeavour to acknowledge receipt of the complaint within two school working days of receiving it.

Complaints made in Stage 2 may involve a meeting being arranged to discuss the matter further. This meeting will normally take place within ten school working days, and the aim will be to resolve the matter as speedily and fairly as possible.

Stage 3 – Complaint raised with the Principal

If it is felt that a concern that has been formally raised in Stage 2 has not been resolved or dealt with satisfactorily then the concern can be taken further by writing to the Principal. The letter to the Principal should state the nature of the ongoing concern and any relevant details (e.g. what actions have been taken by whom thus far to resolve the concern).

The School will endeavour to acknowledge any concerns raised directly with the Principal within two working days. Such concerns may involve an investigation and/or discussion with a number of other people to ensure the Principal has a detailed understanding of the context and nature of the concern.

A written response and/or a meeting with the Principal is likely to follow such an investigation within ten days of the written complaint being made. The aim will be to bring the matter to a fair and speedy conclusion.

Stage 4 – Complaint heard by the Governing Body's Complaints Appeal Panel

If it is felt that a concern that has been formally raised with the Principal has not been resolved or dealt with satisfactorily then the concern can be taken further by writing to the Chair of Governors.

The letter to the Chair of Governors should state the nature of the ongoing concern and any relevant details (e.g. what actions have been taken by whom thus far to resolve the concern).

The Chair of Governors (or a nominated Governor) will convene a Complaints Panel where the ongoing concern can be formally raised. The hearing will normally take place within fifteen school working days of the letter being received by the Chair of Governors.

The aim of the Complaints Panel hearing is to impartially resolve the concern and to achieve reconciliation between the School and the complainant. All parties will be notified of the decision reached by the Governors Complaints Panel in writing within five school working days after the date of the hearing.

The Governors Appeal Panel hearing is the last school-based stage of the complaints process. In the event that the matter cannot be resolved complaints should be made directly to the Secretary of State for Education.

What is the additional support for learning that is available to pupils with special educational needs?

There is a wide range of additional support including:

- Teaching Assistant support in class,
- Specialist teaching of English, Maths and Science in small groups,
- Targeted research-based interventions for literacy and dyslexia.
- Speech and language strategies
- Occupational therapy exercises
- ASD social skills groups
- Anger management groups
- Confident learners groups
- Nurture groups
- Alternative education packages aimed at improving self-esteem and social skills

The type of package drawn up may include a range of these interventions or supports including that which is generally available through the Pastoral System. We will monitor and adjust the level of support at times of stress around holidays, tests, exams and times of transition, e.g. into Year 7, Year 10 at the start of the GCSE courses and transition at 16.

How are equipment and facilities secured to support pupils and young people with special educational needs?

Through discussion with parents (or the pupil themselves if in the 6th form) Kingsbury Green Academy will use their best endeavours to secure appropriate equipment to support pupils and young people with SEND. Kingsbury Green Academy has a limited supply of small specialist equipment which is distributed according to the needs of the pupils and includes items such as coloured overlays and pen grips.

What are the contact details for support services for the parents of pupils with special educational needs?

Some of the useful sites and contact details are listed here:

The SEND Code of Practice 0-25 years June 2014 lists the following:

Contact a Family: www.cafamily.org.uk

National Network or Parent Carer Forums: www.nnpccf.org.uk

Childrens' Education Advisory Service (CEAS) www.gov.uk/government/groups/the-childrens-education-advisor-service-ceas
Family and Childcare Trust: www.familyandchildcaretrust.org
National Parent Partnership Network: www.skybadger.co.uk
Patient Advice and Liaison Service: www.seap.org.uk
Autism Education Trust www.autismeducationtrust.org.uk
Bullying Guidance: www.gov.uk/government/publications/prevention-and-teackling-bullying
Communication Trust www.thecommunicationtrust.org.uk
Dyslexia SpLD Trust www.thedyslexia-spldtrust.org.uk
I CAN (Pupils' communication charity) <http://www.ican.org.uk>
MindEd www.minded.org.uk
National Sensory Impairment Partnership www.natsip.prg.uk

Specifically for post 16

Disabled Pupils Allowance (DSA) www.gov.uk/disabled-students-allowances-dsas

Wiltshire Local Authority works closely with the Wiltshire Parent Carer Council:

www.wiltshireparentcarercouncil.co.uk

www.actionforchildren.org.uk This website includes many useful links to other websites and has a great deal of information and guidance.

Wiltshire Local Authority is required to publish a Local Offer www.wiltshire.gov.uk/local-offer

The requirement for Wiltshire Local Authority providing information falls under the Pupils and Families Act 2014, the SEND Code of Practice 0-25 June 2014 and the SEND Regulations 2014. The Local Offer includes information about provision expected to be available across education, health and social care for pupils who have SEN or are disabled, including those who do not have Education, Health and Care Plans.

Parents

Is there a safe haven for my child?

Any SEND student is always welcome in the Support area (located upstairs in the Science block). Students if necessary may be accommodated in the Lunchtime club (a small group staffed by a Teaching Assistant).

What training do staff receive on supporting pupils with SEND? How is this evaluated / updated?

All new members of teaching staff receive training on SEND when joining Kingsbury Green Academy. As part of the whole school CPD there are allocated sessions where staff receive training on SEND and a weekly newsletter is shared with all teaching staff.

What support will there be for my child's overall wellbeing?

All students will have support from a Tutor and a Head of Key Stage. If necessary they can also have support from the Pastoral and Learning Support Advisors. We also have a trained School nurse to help ensure medical needs are addressed.

Can my child's school dinner requirements be accommodated if they have a special diet?

Yes we can accommodate any student's dietary requirements as long as we are made aware of this so we can plan on a daily basis. At the end of 2014, new legislation (the EU Food Information for Consumers Regulation 1169/2011) will be introduced that will require food businesses to provide allergy information on food sold unpackaged, in for example catering outlets, deli counters, bakeries, schools and sandwich bars. There will also be changes to existing legislation on labelling allergenic ingredients in pre-packed foods. Guidance is being developed to help businesses meet these new

requirements and this page will be updated as this progresses. More information about the new European legislation can be found on the European Commission website.

What social / out of school opportunities are there?

There are a huge range of clubs for all year groups – the lists are produced during Term 1 of the academic year and include clubs available both during lunch times and after school.

How will the school keep me informed about issues / problems with my child at school?

In terms of SEND issues or problems these will be raised with you when we have a concern. The Heads of Key Stages tend to be involved in wider school issues and would contact you about specific issues not related to SEND.

How will I know what the school's expectations are for my child's progress?

On a bi-termly basis there are reports or progress checks sent home – these inform you of progress towards target levels or grades.

If your child has SEND there are support meetings held three times a year where we will check on progress towards specific outcomes.

Who should I talk to if I have a concern about my child in school?

Initially if there is a concern related to an aspect of Special Educational Needs please contact Mrs Elvy Johnson on 01249 818100 or email at ejohnson@kingsburygreenacademy.com

How will my child's voice be heard?

All pupils with SEND will contribute to meetings and be involved in discussion about the type of provision that would be most suitable. As part of the Academy Quality Assurance SEND pupil voice is heard and valued.

What are the opening times?

The first tutor time session starts at 8.40am. The school day ends at 3.00pm.

What are the facilities like? What do you have? What kind of lessons will my child have?

Kingsbury Green Academy is a large school with an extensive campus including the usual range of specialist classrooms in Science, Technology and ICT, a library, sports facilities and excellent facilities for Dance, Drama and Art. There are whiteboards in every classroom and ICT facilities in every department.

Are the staff friendly?

Staff are carefully recruited and we pride ourselves on being a very friendly and welcoming school.

How would we get to school?

This would all depend on where you live. There are a number of buses which serve the school, some pupils are brought in taxis, some walk and others are brought in by parents / friends. If you require bespoke transport, please refer to the Wiltshire Council website for details.

Is there a uniform and what is it like?

Kingsbury Green Academy is very proud of its smart uniform. Students wear a blazer, shirt and tie, trousers/skirt and smart black shoes.

What do they do about bullying? How is bullying dealt with?

Every member of the school community pledges to following the school's 5 core values:

- Courage
- Confidence
- Creativity
- Conscientiousness
- Consideration

Could I meet pupils who go to the school and speak to them about what the school is really like?

We always enjoy meeting pupils who would like to come to the school. The best way to arrange a visit is to contact the school office on 01249 818100 and make sure you say that you would like to meet pupils as part of a tour!