



KINGSBURY
GREEN
ACADEMY

Special Educational Needs & Disabilities Information Report

Rationale

All schools MUST have a published SEND Information Report as set out in Section 6.79 of the SEND Code of Practice 0-25 (2014). This Report set out the details of provision at Kingsbury Green Academy.

This document should be read in conjunction with:

SEND Policy

Behaviour Policy

Safeguarding Policy

Anti-bullying Statement

Equality Statement

1. What are the kinds of special educational needs for which KGA makes provision?

KGA has experience of supporting students with a range of special educational needs. The school meets the needs of the student with an Educational Health and Care Plan/with the following kinds of special educational need:

- o Communication and Interaction needs
- o Cognition and Learning Needs
- o Social, Emotional and Mental Health needs
- o Physical and Sensory needs

2. How will KGA identify and assess pupils and young people with SEND?

- At KGA, we monitor the progress of all students through a graduated approach review their academic progress.

- Where progress is not sufficient, even if a special educational need has not been identified, we will put in place extra support to enable the student to catch up.
- Some students may continue to make inadequate progress, despite high quality support targeted at their areas of weakness. For these students, in consultation with parents, we will use our forensic assessment tools to better understand these students' learning needs. This will enable us to understand what additional, targeted resources and approaches are required to enable the student to make accelerated progress.
- When, despite targeted support, students continue to make slow or no progress, we consult with parents and seek advice from professionals outside of the school. These professionals will undertake assessments and report on any detected learning difficulties, as well as advise the school on the best strategies and/or interventions to allow the student to make progress. As this point, we will have identified that the student has a special educational need.
- In exceptional circumstances, where students fail to respond to all of the above, a request will be made to the local authority to undertake a statutory assessment of the student's needs and consider issuing an Education, Health and Care Plan.
- Throughout the above process, we will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.
- The school will ensure that those identified have strategies in place via a one-page profile or Group support plan, which will be accessible on a range of portals for all staff to access and implement.

3. Who are the best people to talk to at KGA about my child's difficulties with learning, special educational needs or disability?

There are a range of staff available to talk to if you have any concerns about your child's learning. They include:

- Tutors
- Heads of Key Stage
- Pastoral Support Assistants
- Curriculum Leaders
- Subject Teachers

It is likely that the teaching staff will have discussed your concerns with Elvy Johnson, SENCO.

You may wish to arrange a meeting with the SENCO, Elvy Johnson. Her contact details are;

Email: ejohnson@kga.ascendlearningtrust.org.uk

Telephone: 01249 818100

If you continue to have concerns, arrange to discuss these with Mrs Collingbourne, Deputy Headteacher and Line Manager for SEND.

You may also wish to speak to the SEND Link Governor Mrs Helen Couling.

4. How will the school let me know if they have any concerns about my child's learning, special educational needs or disabilities?

- Your child's tutor may talk to you about any issues at a parent/ teacher consultation meeting.
- The SENCO will contact parents whenever a student's SEND status is changed within the school's SEND Register.
- The school values parental support and welcomes correspondence about provision.

- Parents of students with an Educational, Health and Care Plan will be invited to attend an Annual review with the SENCO and outside agencies in line with the code of practice.
- The student is at the heart of everything we do at KGA and their views are vital to us and are welcome.
- All parents are invited to discuss the progress of their child each year and they will receive a written report annually. In addition, the school is happy to arrange meetings outside of these times.
- As part of our normal teaching arrangements, many students will access some additional teaching to help them catch up if the progress monitoring indicates that this is necessary; this is not to imply that the student has a special need. All such provision will be recorded, tracked and reviewed on a provision map, and information will be shared with parents during consultation events.
- If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of forensic assessments that will be carried out internally initially, which will help us understand and address these needs more accurately. The point of contact for these meetings will be the SENCO.
- If your child has an identified special need you will be invited to a bi-termly meeting with his or her tutor or SENCO to discuss current progress, support strategies being used and expected outcomes.
- In addition to this, parents of students with an Education, Health and Care Plan will be invited to contribute to, and attend, the annual review. Wherever possible, this will also include other agencies involved with the students. Parents will be actively supported to contribute to assessment planning and review.

5. What arrangements are in place for consulting young people and involving them in their education?

- Students who have been identified as having special educational needs will be consulted about, and involved in, the arrangements made for that as part of student-centred planning.

6. What is the school's approach to teaching students with special educational needs?

- Quality first teaching is on offer to all students, regardless of their learning needs. This means that teachers take into account the learning needs of all students and lessons to match the needs of their students.
- We believe that additional interventions and support cannot compensate for a lack of a good quality teacher, which is why we regularly and carefully review the quality of teaching for all students, including those at risk of underachievement or those who have been identified as having special educational needs.

6a. How does the school adapt the curriculum and learning environment for students with special educational needs?

- The school are proud of the KGA learning cycle which has been designed based on sound pedagogical research. KGA operate a spiral curriculum in which learning is interleaved to ensure that learning is fully embedded.
- We believe that students' learning needs will be best met through the high-quality teaching delivered by mainstream subject teachers.
- Through the use of 'One-page profiles', as well as regular updates via email and training, we provide all teachers with information about the learning needs of individual students with special education needs or disabilities, along with strategies that might be used to ensure that these students can access learning and are fully included in every lesson.

- Subject teachers will make adjustments to lesson planning and teaching in accordance with this information to match your child's special educational needs and/or disability.

Where necessary, subject teachers will do the following to ensure SEND students access learning fully:

- Adapt their language by using Disciplinary Literacy
 - Break lesson content down into smaller sections
 - Use over learning of key aspects of the lesson
 - Use questioning effectively
 - Give a range of choices of tasks
 - Group pupils strategically
- In a small number of cases, it might be appropriate to provide additional, small-group interventions in addition to the mainstream curriculum.
 - Teaching assistants are trained in a variety of types of SEND and are available in certain lessons to ensure that students are able to fully participate in the lesson.
 - Where necessary, accessibility aids and technology may be used to support your child's learning.
 - We regularly review our Accessibility Plan to ensure that all children have the full access to the curriculum and the school site.

6b. What additional support for learning is available for students with special educational needs?

- At KGA we have a three tiered approach to supporting students learning needs.
- At **UNIVERSAL** level, we use our notional SEND funding (money received as part of our budget) to provide quality teaching which may include some very minor adaptations to match learning needs (see 6a above).
- We provide **TARGETED** support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to students' learning or help them catch up when they have fallen behind their peers. This takes the form of a graduated four-part approach of:
 - **Assessing** your child's needs
 - **Planning** the most effective and appropriate short-term intervention
 - **Providing** this intervention
 - **Reviewing** the impact on students' progress towards individual learning outcomes

Such specific, targeted one to one or small group interventions may be run outside of the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. Parents are kept informed of their child's progress towards learning outcomes.

There is a wide range of additional support including;

- Teaching Assistants offering in class support
 - Specialist teaching with core subjects
 - Targeted research based interventions for literacy and numeracy
 - ASD social skills programmes
 - Alternative educational packages aimed at improving self-esteem and social interaction
- We provide **SPECIALIST** support when we consider it necessary to seek specialist advice and/or regular long-term support from a specialist professional outside of the school in order to plan for the best possible learning outcomes for your child. This may include:

- Educational Psychology
- Speech and Language therapy
- Input for specialist sensory advisory teachers for students with, for example, hearing or visual impairments

6c. What activities are available for students with special educational needs in addition to those available in accordance with the curriculum?

- KGA is a fully inclusive school and is committed to providing equal opportunities for all students.
- When necessary, we will make reasonable adjustments to ensure that students with special educational needs are in all activities.
- Parents are encouraged to contact their child's tutor or the SENCO if they have any concerns regarding participation in clubs, trips and extra-curricular activities.

6d. How will the school know that the support has made difference to my child's learning and how can I and my child be included in this review process?

- Every student has their progress and attitude to learning assessed regularly. Students are also assessed with regards to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial.
- For students with an Education, Health and Care plan there will be an annual review of the provision made for students, which will enable an evaluation of the effectiveness of targeted and specialist provision.
- Parents and students will be kept informed and encouraged to be actively involved at all stages of this review process.

7. How does the school secure equipment and facilities to support students with special educational needs and disabilities?

- The school has access to disabled facilities to cater for those with additional needs.
- Where necessary, we will consult with external advisors who may recommend the use of specific equipment that the school does not have. In this situation, we will seek to secure additional equipment through the local authority.

8. How does the school ensure the teaching staff are appropriately trained to support my child's special educational needs and disabilities?

- Staff regularly attend SEND training courses, sharing the knowledge and insight gained with relevant colleagues via 1:1 discussions, departmental meetings, or to the whole staff on training days.
- All staff are given the opportunity to enhance their knowledge and skills of special needs through continued professional development.
- As part of the Royal Wootton Bassett Academy Trust, staff have access to in-service training that is highly valued at KGA, enabling all staff to be equipped with up to date knowledge, skills and strategies to support the needs of our students. These training opportunities may include:
 - Staff attending a range of local and national courses
 - SENCO attending Local Network meetings
 - Staff accessing a range of externally accredited courses
 - Training for support staff
 - School INSET and weekly focused sessions

- An induction programme for newly qualified teachers and staff new to the school.

9. What is an EHC Plan and who can request one for my child?

- An EHC Plan is a legal document that sets out the specifically assessed learning needs of a student with complex learning needs, along with outcomes to secure across education, health and social care through targeted and specialist teaching strategies and interventions.

The plan contains:

- The views and aspirations of you and your child
- A full description of his/her needs along with any health and social care needs
- Outcomes for your child's progress
- Provision and support required to achieve outcomes and how education and health and social care will work together to meeting your child's needs

10. What support will be there be for my child's happiness and wellbeing at KGA?

- We understand how important emotional wellbeing is for learning. An important aspect of the school is to enable all students to develop emotional resilience and social skills both through direct teaching and indirectly with every conversation adults have with students.
- We cover aspects of emotional well-being in our Personal Social Health and Economic curriculum, which is delivered as part of our Tutor time activities.
- For some students with the most need of support in this area, we provide the following:
 - Thrive drop in sessions – with the keyworker on alternate Fridays.
 - The Hub – all our pastoral workers are available during break and lunch times and offer a range of support and signposting for students
 - Social skill programmes – delivered by staff
 - A SEND Lead worker for SEMH – offering intensive sessions to those pupils identified as having needs that require long-term support. They will liaise with outside agencies, subject teachers and parents so that progress and development is monitored.
 - External referral to Child and Adolescent Mental Health Service (CAMHS)
- Please contact your child's tutor or the Head of Key Stage if you have any concerns about your child's happiness and wellbeing.

11. How does the Governing body involve other bodies in meeting the needs of students with special educational needs or disabilities, and in support the families of these students?

- KGA is a community school and, as such, we work with a large range of agencies and are seen as a beacon for a wide range of community initiatives that take place in the Calne area.

12. How will KGA support my child in transition stages?

- We work closely with the educational setting used by students before they transfer to us in order to seek the information that will make the transfer as seamless as possible.
- This includes information about their identified special need and/or disability and any provision we need to have in place for when they start with us.
- We offer a transition programme, depending on the severity of a student's needs. Most follow the programme below:
 - Year 5 taster day (summer term)
 - Year 6 open evening (the September before they join Year 7)

- Year 6 induction day (the July before they join Year 7)
- Parents of students who have special educational needs are invited to meet with the SENCO at these events.
- All Year 6 students are invited to attend a summer school during the summer break prior to joining KGA
- The Head of Key Stage 3 and the SENCO conduct transition meetings with all primary schools in the area to gain detailed information to support tutor group settings.
- Some students with more severe needs will be offered bespoke, small group sessions run by the Support department
- Students in Year 9 are provided with detailed information to support their option choices for Year 10 and Year 11.
- Students have access to a school careers adviser who enables them to really focus on future aspirations.
- Students in Year 11 are supported to apply to sixth form or other further educational settings by providing information to the next setting. For students with an Educational, Health and Care Plan, this might include visits to the setting of their choice

13. Who can I contact if I have a complaint about the special educational needs provision made for my child?

- We encourage parents to discuss any concerns they may have regarding provision for their child with special educational needs and/or disability with the tutor or SENCO.
- If this complaint is not dealt with satisfactorily, then parents should contact Mrs Collingbourne, Deputy Headteacher
- If the complaint is still not resolved, parents should contact the Principal, who may direct you to the school's Complaints Policy and Procedure.
- 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 members of staff to ensure that the Principal has detailed understanding of the context and nature of the concern.

14. Who can I contact outside of the school for impartial advice about 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.nnpf.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.

15. Where can I find information about the local offer of the local authority?

- 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 SEND, including those who do not have an Education, Health and Care Plan.