



Identifying special educational needs (SEND)

Liaison with Primary schools, visits by the SENCO to the feeder schools and information from parents helps create a detailed picture of the pupils and their needs before they arrive. Pupils can make extra visits in the summer term so that we can talk to them and ensure we know their needs and what works for them and their learning. Once here, we assess pupils so that we know their starting points; reading, spellings and cognitive abilities are screened.

Assessing Pupils

Completed by all pupils in Year 7:

- GL Assessments for Reading comprehension.
- GL Assessments for Spelling Age.
- CATS (Cognitive Abilities Test).
- Setting for literacy and numeracy classes
- Nurture groups

Additionally, pupils on the SEN register are tested on:

- Individual word reading. (WRAT5)
- Writing and typing speeds.
- CTOPP2 Processing assessments
- Rapid & Lucid screening tests
- Reading speed. (DASH)
- Boxall & PASS
- Maths tests (for those that have numeracy intervention).

Pupils who have interventions are tested at set points throughout the year and the results are used to track progress.

Provision

The site is accessible to **wheelchair users** and we have a **lift** to access the upper floors in all the main buildings. Each building is furnished with a disabled toilet. Within the **Learning Support** area, there are two classrooms and a small sensory/time out zone room.

In addition to the **SENCO** and **Deputy SENCO**, we have a team of **16 Teaching Assistants, HLTAs and Named Pupil TAs** assigned to the various departments as well as a **Lead TA**; 5 have an NVQ 3 qualification or above. The **Head of Alternative Curriculum and Inclusion** leads the Gateway Centre and supports pupils individually, in groups and pairs for those pupils who need to work on social interaction skills and behaviour. There is a programme of continuing professional development for staff which includes - Dyslexia, ASD, Communication and interaction, and behaviour management.

Most of the support will be undertaken in class to allow pupils to access the curriculum; most lower ability classes have TA support. Support is mainly focused in English and the Humanities subjects.. SEND support runs **break & lunch time clubs** daily and each provision is staffed by two TAs, with accessibility to computers to provide support for coursework and homework. Pupils are encouraged to attend the **SEND Homework club** that runs every **Tuesday and Thursday from 3.10 until 4pm**.

For those pupils in **KS3** who need extra literacy intervention, we offer **Lexia and Nessy** programmes, which are run three times per week during tutor time. Social interaction and specialised ASD programs are offered to those pupils who need extra support with interaction and communication.

As pupils make progress and their levels improve, they will no longer need support and will be taken off the SEND register.

At **KS4**, a small number of pupils may use one of their option choices to have continued support for literacy skills. Pupils are given a free choice of GCSE subjects.

Strategies to support pupils with **SEND** are identified on the **One Page Profiles** and tracked via our **Provision Map**, which is available to all teaching staff, support staff and TAs. Strategies are discussed and reviewed with students.

Some pupils may need **Access Arrangements** for exams and tests, if they meet the criteria for this.

Medication Provision

There is a range of support agencies and these are regularly in school to give advice and support including:
Physiotherapist.

Speech and Language Therapist.

Advisory teachers for Hearing Impairment, Visual Impairment, Communication and Interaction, Cognition and Learning, and for pupils with physical difficulties.

*Qualified First Aiders
Educational Psychologist.
SEND Advisory Teachers*

Review and Evaluation

Frequent testing of pupils in terms of reading and spelling and monitoring of grades for GCSEs means we can measure pupils' progress closely. As pupils make progress, they come off the SEN register. If pupils are not making adequate progress, we look to change the support we offer e.g. increasing support for literacy. A report is sent at set points within the year to detail targets that have been set and progress made for those that have literacy and numeracy intervention.

Communication

Discussions with pupils, parents and teachers feed into the **One Page Profiles** and the weekly **SEND Newsletter** for all teaching staff. Any changes are communicated to parents twice a year.

Parents can see the SENCO at the parents' evenings (once a year), discuss issues on the telephone and through email contact and also face to face meetings.

For those students that have a **key worker**, there is regular feedback and communication.

Communication with the Primary schools and previous schools (for those pupils who move school at Key Stage 3 and 4) will allow a full picture of pupils' needs to be identified. We have regular contact with **Post 16** providers to make sure pupils with SEN access appropriate courses on leaving Kingsbury Green Academy.



Getting in touch:

If you need to get in touch to discuss any issues, to find out more or make a complaint there are a number of ways you can do this:

- ☎ Telephone 01249 818100 ext 8156.
- ✉ By E mail
ejohnson@kga.ascendlearningtrust.org.uk
- ☎ For new parents contact Mrs Butterworth (Head teacher's PA) to make a school visit.
- Ask for an individual meeting.
- Mrs Melanie Collingbourne line manages SEND.
- ☎ Contact the SEN Governor Mrs Helen Couling, through the school.

Further sources of information:

- 📖 The SEN policy is available at <https://kingsburygreenacademy.com/policies-and-documents/>
- 📖 The Accessibility Policy is available at
- <https://kingsburygreenacademy.com/policies-and-documents/>
- Parent Partnership at [Signposting - Special educational needs - Parent Partnership Service - WPCC](#)