

Special Educational Needs & Disabilities (SEND) Information Report

The Kings of Wessex Academy

January 2018

The Information Report complies with the requirements of:

- ✓ The Education Acts 1981 and 1993
- ✓ [The Special Educational Needs & Disabilities Code of Practice 2015](#)
- ✓ [The Equalities Act 2010](#)
- ✓ [The Children and Families Act 2014](#)

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This report is designed to be accessible so that information can be found by parents/carers and other interested parties. Where available, hyperlinks to other agencies, services and policies have been provided and can be followed by clicking the blue text. If you cannot find the information that you are looking for, please contact The SENCo Zoe Boulton on 01934 742608 or via email at office@kowessex.co.uk.

1. Introduction

Welcome to The Kings of Wessex Academy SEND information report, which contributes the [Somerset Local Offer](#) and is rooted in the values and outcomes of the Somerset Core Standards for SEND. The SEN Code of Practice states that 'governing bodies of maintained schools and maintained nurseries and the proprietors of academy schools **must** publish information on the website about the implementation of the governing body's or the proprietors policy for pupils with SEND'. (SEND Code of Practice, 2015) This report gives an overview of the systems in place to ensure that all students at Kings receive a high quality and inclusive education which meets their academic, social and emotional needs.



2. Who Manages SEND at The Kings of Wessex Academy?

The Academy employs **Zoe Boulton** as the Special Educational Needs Coordinator. She can be contacted via the main office by phone on 01934 742608 or by email at office@kowessex.co.uk. Zoe has undergone a wide range of SEN training in areas such as dyscalculia and dyslexia, working memory, supporting students with ASD and social communication difficulties, supporting students with visual impairments and those with attachment disorder. She has qualifications at Masters level in educational and exams access arrangement testing and The National Award for SEN Coordination.

3. What are SENDs and which SENDs are supported?

The Code of Practice states 'a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.' (SEND Code of Practice, 2015). In other words, if a child needs provision that is 'additional to' or 'different from' their peers in order to learn effectively, it is deemed a SEN. SEN are not always permanent, a student may have an SEN at any point or for any length of time in their school career.

The Kings of Wessex Academy is an inclusive school and we have successfully supported the education and social, emotional wellbeing of students with needs in the four areas of SEND:

- ✓ Communication and Interaction
- ✓ Sensory/physical
- ✓ Social, emotional, mental health
- ✓ Cognition and Learning

(SEND Code of Practice, 2015)

More specifically, we have supported students to succeed with diagnosis including Autism, Downs Syndrome, Specific learning Difficulties such as Dyslexia, Dyspraxia & ADHD, Sensory Processing Dysfunction, Cerebral Palsy, Attachment Disorder, Anorexia, Social Anxiety Disorder, Global Delay and Cystic Fibrosis.

4. What is a disability?

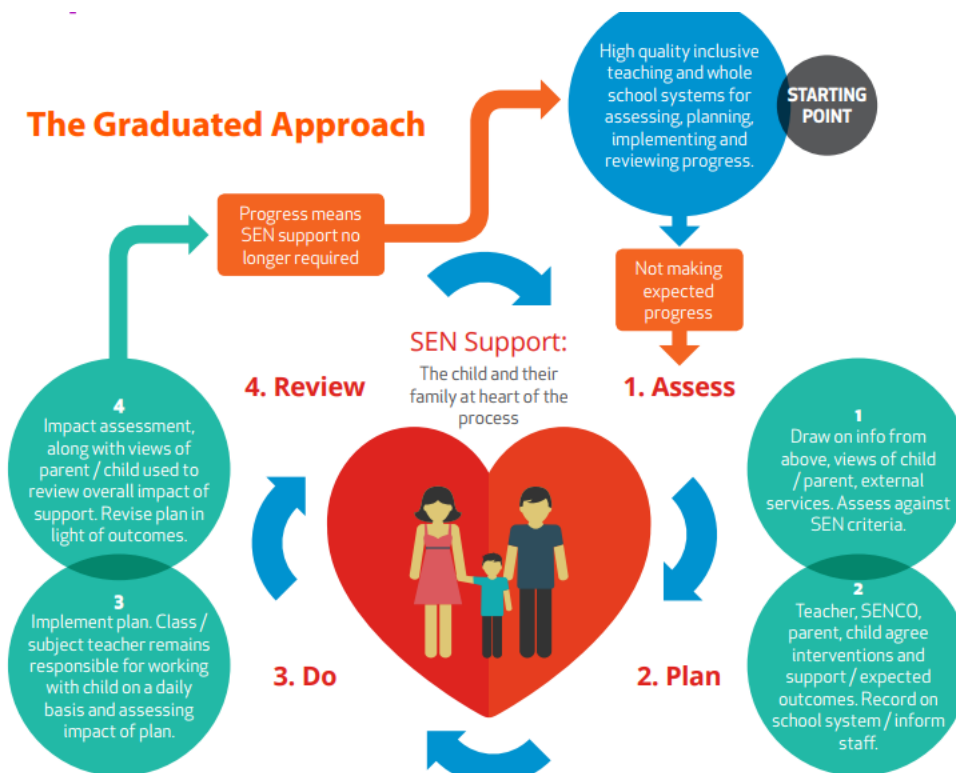
‘A person has a disability [...] if they have a physical or mental impairment which has a substantial and long term effect on their ability to carry out normal day to day activities. (Equalities Act, 2010)

This includes students with long term health conditions such as cancer, asthma, epilepsy, diabetes and cerebral palsy.

Whilst there is an overlap between disability and SEN in many cases, it important to note that not all those with a disability have an SEN. Where a student has a disability but no SEN, their needs and support strategies are recorded as ‘Noted Needs’ on our internal SEN register and medical care plans may be drawn up in conjunction with the student, parents and relevant medical professionals.

5. How do we identify SEN, monitor and review provision for students with SEN?

At Kings we believe that students and parents should be at the heart of our approach to SEN. We follow a graduated approach to assess needs, provide support and review progress with student and parents at the centre of the process. The graduated response means that the foundation of support for all students comes from high quality teaching, while some may require SEN Support and a few, the highest level of intervention outlined in an Education, Health and Care Plan (EHCP). All SEN provision at Kings is subject to a plan-do-review cycle. We believe that it is essential that this cycle is monitored with students and parents at regular intervals. Progress and impact is measured through grade reviews, Individual Learning Profiles (ILPS) targets and intervention entry and exit data. The diagram below from Optimus Education (2017) summarises the graduated approach and plan-do-review process at Kings.



Special educational needs may identified in one or a combination of the following ways:

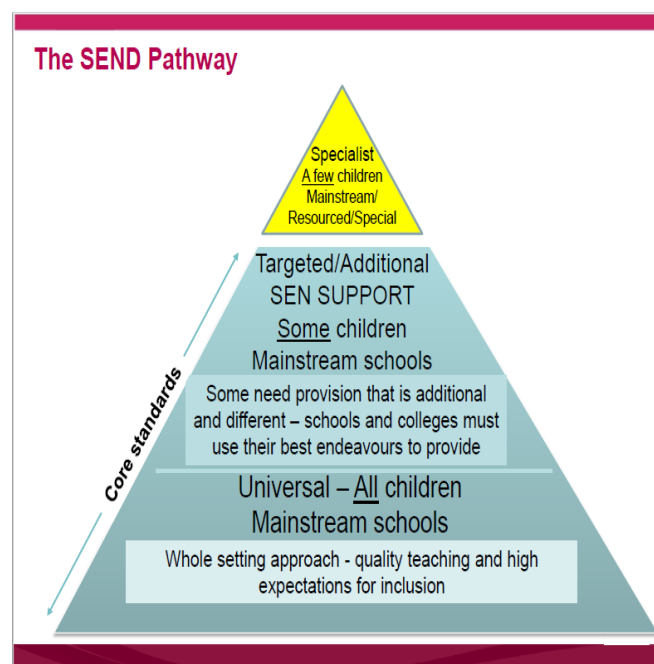
- Information from parents, previous school including screening data, reports from SEN support services and Learning Plans
- Evidence from teacher observation and assessment
- Their performance against the expected progress requirements for their age and previous attainment
- Standardised screening or assessment tools
- Identification at regular, subject, pastoral team and Senior Leadership team tracking meetings.

It is important to note that a lack of progress is not always caused by a special educational need and therefore other factors such as attendance, illness, and social factors are explored where a student is underachieving.

6. How do we support learners with SEN, including those with Social, Emotional, Mental Health Needs?

At Kings we adopt an inclusive philosophy which is founded on the principle that “all teachers are responsible and accountable for the progress and development of the pupils in their class” (Code of Practice, 2015, p88) The quality of teaching is regularly monitored and developed through learning walks, observations, progress meetings and all staff training which includes and has included:

- ✓ Staff briefing on the Somerset Core standards (June 2016)
- ✓ Governor training on the Somerset Core standards and the new CBT-based intervention (July 2017)
- ✓ Staff training on new students with SEN (July 2017, and September 2017)
- ✓ New staff training on the SEN ethos, systems and expectations at Kings (September 2017)
- ✓ Training sessions on supporting students with low literacy skills
- ✓ Training sessions on how to effectively differentiate for the least able
- ✓ Half termly SENCO representative meetings where teachers reps from each subject meet to discuss SEN issues, review provision and collaborate on new initiatives.



The pyramid above shows the graduated response to SEN we adopt at Kings. You will see that the basis of all support is quality teaching and high expectations for all. Where SEN Needs are identified, teachers will use the students' SEN Individual Learning Profiles (ILPs) to put in place personalised support which promotes progress and development for those with SEN. If a student's needs cannot be met solely by universal support then interventions may need to be put in place by the Academy. If these interventions are 'special educational provision', then the individual will be placed on **SEN Support**. Students' needs and strategies to support are outlined personalised plan. Students who are designated 'SEN Support' have an Individual Learning Plan (ILP) tailored to their specific needs and which also includes targets. The ILP is co-produced with the student, school staff and parents and reviewed on a termly basis. All staff responsible for teaching the student receive a copy of the ILP to provide a comprehensive picture of the student's learning needs.

A small number of students with highly significant difficulties, may require specialist support and will have either top-funding and/or an Education, Health and Care Plan (EHCP) which outlines their needs and support plan. We strive to be flexible and creative in our curriculum offer for the students with the highest needs to ensure that all students experience success and are prepared for the wider world. For example, we have taught a practical life and living skills qualification and offer entry level core subjects.

Where necessary we access outside specialist expertise through [Support Services for Education](#) such as educational psychologists, the learning support service, autism and communication service, speech and language support and visual and hearing support. We will also refer to health and social care and charitable support services where necessary.

We value the whole child at Kings and as such have a variety of 'in-house' support for Social Emotional Mental health including:

- ✓ Access to an Emotional literacy support assistant, welfare officer, Learning Mentor, PFSA, and Mental Health First Aider.
- ✓ Pastoral support from tutors and year leaders
- ✓ Various targeted groups such as *Chilled* (CBT-based anxiety management), Girls group, Boys Club and social skills groups
- ✓ Access to the learning support base at social times
- ✓ Mentoring from the Learning Support Assistant team
- ✓ Discussion, action planning and review meetings for specific students with students, parents and external services present where appropriate where a pastoral support plan may be put together.

Finally, all students are encouraged to enjoy a wide range of extra-curricular activities and trips at Kings, and we strive to ensure that all students are able to access this important part of school life. Where a student has SEN, an individual plan of support will be developed with the lead teacher for the trip, the SENCo, the student and the parents.

Please see the [provision map](#) on the Academy website for further specifics about how we support students with SEN.

7. How is transition and preparation for adulthood supported?

Transitions can be tricky times for students, especially those with SEN, therefore we seek to ensure that transfer takes place as smoothly as possible by:

- ✓ Having excellent links with our two feeder Middle Schools and throughout all phases of education in the Cheddar Valley
- ✓ The Learning Support staff visit the Middle Schools to talk with teachers about children's special educational needs and meet with the students
- ✓ The SENCo attends the Annual Reviews of all Year 8 students with an EHCP as well as those receiving high needs funding, and also students with an EHCP in Year 7 with severe or complex needs.
- ✓ Additional visits are arranged as necessary throughout year 8
- ✓ Parents of year 8 students with SEN are invited to additional information sessions
- ✓ Where needed, the SENCo invites colleges to SEN review of students in year 11
- ✓ SENCo and/or key worker supports additional visits to post-16 providers
- ✓ Supported taster days at Colleges
- ✓ Regular days at college in year 11

In order to prepare students for adulthood, we offer a through citizenship curriculum, and spiritual, moral, social education for all students. Many students with SEN also have additional support in preparing for adulthood through interventions such as social skills and life and living skills. We also work closely with local employers to ensure that all students access a week of work experience in year 10.

8. What do the parents of, and the students with, SEN say about Kings?

Thank you for all the help you have given me. It has helped loads.
Year 11 student

I am really proud of how she has settled. She's made a very smooth transition to Kings.
Parent of year 9 student

Thank you for helping and supporting my throughout my years at Kings.
Year 11 Student

My son is so happy at Kings; he absolutely loves it.
Parent of year 9 boy

The transition has been fantastic, the staff have gone above and beyond my expectations and any issues which have occurred have been dealt with immediately. I am extremely pleased and would have no doubts about recommending the team to anyone.
Parent of year 9 student

January 2018

9. Contact and have your say

Your feedback is welcomed to further develop our SEND information report, so please do contact us on 01934 742608 or at office@kowessex.co.uk