

# Kings of Wessex Academy

## SEND information report

### 2021-2022



Approved by: [Name] Date: [31<sup>st</sup> January 2022]

Last reviewed on: [ 31<sup>st</sup> January 2022]

Next review due by: [January 2023]

## SEN information report

### The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### Identifying pupils with SEN and assessing their needs

We gather information about each child during the transition from Middle School. Individual support and provision is put in place at the start of year 9 based on information provided by parents/carers, middle school Special Educational Needs Co-ordinators (SENDCo) and other external agencies.

There are a range of interventions for students starting Year 9 with identified additional needs, examples include: literacy and numeracy support, speech and language and social communication.

There is an on-going review of the support of all students with additional needs at regular intervals throughout the year. There is also regular communication from parents/carers and teachers regarding any child who may need extra support.

Teachers who have any concerns about the progress of individual students will liaise with the SENDCo or Head of House who may make a referral to the Learning Support Team.

The SENDCo and Learning Support Team make use of a wide range of assessments to help understand your child's strengths and needs across all areas of the Code of Practice. This includes:

- screening tools for dyslexia and other specific learning difficulties;
- assessments relating to working memory and speed of processing;
- and speed of handwriting/legibility of handwriting.

If you have any concerns that your child has additional needs you should contact the SENDCo. We welcome communication; and in particular advise you to get in touch before making referrals to outside agencies such as dyslexia assessors; pediatricians or psychologists.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### Consulting and involving pupils and parents / carers

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. In most cases these conversations will start in the term preceding the transition to Kings of Wessex.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the young person
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record on ProvisionMap.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Student voices is critical to our student focused approach. Each student on the SEN register is given a named keyworker and they have three meetings a year to discuss progress and create Individual Learning Plans for each student on the SEN register.

The SENDCo and pastoral team have meetings with parents/carers throughout the year.

### Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

The SENDCo in discussion with the Heads of House, prepare and maintain a detailed Special Needs register which is available to all staff, this register includes an outline of the students' individual needs, strengths and support. The register is regularly reviewed and updated.

Students with an Education, Health and Care Plan (EHCP) have a pupil passport which summarises needs, support and provision details from the EHCP. This is available to all teachers and support staff.

The SENDCo will liaise with parents/carers and external agencies and with parental permission keep staff updated with new relevant information as a young persons needs change.

### **Supporting pupils moving between phases and preparing for adulthood**

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

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 first schools and two Middle Schools and throughout all phases of education in the Wessex learning Trust.
- The Learning Support staff visit the Middle Schools to talk with teachers about
- children's special educational needs and meet with the students
- The SENDCo attends the Annual Reviews of all Year 8 students with an EHCP or those young people 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 SENDCo invites colleges to SEN review of students in year 11
- SENDCo and/or key worker supports additional visits to post-16 providers

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.

## **Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- There are bespoke classes for English and Maths (English and Maths Booster) for those students identified by Middle School as needing additional support to raise confidence in throughout years 9-11 for students who benefit from a more differentiated curriculum.
- one-to-one support for students with this provision named in their EHC plan
- literacy and numeracy intervention,
- sport for speech, language and communication needs
- support with social/life skills,
- exam revision, homework and coursework support
- mentoring

The majority of the curriculum is delivered in mixed ability settings

## **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Ensuring that equipment used is accessible to all children regardless of their needs
- Ensuring that the learning environment is accessible to students of all abilities. This includes differentiation of the curriculum, support and interventions
- We offer a range of curriculum pathways to suit individual needs such as GCSE, BTEC, E&M Basics and Ebacc Booster
- Providing support with homework clubs and access to the library at lunchtime, before and after school
- Key words and literacy resources are used across the school to support learning
- ICT is used across the curriculum to support and develop learning
- Laptop computers, iPads and other ICT equipment are used by students with more complex needs and/or sensory impairments •

- There is a lift situated in the main building for movement between floors when necessary
- Disabled toilets, showers and ramps are situated on the main school site.
- Accessible toilets and ramps are situated in all buildings

### **Expertise and training of staff**

Our SENCO has 17 years experience in teaching and eight years experience as a SENDCo. He holds the National Award for SEND co-ordination.

They are allocated 12 hours a week to manage SEN provision.

We have a team of five teaching assistants, including two higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

### **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 or 12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **5.11 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

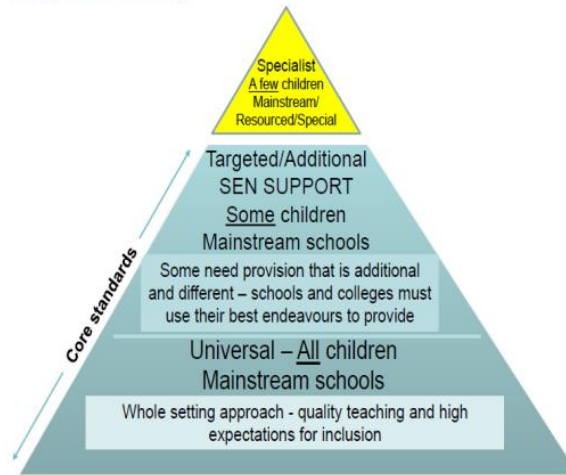
- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of the wider school with active participation in all clubs and sports.

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:

- weekly staff briefings,
- Staff training on new students with SEN,
- new staff training on the SEN ethos, systems and expectations at Kings
- Training sessions on supporting students with low literacy skills
- Training sessions on how to effectively differentiate for low ability students.

## The SEND Pathway



The pyramid above shows the graduated response to SEN we adopt at Kings. 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 the SEND register. Students' needs and strategies to support are outlined in a pupil passport which is shared with all staff.

Students who are placed on the SEND register will 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 three times a year. 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 (ELSA),
- welfare officer,
- Learning Mentor,
- PFSA,

- Pastoral support from tutors and year leaders
- Access to the learning support base at social times
- Mentoring from the Learning Support Assistant team

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.

#### **5.14 Working with other agencies**

What specialist services and expertise are available to support your child?

We work closely with any external agencies that support individual children's needs within our school. These may include:

GP, School Nurse, Educational Psychologist, Paediatrician, Speech and Language Therapist, Occupational Therapist, the Learning Support Service, the Autism and Social Communication Advisory Service, the Physical Impairment and Medical Support Services (PIMSS), the Child and Adolescent Mental Health Service (CAMHS). We also work with a range of further support services including Young Somerset and Children's Social Care.

If it is decided that your child may benefit from a support from a specialist service, then they will be referred by the SENDCo. Before this referral, an Early Help Assessment (EHA) meeting may take place where the available help will be discussed.

#### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the Head of House, SENDCo or Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **5.16 Contact details of support services for parents of pupils with SEN**

IPSEA- offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND). We also provide training on the SEND legal framework to parents and carers, professionals and other organisations. [www.ipsea.org.uk](http://www.ipsea.org.uk)

Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support) can give children, young people and their parent carers information, advice and support about SEND. This can include information on Education, Health and Care (EHC) Needs Assessments and Plans. <http://somersetsend.org.uk>



The service is free, confidential and impartial.

### **5.17 Contact details for raising concerns**

Concerns regarding the provision for students with SEND or the identification of an undiagnosed SEND need should be addressed to the SENDCo, Mr I Squire [isquire@kowessex.co.uk](mailto:isquire@kowessex.co.uk) in the first instance.

### **5.18 The local authority local offer**

Our local authority's local offer is published here [Somerset's Local Offer](#)

## **6. Monitoring arrangements**

This SEND information report will be reviewed by our SENDCo, Mr I Squire every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This information report links to the following documents:

- Kings of Wessex SEND policy (Hyperlink needed)
- Accessibility Plan
- Supporting pupils with medical conditions policy