

Kingswinford Academy

Special Educational Needs and Disability Information report

(updated September 2023)

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

The information required to be included in this SEND Information Report is stated in **The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report**. This can be found at:
<http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

n.b. EHCP is the recognised abbreviation for 'Education Health and Care Plan'.

Regulation	Question	School response
1. The kinds of Special Educational Needs for which provision is made at the school	<i>What kinds of SEND do pupils have in your school?</i>	Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age. At Kingswinford Academy we support students in the four broad areas of SEND: <ul style="list-style-type: none">• Communication and Interaction.• Cognition and Learning.• Social, Emotional and Mental Health difficulties.• Sensory or Physical difficulties.

<p>2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs.</p>	<p><i>How do you know if a pupil needs extra help?</i></p>	<p>When your child first joins Kingswinford, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 levels; baseline testing; literacy and numeracy tests; subject teachers; specialist colleagues and external agencies.</p> <p>Our teachers, Faculty Directors, Curriculum Leaders and Heads of House closely monitor the progress and attainment of all students, including those who have or may have SEND.</p>
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<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p><i>How do you check and review the progress of my child and how will I be involved?</i></p>	<p>The school will send home progress reports each year which will show your child's current and target levels as well as reporting on their effort, behaviour and homework.</p> <p>Faculty Directors, Curriculum Leaders, Heads of House and special needs staff will monitor and review your child's levels and pick up on any subjects where your child is not making the right amount of progress. Intervention is then put in place, initially by the subject teacher. At the next reporting time we will check whether appropriate progress has been made.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents evenings; 'Class Charts', email; telephone calls; appointments made with individual teachers; Annual Reviews (for those on the SEND register).</p> <p>The school provides information for parents through newsletters; information on the website; open/information days; social media; Parents Evenings and letters home.</p>
<p>3c. The school's approach to teaching pupils with special educational needs</p>	<p><i>How do teachers help pupils with SEND?</i></p>	<p>Our teachers have high expectations of all students, including those with SEND and most students' needs will be met through our universal offer.</p> <p>Where more targeted support is needed, teaching staff will be informed about your child's individual needs and have experience and/or are appropriately trained to adapt their lessons to meet these requirements. This may involve using different strategies and more practical adaptation of resources and activities, with the aim that your child can access the lessons fully.</p> <p>Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which</p>

		<p>case you would be informed. There are a range of targeted and specialist interventions and additional subject support which are available.</p> <p>When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam access arrangements according to the Joint Council for Qualifications Exam Regulations.</p>
<p>3d. How the school adapts the curriculum and learning environment for pupils with special educational needs</p>	<p><i>How will the curriculum be matched to my child's needs?</i></p>	<p>Most of our students follow the curriculum available to all students, however a very small number of students have a more personalised curriculum to match their individual needs, interests and abilities.</p>

	<p><i>How accessible is the school environment?</i></p>	<p>Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by staff.</p> <p>We have a range of different facilities to help SEND students throughout our school including, accessible toilets, ramps in some areas and where access to classrooms is not possible by wheelchair, the room timetable is modified to ensure that students can access the entire curriculum on the ground floor.</p> <p>We regularly seek the advice of professional agencies where pupils have specific needs.</p>
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<p>3e. Additional support for learning that is available to pupils with special educational needs</p>	<p><i>Is there additional support available to help pupils with SEND with their learning?</i></p> <p><i>How are the school's resources allocated and matched to children's special educational needs?</i></p> <p><i>How is the decision made about how much/what support my child will receive?</i></p>	<p>High quality teaching forms the first level of support for SEND pupils, differentiated and adapted to meet pupils needs. All SEND pupils have a learning plan in place informing teaching staff about pupils needs and the strategies in place to support them.</p> <p>Where appropriate we also use teaching assistants, specialist teaching staff and provide further support through the Heads of House, the SENCo, the Mental Health and Well-being Lead, and the Assistant SENCo.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their plan. Teaching Assistants are allocated, where resources allow to support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers. Students with EHCPs will have targets and strategies set by the Special Needs team. Annual reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.</p>
<p>3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs</p>	<p><i>What social, before and after school, and other activities are available for pupils with SEND?</i></p> <p><i>How can my child and I find out about these activities?</i></p>	<p>A large range of academic, sporting and other extra-curricular clubs are available at Kingswinford. These are open to all students, including students with SEND. Additionally we run a range of activities to support SEND students including a Homework Club and other targeted support before and after school and at lunchtimes in the SEND Hub.</p> <p>The Extra-Curricular activities list is available on the schools website. SEND Clubs are advertised to students through the learning support base.</p>

	<p><i>How will my child be included in activities outside the classroom, including school trips?</i></p>	<p>All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.</p>
<p>3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs</p>	<p><i>What support will there be for my child's overall well being?</i></p>	<p>At Kingswinford we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (where possible) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and students. We have a student support centre (SSC) which provides additional individual support and intervention for students, in relation to their emotional, mental and social development. There are additional members of staff who are able to provide pastoral support, these include: The Heads of House, Pastoral Managers, the SENCo, the Assistant SENCo, the Mental Health and Well-being Lead. We also liaise with a number of external agencies for example: Speech and Language Team, Autism Outreach, CAMHs and the Hearing/Visual Impairment services.</p>
<p>4. In relation to mainstream schools, the name and contact details of the SEND co-ordinator</p>	<p><i>Who should I contact if I want to find out more about how Kingswinford Academy supports pupils with SEND?</i></p>	<p>The SENCo is Mrs Elizabeth Wilkinson. Contact details: email: ewilkinson@kingswinford.windsoracademytrust.org.uk or telephone 01384 296596 The Assistant SENCo is Mrs Karen Barker Contact details: email: kbarker@kingswinford.windsoracademytrust.org.uk or telephone 01384 296596</p>

<p>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured</p>	<p><i>What training have the staff supporting children and young people with SEND had or are having?</i></p>	<p>We have a Learning Support Department and a Student Support Centre which are made up of the SENCo, Assistant SENCo, Well-being Lead and eight teaching assistants.</p> <p>Within this team we have staff who have a range of experience and training, covering various SEN needs including the National SENCo Qualification; NVQ Level 2/3 qualifications, Behaviour Support; Supporting students with ASD; Supporting students with ADHD; Attachment Issues, CAF training, Access arrangements, Child Protection, First Aid, Reading Recovery, support of students with physical and sensory difficulties, speech and language difficulties, social emotional and mental health difficulties.</p>
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<p>6. Information about how equipment and facilities to support children and young people with special educational needs will be secured</p>	<p><i>What happens if my child needs specialist equipment or other facilities?</i></p>	<p>As a school we can access a range of services including the Visual and Hearing Impairment Teams. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact Mrs Wilkinson or discuss the issue at the next parent's evening.</p>

<p>7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p><i>How will I be involved in discussions about and planning for my child's education?</i></p>	<p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> • helping them to be organised for their day (including bringing the right equipment and books); • full attendance and good punctuality; • completion of homework; • attending parent's meetings; • attending any meetings specifically arranged for your child.
<p>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p>	<p>How will my child be involved in his/her own learning and decisions made about his/her education?</p>	<p>Students are encouraged to take part in 'student voice' activities; to regularly evaluate their work in lessons and consider their attainment, progress and next steps for improvement. They also attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements by completing 'About me – views and aspirations' documents prior to reviews.</p>
<p>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school</p>	<p><i>Who can I contact for further information?</i></p> <p><i>Who can I contact if I have a complaint?</i></p>	<p>Please contact Mrs Wilkinson for further information.</p> <p>In the first instance contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed.</p> <p>Alternatively please contact our Deputy Head Mrs E Dodds.</p>

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<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.</p>	<p><i>What specialist services and expertise are available at or accessed by the school?</i></p>	<p>As a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHs); Social Care; Educational Psychology Service; Connexions; Speech and Language Service; Occupational Therapy Service; Autism Outreach Service; Learning Support Service; Physical Impairment and Medical inclusion Service. Hearing Impairment Team; Visual Impairment Team.</p> <p>These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Dudley LEA and use the CAF process when appropriate to do so.</p> <p>If you believe your child needs support from a specialist please contact Mrs Wilkinson or Mrs Barker or discuss at the next parent's evening.</p>
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<p>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p><i>Who should I contact to find out about support for parents and families of children with SEND?</i></p>	<p>The Dudley Local Offer pages provide information on a range of support services:</p> <p>Dudley MBC Local Offer information: http://www.dudley.gov.uk/resident/localoffer/</p> <p>SEND Children's Services, Dudley Council, Ladies Walk Centre, Ladies Walk, Dudley, DY3 3UA Phone: 01384 814360.</p> <p>Dudley SENDIASS provides impartial information, advice and support to young people and parents, covering special educational needs (SEN), disability, health and social care. Helpline number: 01384 236677 Address: Trafalgar House, 47-49 King Street, Dudley, DY2 8PS http://www.dudley.gov.uk/resident/learning-school/parental-support/dudleysendiass/</p> <p>Connexions is an organisation which is able to offer advice on learning and work opportunities: Call: 01384 811400 Email: Connexions@dudley.gov.uk http://www.connexionsdudley.org/</p> <p>Child and Adolescent Mental Health Service (CAMHs):</p>
		<p>http://www.dwmh.nhs.uk/child-adolescent-mental-health-services/camhs/ Young Minds http://www.youngminds.org.uk/</p>

<p>12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living</p>	<p><i>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</i></p>	<p>We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed. We also host a Summer School for invited Year 6 students.</p> <p>Kingswinford Academy is committed to providing our students with a programme of careers education, information, advice and guidance for all students in years 7 – 11. This curriculum follows objectives in line with the Gatsby Eight Benchmarks for Careers Excellence.</p> <p>We provide additional support and guidance to students and parents during the year 9 options process to ensure that they make appropriate subject choices for their KS4 courses.</p> <p>All children receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed this will be put in place. We work closely with Connexions to ensure relevant paperwork is completed for students with EHCP's and will liaise with colleges to ensure a smooth transition into further education.</p>
<p>13. Information on where the local authority's local offer is published</p>	<p><i>Where can I find out about other services that might be available for our family and my child?</i></p>	<p>Dudley MBC Local Offer information: http://www.dudley.gov.uk/resident/localoffer/</p>

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