



Special Educational Needs Information Report Kingswinford Academy



Supporting Our Students

'Our aim is to promote the successful inclusion of Students with Special Educational Needs and Disabilities'.

Definitions

The term 'special educational needs' (SEN) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age.

Many students will have special educational needs of some kind at some time during their education. Help will usually be provided in their ordinary, mainstream education setting or school, sometimes with the help of outside specialists. Students with special educational needs may need extra help in a range of areas and these may include for example:

- schoolwork
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving properly in school
- organising themselves
- some kind of sensory or physical needs which may affect them in school.

Students are classed as have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of students at the same age: or
- have a disability** which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in a main stream school within the local authority.

**Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions.

Contents to Report

1. Definition of Special Educational Needs
2. Special Needs at Kingswinford Academy/ Our Aims and Objectives
3. What are our principles? Inclusive Teaching
4. Additional SEN Support
5. Access to the Curriculum
6. What is a Provision Map?
7. Identification of SEND Students – levels 1/2
8. Identification of SEND Students – Level 3 / The Role of External Agencies
9. The Role of the Governing Body
10. Parents / Carers in Partnership

11. Dudley SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Services / Complaints and Contact Details

12. Appendix – 'Kingswinford Academy Year Team and House System' Diagram

Special Educational Needs at Kingswinford Academy

- We concentrate on the individual needs of our students.
- We are committed to offering an inclusive curriculum to ensure the best progress for all of our students irrespective of their needs or abilities.
- Support is based on the notion that learning occurs in context rather than in isolation – our support is therefore focused wherever possible in the classroom supporting the student, the curriculum and the teacher.
- All SEND students will be offered full access to a broad, balanced and relevant education.

The needs of the majority of students will be met in the classroom, through good quality teaching (Wave 1). Teachers are expected to ensure that students with special educational needs are fully involved in the life of the class. Individual subject teachers are made aware of the students' needs through the publication of the 'Curriculum Support register', which includes the SEND provision map and links to Individual SEND Student Information. All of this is available via the secure Staff Shared Area. Teaching staff are expected to make reasonable adjustments to their teaching through differentiation to ensure the needs of all SEND students are met.

Our Aim and Objectives

All students have skills, talents and abilities and as an academy we have a responsibility to develop these to the full. We believe that:

- All students are entitled to a relevant and worthwhile education designed to enable individual students to participate fully in society and to contribute to, and benefit from it.
- A student's background and personal growth should be brought together in harmony.
- All students should be able to access the curriculum no matter of ability. Students who have Special Educational Needs should be supported wherever necessary to achieve this full access. This will need to be facilitated through a range of access including the use of skilled support staff, well informed Teachers and Assistant Teachers and a suitable environment that is well resourced. Reasonable adjustments will be made, wherever possible, to allow SEND students to feel supported.
- The co-operation between all agencies is essential in meeting the needs of an SEND student. Student Targets, Provision Mapping and SEND Student Profiles should be clear, accessible to staff, parents/carers and students and should be reviewed regularly.
- Students should have special programs designed to maximise opportunities for independent living in preparation for life after school, including preparation for work and continued education.

We aim to provide:

- High quality support and guidance to Assistant Teachers and Staff to enable students to fulfill their potential.
- Spiritual, moral, cultural and social development for all to enable us to share our gifts with one another and learn from others in our own and the wider community.
- Regular monitoring of progress and provision.
- Quality staff who will take into account the views and the wishes of the student wherever possible.
- A fully inclusive provision for our SEND students.

Inclusion

What are the principles of an Inclusive Education?

- Inclusion is the process by which schools and academies, local authorities and others develop their cultures, policies and practices to include the views of the student and their parent/carer.
- With the right training, strategies and support nearly all students with SEND can be successfully included in mainstream education.

- An inclusive service offers excellence and choice and incorporates the views of parents/carers and students.
- The schools and academies and outside agencies seek to remove barriers to learning and participation.
- All students should have the right to achieve their personal potential.

What are our principles at Kingswinford Academy?

- All students make the best possible progress, in line with or above national expectations.
- All students are encouraged to take part in academy events both in and out of the academy.
- Students are not discriminated from events owing to their SEND.
- All students have access to a broad and balanced curriculum unless outlined in an Education Health and Care Plan.
- All students are encouraged to take KS4 examinations with appropriate Access Arrangements in place if applicable.
- Parents and Carers are informed of their student's SEN and that there is effective, regular communication between home and school / academy.

Inclusive Teaching Practices at Kingswinford Academy

1. Mixed ability and Set groupings
2. Form Groups are mixed ability
3. All students in KS3 follow a broad curriculum
4. Students in KS4 opt for their chosen subjects.

Students and Parents/Carers

The views of Students and Parents/Carers at Kingswinford Academy will be sought and taken into account in the decision making wherever possible. The SEND Code of Practice (2014) concentrates on a 'Person Centred Approach' which brings home and school together in partnership and where the student's views and needs are paramount. Students and Parents/Carers have a unique knowledge of what sort of help is most useful and participation from both parties is crucial. The findings of parental meetings play a vital role in tailoring provision to meet the needs of the individual student. Parents/Carers are also invited to attend the academy for Open Evenings and more specific 'SEND' meetings, when appropriate, in order to discuss their child's current progress at the school / academy.

Staffing

At Kingswinford Academy we operate with a team of Assistant Teachers acting as a link between the support, the student and subject faculties. Curriculum Support operates under the leadership of the Headteacher, the Deputy Headteacher and the Special Educational Needs Co-ordinator (SENCo). Assistant Teachers are deployed by the SENCo to support students where needed. However, it is Kingswinford Academies policy that an Assistant Teacher does not stay rigidly by the side of any one student throughout a lesson as this encourages dependency between the student and Assistant Teacher. It is expected that Assistant Teachers work flexibly within a class and the subject teachers' planning and differentiation within the lesson should facilitate this. We do not offer one to one support unless specified in a student's Education, Health and Care Plan.

All students are organised into Year Groups and Houses with Student Welfare being fully involved in the SEN process at the academy - *See Appendix for 'Kingswinford Academy Year Team and House System' Diagram*. Parents and Carers are encouraged to speak directly to their child's Head of House in the first instance and they will then be directed to the correct member of staff for the query.

Before students arrive at Kingswinford Academy we have usually liaised with the SEN cohort in Dudley, the Transition Co-ordinator in our academy, our feeder schools and primary school teachers for some time. A series of tests are undertaken which allow staff to monitor progress more effectively as they progress through each term.

OFSTED – SEN at Kingswinford Academy

- The quality of teaching is good. Students say how much they value the extra support that teachers provide if they are having difficulty. Relationships between students and staff are warm and supportive.
- Students are keen to learn. They behave well, show enthusiasm in their lessons and are keen to contribute their ideas in class.
- The academy's work to keep students safe and secure is outstanding and the students themselves say that they feel very safe.
- Leaders ensure that there is no discrimination and that all students have an equal opportunity to succeed.
- The Accelerated Reading Programme in Year 7 and beyond is having a good impact on improving students' reading proficiency. Students express an enjoyment of reading and the academy's library is well used.
- Together leaders ensure that students facing challenging circumstances are very well cared for, and that they and their families are given good support.
- Students say that teachers explain their subjects clearly, manage behaviour well and support them so that they are able to develop their knowledge and understanding further.
- Teaching assistants provide good support for disabled students and those with special educational needs.
- They receive good support from the Special Educational Needs Coordinator and her team and this has ensured that staff are now addressing these students' needs consistently and well.

This information is used alongside KS2 information and advice from teachers to ensure our students are placed in the correct classes for their ability.

In Key Stage 4, we offer GCSE's in the academic subjects and an alternative curriculum is also offered to a minority of students who the academy feel would benefit from a more individualised programme/curriculum. This includes additional subjects in Work Skills as well as 'Option Support' for those who need more tailored interventions.

Additional SEN Support

SEN Specialism

The academy accommodates additional provision for students who experience difficulties in:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

Using the academy's SEN Notional Budget, those students who are not making expected progress and who fall into one or more of the categories above may then receive additional support in order for them to reach 'expected or better than expected progress'.

Students identified within this area will be placed on the 'Curriculum Support' Register and closely monitored. Interventions may be added to their timetable and these can include reading groups, numeracy groups, literacy groups etc.

Kingswinford Academy Sets out to ensure:

- Students on the 'Curriculum Support' Register have made progress according to staff records.
- Testing assessments are undertaken to demonstrate an individual's progress.
- Comparative Data from standardised tests are used as guidelines for assessing the students' ability in working to their full potential.
- The monitoring of suitability of curriculum materials, delivery and use of support allocated for students with SEN.
- The monitoring of SEN provision via discussion with Students and Parents/Carers.

Access to the Curriculum

To support students who are designated as having SEND the academy provides:

- Assistant Teachers to enable access to the curriculum via in-class, small group and individual support.
- Teaching programmes designed to meet the needs of each student.
- Individual timetables to accommodate specific needs.
- Specialist equipment based on an individual's needs e.g. The use of a dictaphone, angled writing desk.

Kingswinford Academy aims to include all students with Special Needs into all activities of the school as far as it is appropriate. However, in the best interests of the student, there may be occasions or periods of time when the best solution is withdrawal for special intensive programmes to be delivered.

Parents/Carers and students will always be involved in discussions when these situations arise, and the students' welfare will be a major factor when considering these actions.

Evaluating Our Success and Record Keeping

The academies SEND records will record the responses at all stages and information collected at review meetings will be included.

The following Information will be kept:

- Description and nature of student's difficulty
- Strategies to be adopted
- Provision Mapping (see below)
- Reports from Outside Agencies.

What is a Provision Map?

This is a tool that is used to aid budgeting, planning, teaching and is used for reviewing purposes. It is fundamental when planning the intervention for an individual student with SEN and can be given to staff and parents/carers in order to support the student as much as possible. A Provision Map will outline the support to be provided to the student, parent and teacher that are different from that provided for all other students. It is a structured, working document that must be accessible and understandable to all involved. It will help all parties to monitor progress and should therefore result in the student achieving their goals.

Provision Maps should:

- Help teachers to consider teaching strategies to be used with the student
- consider the provision and resources to be put in place to support the student within the classroom and any additional costs involved
- help parents/carers to understand what is on offer without the use of jargon

Current SEN Provision

SEN Support Staff will

- Ensure that targets and resources are shared with students during each session.
- Collect evidence from interventions carried out to support targets and provision mapping.
- Raise concerns about students that they work with during 1:1 sessions or support, as part of a group, in class, directly to SENCO or via support staff meetings.
- Feed back to class teachers / SENCO with students' progress during interventions.

Identification of SEN Students

The usual continuous cycle of planning, teaching, assessment and review for all students takes into account the wide range of abilities, aptitudes and interests of all students and allows for the majority to learn and progress.

Every term results are added to the academies database and analysed by teachers, Curriculum Leaders, Pastoral Staff, the Leadership Team and by the SEND Department.

Procedures for Identification of Year 7 Special Needs Students can start with Key Stage 2 Data, Primary School Information and Transition visits. As students move through the academy staff also use:

- Previous teaching and learning records
- Current teaching and learning records
- Screening Tests e.g. CATs, 'Star' Reading and Spelling Tests
- Key Stage 2 SATs results
- Teacher assessments and observations from teaching and support staff
- Information from parents/carers
- Staff discussions with SENCO and other colleagues.
- By looking through the student's books/folders/examinations.
- Attendance and Behaviour records

For students with Special Educational Needs, the above process will need to be supplemented by providing further:

- Monitoring and reviewing of Provision Maps
- Specialist expertise
- Opportunities for Parents / Carers and students to be involved in the writing of Provision Maps
- Differentiated teachers planning

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's Subject Teacher/ Form Tutor / Head of House. This then may result in a referral to the SENCo (**Mrs Joanne Edwards**).

Her contact details are **01384 296596** or she can be contacted via email:

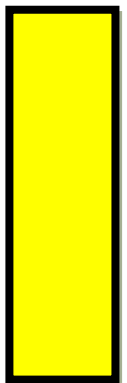
jedwards@kingswinford.windsoracademytrust.org.uk

Parents may also contact the SENCo directly if they feel this is more appropriate. Their views and their aspirations for their child will be central to the assessment and provision that is provided by Kingswinford Academy.

Students identified as 'not making expected progress' will be offered strategies, in the first instance, by the curriculum area/year team who has identified the student as underachieving or as struggling with areas of academy life.

These students are classed as **Level 1** and are colour coded as yellow. Students at this level may:

- Show little or no progress even when teaching is targeted in the students' area of weakness.
- Show signs of difficulty in developing literacy or mathematical skills which results in poor attainment in some curriculum areas.
- Present persistent emotional or behavioural difficulties which are not eradicated by the usual behavioural management procedures.
- Have sensory or physical problems and continues to make little progress despite the provision of specialist equipment.
- Have communication and / or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.



Provision at Level 2 / 3

Students who still require more intervention than that of the students at level 1 will move to Level 2 (and the possibly Level 3). Students identified within this level will receive a more individualized program whereby Assistant Teachers may help the teacher within the classroom with planning or may help the student within lessons in order for them to make progress.

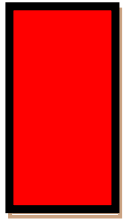
It can also include differentiated class or homework tasks, provision of extra time for assessments, use of ICT and the use of after School Clubs.

Students classed as **Level 2 or 3** in the 'Curriculum Support' Register (colour coded as amber or red) may show signs that they:

- Continue to make little or no progress in specific areas over a long period of time.
- Continue to work at National Curriculum levels substantially below that expected of students of a similar age.



- Continue to show signs of difficulty in developing literacy or mathematical skills which results in poor attainment in some curriculum areas.
- Have emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the learning of others despite having an individualised behavioural management programme.
- Have sensory or physical problems and requires specialist equipment or regular advice or visits by a specialist service.
- Have ongoing communication and / or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.



Provision for these students may also include assessment from outside agencies, diagnostic testing, differentiated class or homework tasks, provision of extra time for assessments, access arrangements for examinations, mentoring, the use of ICT, the use of after School Clubs as well as one to one or small group work.

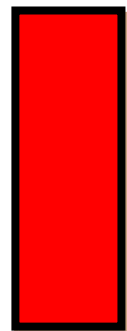
At Level 3, students will be identified on the Provision Map which will clearly outline what a teacher needs to do to support this student, how additional funding from the notional budget will be spent and what tailored interventions have been put in place that are delivered by either staff within the academy or outside agencies.

The SEN Profile may include:

- appropriate data, relevant to the subject teacher (CATs, Key Stage 2/3 data and other norm referenced tests such as reading/spelling)
- difficulties the student experiences in the classroom
- support the teacher/member of staff may provide to remove the barriers to learning and/or participation
- how the student may support themselves in the academy
- provision provided by the academy e.g. interventions of examination access arrangements.

Provision at Level 3+

In a small number of cases it will be concluded that after taking action to meet the learning difficulties of a student through Levels 1, 2 and 3, the student's needs remain so substantial that Kingswinford Academy and Parents/Carers may seek an Education, Health and Care Plan in order to provide for students with severe and complex needs and who require highly tailored programmes of study, specific interventions as advised by outside agencies or who require specialist equipment. This process will not be the first step: it should follow on from planning already undertaken with parents / carers and young people in conjunction with Kingswinford Academy and outside agencies will also need to be included in order to progress with this assessment. The academy will then follow the procedures defined in the 2014 Code of Practice. Parents can have access to detailed information on Local Authority procedures from the SENCO or it can be viewed on the Local Authorities 'SEND Local Offer' website:



<https://www.dudley.gov.uk/resident/localoffer/>

Requests for an Assessment can be made by parents/carers, the young person if over the age of 16 or a person acting on behalf of the academy. If a request has been made, the Local Authority must notify the young person or their parents/carers, the Health Service, Local Authority Officers and the Educational Provider.

All agencies will then work together to assess the needs of the student in order to make an informed decision with regards to the issuing of an EHC Plan.

If issued, EHC Plans must include:

- The views, interests and aspirations of the student and their parents.
- The definition / description of the student's special educational need and/or disability.
- The provision required in order to support the student.
- Any health or social care provision required to support the student due to the special educational need or disability.

If an Education, Health and Care Plan is agreed.....

- the SENCO will meet with the student and parent/carer more regularly. Progress and future needs will be discussed.
- the SENCO will prepare and coordinate the Annual Review process for each student with an Education, Health and Care Plan.
- Annual Review reports are forwarded to the relevant Local Authority within a two-week period from the date of the annual review meeting.
- the SENCO encourages each student to attend every review meeting (in part or in full) so that the student, family and academy can work together to provide the most appropriate and effective support.

Kingswinford Academies involvement with a student who enters the academy with an Education, Health and Care Plan (2015) will begin while the student is still in Primary School. The SENCO will attend review meetings and start to collate information and prepare for the transition to ensure the provision allocated by the EHCP is in place for the student at transfer in September. The SENCO will also meet Parents/Carers to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

Pupils with medical needs (Statutory duty under the Children and Families Act)

Pupils with significant medical needs which result in the need for specialist care and /or requires prescription medication to be taken within the academy will be provided with a detailed Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the student themselves.

Staff who volunteer to administer and supervise medications, will complete formal training when required and will be verified by the school nurse or training provider as being competent.

All medicine administration procedures adhere to Kingswinford Academies Medication Policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014.

The Role of External Agencies

External Agencies may act in an advisory capacity, provide additional specialist assessment or be involved with teaching a pupil directly. At Kingswinford Academy we have numerous external agencies that work with us.

Our current services list, whilst not exhaustive, includes:

- Dudley Learning Support Service (DLSS) -01384 813731
- Student and Education Psychology Service – 01384 814359
- Educational Psychology for Everyone – 01384 594083
- Physical and Medical Inclusion Service – 01384 812528 / 812531
- Sensory Support Services (Hearing Impaired & Visual Impaired) – 01384 816556 / 818005
- Autism Outreach Service – 01384 816974
- CAMHS – 01384 324689
- Speech and Language Therapist – 01384 321375
- Local Authority SEN Case Officer - 01384 818037
- CAF / Early Help Co-ordinator - 01384 816163 / 813322
- Connexions Personal Adviser – 01384 811400
- Dudley Safeguarding Team- 0300 555 0050 / 01384 813000
- Cherry Trees Learning Centre (Home and Hospital Support Service) - 01384 813739
- Dudley Health Advisor – 01384 321341
- Phase Trust (Mentoring) – 0121 585 9419

The Role of the Governing Body

The whole Governing Body continues to receive an annual report from the Head Teacher which will state the number of Students with Special Educational Needs in the academy and comment on:

- Provision for meeting special educational needs
- Provision of an inclusive environment for all

- SEN Funding
- Deployment of personnel and resources
- SEN as an integral part of the School Development Plan

The Governing Body and Local Advisory Board for Windsor Academy Trust will determine policy along with the Head teacher and evaluate the success of the education, which is provided in the academy for students with SEN. They determine staffing and funding arrangements for students with SEN and must have regard to the DfES/SEN Code of practice (2014). They must also have regard to the accessibility plan and disability scheme. It is therefore the Governing Bodies and the Local Advisory Board for Windsor Academy Trust's responsibility to:

- Have regard for the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all students with special educational needs.
- Have a written SEN Information Report containing the information as set out in Clause 65 (SEN Regulations).
- Report to parents/carers on the implementation of the policy for students with special educational needs in the academies prospectus.
- Ensure that the necessary provision is made for any student who has special educational needs.
- Ensure that where the 'responsible person' - the Head Teacher or the SEN Link Governor - has been informed by the LA that a student has special educational needs, those needs are made known to their teachers through the SENCO.
- Ensure that all Teachers and Assistant Teachers are aware of the importance of identifying and providing for those students who have special educational needs,
- Ensure that parents/carers are notified of a decision that SEN provision is being made for their student.
- Ensure that a student with special educational needs joins in the activities of the academy and in addition will receive the special educational provision their learning needs calls for.
- Consult the LA and the Governing Body of other schools, when necessary or desirable to co-ordinate special educational provision in the area as a whole.

Parents/Carers in Partnership

Creating a partnership with parents/carers is vital as they hold the key information. All staff will actively seek to work with parents.

Parents/Carers are viewed as a crucial link in their student's education and are kept fully informed about this. They will be contacted directly should there be any change in their student's progress, behaviour or educational provision within the academy.

The process for contact with parents in respect of students who have special educational needs will be:

- SENCO to meet with parents/carers to discuss pupil's placement at Levels 2 and 3.
- Part of the cycle of reviews to take place at scheduled parent's evenings.
- SENCO to initiate additional meetings where appropriate.
- SENCO to meet with parents/carers where a request for formal assessment is to be made.
- Parents who have a student with an Education, Health and Care Plan will be invited to an annual review meeting.

Further to this, the SENCO operates an open-door policy where parents/carers are encouraged to request the opportunity for informal discussions or organised meetings.

The academy will provide reports or other information in any language and will seek the services of a translator where requested. Reports can also be requested in large print.

Dudley SENDIASS (Special Educational Needs and Disability Information, Advice and Support Services)

Local Authorities must make arrangements to provide information and advice on Special Educational Needs matters to the parents/carers of students with Special Educational Needs in their area.

The Dudley SENDIAS Service has the following core activities:

- To work with parents/carers, students (0-16 years of age) and Young people (16-25 years of age)
- Provide information on Local Policy and Practice
- Offer Training, advice and support which is impartial, confidential, free and accessible
- Offer Networking and collaboration
- Help to inform and influence local SEN policy and practice as well as help Parents / Carers to gather, understand and interpret this information
- Provide access to parent/carer support groups, local SEND Youth Forums, local disability groups etc.

Complaints

As an academy we believe that the SEN of our students are best met when there is effective collaboration between school, other agencies, families and the student / young person. We aim to foster good working relationships with all of these groups especially parents.

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as OFSTED.

If a parent/carer is not satisfied with the SEN arrangements for their student they should, in the first instance, refer their concerns to the SENCo. Should this matter be unresolved the parents / carers should contact the Headteacher following the Academies Complaints Procedure. Finally, any further complaint should be taken to Windsor Academy Trust.

Contact Details and Links

Kingswinford Academy
Water Street,
Kingswinford,
DY6 7AD

Telephone: 01384 296596

Special Educational Needs Co-ordinator and Senior Lead for Inclusion– Mrs J. Edwards
jedwards@kingswinford.windsoracademytrust.org.uk





Headteacher – Mr T. Macdonald

Other useful sources of information

- Council for Disabled Students <http://www.councilfordisabledstudents.org.uk/>
- Contact a Family <http://www.cafamily.org.uk>
- Students' Disability Network CDN@dudley.gov.uk Tel: 01384 815813
- Preparing for Adulthood <http://www.preparingforadulthood.org.uk/>
- SEN Team in Dudley Tel: 01384 814214

Appendix

Kingswinford Academy Year Team and House System Diagram

Our House System and Year Teams	 Krypton	 Neon	 Argon	 Helium
Year 7 Forms	7.1	7.3	7.5	7.7
	7.2	7.4	7.6	7.8
Year 8	8.1	8.3	8.5	8.7
	8.2	8.4	8.6	8.8
Year 9	9.1	9.3	9.5	9.7
	9.2	9.4	9.6	9.8
Year 10	10.1	10.3	10.5	10.7
	10.2	10.4	10.6	10.8
Year 11	11.1	11.3	11.5	11.7
	11.2	11.4	11.6	11.8
House Leaders	Mr J Wilkes	Miss S Kuteesa	Mrs J Hollis	Mr D Cotterill