

Intent

At Kingswinford Academy, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability so that they can **ASPIRE** to 'unlock their academic and personal potential'. We believe that it is vital that our SEND pupils are actively equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom.

Through high-quality planning, teaching and provision we seek to:

- ensure early identification and intervention for SEND to ensure that progress and opportunities are maximised;
- ensure that all children have access to a broad and balanced curriculum which is differentiated to enable them to understand the relevance and purpose of learning;
- provide an accessible learning environment which is tailored to the individual needs of all pupils;
- develop children's independence and life skills;
- use a child-centred approach to regularly monitor the progress of children with SEND;
- provide good quality and relevant training for all staff members supporting children with SEND;
- work in partnership with parents and carers;
- work closely with external agencies and other professionals to hone and develop our provision for children with SEND.

Implementation

"Every teacher is a teacher of SEND", as such, inclusion is a thread that runs through every area of the school enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents and most importantly, the child. The levels of support are fluid, graduated and respond timely to an assess, plan, do, review cycle.

Our Universal Offer:

- ensures high quality teaching - good teaching for all IS good teaching for SEND;
- ensures that all teaching staff are informed and appropriately trained in how to adapt their teaching to meet individual needs;
- ensures that parent and student voice are kept at the forefront of all decisions;
- ensures that all students are given access to a wide range of careers advice and guidance.

Targeted Support or intervention:

- ensures that teaching staff or, where appropriate, assistant teachers provide students with additional needs extra support or scaffolding within the classroom;
- 1:1 or small group intervention to support with phonics, maths or literacy learning;
- ensures that student's well-being is nurtured, developed and supported;

- 1:1 or small group intervention to support a range of specific needs with specialist assistant teachers, including: ASD, speech, language and communication needs, dyslexia, dyscalculia, moderate learning difficulties.

Specialist Support or intervention:

- work alongside external agencies such as, Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Physical Impairment and Medical Inclusion Service (PIMIS), Autism Outreach Service, Sensory Impairment Team, Dudley Learning Support Services to develop specific targets/programmes tailored to the child's individual needs.

Impact

- GCSE results are significantly above the National average for SEND pupils;
- pupils feel safe and supported and want to come to school.