

**Report title: KOA SEND Information report**

***All-through***

**Date viewed: 13 November 2017**

<b>Version</b>	<b>Date</b>	<b>Page</b>	<b>Change</b>	<b>Origin of Change</b> <i>E.g. change in legislation</i>
V 1.0	19 September 2016			
V 2.0	13 November 2017	5	Text adjusted to reflect all-through and joining in reception alongside Y7	Reflect all-through

**1. How does the setting know if children/young people need extra help and what should I do if I think that my child/young person may have special educational needs?**

- If your child/young person has needs that have already been identified, then information and assessments will transfer between settings.
- We will liaise with other professionals to gain information and understand your child's needs.
- We will ask you and your child's current school if your child has any additional needs prior to your child starting KOA.
- If we feel that your child has SEND then we will use a process of assess-plan-do-review to decide if they are not making the same progress as other children. From this, we may involve outside professionals for advice. You will be informed of both the teacher's assessing-plan-do-review and if we are contacting outside agencies.
- If you are concerned that your child may have unidentified special educational needs that are impacting on their progress, then your first point of contact should be their Phase Leader, Head of House, the SENCo and/or your GP or the school nurse, depending on the nature of your concern.

**2. How will the academy support my child/young person and how will it communicate to all staff that my child has special educational needs or a disability and the support he or she will need?**

- The role of the class teacher is fundamental to meeting the needs of all students, especially those with additional needs. They will use the details provided on the schools information management system (SIMS) and SWAN cards produced by the SENCo to formulate appropriate lesson plans, profiles of need, seating plans and differentiated work.
- All students who are identified as having additional needs will have a 'Learning Support Profile', which teachers and support staff can use as a summary of their needs and the best strategies to support them. In addition, students with additional needs in years 7, 8, 9 and 10 also have a 'SWAN' card, which is given to all teachers and support staff; this summarises the student's needs, strengths, the key strategies to support them and what they themselves believe helps them best.
- Regular meetings and communication happens between teaching staff, pastoral staff and parents to share progress; the SENCo may also be involved in these meetings. Where further support is needed, the SENCo will contact an appropriate professional and involve parents.
- If the student has specific needs which require staff to have extra training, this will take place and specialists will be involved where necessary. [For example, if a student has a specific medical condition]

**3. How will the curriculum be matched to my child's needs?**

- Quality First Teaching includes differentiation, target setting and personalised learning. This involves a range and variety of strategies and resources to enable full access for all students to the curriculum. In any given class, teachers will support learning at different levels and different rates.



- Where full access to the curriculum is not possible, other support may be sought in the form of training, advice, pupil conferences, interventions, and/or utilisation of Teaching Assistants and their expertise.
- Teaching Assistants are mostly faculty-based and so have an in-depth knowledge and understanding of the subject area in which they support students. They also work closely with their teaching colleagues to target support to those who most need it [primarily students with a Statement of Special Educational Needs or an Education, Health and Care plan [EHCP].

**4. How will both you and I know how my child/young person is doing and how will you help me support my child's/young person learning?**

- We welcome parental contact with the the Academy to make an appointment to meet with either a teacher, phase leader, your child's Head of House or the SENCo.
- Three times a year, you will receive a report for your child, detailing their academic progress, alongside other key indicators such as attendance data and comments from each of their teachers. There will be an Annual parents' evening for parents and carers to meet all subject teachers. The SENCo is also available at every parents' evening to speak to parents of SEN students.
- Your child has a school diary, where you should write any concerns. This is also where students record their homework and it is regularly checked by their tutor.
- You will be contacted when we review your child's SWAN card and a copy of the card will be sent home.

**5. What support will there be for my child's/young person's overall wellbeing?**

- King's Oak Academy has a clear behaviour policy and access to behaviour specialists for support and advice when needed, e.g. access to the CLF Studio.
- All schools have designated first aiders and a procedure for administering medications. We have access to the School Nursing Service and CAMHS. We also contact First Point, should it be appropriate to access a variety of other support services identified by need.
- Pupils' views are sought, listened to and acted upon wherever possible.
- There are a number of people in the academy, accessible to all students, should they require support: A non-teaching Head of House [with a pastoral focus], a Phase Leader [with an academic focus] and Learning Mentors as well as the SENCo and Teaching Assistants. Certain students may also be referred to the School Counsellor.

**6. What specialist services and expertise are available at or accessed by the setting and how do you all work together?**

- In our academy, we have Teaching Assistants and Staff with specialist knowledge and qualifications in different areas of Special Educational Needs.
- There is also access within the Federation to an experienced Educational Psychologist, Mark Adams, as well as the Local Authority Educational Psychology services for statutory work.



- The introduction of Education Health & Care Plans (to replace Statements) will bring a greater emphasis on specialist services from Health care and social services being involved and communicating a joint approach to working with and supporting young people.

**7. What training have the staff supporting children and young people with SEND had or are they having?**

- SENCOs are fully qualified teachers and have a specialist masters level qualification – the NASENCo award – to help them in their role. In addition, SENCOs and inclusion leaders across the federation collaborate regularly to share and embed best practice.
- Links are formed between outside agencies and school staff to ensure appropriate training for staff working with children with SEND, for example via the Educational Psychologist.
- As part of the ongoing professional development process that happens within school, each member of the pastoral team is encouraged to identify training needs early on in the school year and then plans are put in place to achieve that during the year. This may include visiting other schools, attending local training, inviting in specialists from charities or being a part of whole-school training.
- All teachers are trained on meeting the needs of individuals and receive the information about students' needs through the SWAN cards, pupil conferences and staff briefings. Teaching assistants meet every week with the SENCO to discuss individual and whole year group progress.

**8. How will my child/young person be included in activities outside the classroom, including school trips?**

- Schools assess the risks for individual children. We operate an inclusive policy to ensure access for all children and risk assessments or manual handling plans are completed where necessary.
- We have regular educational visits as well as people coming into school to support topic areas. All children, as well as those with SEND are given the opportunity to come.
- We provide any support that is required for full inclusion as, wherever possible, we choose visits that are accessible to all.
- All lunchtime and after school clubs are open to all students.

**9. How accessible is the academy environment?**

- Most ground floor rooms at KOA are accessible to students and parents with physical limitations and/or mobility impairments. We have a disabled parking space from which people can enter the school. There are 3 disabled toilets.

**10. How will the academy support my child/young person to join the academy, transfer to a new setting or for the next stage of education and life?**

- The new Code of Practice covers young people from 0 – 25 years and it is our responsibility to ensure safe and successful transition from one setting and phase to the next.
- All students who are due to start KOA in Year 7/reception will benefit from a Taster Day in the July before they start where they will experience the school day, break, lunch and lessons or extended transition following the Acorn's reception admissions. There will also be a 'Welcome Evening' where parents will meet some key staff and parents have a chance to ask questions, have a tour and sort out practicalities like Uniform. The SENCo will also liaise with the primary school. If the child has SEND, then additional meetings will be arranged in advance. The SENCo from KAO will often be invited to the appropriate Annual Review in Year 6 (or earlier) to prepare the student for the transition. With SEN students moving to secondary with particularly high needs a bespoke transition package can be put in place which may involve TAs from KOA spending time in the primary school, extra visits and sample lessons with Year 7s. This is looked at on a case by case basis.
- We recognise that there are children who find yearly transition tricky and these are provided with extra support as appropriate to their needs. Parents will be fully involved and we value your input at any point in this process. For example, on the first and last day of each term we run activities that a small number of students take part in, which are different to the timetables lessons. The aim to encourage the students to come in on these days and make a smoother transition between term time and holidays.

**11. How are the academy's resources allocated and matched to children's young people's SEN?**

- Schools receive funding for all children including those with Special Educational Needs and Disabilities and these needs are met from this, including equipment. The Local Authority may contribute more funding if the cost of meeting an individual child's needs is assessed through a statutory process, leading to an EHC plan.
- If the assessment of a child's needs identifies something that is significantly different from what is usually available, there will be additional funding allocated. Parents will have a say in how some of this is used. You will be told if this means you are eligible for a personal budget and this must be used to fund the agreed plan.
- The focus for students who have Statements or EHC plans, is that their needs are met and their objectives worked on. This is often better achieved by pooling resources e.g. creating smaller class sizes, buying software, running interventions for small groups.

**12. How is the decision made about what type and how much support my child/young person will receive?**

- Quality First Teaching, involving differentiation, is the first step in responding to pupils who have or may have SEN.

- There is an on-going cycle of assess-plan-do-review (see question 1). From this the teacher will use interventions to support the classroom teaching. This will be reviewed termly.
- If progress is still not as expected, despite a suitable period of appropriate and effective support and interventions, then specialists will be involved (see question 5 for a full list of specialist support). The impact of this advice will be monitored according to the advice given.
- If progress is still not being made, despite 'relevant and purposeful action', then we will consider requesting an Education, Health and Care assessment which will be reviewed annually. This process will take a minimum of 20 weeks to implement.
- Throughout this process, parents will be involved.

**13. How are parents involved in the academy? How can I be involved? How will you build on your equal partnerships with parent carers?**

- We are a child and family centred school, so you can be involved in the decision making about your child's support – you should arrange to talk to your child's teacher to discuss any concerns initially. We will discuss with you whether your child's understanding and behaviour are the same at school and at home and will take this into account when determining how to help your child make progress.
- We hold review meetings for children with SEND and in some cases, where appropriate, for children with a statement of Special Educational Needs or an Education, Health and Care plan, hold a formal annual review where you are expected to attend and give your views. Teachers, Heads of House and parents are encouraged to hold as many informal meetings as are necessary to help progress your child's learning.
- From time to time, we hold a 'parents' forum' meeting, with a specific year or SEN focus. We will contact you to invite you, if we think this may be relevant and helpful for you.

**14. Who can I contact for more information?**

- Yazmine Jackson – SENCo [Special Educational Needs Co-ordinator]  
jacksony@kingsoakacademy.org.uk – 0117 927 127
- The Acorn – Emma Mignaud 0117 927 129
- Phase Leaders [Academic]: Years 7, 8 & 9 Tom Taylor, Years 10 & 11 Klara Sroka –
- Heads of House [pastoral] – Julie Felski and Adele Rice, Nicky Younger and **Catherine Walbridge 0117 927 127**
- Supportive Parents – [www.supportiveparents.org.uk](http://www.supportiveparents.org.uk) – 0117 989 7725 [Information, Advice and Support line]

**15. What do I do if I am not satisfied with a decision or what is happening?**

- Your first point of contact is always the person responsible – this may be the class teacher, phase leader, the SENCo or the Principal.
- Explain your concerns to them first.
- If you are not satisfied that your concerns have been addressed, then please ask for the contact information for their line manager.
- If you still feel the issues are unresolved, the Principal will arrange a meeting with the Chair of the Academy Council. Please contact the school for this to be arranged.
- If your concern is with the local authority, then please contact the school or Supportive Parents.