

## Special Educational Needs and Disabilities (SEND) Information Report

### 1. What are special educational needs or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (Updated 2015). This states:

**Special Educational Needs:** *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.'*

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

**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 such as asthma, diabetes, epilepsy, and cancer.

### 2. What kinds of SEND are provided for at King's Oak Academy?

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, moderate learning difficulties.

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, cerebral palsy.

### 3. How do we identify and assess students with SEND?

Students with SEN are identified and their needs determined through one of the following routes:

- Communicating with previous educational provision & obtaining relevant information.

- Monitoring students' progress.
- Teacher observations and referrals.
- Carrying out assessments of need.
- Discussions with students, parents/carers or others who know the student

Access needs are established prior to starting at the Academy. Our teachers plan their lessons to a high standard to meet a wide range of needs in their classes (Quality First Teaching). Some children require more support than others, so the teacher will differentiate their plan to meet the needs of these children. If a child seems to require more support than 'usual', the teacher will make the SENCo aware.

At this point, the teacher and your child's Head of Year will help & support with possible strategies in consultation with SENCo (where required), check for impact of these strategies and track progress of your child. The extra support and tracking usually means the child starts to make progress and is gets back 'on track'. Despite personalised strategies and support, if your child does not show signs of making progress, then we will put in place more support and scrutiny for them. This stage is called SEND Support. Your child will now be added to the SEND register.

We may make contact with you to discuss your child's needs. At this point, we may ask you to visit your GP for further analysis of your child's needs. The extra support for your child may be from in school provisions (interventions, assessments, specialised strategies used in lessons) or with the help of appropriate outside agencies, but we'll talk through this with you. You will be updated about your child's progress and next steps involved through parent's evenings, tutor evenings, communication from teachers/SENCo and reports.

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 tutor, Head of Year, the SENCo and/or your GP or the school nurse, depending on the nature of your concern.

#### **4. How do we communicate, consult and collaborate with students and parents?**

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the student's areas of strength and difficulty.

We take into account the parents' concerns.

Everyone understands the agreed outcomes sought for the child.

Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the student's record and given to their parents.

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

Parents are encouraged to contact the teachers of their children initially regarding progress and strategies put in place to support learning in the classroom. A broader understanding of provision can also be discussed with the tutor, Head of Year, Deputy SENCoS or the SENCo.

Parents are invited to Annual Reviews of those students with EHCPs and parent's views will be sought for a minimum of 3 Assess, Plan, Do, Review cycles for all students with EHCPs or on Student Support.

#### **5. How do we assess and review if students are making progress toward their 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 student's needs. This will draw on:

- The teacher's assessment and experience of the student.
- Their previous progress and attainment and 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 student'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 student 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 student's progress.

#### **6. How do we support transition between phases and into adulthood?**

We recognise that transition from one phase to another can be difficult for all students, but this can be especially difficult for students with additional needs who often rely on structural support within their setting to support their learning. Our aim is to get the most comprehensive understanding of every student that joins our Academy. Dependant on the level of need for each individual student we will offer an appropriate transition package. We understand that a key part of every stage of transition will be the involvement of both parents and students.

##### **A. Transition to Reception**

- Children will be visited by a member of staff from the Academy in nursery the year before.
- Home visits will take place for every child joining Reception at the Academy.

- In the first term of joining the Acorn, students will gradually increase the amount of time they spend at school until they attend a full timetable.
- Depending on the individual needs of students and in collaboration with parents the transition package we offer is flexible. For example, some students may need a more gradual increase in their time with us before attending full-time.

#### **B. Transition to Year 7**

- On top of the transition process available to all students there are some things that we do to support students with additional needs.
- In our communications and contact with primary school in the year leading up to transition, students with additional needs are identified and referred to the SENCo and Deputy SENCo.
- We are notified of students with EHCPs by the LA in the spring of Year 6. We endeavour to have the SENCo or Deputy SENCo (Secondary) attend the Year 6 Annual Review.
- Relevant information about students with additional needs are shared with the Secondary staff prior to the students first day at school.
- All students will benefit from a transition week, in which students identified as having SEND will have a greater number of days' dependant on their needs. This will happen in the final week of Year 6.

#### **C. Transition to KS4 (Year 10 and 11)**

- Parents in Year 9 are invited to an Options Evening to discuss curriculum choices for KS4. For students with SEND the staff they are familiar with will be available for additional guidance along with the Senior Leadership Team.
- Curriculum choices will also be a part of the review cycle for children with SEND and will be an important part of the Annual Review process in Year 9 for students with an EHCP.

#### **D. Transition to Post-16**

- Students with an EHCP will have a focus in their Annual Review from Year 9 on preparing for adulthood and therefore there will be a detailed plan that is regularly reviewed for these students.
- We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this. We will liaise carefully.
- The records of students who leave at the end of Year 11 are kept and stored in school.

- Documentation relevant to the last Review is forwarded to Post 16 placements.

## **7. How do we teach students with SEND?**

All teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students. We aim to ensure all staff are supported through professional development and training, such as sessions our speech and language therapists to inform our whole school approach and teaching.

We know that some students may need extra help outside of the classroom in the form of interventions. We understand that students also need to feel safe, secure and confident to learn effectively, therefore interventions include a focus on both academic and social/emotional skills. Some of these interventions include:

Numeracy Interventions (for example; Rapid Recall Whiteboards, Maths 123)

Literacy Interventions (for example; Rapid Reading, Project X CODE)

Speech and Language Interventions

Social and Emotional Interventions (with 2 Thrive practitioners)

## **8. How do we adapt the curriculum and learning environment?**

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

Differentiating our curriculum to ensure all students 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.

We ensure that, where possible, the learning environment is consistent across the Academy.

A Summary of facilities:

The Acorn (Primary phase) is accessible to all students as all areas are located on the ground floor and are wheelchair friendly. There is a ground floor disabled toilet however this does not include any shower facility.

The Acorn has a passenger lift for access to the staff room which is located within a mezzanine area.

The secondary site has three purpose-built ground floor accessible toilets that have been adapted for disabled use.

There are two disabled shower cubicles located in the gymnasium changing rooms.

Some of the areas other covered in our 'Accessibility Plan' are summarised here:

- A commitment to the continual professional development of staff in order to enable access to the curriculum.
- A commitment to writing an all-through curriculum to enable access to the curriculum.
- Ensuring the ground floor facilities are accessible with the school's entry/exit areas will be fully accessible with ramps and handrails.
- Ensuring students who are unable to use the stairs have all lessons timetabled on the ground floor.
- Ensuring communication information is available in a variety of formats as required by the needs of parents and students.
- Our 'Accessibility Plan' can be found here: <http://kingsoakacademy.org.uk/key-information/policies/>

## 9. What expertise and training do our SEND team have?

Our SENCo has experience as a learning support assistant, a teacher, a head of year and an associate assistant principal with designated safeguarding responsibility. They have worked in mainstream settings, with experience in both primary and secondary settings. They are currently working towards their National Award for Special Educational Needs Coordination.

The SENCo is supported by a Deputy SENCo who supports the Lower, Middle and Upper Schools.

The wider SEND Team consists of:

- **Lower school (Reception to year 4)**
  - One Teaching Partner in every class
  - Pastoral Lead – Zoe Side
- Middle school (Year 5 to Year 9)
  - One Teaching Partner in every class for year 5 and 6.
  - We have a team of 6 Teaching Assistants (across Year 7 to Year 11), this includes:
    - 3 Higher Level Teaching Assistant (HLTA)
    - Boxall Practitioner

- EAA Assessor
- TAs with Lead areas in Literacy, Numeracy, SEMH and SLCN
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- **Secondary (Year 9 to Year 11)**
  - We have a team of 6 Teaching Assistants, this includes:
    - 3 Higher Level Teaching Assistant (HLTA)
    - Boxall Practitioner
    - EAA Assessor
    - TAs with Lead areas in Literacy, Numeracy, SEMH and SLCN

### **10. How to we evaluate effectiveness of SEND provision?**

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

Reviewing students' individual progress towards their goals each term.

Reviewing the impact of interventions after 12 weeks.

Using student, parents and staff questionnaires.

Monitoring by the SENCo.

Using provision maps to measure progress.

Holding annual reviews for students with statements of SEN or EHC plans.

Learning walks, observations and looking at books of students.

### **11. How do we include and engage SEND students in activities available in the academy?**

The Academy is committed to making reasonable adjustments to allow disabled students to access educational provision at the Academy.

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our day and residential trip(s), ensuring every reasonable adjustment is made.

All students are encouraged to take part in sports day/school plays/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEN or disability.

### **12. What support will there be for my child's emotional and social development:**

King's Oak Academy actively embraces a strong pastoral approach which provides holistic support and individual interventions where necessary to develop resilience for school life and achievement.

We have a clear behaviour policy (available on this website) and access to a range of behaviour support and advice when needed. This includes access to our SEN Base, the Cabot Learning Federation Engage provision, work with external agencies and alternative educational provisions. A great deal of pastoral support is available to students. Each student has access to a Head of Year and a Tutor who see them every day. Most SEN Support and all EHCP students have a key worker from the Inclusion Team. At the Academy, we have access to a Counsellor Service and access to outside agencies including the School Nurse and Brook Advisory Service.

In addition, we also provide support for students to improve their emotional and social development in the following ways:

Students with SEN are encouraged to be part of the school council.

Students with SEN are also encouraged to be part of school clubs to promote teamwork/building friendships etc.

Teaching Assistants and HLTAs check-in with assigned students in the morning to provide mentoring and support in order to secure a positive start to the day.

The Support Hub provides a more comprehensive check-in service during the first lesson of every day for students who require a greater degree of nurture when needed throughout the school day.

One member of HLTA team is trained in Boxall therapy, delivering assessment and Boxall sessions to support the social and emotional development of students. Information is shared with staff to improve in-class approaches.

Heads of Years' offer pastoral support to students and have knowledge and experience of liaising with external agencies.

Groups and interventions that are available to students:-

- a. LGBTQ+ lunchtime group.
- b. Social Skills lunchtime club in the SEND department
- c. Upper school social skills maths group (Year 9 – Year 11)
- d. Social skills group (Year 6 – Year 8)
- e. Zones of regulation intervention to support with emotional literacy
- f. Speech and language therapy intervention

Counselling

Lower school: Lego Therapy, Boxall to support SEMH needs, in addition to safe spaces, visual timetables, 5 points scales and an intervention box in classrooms.

All schools have designated first aiders and a procedure for administering medications. We have access to the School Health Nursing Service and Child and Adolescent Mental Health Service.



We contact Access and Response (ART) in South Gloucestershire should it be necessary to access other services to support students and their families.

### **How does the academy foster good relationships and reduce bullying for children with SEND?**

**Our aim is to work together to stop bullying and create safe environments in which children and young people can live, grow, play and learn. Bullying and harassment is behaviour that makes someone feel intimidated or offended. Harassment is unlawful under the Equality Act 2010. Our ethos at King's Oak Academy is aimed at reducing the incidence and impact of bullying of all individuals including those with SEND.**

### **13. How do we work with other agencies?**

At King's Oak Academy, as a staff, we have knowledge and experience of supporting students with a wide range of SEND and challenging personal circumstances. Where possible we hope that, in line with the graduated approach, we meet the needs of students through quality first teaching, pastoral support and interventions. However, we also draw on the support of external services where necessary.

External services we work with include:

- The Educational Psychology Service.
- Speech and Language Therapists.
- Occupational Health Team.
- Sensory Support Team (Visually Impaired and Hearing-Impaired Teams).
- Off the Record, Prince's Trust, Early Help.
- School Nurse.
- The Child and Mental Health Service (CAMHS).
- Family Young People Services (FYPS).
- Partner academies with the Cabot Learning Federation.
- SENCo Cluster group of other SENCos in the CLF.
- SENCo Surgeries with the South Gloucestershire Local Authority.
- Through the national DfE hosted 'SENCO-forum' mailing system.
- Social Care.

### **14. What is the procedure for raising concerns and complaints about SEND provision?**

Complaints about SEND provision in our school should be made initially to relevant class teacher, tutor, or SENDCo in the first instance.

If you are not satisfied that your concerns have been addressed then please refer to the Academy's Complaints Policy.

The parents of students 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.

### **15. Contact details for raising concerns**

Lower School - 01179 927129

Upper and Middle School - 01179 927127

Lou Roscoe SENCo – [louise.roscoe@clf.uk](mailto:louise.roscoe@clf.uk)

Megan Redwood Deputy SENCo – [megan.redwood@clf.uk](mailto:megan.redwood@clf.uk)

Katherine Ogden, Principal – [koa.principal@clf.uk](mailto:koa.principal@clf.uk)

### **16. What is the local authority local offer?**

The Local Offer is the publication of information about services and support that is available for children and young people with SEND aged 0-25.

South Gloucestershire SEND Local Offer: <https://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/>

### **17. Monitoring arrangements**

This policy and information report will be reviewed by the SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Academy Council.

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

This policy links to our policies on:

Accessibility Plan.

Behaviour for Learning.



Equality and Objectives.

Supporting Students with Medical Needs.

***September 2024***