



KING'S LEADERSHIP  
ACADEMY BOLTON

SCHOOLS OF CHARACTER  
MAKING GREAT LEADERS

SEND  
INFORMATION  
REPORT  
SEPT 2022



GREAT SCHOOLS  
TRUST









<b>ADHD</b>	<b>Attention Deficit Hyperactive Disorder</b>
<b>PD</b>	<b>Physical Disability</b>
<b>VI</b>	<b>Vision Impairment</b>
<b>HI</b>	<b>Hearing Impairment</b>
<b>MSI</b>	<b>Multi-sensory Impairment</b>
<b>CVD</b>	<b>Colour Vision Deficiency</b>
<b>INA</b>	<b>International New Arrival</b>
<b>EAL</b>	<b>English as an Additional Language</b>
<b>EP</b>	<b>Educational Psychology</b>
<b>OH</b>	<b>Occupational Health</b>
<b>PT</b>	<b>Physio Therapy</b>
<b>LWO</b>	<b>Ladywood Outreach Service</b>
<b>BBS</b>	<b>Bolton Behaviour Service</b>
<b>CAMHS</b>	<b>Children, Adolescent, Mental Health Service</b>
<b>SaLT</b>	<b>Speech and Language Therapist</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>SSS</b>	<b>Sensory Support Service</b>







to regular CPD opportunities and can request further advice on specific learning needs; CPD focuses on SEND at all ability levels.

### **How are the school's resources allocated and matched to children's special educational needs?**

We ensure that all pupils with special educational needs are provided for to the best of the school's ability with the funds available. The budget is allocated on a needs basis. The pupils who have the most complex needs are given the most support.

For students who made need additional intervention beyond HQT, resources and intervention programmes are allocated after testing. We also fund external agency support from an SEND advisory service, an EAL Hub and the Ladywood Outreach service. These provisions are only used as a last resort when all parties are in agreement that a student is not progressing based on their SEND need.

We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individual needs of students who have an Education, Health and Care Plan. Where all parties believe that school are unable to meet the demands of a student we may apply for a "Top-up" additional funding which will be decided by the Local Authority.

### **How is the decision made about what type and how much support my child will receive?**

The class teacher and the SENDCo will discuss the child's needs and what support would be most appropriate. In most cases the SENDCo is guided by the SEND Code of Practice. Different children will require different levels of support in order to help them make progress and achieve their potential. Staff, parents and the pupil will also contribute to SEND meetings as a child centered approach is necessary.

### **How does the school judge whether the support has had an impact?**

- By reviewing pupil's academic and social progress on a termly basis and identifying any areas of concern.
- Through the school's data tracking system pupils who are not making expected progress against national / age expected levels will be discussed with both HOD and classroom teachers. If pastoral needs appear to be impacting a SEND students progress academically a meeting may also occur with a student's Progress Leader.
- Verbal or written feedback from the teacher, parent and pupil.
- Pupils may be taken off the Special Educational Needs register when they have made sufficient progress.

### **How will you help me to support my child's learning?**

- The class teacher or the SENDCo can offer advice and practical ways that you can help your child at home.
- If your child is on the special needs register and are not making the same academic progress as their peers then an Assess, Plan, Do Review will be completed. Within this targets are set and reviewed and parents are invited to attend.
- If your child has an Educational Health and Care Plan an annual review will take place.
- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.
- Where necessary, your child will receive additional intervention beyond T and L in one of the areas listed above.
- Where pastoral issues are evident i.e., attendance, a Year Head may support your child in specific pastoral intervention.
- If deemed necessary by the SENDCo or Safeguarding officer, School can make referrals to external services which may also support your child beyond what our school can offer

### **How do you measure my child's progress?**

- As a school we measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each pupil. We will track pupil progress from their admission through to Year 11, using a variety of different methods.
- Pupils who are not making expected progress are identified after each learning cycle.
- At King's we also understand that SEND is very closely linked with pastoral and behavioural needs. Therefore, we also monitor attendance percentages and attitude to learning grades.

### **What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?**

At King's we believe that all pupils are entitled to a broad, balanced and differentiated curriculum. Pupils are valued equally, regardless of ability and encouraged to exceed their potential. The achievements, attitudes and well-being of all pupils are important and practical steps are taken to account for pupils' varied life experiences and needs. As an inclusive school, all our vulnerable pupils are known to staff.

Members of the Senior Leadership Team greet and welcome pupils each morning. This ensures a smooth transition between home and school each day.

The Mill Tutor has initial responsibility for the pastoral, medical and social care of every child in their class. We have extra time with mill tutors at King's in comparison to other schools to ensure students have time to work on non-academic aspects of school life. If further support is required, the Form Tutor liaises with the Progress Leader or SENDCo for further advice and support if necessary.

The school has access to a Counselling service. We have staff who are trained in mental health first aid and our Pastoral team have minimal teaching time to ensure students can always access support .

### **How does the school manage the administration of medicines and personal care?**

We have a policy regarding the administration and management of medicines on the school site.

- Parents need to contact the Progress Leader if medication is recommended by Health Professionals to be taken during the school day.
- All medication will be stored in the school main office. If a pupil requires medication in school, this will be managed through an individual care plan written in conjunction with parents.
- Risk registers are completed in TAC meetings and risk assessments may be created accordingly

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

- We have a positive approach to behaviour management with a clear Behaviour for Learning Policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning sessions with their class.
- The attendance of every child is monitored on a daily basis by the Year Head. Punctuality and absence are recorded and reported to the Head Teacher and Governing Body.
- Good attendance is rewarded through our whole school reward policy.
- The TAC team in school meet weekly to ensure we monitor those with attendance needs.
- As a behaviour for learning grade is entered for every lesson at King's we are able to quantify any positive or negative changes to your child's behaviour and will react when necessary.

### **How will my child be able to contribute their views?**

We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council.

If your child has a SEND profile they will be involved in putting it together and making changes when necessary.

If your child has an Education, Health Care Plan their views will be sought at the review stage, if appropriate.

### **What specialist services and expertise are available at or accessed by the school?**

<b>Name:</b>	<b>Role:</b>	<b>Qualifications</b>

<b>Kelly Williams</b>	Assistant Head with responsibility for SEND and inclusion	Postgraduate Certificate in Special Educational Needs – (SENDCo Award) Masters in Education & Leadership. PGCE secondary English.
<b>Irfan Umarji</b>	<b>Safeguarding details</b>	

We also work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech and Language Therapist, Occupational Therapist, Educational Psychologist, the Child and Adolescent Mental Health Service (CAMHS) and Social Services. We also have BSS complete mentoring sessions weekly and Heads of Years with previous mentoring experience.

### **What training have the staff supporting children with special educational needs had or are currently having?**

All of our teaching assistants take part in whole school CPD. Many of our TAs have received further level 2 training on precision teaching, numeracy, dyslexia, reading, spelling, and phonic programmes. Our TAs have received recent training on ASC in the classroom and writing social stories.

- Conversations
- We have two Specialist SPLD teachers
- Two TAs are specialised in phonics support
- We have a member of staff qualified in mental health First Aid
- Two TAs have completed their TA 3 course and are now completing their TA 4 course
- 3 of our TAs are qualified first aiders
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### **How will my child be included in activities outside the classroom including day and residential trips?**

We aim for all pupils to be given the opportunity to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful. Children will only attend day trips with your permission. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.

### **How accessible is the school environment?**

The school is a temporary site with not main flights of stairs, therefore no lifts are currently in operation. All entrances have ramps.

There is, however, disabled access throughout the building including lifts and disabled toilets. The school will have regard to the Equality Act 2010, the Children's and Families Act 2014 and the Code of Practice 2014 in terms of admitting pupils with disabilities. All members of the school community, including pupils, parents and staff, are invited to inform the school of any disability they have and Reasonable Adjustments will be made. Usually, relevant information will be collection during our Transitions work however, we encourage parents to provide school with any new medical information, as usually students are presented with a Health and Care Plan.

Reasonable Adjustments may also be provided during Access Arrangements: this may depend on medical evidence.

### **How will the school prepare and support my child when joining the school or transferring to a new school?**

Members of the TAC team and the SENDCo liaise with the primary schools regarding pupils who will require support when they start at King's. Important information will be transferred during this time. However, Parents may choose to communicate any concerns to our school during this time. Parents are invited to speak to the SENDCo during the transition evening and at the beginning of Year 7 during parents evening.

On entry, all pupils will be assessed using;

- CATs
- NGRT and NGST
- Prior attainment

If necessary, students may be assigned a keyworker earlier and complete transition visits earlier. This allows some students to cope with the transition between primary and secondary school. Primary schools contact the school SENDCo if they believe this will support students. They may also be placed in a Nurture group to support transition and the needs of the this group will be determined during transition meetings.

Early identification, assessment and provision for any pupils with Special Educational Needs and Disabilities (SEND) are very important for the following reasons:

- it can minimise the difficulties that can be encountered;
- it can maximise the likely positive response of the pupil;
- it can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected;
- if the child's learning difficulty prove less transient when addressed by the school alone then external agencies can be brought in earlier and very likely with more success.

**How are parents involved in school life?**

The school believes that parents hold key information and have a critical role to play in their children's education. For this reason, we actively seek to work with parents of pupils with Special Educational Needs and Disabilities (SEND). All teachers, the SENDCo, pastoral and other staff have an important role in developing positive and constructive relationships with parents and therefore the SENDCo is available at all parent and transition meetings.

We recognise that some parents require both practical help and emotional support if they are to play a key role in the education of their children. For this reason, we seek to develop partnerships with local parent support groups, external agencies and voluntary organisations and may recommend an EHA to be opened for SEND students.

The school works in partnership with parents of pupils in accordance with guidance in the 2014 Special Educational Needs and Disabilities (SEND) Code of Practice: 0 to 25 Years.

- If the class teacher has an initial concern about a pupil's progress parents will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child
- If a decision is being considered to move a pupil on to SEND support, then parents will be asked for their views prior to any decision being made. Parents will be fully informed of any additional programme in place for their child.
- Parents' / Carers' views will be sought when appropriate and suggestions as to how they can be supported at home will be given
- Parents are invited to each review and their comments are taken into consideration when deciding upon future action.
- In terms of an Annual Review, parents' comments are sought prior to the review report being drafted and incorporated into the final report

### **Who can I contact for further information or to discuss a concern?**

Parents are encouraged to discuss any problems or concerns with school, with the child's subject teacher initially if the concerns are in a particular area, most problems can be resolved in this way. But if this does not happen, parents may raise concerns with the mill tutor, Head of Year or SENDCo as appropriate. Any complaints will be dealt with in line with the school complaints policy.