

Kings Leadership Academy Bolton

SEND Information Report



School lead: Kelly Williams

Staff Member	Role	Qualification
Kelly Williams	SENDCo	Postgraduate Certificate in Special Educational Needs – (SENDCo Award) Masters in Education & Leadership. PGCE secondary English.

Date of review:

Next review:

How does KLAB support pupils with SEND needs?

The Inclusion Register at King's Leadership Academy Bolton although unique in its approach is not unique in its outcome and sits comfortably with the governments document 'Achievement for All'. All young people are entitled to an education regardless of their barriers that enables them to make progress so that they;

- achieve their best
- become confident living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education training.

At Kings Leadership Academy Bolton our vision for SEND is that, 'Our vision for SEND is that SEN does not mean less able therefore, all SEN students deserve the same aspirational Teaching and learning as all other students, which is forward-thinking and focuses on students as leaders of the future, rather than simply nurturing SEND pupils'. Whilst students are exposed to the same curriculum as all students, the adaptations for SEND students should be child centered and individualised'. We achieve this by:

- By supporting the transitions between KS2 to adulthood, including meeting with parents and SEN evenings prior to students joining KLAB
- An 'ASPIRE bootcamp' which ensures all students are given an extended period of transition to learn the school's routines
- A broad and balanced curriculum which looks not only at students academic abilities but opportunities for enrichment and leadership in other areas
- By entitlement to stretch and challenge, regardless of starting points
- By supporting students in their understanding their own strengths and value, removing the stigma and anxieties our cohort of students may at sometimes perceive.
- By challenging disablist language through discussion and a consistent behaviour policy.

School objectives in line with our Trust SEND policy:

2.1. The Great Schools Trust has a 6 core values for SEND:

1 The Great Schools Trust emphasises a 'person centred approach' which supports the resilience and well-being of our students. We value student and parental engagement thereby sustaining a welcoming, effective and inclusive school culture.

2.2. Our schools aim to provide an inclusive, supportive and positive learning environment. We aim to support all SEND learners to have the confidence and self esteem to aim high, achieve their aspirations and maximise their full potential.

2.3. High quality teaching, differentiated for individual students is the first step in responding to all learners including those that have SEND. We believe that additional intervention and support cannot compensate for a lack of inclusive

'quality first' teaching.

2.4. Our teachers have high expectations of all learners and aim to be fully equipped with the skills, enthusiasm and supportive attitude allowing our students to overcome any barriers to learning. We use individual support strategies outlined on a SEND 'Learner Profile' and provide access to additional, targeted teacher input where needed

- 2.5. We have a clear SEND identification and assessment approach to ensure standardised entry and exit criteria is used to identify additional needs at the earliest possible stage. We aim to make effective use of external partnerships including links with primary schools and other specialist professionals.
- 2.6. Our SENCOs aim to promptly implement effective targeted support and provision for learners identified as SEND to improve the long-term outcomes for all our learners. We aim to use a graduated approach to 'Assess, Plan, Do, Review' the support and interventions in place for our SEND Learners.

SEND – An Overview

The Code of Practice states “teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.’ Teaching such pupils is therefore a whole school responsibility, requiring a whole school response.

A child or young person has special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. The code of practice has the following definition:

A child of compulsory school age or a young person has a learning difficulty or disability if he or she;

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institution

Special educational provision is ‘educational provision that is additional to or different from that made generally available’ for other young people of the same age in school.

Although the needs of young people often cross more than one ‘area of need’, the COP uses for main categories of need:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This maybe because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and needs

may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Cognition and learning

Support for learning difficulties may be required when young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, Emotional and Mental Health difficulties

Young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs.

Some young people require provision because they have disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many young people with vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

There are 3 levels of needs highlighted in the register. These are:

K-Sen Support: The learner needs additional help over and above the normal differentiated curriculum. Lack of progress, or the inability to work in the correct manner could trigger concern in this area. Some learners may need school Support Plus: External agencies are involved to further support the learner. The SENCO, parents and teacher referrals at School Action determine action taken.

N – ‘monitoring’ or previously had support but no longer needed: The learner is currently on record as going through an assessment of need procedure where information is gathered.

Students will not go from 'N' to 'K' without a discussion with parents. This may be prompted by an external agency. Students become 'N' where a student no longer receives SEN support but we want to keep a record to ensure the student continues to manage without support at all key stages eg when content gets heavier or during exam concession assessments.

EHCP: A document highlighting a pupil's complex needs and what provision is needed to increase levels of progress. This is reviewed annually by the SENCO and involves parents and support agencies from in and out of school.

The strategies that are to be employed to enable a learner to progress are recorded in Learning support plan.

The support plan is drawn up by the SENCO in consultation with the learner, parents and teachers. Any targets on the support plan should be specific, measurable, attainable, realistic and timed (SMART). The support plan is reviewed at least 3 times a year, where targets are assessed and set.

Codes and Abbreviations most common to SEND

CODE	SUMMARY OF ABBREVIATIONS
CI	Communication and Interaction
SLCN	Speech ,Language and Communication Needs
ASD	Autism Spectrum Disorder
AS	Asperger Syndrome
CL	Cognition and Learning
MLD	Moderate Learning Difficulties
SLD	Severe Learning Difficulties
PMLD	Profound and Multiple Learning Difficulties
SpLD	Specific Learning Difficulties
DYX	Dyslexia
DYC	Dyscalculia
DYP	Dyspraxia
SEMH	Social, Emotional and Mental Health

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

How does our school ensure that pupils who need extra help are identified?

Pupils are identified as having special educational needs through a variety of ways including the following: -

- Information from primary schools during transition or a transition meeting if a child joins us through a different admissions process
- Concerns raised by parent will prompt an assessment of need process
- Concerns raised by teacher through a referral form which will begin an assessment of need process
- Literacy and Numeracy baseline tests and reviews after each learning cycle. This may suggest a need for further support beyond high quality teaching
- Liaison with external agencies e.g. Educational Psychology Service, Community Paed, Ladywood etc
- Recommendations from our School Advisory Service and TAC team

Most students are supported within the mainstream classroom to enable them to access a broad and balanced curriculum alongside their peers and we do our best to avoid withdrawal from lessons but some students may need a more personalised learning programme if recommended by External Agencies or as a Statutory requirement. Our school also has a nurture group for students who may need additional support, not restricted to academic support. Where students are withdrawn consent from parents will be given and opportunities to catch up on work will be made.

We are also aware that our SEND cohort includes a more specific cohort of high attaining and talented students. Therefore, where students have SEN but are also high attaining further attention is given to stretch and challenge, including the Scholars Programme.

What should a parent do if they think their child may have special educational needs?

In the first instance contact your child's Mill Tutor who can then ensure a referral process is followed; if you still have concerns you can contact the SENDCo Ms Williams. Where students are supported regularly by Pastoral and the TAC team, they can also refer a child to the SENDCo. We pride ourselves on building positive relationships with parents and we are aware that parents want to discuss emerging needs as quickly as possible but we use our referral procedure to ensure that students receive the best support they can. Parents can also consult the Bolton Local Offer Page.

Who will explain my child's needs and progress to me?

If your child is identified as having SEND support beyond high quality classroom teaching it is our priority to ensure this is communicated at the first opportunity. Where issues arising are more urgent or private, meetings can be arranged with either the SENDCo, our Support Staff or Pastoral Team. Mill tutors regularly make contact and they are the first port of call. Individual subject teachers should be contacted for subject specific issues. The SENCo can then coordinate with those subject leaders to best support the child.

How will school support my child?

- The SENDCo oversees all support and progress of any child requiring additional help across the school but teachers are the first port of call in the adaptations that have been made as they will be subject dependent.
- The class teacher will oversee, plan and work with each pupil with special educational needs or disabilities in their class to ensure that progress in every area is made.
- If your child has an Education, Health & Care Plan then a provision will be put in place that allows your child to fulfil the objectives set by the local authority, including TA support hours but not restricted to.
- For children needing support beyond classroom teaching an Assess, Plan, Do, Review will be implemented and led by most appropriate member of staff. If they are making sufficient progress with adaptations at classroom level alone, an APDR record may not be needed. These are reviewed termly.
- If SEND students are making less progress either academically or pastorally, beyond attendance issues, we may withdraw your child to receive support within our Progress Centre including; social skills, literacy, numeracy, speech & language, organisation, memory and more specific intervention programmes relating to ASD and ADHD.
- The SEN team and the pastoral team meet weekly to discuss anyone who may have emerging needs
- Teachers are trained on assessment of need procedures to ensure your concerns are met as quickly and efficiently as possible.

How do teachers match the curriculum to an individual child's needs?

Class work is pitched at appropriate level so that all pupils are able to access it according to their specific needs. There are then adaptations made on an individual basis including stretch and challenge. Teachers will assess for learning to ensure that anyone needing the worked scaffolded receives support. Typically, this might mean that in a lesson there would be three different levels of work set for the class. The benefit of mixed group is that all pupils can access a lesson and learn at their level but can aspire to work above and beyond. KLAB prides itself on high quality teaching and teaching staff address the needs of all pupils in the classroom.

This is monitored regularly through drop-ins, book looks and reviews of data by the SENDCo in collaboration with Head of Departments. Each department also set a department target for SEND. Where work may need further adaptation, staff are exposed

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 SENCO 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?

Name:	Role:	Qualifications

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

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 SENCo 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 SEN 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.