



KING'S LEADERSHIP ACADEMY BOLTON

SEND Offer

Date of Next Review September 2022

Principal: David Crosby

School Offer 202`	King's Leadership Academy Bolton
Address	Lever Edge Lane
Town	Bolton
District or Borough	Greater Manchester
Postcode	BL3 3LA
Bolton Local Offer	https://www.bolton.gov.uk/special-educational-needs-disabilities/special-educational-needs-%E2%80%93-local-offer

Contact Persons	Kelly Williams : k.williams@kingsbolton.com SENCo
	Louise France: l.france@kingsbolton.com – Pastoral Lead
	Designated Safeguarding Lead
	Irfan Umarji: i.umarji@kingsbolton.com - Vice Principal
Telephone Number & Email	01204 937130
	info@kingsbolton.com
Website address	https://www.kingsbolton.com/
Twitter address	@kings_bolton
Bolton Local Authority SEND offer	https://www.bolton.gov.uk/sendlocaloffer/

Contents

1.		
Academy Context		3
<u>2.</u> Expectations of the students at King's Leadership Academy:		4
<u>3.</u> Expectations of the staff of King's Leadership Academy:		4
4. King's Leadership Academy will work with its local community by:		4
5. Identifying and assessing students with SEND.		4
6. Supporting students with SEND		6
7. Matching the curriculum to a child's needs		7
8. Consulting parents and students at the academy		7
9. Providing support for a student's overall wellbeing		8
10. Additional services and expertise available at the academy		8
11. Staff training to assist children with SEND		8
12. Including students with SEND in activities which occur outside of the academy's normal programme		8
13. Accessibility of the school environment		9
14. Preparing for students who join the academy		9
15. Matching resources to the needs of the young person		9
16. Ensuring that each child receives the appropriate support		9
17. Involving parents in the Academy setting		9
18. Supporting pupils with Medical Needs and disabilities		9
19. Who can I contact for further information about SEND?		10

1. Academy Context

King's Leadership Academy is a non-selective, free independent school in the state sector. The academy is popular and oversubscribed. Our motto is 'Credimus', which is Latin for 'we believe'; we believe that children regardless of need can be successful academically if they are provided with the appropriate support. Although we are not a specialist setting, we are inclusive and cater for students who have needs in the four main areas identified in the Code of Practice 2014. These include (but not limited to) those identified as having: MLD (Moderate Learning Difficulties), SpLCD (Speech, Language and Communication Difficulties), BESD (Behavioural, Emotional and Social Difficulties), ASD (Autistic Spectrum Disorders), Dyslexia.

The Academy acknowledges that the needs of all students who may have SEND, whether permanent or temporary, must be addressed at all times. This includes the right to a broad curriculum and fair and equal access to the National Curriculum. These needs may be physical, emotional, behavioural or academic. Each need and each student will be treated individually. All involved staff will be made aware of those needs as they arise. All staff are aware of the variety

of needs that students may have and will do their utmost to assist students to reach their full potential.

2. Expectations of the students at King's Leadership Academy:

- to develop the highest of aspirations and ambitions as they seek places at university and/or entry to professions and higher level employment
- to develop a firm sense of self-belief in their own ability
- to develop a passion for both learning and character development
- to learn to be resilient on their educational journey to achieve these ambitions
- to become confident contributing citizens
- to fulfil their potential.

3. Expectations of the staff of King's Leadership Academy:

- to be of the highest calibre and be able to demonstrate high personal academic achievement
- to be ambitious for our students
- to offer cutting edge practice by continual self-reflection and high quality professional development
- to be aware of any changes/developments to the SEND code of practise

4. King's Leadership Academy will work with its local community by:

- developing strong links with local primary and secondary schools to ensure collaborative working with regards to pupils with SEND
- making full use of local facilities and expertise in delivering its curriculum to maximise opportunities for pupils with SEND
- participating and supporting community events that are aligned with the vision and ethos of the school
- encouraging our students to identify community needs for their annual enterprise project
- developing strong links with local employers, colleges of further education and universities
- working to create system change in both education and social mobility.

5. Identifying and assessing students with SEND.

King's Leadership Academy has a whole school approach to SEND, all staff members work collaboratively and effectively to ensure the needs of all pupils are met at all times. Where pupils have been identified with SEND, all necessary information, including support strategies are shared and immediately accessible for all staff.

Students are initially assessed by the Academy at the end of Y6, this provides us with detail on each child's cognitive abilities. We also gather information from the primary schools during transition visits in the Summer term, this ensures that the SENCo can respond proactively to additional needs. Students, who are identified as below the expected level in English and Maths, are not automatically highlighted as having special educational needs but are provided with the teaching they require to close attainment gaps. It is only after internal strategies of support (including but not exhaustive of intervention, scholar support, behaviour support) that a child may be identified as SEN.

The SEND Code of Practice (2014) makes it clear that all teachers are responsible for identifying young people with SEND. High quality teaching, differentiated for individual students, is the first step in responding to pupils who have or may have SEND. Teachers, in collaboration with the SENCo, will ensure that those young people requiring different and/or additional support are identified at an early stage.

The class/subject teacher's responsibilities in identifying special educational needs include: observation, monitoring, assessment and evaluation. Other professionals such as speech therapists, health visitors and/or educational psychologists may also be involved in the process by completing appropriate assessments.

Parents/carers are encouraged to pass on information and concerns about their child's health and background by contacting the school and speaking to the SENCo. Identification strategies used include:

- Observation
- Teacher assessment
- Discussions with parents/carers
- Discussions with young people
- Results of standardised tests e.g. reading tests, KS2 SAT's, spelling tests etc.
- Evidence from teacher observation, transition information, assessments from primary school
- Reports from other professionals or educational agencies such as , Speech & Language Therapy Department, Social Care and CAMHS, BSS where required.

At this point other professionals such as speech therapists, health visitors and/or educational psychologists may also be involved in the process by completing appropriate assessments. This will involve a graduated approach which draws upon the four part cycle outlined in the Code of Practice.

Assess
Plan
Do
Review

Parents/carers are encouraged to pass on information and concerns about their child's health and background by contacting the school and speaking to the SENCo.

6. Supporting students with SEND

It is a whole school responsibility and priority to ensure that the needs of all SEND learners are met during their time at King's Leadership Academy. Teachers have been given the necessary training and information to understand how to meet the needs of every student within our setting. Students are also supported by the whole school approach to SEND through department and pastoral systems on a regular basis. Progress is carefully monitored and regular support is offered to all learners.

The class teacher is responsible for providing a suitable education for all. The class teacher may also be responsible for differentiating work for students and making the curriculum more easily accessible for the student with SEND. In some cases, the class teacher will be the first to notice a student has a special educational need. It is their duty to notify the SENCo using the referral form. Curriculum Leaders are responsible for the provision of a curriculum that all students can study. The curriculum leader will ensure that all student needs can be catered for as far as possible.

The SENCo alongside the trust must try to ensure the necessary provision for all SEND learners. Where a pupil has been identified with SEND and requires additional support, the offer to each pupil will be tailored to meet their needs, but may include:

- Additional small group literacy and numeracy support
- One to One teaching
- Lexia (or another phonic based) Intervention
- Reading intervention
- Speech and Language programmes
- Support from external providers such as CAMHs and Educational Psychologists

The SENCo will also ensure:

- The academy follows procedures of the Code of Practice January 2014 and ensures that there are clear and staged protocols for identifying, assessing and reviewing SEND provision for students.
- Records are kept up to date
- All staff are aware of the importance of identifying needs and providing support for such students.
- Provide a suitable education for all students. That all student needs can be catered for as far as possible.

- Ensure that curriculum Leaders are responsible for the provision of a curriculum that all students can follow.
- Ensure that staff who identify any concerns over a student's needs pass these onto the SEND department using the referral form.
- Liaise with outside agencies and monitor progress of students with SEND.

The SENCo reports directly to the Principal. The SENCo is also responsible for keeping the SLT and other colleagues informed on students with SEND.

The Special Needs Coordinator has responsibility for the day-to-day delivery of SEND.

7. Matching the curriculum to a child's needs

The results from our baseline tests and learning cycle assessments inform our in class teaching strategies and group setting. Half termly decoding and vocabulary tests determines our reading intervention programme. Students identified as requiring additional support are placed in the appropriate teaching set. These pupils receive the same curriculum content as other students but teachers focus more on personalisation and the consolidation of learning.

If students fail to master the teaching content they receive additional support, under these circumstances the SENCo SEN support plans which records: recommended strategies to be used in the classroom, other agency involvement, interventions proposed by the academy to support and maximize learning. The PSP is set up with input from school, parents and the pupil. Both school and home keep copies of the PSP, which is shared with all teaching staff. An assessment of need may then be completed where a student is added to the Inclusion Register.

8. Consulting parents and students at the academy

The Academy reports to parents throughout the year. Parents have access to staff and professionals through a variety of different mediums and understand how important parental collaboration is in securing the child's full potential.

Parents and students are consulted when 'Individual Learning Plans' are deemed necessary. Students with more complex needs may require support through an Education, Health and Care plan (EHCP). Progress of pupils with EHCPs is closely monitored by the SENCo, who reviews this in consultation with the parent and child on a regular basis.

Parents/carers are able to meet with the SENCo at parents evening, and as part of the Annual Review process. Throughout the year the SENCo can be contacted to discuss parental concerns about progress. Where a pupil requires additional support identified within their EHCP, provision plans will be provided for each child during the first term.

SEND students with a PSP have the opportunity to meet staff from the support team to review and set targets and to discuss progress.

9. Providing support for a student's overall wellbeing

The Academy has a strong system of Pastoral Care and support. Young people have the support of their form teacher, year leader and Head of Achievement. They may also be allocated a key worker within the academy should additional support be required. Students with medical needs are supported through rigorous systems and policies within the Academy. Procedures are in place to identify and highlight anyone in need of support within this area. Further systems are in place for the administration of medicines and the writing and providing of care plans where appropriate. Students with SEND also receive additional support when moving between educational phases including transitions to and from the Academy. Further support is also given to help support pupils choose their academic options within the Academy and their 'flightpaths' leading to further study or future careers.

10. Additional services and expertise available at the academy

It is a whole school responsibility and priority to meet the needs of pupils with SEND. For those with greater difficulties further support strategies may also include intervention from Local Authority Services such as: Speech and Language Therapy Department; Educational Psychologist; Child and Adolescent Mental Health Service and other medical provisions such as the school nurse.

Where necessary, individual learning plans are created for pupils in need of the highest levels of support. These are created in consultation with parents and pupils and are tailored to individual child through completion in most cases of an EHA.

11. Staff training to assist children with SEND

All teaching and support staff receive regular professional development to inform them of the latest strategies for supporting students with additional needs. The school has adopted a 'quality first teaching approach' to ensure pupils with additional needs are included in the mainstream curriculum. If pupils join the academy with complex or medical needs, staff are also supported by relevant external professionals.

12. Including students with SEND in activities which occur outside of the academy's normal programme

Students have full access to all curriculum areas; teachers and scholars prepare for this in their planning. When necessary amendments are required, they will ask the advice of the SENCo or Year Leader to ensure inclusion using the Accessibility plan. At this point, parental input will also be requested. Additional risk assessments will be completed where necessary.

13. Accessibility of the school environment

The Academy has a lift from the main entrance to the first floor. There are disabled toilets in each wing. Changing rooms for sports are situated at ground floor level. Should any further

modifications be required, the SENCo, Principal and site management team would ensure that any reasonable adjustments were made so that students are not discriminated against.

14. Preparing for students who join the academy

The Academy operates a multi stage transition programme to support students who join in Y7 or transfer midyear. Once a parent/child accepts their place at the Academy, the SENCo attends all appropriate review meetings prior to enrolment. Young people are also visited in their own school and are offered additional transition visits. Early links with parents/carers is encouraged during this time.

15. Matching resources to the needs of the young person

Each year a proportion of the Academy's budget is allocated to the development of resources to support the provision for young people with SEND. This is inclusive of pupils with hearing/visual impairments and other medical needs.

16. Ensuring that each child receives the appropriate support

The provision for individual students is overseen by the SENCo who will identify any appropriate interventions according to need. These will be reviewed on a regular basis following the recommended: Assess, Plan, Do & Review format. Parents/carers will be consulted where appropriate. Assessment data is scrutinised regularly by the SENCo and Lead Practitioners to ensure progress is being made. Provision will be modified if this is not the case.

17. Involving parents in the Academy setting

In addition to the reports and face to face contact described above, the Academy also produces a fortnightly newsletter, which is emailed out & available for download from our informative website. Paper copies are also provided so that parents can stay up to date on important matters and developments.

This is also supported by a detailed parent handbook available for download, which explains the life and work of the Academy.

18. Supporting pupils with Medical Needs and disabilities

The school recognises that pupils at school with medical conditions should be fully supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students at King's Leadership Academy may also have special educational needs and may have an Education, Health Care (EHC) plan. The EHC plan brings together health and social care needs, as well as their special educational provision.

It is of utmost importance that you inform school immediately if your child has any medical condition. Initially the student's head of year should be informed.

Students at school with medical conditions are properly supported and have full access to education, school trips and physical education. If your child has long term and complex medical needs and requires ongoing support, medication or care they will be allocated a keyworker who will help them manage their condition to themselves well.

The SENCo will liaise with relevant individuals to create care plans for students. If your child requires a care plan a member of the SEND or pastoral team will meet with parents and primary schools to get all the information needed and distribute copies to all staff raising awareness throughout the school. All relevant members of staff are made aware of the students' condition and will have copies of care plans. Care plans are also kept in allocated places across the school site. Parents are contacted regularly for care plan updates and are asked to contact school to inform relevant staff of any changes in your child's condition or medication.

Regular training for the emergency administration of medicines, refresher training for specific conditions and advice from health professionals is on-going for identified staff at King's Leadership Academy. If your child needs medication short term student services will be able to organise the administration of medicines and tablets with written consent from parents.

19. Who can I contact for further information about SEND?

If you think your child has SEND or is struggling to access the curriculum please discuss your concerns with the SENCo, your child's Form Tutor, Year Leader or Head of Year. We will listen to your concerns and will always endeavour to investigate and provide support to students who may be struggling. Concerns can be raised by telephone, via email or through an arranged meeting.

If a parent/carer is unhappy with any SEND provision/outcome and this cannot be resolved with the SENCo, further support is available via the Principal or the Governor responsible for SEND, Ms K James.

Further information can be obtained below:

King's Leadership Academy Bolton SENCO	Ms Kelly Williams k.williams@kingsbolton.com
School contact details	info@kingsbolton.com
SEND code of practice: DFE	Website Link
Bolton LA SEND offer	https://www.bolton.gov.uk/sendlocaloffer/

Principal: Mr. David Crosby
King's Leadership Academy

Lever Edge Lane, Bolton, BL3 3LA

www.kingsbolton.com

info@kingsbolton.com