



The KASSIA Academy

Part of **KINGS ACADEMY TRUST**

SEN Policy and Information Report

The KASSIA Academy

Approved by: Jo Taylor **Date:** December 2020

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The Kassia Academy provides a highly personalised and adaptable provision for learners, schools and families, designed to enable reintegration into mainstream education via specialist social/emotional support and trauma informed environment. We use a variety of therapeutic approaches to re-engage our learners with education. Pastoral care is integral to our provision and every learner has access to a learning mentor with 1:1 pastoral support. If a learner is unable to return to a mainstream setting, we will support them in identifying a qualification pathway within our school or another specialist setting, including post 16 opportunities.

We create flexible, individualised programmes of support which include pastoral, specialised and academic interventions alongside the national curriculum. We work closely with external agencies including Speech and Language, CAMHs and the Educational Psychology Service to ensure that these interventions are learner centred, personalised programmes that are reviewed and monitored regularly and adapted as needs change.

Social skills and nurture groups are a fundamental part of our offer which allows learners to develop vital independent life skills to support and guide them through some difficult situations building confidence, self-esteem and security.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Jo Taylor. Email address: jo.taylor@tkas.org.uk

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

All pupils at our provision have social, emotional and mental health difficulties which requires support over and above a mainstream provision.

Alongside this 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 and processing difficulties.

5.2 Identifying pupils with SEN and assessing their needs

Upon entry to the school, the pupils complete a full assessment package which includes the New Group Reading Test (NGRT), New Group Spelling Test (NGST), dyslexia screener, dyscalculia screener and Cognitive Ability Tests (CATs) alongside the Strengths and Difficulties Questionnaire (SDQ) and Emotional Literacy Questionnaire as a measure of their emotional needs. Further to this KS3 complete progress tests in Maths and Science and Language Link speech and language screener and KS4 complete progress papers in Maths and Science.

All data and mainstream SEN information will be shared with teachers to inform planning. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

On entry to the school, an induction meeting will be held with the pupil and their parents.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil'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 pupil's record and access will be given to their parents.

At the start of each term, a progress meeting will be held with the pupil, parents/carers and a dual school if appropriate. In this meeting progress will be discussed and targets reviewed.

5.4 Assessing and reviewing pupils' progress towards 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 pupil's needs. This will draw on:

- Baseline assessment
- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or 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 pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly and parents and pupils will be invited to a termly progress review meeting.

All teachers and support staff who work with the pupil 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 pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

When returning to mainstream, a transition plan will be put into place and support will be given during this transition period.

When transitioning to college, the careers advisor will meet with the pupils to look at the different colleges and provisions and will discuss options with the pupil. The colleges will be invited into school to meet with pupils to talk through courses and discuss the next steps. Transition visits will be planned throughout key stage 4 to give pupils confidence. Preparation for adulthood will form part of the curriculum.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Bedrock learning-computerised literacy intervention
- Mathswatch-computerised maths intervention
- Talkabout-Speech and language programme
- Language Link-Speech and language programme
- Language for behaviour and Emotions-Speech and language programme
- Individualised programmes following Speech and language intervention plans e.g. recognising emotions
- Literacy-1:1 support.
- Pastoral interventions-whole class, small group or 1:1 interventions working on SEMH needs
- Drawing and talking-discovering and communicating emotions
- Interventions with Emotional literacy support assistant
- Behaviour interventions-whole class, small group or 1:1 interventions looking at triggers and strategies
- Multi-sensory interventions-such as Toe by toe
- Numeracy interventions such as Success@Arithmetic
- Reading with Henry-reading session with Henry the Therapoo

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils 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.

5.8 Additional support for learning

Every class has a teacher and a teaching assistant to support along with 2 learning mentors and inclusion manager to deliver interventions outside the classroom.

We work with the following agencies to provide support for pupils with SEN:

- Speech and language
- ADDvanced solutions
- Educational psychology
- Complex Youth
- No wrong door
- Specialist nurses
- Hearing Impairment team
- Inclusion Team

5.9 Expertise and training of staff

Our SENCO has 17 years of experience in this role. Along with the SENCO qualification, she has a postgraduate certificate in specific learning difficulties and is a registered assessor on the British Psychological Society's register for which she completes yearly updated training. She has recently completed the Inclusive Leaders Course with The Difference, which included Systems theory, Inclusion framework, Trauma informed practice, Bias aware practice, Asset based approaches to inclusion and Zones of Regulation. She continues to ensure up to date knowledge by attending regular SENCO meetings.

They are allocated a day a week to manage SEN provision.

We have a team of 8 teaching assistants, a HLTA, 2 learning mentors and an inclusion manager who are trained to deliver SEN provision.

Staff have been trained in Social communication, speech and language interventions, delivery of Bedrock learning and Mathswatch, updates on SEND, ACEs, trauma informed practice, understanding attachment, trauma and mental health, ADDvanced Solutions training on Neurological conditions including comic strip conversations and social stories and emotional literacy support (ELSA) training.

5.10 Securing equipment and facilities

All SEND pupils have access to a laptop or tablet to support with learning. Any specialist equipment is considered on an individual basis.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Termly progress reviews

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

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

All pupils are encouraged to go on our residential trips and these are planned dependent on need. All pupils are encouraged to engage in the weekly Duke of Edinburgh/outdoor learning expeditions.

All pupils are encouraged to take part in sports day and special workshops.

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

Risk assessments are completed for any person with a disability to ensure full access to the curriculum and activities and to ensure all pupils are treated favourably.

To access the Willows and Sycamore units, disabled people may use the lift situated in the main area of Orford Jubilee Hub which gives access to the learning zone.

For details of the school accessibility plan please visit the school website.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of any pupil voice activities.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Regular multi-agency meetings are held, if necessary, including health and social care, local authority support services and voluntary sector organisations. The school newsletter informs families of any support for pupils with SEN and for their families including support from ADDvanced Solutions and SENDIASS.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO, Jo Taylor, in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils 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

5.16 Contact details of support services for parents of pupils with SEN

ADDvanced Solutions: <https://www.addvancedsolutions.co.uk/our-offers/our-offer-in-warrington.html>

Through community-based groups, programmes, and opportunities that raise awareness; develop skills; share learning experiences; and build confidence, we support children, young people, and families living with neurodevelopmental conditions, learning difficulties and associated mental health needs.

SENDIASS:

<https://www.mylifewarrington.co.uk/kb5/warrington/directory/service.page?id=MQaEEncW9kQ>

Warrington SEND, Information, Advice and Support Service (SENDIASS) helps parents, carers and young people with special educational needs and disabilities aged between 0- 25 years in early education settings, schools and colleges. If you have concerns or worries they may be able to help.

5.17 Contact details for raising concerns

To raise a concern regarding your child please contact their form tutor in the first instance who will then refer to the SENCO.

5.18 The local authority local offer

Our contribution to the local offer is:

Our local authority's local offer is published here:

<https://www.mylifewarrington.co.uk/kb5/warrington/directory/localoffer.page?localofferchannel=0>

6. Monitoring arrangements

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

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Access arrangements
- Behaviour
- Safeguarding