



Kinsley Academy SEND Information Report

Revised September 2017

SEND provision at Kinsley Academy

Kinsley Academy is a supportive and inclusive 3-11 school. We support and value the abilities of all our students regardless of their individual needs. It is our duty to provide equal opportunities for every person in our care and to offer a safe and fully equipped learning environment which caters to the needs of every student as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

Kinsley Academy adopts a 'whole school approach' to Special Educational Needs and Disabilities. All staff work to ensure inclusion of all students. The school is committed to ensuring that pupils with special educational needs and disabilities can fulfil not only their academic potential and achieve optimal educational outcomes, but also achieve physically, creatively, emotionally and socially.

We are able to cater for and provide for students with a variety of needs - the table below shows an accurate reflection of need at the time of producing this information report (January 2017), although other need types have been catered for in the past. Please also take into account that students may have more than one need type.

Area of Need	Speech, Language and communication	Moderate Learning Difficulty	Physical/ Medical	Autistic Spectrum Disorder	Specific Learning Difficulty	Social Emotional Mental Health	Hearing Impaired	Profound Multiple Learning Difficulties
Number of Children	14	4	0	4	17	9	2	0

Policies for identifying children and young people with SEND and assessing their needs:

The following policies are also included for information about Kinsley Academy:

- Inclusion Policy
- Special Educational Needs and Disabilities Policy
- Safeguarding and Child Protection Policy (including e-safety policy)
- Disability Equality Policy including Accessibility Plan
- Administering Medications Policy (in line with '*Supporting pupils at school with medical conditions*' guidance)
- Behaviour Policy
- Anti-bullying Policy
- Teaching and Learning Policy

For further information please contact Kinsley Academy general enquiries
01977 617470

Miss Lindsey Ellis (Assistant Head Teacher and SENCo) –
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Mrs Tracy Marshall (Pastoral Care Leader) –
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Arrangements for consulting parents of children with SEND and involving them in their child's education:

Guidance taken from the new SEND Code of Practice (implemented 1st September 2014)

“6.64 Schools **must** provide an annual report for parents on their child's progress. Most schools will want to go beyond this and provide regular reports for parents on how their child is progressing.

6.65 Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year. “(DfE: page 104)

At Kinsley Primary we will hold:

- two parents' consultations per year for KS1 and 2 students. SEND staff will be present at all events where targets and will be shared including specific targets for students with SEND. Lower Foundation stage have daily stay-and play. Parents can arrange to come in and discuss progress and concerns at any time.
- provide a more detailed progress and attainment report at the end of their academic year with written comments on academic progress, effort, behaviour and attendance.

In addition to this we also:

- arrange meeting for families to come into the School and discuss progress or concerns with the SENCo or external agencies as required.
- hold an Annual Review for students with Statements or Education Health and Care Plans (EHCP)
- are currently developing our planning format for students with specific needs, which will require input from families and students.

Arrangements for consulting young people with SEND and involving them in their education:

All students will be involved by in a variety of ways:

- Discussing their individual targets if appropriate.
- Students with specific needs may spend some time with outside agency staff during the school day, for example with Speech and Language Therapist, Hearing and/or Visually Impaired Service, Educational Psychologist, Occupational Therapist, Staff from Child and Adolescent Mental Health Service (CAMHS) or CIAT etc. Families will be informed of these visits and invited to attend. Any outcomes involving their child's education will be shared.
- Students with specific needs may have additional classroom resources to support and involve them in their education. These may include visual timetable; Supporting Me to Learn Plan/Plan Do Review document; resources provided by Occupational Therapists; positive behaviour charts; coloured overlays and/or books; enlarged print books etc.
- At the end of the school year individual students with specific needs may be involved in a 'hand over' transition meeting with Year Teams.
- Students may be supported with additional provision from our learning support/behaviour support staff in and out of lessons, all of whom will be fully involved in the student's target setting and be fully aware of the student's needs.

Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review:

In line with the new SEND Code of Practice all students will be made aware of their assessment targets and the outcomes for which they are aiming (where possible). The school strives to improve students' skills in line with their curriculum.

In KS1 and 2, students receiving additional literacy and/or numeracy interventions are assessed regularly to evaluate the effectiveness of the intervention and determine the next step. We are now further developing Provision mapping to inform the 'Assess; Plan; Do; Review cycle' advocated in the SEND Code of Practice.

Kinsley Academy uses internal assessment data to show progress of groups of students against national expectations (i.e. by gender, SEND/non-SEND, ethnicity, Children who are looked after, Pupil Premium etc.) Progress is measured each term in line with the whole school academic tracking systems.

All students with a Statement of Special Educational Need have now transferred to EHC plans in accordance with guideline laid down by Wakefield Local Authority.

Arrangements for supporting students and young people in moving between phases of education and in preparation for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions.

At Kinsley Academy we have many arrangements already in place to support transition, these include:

- annual reviews for students with students with a Statements of Special Educational Needs/EHC plans, all relevant agencies are invited, including representation from specialist providers and SENART where appropriate.
- Liaison with the SENCo at Secondary Schools or other Primaries, sharing relevant information to support smooth transition and to ensure appropriate support is available
- Arranging taster sessions to specialist settings to make informed choices
- Students considered 'vulnerable' by primary school staff are highlighted to secondary school staff.
- Specialist services are involved in transition meetings and provide additional advice and continuity of support to the transferring setting.
- Paperwork for individual students is updated, prepared and passed on to the transferring setting.
- We are developing network meetings with SEND staff in the Family of Schools pyramid and the WCAT Academy.
- WCAT SEND Advisor holds training and updating sessions for SENCOs across the family of schools and parental/family information evenings
- within Kinsley Academy we have transition plans in place between year groups and key stages and work particularly closely on transition with our students who find change of routine difficult

The approach to teaching children and young people with SEND:

Kinsley Academy has a vision shared with staff, students and families.

To support children and young people with SEND we will constantly review the implementation of the action plan in line with the SEND Code of Practice and the Children and Families Act 2014.

High quality teaching, differentiated for individual students is the first step in responding to students who may, or may not, have SEND. In agreement with 'The Code' all staff at Kinsley Academy agree that additional intervention and support cannot compensate for a lack of good quality teaching. The quality of Teaching and Learning of all students is supported through the lesson observation cycle; learning walks; book looks and the work shadowing and tracking of individual students. These are conducted by SEND staff, Senior Leadership Team, Heads of Department, WCAT staff and/or independent advisors.

A programme of training is in place to improve teachers' understanding of strategies to identify and support SEND pupils and their knowledge of the SEND most frequently encountered.

Where a student is being considered for special education provision the Teachers and Learning Support Leader consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This also includes high quality and accurate formative assessment, using effective tools and early assessment materials. Advice is sought for external agencies in support of this.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND:

At Kinsley Academy differentiation is key to providing quality first teaching that caters for all students regardless of SEND. The curriculum and environment is organised to cater for and develop all students with additional needs. Kinsley Primary has developed a comprehensive provision map which shows which resources and interventions can be provided and are recorded for individual students. The provisions are grouped into Wave 1 (differentiated quality first teaching), Wave 2 (time-limited and focussed support) and Wave 3 (individualised programmes of learning with personal targets).

At Kinsley Academy, we have updated our accessibility plan to include the Disability Discrimination Policy in line with the Children's and Families Act 2014.

Kinsley Academy operate a system of Personal Emergency Evacuation Plans (PEEPs) in collaboration with families and staff for individual students with disabilities

Kinsley Academy is proud of its accessibility for students with disabilities. We currently have 2 adapted toilet facilities, one hygiene room with hoist, shower and shower bed, one mobile hoist (currently in PE) and lift facilities or ramps to all levels. A pathway has also been devised for wheelchair access to the school field.

We are developing a Sensory Room to support a growing number of children with ASD and sensory needs.

The Inclusion faculty will identify, with the support of other agencies, students requiring access arrangements in external tests following the guidelines and criteria laid down by the assessment boards. This may be in the form of a reader, scribe, extra time and/or the use of a word processor depending on the needs of the student and the student's 'normal way of working.' Internal assessments in individual classes are also supported at Kinsley where appropriate upon request.

Kinsley Academy staff can provide support with the administration of medication in line with the guidelines set out by the DfE 'Supporting pupils at School with medical conditions' April 2014. Key staff have up-to-date first aid training as well as specific training from an NHS nurse on administering emergency medication such as an Epipen for severe allergic reaction, supporting students with diabetes and epilepsy, as well as daily care plans and medications. Such training is always refreshed when a student is in a new class.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured:

Kinsley Academy works closely with a range of outside agencies to support students and their families.

As part of our local offer to Wakefield LA, Kinsley Academy will have close links with health services, social care and education services. We have always had very good relationships with a variety of outside agencies that come into school to work with and offer support and advice. We then work with everyone involved to implement that advice and review the progress of individual students.

As a result of this all staff, including teachers, learning support staff, lunchtime supervisors and any other staff deemed to have daily contact with students, are frequently involved in whole school INSET focusing on specific SEND.

All staff have recently received safeguarding and e-safety training and are fully aware of the safeguarding procedures. This is particularly relevant as students with additional needs are known to be more vulnerable to abuse, and is highlighted in all key safeguarding legislation and guidance documentation. Mrs Tracy Marshall is the safeguarding lead.

Evaluating the effectiveness of the provision made for children and young people with SEND:

To evaluate the effectiveness of provision provided for our young people with SEND, Kinsley Academy use the following tools:

- a provision map which lists all provision throughout the school and is updated and reviewed on a termly basis.
- close analysis of progress tracking reports by SLT in collaboration with the SENCos in line with whole school tracking.
- Multi-agency meetings take place as appropriate, involving all those involved in health, social care and education to evaluate and review the most effective provision provided for individuals
- Key members of staff have been trained to implement a range of provision, and will constantly monitor and review the effectiveness of the provision. This will be shared with the class teacher, SLT, the student and family and any other agencies involved with the young person
- A SEND action plan is being developed with support for the WCAT SEND team. The action plan will be shared with SLT and governors highlighting strengths and areas for development.

- SEND staff are involved in monitoring interventions and are supported in delivering and using these interventions by outside agencies

How children and young people with SEND are enabled to engage in activities with children and young people in school who do not have SEND:

Kinsley Academy is fully inclusive and aims to meet the needs of all our students and their families. We strive to involve all students and ensure all students, including those with SEND, can engage and be active in all aspects of life at the Kinsley. This is firstly through support within the mainstream classroom providing quality first teaching.

At Kinsley Academy we also:

- complete and have up-to-date risk assessments which ensure risks are covered so allowing access to all activities
- give all students the opportunity to attend visits (including trips abroad) and risk assessments are completed ensuring access and where required one to one support is provided; accessibility transport has also been commissioned for wheelchair users.
- make reasonable adjustments on sports day so all students can participate.
- make adjustments in PE, including the use of adapted equipment. We hope to develop links with a local 'special school' to share facilities.
- ensure students with SEND are represented on the student council.
- seek specialist equipment. Several students at Kinsley benefit from specialist laptop equipment and software provided by occupational therapists or on the advice of outside agencies. This specialist equipment ensures students can engage in activities and encourages independence. Other equipment include tablets, writing slopes, enlarged print books, visualisers etc. we work closely with a variety of outside agencies such as Physiotherapists, Occupational Therapists, the Hearing and Visually Impaired Services as well as CAMHS to support students and make reasonable adjustments where necessary.
- adapt after-school and lunchtime clubs to involve all student; these involve cooking clubs, art and craft clubs, outdoor clubs and sports clubs.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying:

At Kinsley we actively encourage and promote the social and emotional development of all students

- We have a student council who speak on behalf of all students and are represented by students with SEND, and provides opportunities to engage in the democratic process.
- We have a Pastoral Care Team who work with vulnerable students with pastoral and behaviour needs, and are available for when a need arises
- We have close links with the MAST (Multi Agency Support Team), Educational Psychology Services and CAMHS to support the emotional needs of students and their families
- Senior Leadership put together a comprehensive programme to develop social and emotional well-being, including an anti-bullying agenda through-out the year as well as during Anti-bullying week. Guest speakers are invited to assemblies.
- We encourage respect of similarities and differences by celebrating out of school sporting achievements. We currently have a variety of students with SEND who have competed in inter school competitions.
- Kinsley Academy are developing a sensory garden to offer an area for reflection for pupils with sensory or emotional difficulties.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEND and supporting their families:

Kinsley Academy has very close relationships with the local authority, social care and health services.

These include:

Educational Psychology Service	MASH team	Social Care
Occupational Therapist	Physiotherapists	CAHMS
NHS School Nurse Service	Speech and language	Communication, Interaction and Access Team
Visual Impaired Service	Hearing Impaired service	

Wakefield Authority has a central SEND team for young people with high needs and they are involved at statutory assessment meetings.

Within Kinsley we have a senior safeguarding designated person. Our Pastoral Care Leader plays an important part in parent liaison and CAF management and works very closely with families making close links with outside agencies.

- We involve other bodies by holding regular multi-agency and CAF meetings to support individual families where required
- CAMHS have good links with other services who can signpost support for families and children and staff development.
- Families are encouraged to use the 'Parent Partnership Services' (SENDIASS) for impartial support and advice or to bring an appropriate relative or friend to meetings if they wish to do so

Arrangements for handling complaints from parents of children with SEND about the provision made at the school:

If you have any concerns about your child's provision please contact Miss Lindsey Ellis (SENCo), or the Head Teacher, who will be pleased to arrange an appointment. A multi-disciplinary meeting may be held when input can be provided from all agencies involved with the young person to best meet the Special Educational Need.

Kinsley also has a 'Contact Us' section on our website.

If your concern is unresolved and you wish to pursue it further, the Education Authority has drawn up a complaints procedure (required under section 409 of the Education act 1996) which you may wish to consult.

In line with the new SEND Code of Practice:

- '11.71 The proprietors of academies, free schools and independent schools **must**, under the Education (Independent School Standards) Regulations 2010, ensure that a complaints procedure is drawn up which is in writing and is made available to parents. The procedure **must** allow for a complaint to be considered informally in the first instance and then, if the parent remains dissatisfied, there should be a formal procedure for the complaint to be made in writing. If the parent is still dissatisfied the complaint can then be heard in front of a panel of at least three people

one of whom **must** be independent of the management and running of the school. Should the parent still not be satisfied they can complain, in the case of academies and free schools, to the Education Funding Agency (EFA) acting on behalf of the Secretary of State, or, in the case of independent schools, to the Secretary of State directly. Both the EFA and the Secretary of State will look at whether the school handled the complaint properly, rather than the substance of the complaint.'