

Report for Special Educational Needs and Disabilities (SEND)

The Kennington Park Academy embraces the principle of inclusive education as detailed in the Special Educational Needs and Disabilities Code of Practice (issued Jan 2015), specifically '*The presumption of mainstream education is supported by provisions safeguarding the interests of all children and young people and ensuring that the preferences of the child's parents or the young person for where they should be educated are met wherever possible*'. (Special educational needs and disability code of practice: 0 to 25 years, January 2015).

This Local Offer is reviewed annually. The next review is due in April 2020.

1. Who are the best people to talk to in Kennington Park Academy about my child's difficulties with learning or Special Educational Needs or Disability (SEND)?

You can speak to your child's teacher or the Assistant Head for Inclusion or the Head Teacher on an informal basis or, if you would prefer, you can ask for a meeting to discuss your child's needs more formally. Below is a list of the responsibilities of the staff who deal with specific special educational needs.

The Assistant Head for Inclusion (or AHT for inclusion) is **Ms Bernadette Maybanks** and she is responsible for Coordinating all the support for students with special educational needs or disabilities (SEND) and developing Kennington Park Academy's SEND Policy to make sure all students get a consistent, high quality response to meeting their needs.

Ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing
- Liaising with all the other people who may be coming into Kennington Park Academy to help support your child's learning such as Speech and Language Therapy, Educational Psychologists, Therapists, etc.
- Updating Kennington Park Academy's SEND register (a system for ensuring all the SEND needs of students in Kennington Park Academy are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in Kennington Park Academy so they can help students with SEND here achieve the best progress possible.
- Writing and reviewing the **SEND Policy and Disability Equality Policy and The SEND Local Offer** where there are details of our policies concerning access, assessment and provision.

Her email is bmaybanks@kenningtonpark.org.uk

Your child's class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the AHT for inclusion know about any concerns as necessary.

- Writing Special Educational Needs Support Plans with the AHT for inclusion and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child here are helped to deliver the planned programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that Kennington Park Academy's SEND Policy is followed in their classroom and with all the students.

The students' class teachers are:

Ms Katarina Sopodi (Green Class),
Ms Liz Wickers (Blue Class),
Ms Emma Ling (Purple Class),
Mr Michael Asiedu-Bosompem (Orange Class)
Mr David May (Lilac Class)

Our Head Teacher is Ms Anne Sturman and she is responsible for:

- The day to day management of all aspects of Kennington Park Academy, this includes the support for all of our students.
- She will give responsibility to the AHT for inclusion and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in Kennington Park Academy relating to SEND.

Our Governors (Academy Council) are responsible for:

- Making sure that the necessary support is made for any child who attends Kennington Park Academy.

2. What are the different types of support available for students with SEND in Kennington Park Academy?

There are many ways of supporting children both in school and in Kennington Park Academy. Below is a description of some of the ways your child may be supported.

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all students in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding or learning and needs some extra support to help them make the best possible progress.

Specific group work.

This is often called an 'Intervention' by schools, and may be

- Run in the classroom or outside.
- Run by a teacher, a teaching assistant or a therapist.

All our students have been identified as having Special Educational Needs or a Disability and would have been at a stage in the previous SEN Code or Practice known as School Action Plus. This means they have been identified by the class teacher as needing some extra support in school from an outside agency.

Kennington Park Academy is one of these agencies and sometimes our staff may run groups like this in school.

However, because our classes are no more than ten students, small group teaching often take place in classes in Kennington Park Academy as part of the normal planning within the lessons and is part of plans to meet the specific needs of all the students.

Specialised Individual support

This means your child will have been identified by the class teacher or AHT for inclusion as needing a particularly high level of individual or small group teaching.

Sometimes your child may also need specialist support in school from a professional outside Kennington Park Academy. This may be from:

- Local Authority central services such as the Educational Psychologist Team,
- Outside agencies such as the Speech and Language therapy (SALT) Service.
- Outside agencies providing therapy such as a play therapist or student counsellor.

If your child has needs that will require additional funding in order to reintegrate in mainstream education or requires education in a specialist setting, then the school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. However, If they do not think your child needs this, they will ask the school receiving the reintegrating child to support him or her at a School Action Plus level.

After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and whether they need significant additional support in school to make good progress. If this is the case they will compile an Education Health Care Plan. (This used to be called 'A Statement of Educational Needs' and this sets out the additional support and funding that professionals believe the child will need to be most successful in his or her education).

The Statement or EHC Plan will outline the financial support your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

After reintegration an additional adult may be used to support your child in school with whole class learning, run individual programmes or run small groups including your child. This type of support is available for students whose learning needs are severe, complex or lifelong.

Reintegration Support

Once students are deemed ready to return to school a reintegration plan will be drawn up with the schools and parents. The schools are responsible for organising and supporting the reintegration.

3. How can I let Kennington Park Academy know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher, the AHT for inclusion (Ms Bernadette Maybanks) or Ms Anne Sturman (The Head Teacher).

You could raise the concern at your child's SEN Support Plan Meeting which is held termly or, if you are still not happy you can speak to a Governor.

The school contact telephone number is 020 7926 8420 or you can email info@kenningtonpark.org.uk

4. How will Kennington Park Academy let me know if they have any concerns about my child's learning in school?

For day-to-day concerns we would probably telephone you directly.

However, if your child is then identified as not making enough progress at Kennington Park Academy we will set up a meeting to discuss this with you in more detail and:

- Listen to any concerns you may have,
- Plan any additional support your child may receive,
- Discuss with you any referrals to outside professionals to support your child's learning.

The above may also be done at a Special Educational Needs Support Plan Meeting.

5. How is extra support allocated to students and how do they move between the different levels?

Academies (including special academies) are funded on the same basis as maintained schools and receive annual funding allocations from The Education Funding Agency (EFA).

The Executive Head Teacher/CEO for the Parallel Learning Trust decides on the budget for Special Educational Needs and Disabilities in consultation with Kennington Park Academy governors, on the basis of needs in the school.

Funding for students at the Kennington Park Academy is received in the following ways:

- Kennington Park Academy's base budget which covers teaching and curriculum expenses, as well as the cost of the SENCO
- The delegated SEN budget (the SEN index) that funds additional support required specific funds that are allocated to students with statements of special educational needs
- Dual-registration funding that pays for a student to attend the Kennington Park Academy whilst remaining on roll at their current school (paid by the current school)
- Other specific funds (e.g. Pupil Premium).

The Head Teacher, AHT for inclusion and the Governing Body of Kennington Park Academy regularly monitor the needs of students with SEND. Resources are allocated according to need and include learning support staff time, teacher time, access to specialist external

support (for example speech and language therapy) and resources, and these are dependent on Kennington Park Academy's SEND budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting statement of SEN. Kennington Park Academy has a continuing commitment to purchase appropriate resources for students with SEN. Details of how resources are allocated will be included in the Annual Report to Parents."

The Head Teacher and the AHT for inclusion and teaching staff discuss all the information they have about SEND in Kennington Park Academy, including:

- The students getting extra support already
- The students needing extra support
- The types of support available
- Which students have been identified as making insufficient progress.

The Head Teacher then decides how resources, training and support is allocated.

All resources, training and support are reviewed regularly and changes made as needed.

6. Who are the other people providing services to students with an SEN in Kennington Park Academy?

Kennington Park Academy directly provides and funds the following support:

- A teaching assistant and teacher in every classroom,
- Classes of no more than 10 students (except in exceptional circumstances),
- Additional Speech and Language Therapy input to provide a higher level of service to Kennington Park Academy,
- A play therapist and student counsellor,
- Some specialist work with our in-house staff such as Nurture Group and Mentoring.

The following may be provided by the local authority and either paid for by Kennington Park or by the Local Authority or the National Health Service:

- Educational Psychology Service,
- Sensory Service for students with visual or hearing needs,
- Students and Adolescent Mental Health Services,
- Speech and Language Therapy Provided and paid for by the Health Service,
- Guy's and St Thomas' Community Services (paediatricians, occupational therapy, speech and language therapy, specialist Health teams).
- Autism & Related Disorders Service,
- School Nurse,
- Social Care: Kennington Park Academy works closely with Social Care professionals in Lambeth and other boroughs. Referrals to Social Care are made after discussion with the nominated Safeguarding Officers. The Safeguarding Officers are responsible for attending all Child Protection, Child in Need and Looked-After Child meetings.

Additional Support Services

When a referral comes in to the SENCO where internal support is insufficient and an agency is not currently working with Kennington Park Academy, the SENCO will endeavour to seek out an external agency. Kennington Park Academy is committed to accessing the best support available for all of our students and rigorously assess the quality of any agency providing services.

Mentoring Services

Kennington Park Academy has links with mentoring services which provides out of school mentoring for students under 11 years.

Where the referral is internal, the referral will be made through the Head Teacher.

7. How are the teachers in school helped to work with students with an SEND and what training do they have?

The AHT for inclusion's job is to support the class teacher in planning for students with SEND. Kennington Park Academy staff are very experienced, especially in the field of social and emotional difficulties and some have specialist qualifications as well as their teaching and support qualifications.

Kennington Park Academy has a training plan for all staff to improve the teaching and learning of students including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and Language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific students in their classes.

Kennington Park Academy has five full INSET days each year where continuing professional development is provided for the staff. These days include training run by external providers as well as by the staff team within Kennington Park Academy. In some cases INSET days are shared with other members of Lambeth Alternative Education (Park Campus and the Hospital School) which allows a greater range of expertise to be shared. At least one of these days is allocated to SEND training.

The SENCO also attends the SEN Coordinators Forum as provided by The London Borough of Lambeth.

SEND training needs for Kennington Park Academy staff are also highlighted by all staff and fed back to the AHT for inclusion and all staff are always welcome to seek and share advice with the AHT for inclusion on SEN matters and to request training. Training can also be requested through the staff appraisal system.

8. How will the teaching be adapted for my child with SEND?

Class Teachers plan lessons according to the specific needs of all of the students in their class, and will ensure that your child's needs are met. Teachers will discuss targets with the students and sometimes this will also be referred to in the marking of the work. From these discussions targets are set and modified with the students.

Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually, in groups and in the whole class.

Individual sessions with our regular therapists will be allocated according to the needs of the students.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning and social and behavioural needs.

9. How will we measure the progress of your child in Kennington Park Academy?

Your child's progress is continually monitored by his or her class teacher.

On entry every child is assessed using a variety of tests including the 'Reintegration Readiness Scale.' KPA also uses the 'Climbing Frames Assessment Tool' which tracks progress using the National Curriculum.

The students' progress is reviewed formally every term and this is reported in our termly tracking reports.

At the end of each key stage (i.e. at the end of year 2 and year 6) all students are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do. All students have a special needs support plan which will be reviewed with your involvement, every term and the plans for the next term made. The progress of students with a statement of SEND or EHC Plan is formally reviewed at an Annual Review with all adults and other professionals involved with the child's education. This is organised either by Kennington Park Academy's AHT for inclusion Manager or, if dual registered, by the SENCO of the child's school. The AHT for inclusion and Head Teacher will also check that your child is making good progress within any individual work and in any specialist support in which they take part.

10. What support do we have for you as a parent of child with special educational needs or a disability?

At Kennington Park Academy we realise that the key to success with children is dependent on successful work with parents and carers and therefore we will do what we can to support parents and carers. Below is a list of some of the ways in which we help.

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and Kennington Park Academy so similar strategies can be used.
- The AHT for inclusion is available to meet with you to discuss your child's progress or any concerns or worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- SEN Support Plans will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book is used to support communication with you. This provides a daily communication between the student's class team and parents and carers and it is where we can record small successes and concerns.
- Parents and carers of students with special educational needs are also entitled to support through the 'Family Lives' Independent Support Service. They may be contacted on: 020 3131 3150 or by email on www.familylives.org.uk/IS or by email on parentsupportherts@familylives.org.uk

11. How is Kennington Park Academy accessible to students with SEND?

- The building is accessible to students with physical disability via ramps. The building is currently all on the ground floor.
- We ensure that equipment used is accessible to all students regardless of their needs.
- Extra-Curricular Clubs are accessible to all students.
- School trips are available to all students.
- As a unit that specialises in students with social, emotional needs and presenting behaviour, we also provide access to the whole curriculum to students with these particular needs who are often excluded from parts of the curriculum in a mainstream setting.

12. How will we support your child when they are leaving Kennington Park Academy OR moving on to another class or moving to a special school?

Kennington Park Academy maintains strong links with local mainstream and special schools. Referrals from mainstream schools take three forms:

- Referrals for dual-registration must be made through the HT.
- Referrals for outreach support (for an advisory teacher) must be made through the HT
- Referrals for outreach support (for a Reintegration Officer). These must be made through the Reintegration Officer Coordinator).

The Head Teacher is Ms Anne Sturman
Email: asturman@kenningtonpark.org.uk
Tel: 0207 926 8420

The Reintegration Officer Coordinator is Ms Alison Kelly
Email: akelly@kenningtonpark.org
Tel: 0207 926 8420

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving child to another mainstream school:

- We will contact the school SENCO and ensure he or she knows about any special arrangements or support that need to be made for your child.
- We will offer to support the reintegration of students who are moving back into mainstream schooling via our specialist Reintegration Team.
- We will make sure that all records about your child are passed on as soon as possible.
- We will invite relevant staff to Kennington Park to observe your child in class and meet with them by way of introduction.

When moving classes in Kennington Park Academy:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher.
- All SEN Support Plans are available to the new teacher.

If your children is moving on to a special school:

- We will liaise with the staff of the staff and provide detailed information about the educational needs of your child
- We will make sure that all records about your child are passed on swiftly.
- We will also invite staff from the school to come and observe your child in class and meet with them and endeavour to make the transition as stress free as possible.

In Year 6:

Contact will be made to the new school and there will be some planned visits, usually supported by our Reintegration Team.

All records including a detailed leavers report will be passed to the receiving school.

Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.

We will endeavour to give our Year 6 Students some regular experience in a mainstream primary school through our 'Stepping Stones' project before they leave at the end of the summer.

Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in Kennington Park Academy. We will also endeavour to make the transition as positive as possible.

Support is given to some students at the start of Year 7 (if requested by the receiving secondary school). Their case is transferred to the Park Campus Outreach Team in November.

Glossary of Abbreviations.

AHT Assistant Head Teacher
CEO Chief Executive Officer
EHC Plan Education, Health and Care Plan
I.T. Information Technology (Computers)
SATS Standard Assessment Tests
SEN Special Educational Need
SENCO Special Educational Needs Coordinator
SEND Special Educational Needs or Disability
SENSP Special Educational Needs Support Plan