

TKAT SEND Information Report



Together As One

Our Vision

At The Khalsa Academies Trust we don't just accept difference—we celebrate it, we support it, and we thrive on it for the benefit of our pupils, students, and our communities. We are an inclusive trust that understands that **every child is different**, meaning every child's **educational needs are different**. In our academies we provide Quality First Teaching, Together with scaffolding and modelling for our pupils and students, alongside a range of provisions to help our pupils and students achieve.

We believe in 'Together As One'.



Together As One

Our Aims

The Khalsa Academies Trust aims to:

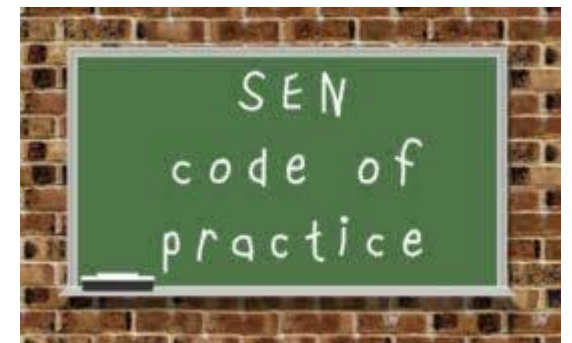
- Have happy learners who feel secure
- Ensure every learner is included
- Raise the aspirations of, and expectations for all pupils with SEND.
- Support pupils and students to make progress in line with, or exceeding their expectations
- Encourage pupils and students to become more independent in their learning in order to prepare them for life after school.
- Support pupils and students to make a successful transition from school to further and/or higher education and employment.



Our Objectives

The Khalsa Academies Trust's objectives are:

- To identify and provide effective support for pupils and students who have special educational needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a “whole pupil, whole school” approach to management and provision of support for special educational needs.
- To provide support and advice for all staff working with Pupils and student with special educational needs.



What is SEND?

- 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.
- A child of compulsory school age or a young person has a learning difficulty or disability if they—
 - A. Have a significantly greater difficulty in learning than the majority of others of the same age, or
 - B. have 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 or mainstream post-16 institutions.

How do we decide whether a child has a special educational need?



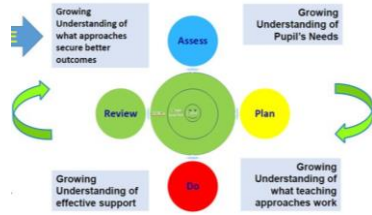
All pupils and students are assessed throughout the school year by their teachers. Teachers are always checking how well the pupils and students are doing as they mark books, complete assessments and work with the class.

Some pupils or students will be making less progress than we would expect. With some extra help, most of these will begin to catch up. This extra help might be equipment in class time, strategies for staff or targeted intervention.

A few pupils or students will still struggle, even when this extra help has been put in place. When this happens, we would usually say that the child has a Special Educational Need (SEN).

The SENDCO will now carry out more detailed assessments/observations to find out what type of SEN the child has. If we need more information about a child's needs or the type of support that they need, we may ask for help from other professionals such as The Learning Support Team or educational psychologists.

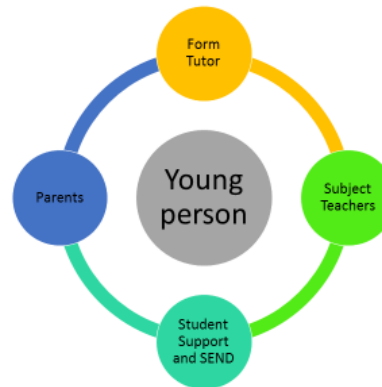
Once we have decided that a child has a SEN they will be added to the SEND register. This is a list of names that the SENDCO uses to check how well children with SEND are doing at the academy. The SENDCO will now be watching the child's progress and helping teachers decide what different help the child needs.



SEND Support

The Khalsa Academies Trust has an ethos of inclusion. We are committed to ensuring that every pupil and student has the opportunity to achieve their best, become confident individuals with fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training.

School based support



All students with SEND

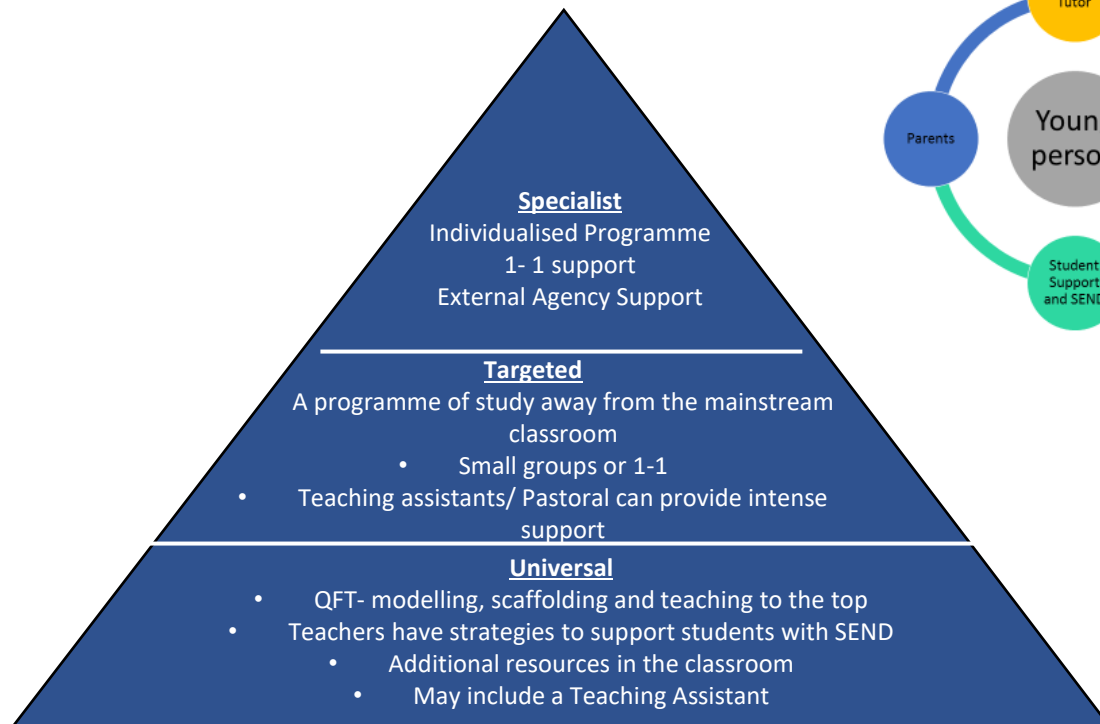
- Pupil passports
- Effectively planned lessons
- Quality First Teaching
- Reasonable adjustments in lessons to reduce barriers to learning

Some students with SEND

- Specialist equipment or additional adult support
- Targeted Interventions
- Work with outside agencies

External support

- Educational Psychology
- Learning Support Team
- Hearing Impaired Team
- Visually Impaired Team
- CAMHS Child and Adolescent Mental Health Services
- Alternative provision (WVTC, SPARKS)
- School Nurses



Together As One

Staying Informed

We are proud of the strong partnerships we have created with parents, students and the community and place a high value on the comments and feedback that they provide, in helping us to improve our trust and academies even further.

Pupils and students are assessed in lessons regularly. Assessment data is formally recorded and tracked, so that pupil and students progress can be closely monitored. Reports on pupil and student progress are published each term to parents and each year there is a parents evening where progress can be discussed. **The SENDCO is available to speak to at parents evening.**

The school regularly texts, emails or contacts parents by phone to discuss any concerns, discuss progress or give praise. Praise, rewards and behavioural concerns are logged and can be viewed by parents on Classcharts.



An Annual Review meeting is offered to the parents of pupils or students who are supported through an Education Health and Care Plan. This meeting, which will include the pupil, will be to discuss and agree support programmes, or review the support offer.

We can arrange meetings on request, or through parents evenings.

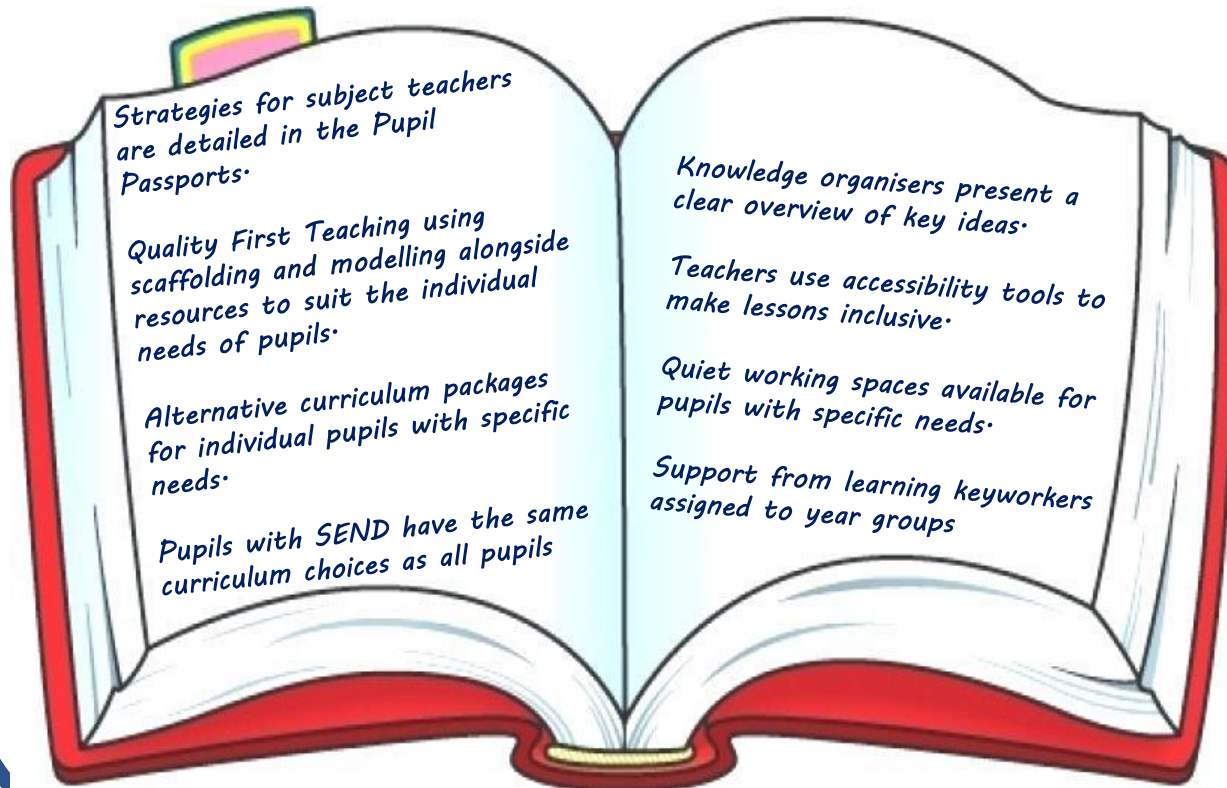
There are a number of ways that parents can be involved in the school:

- Meetings with the SEND and Student Support Teams run throughout the year and can be requested by parents
- Parents evenings with subject teachers take place annually
- Key information published by the school
- School newsletters
- Text, email and phone calls
- Parents can apply to become Governors when vacancies arise

Inclusive Education

We welcome students of all abilities and backgrounds into our caring and challenging learning environments and through our highly skilled and compassionate team of staff, seek to create an exceptional learning community where everyone can excel.

The Curriculum



The Building

- Spacious site
- Lift access to upper floors
- Disabled toilet facilities
- Hearing Induction Loop
- Able to support radio and hearing aid use
- Assistive technology (laptop computers)
- Managed transitions for pupils if needed

A copy of the accessibility plan is available on the main school website



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Further help

The Khalsa Academies Trust Website- <https://www.khalsaacademiestrust.com/275/our-trust>

The Khalsa Academy Wolverhampton website – <https://www.khalsaacademiestrust.com/291/welcome-to-the-khalsa-academy-wolverhampton>

Local Offer

Wolverhampton's Local Authority Offer <http://www.wolverhampton.gov.uk/localoffer>

Atam Academy Website- <https://www.khalsaacademiestrust.com/4383/welcome-to-atam-academy>

Local Offer- <https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=0>

SEND Code of Practice: 0-25 years this is the formal document that provides all educational providers with guidance on statutory provision.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



Complaints

What can you do if you are not satisfied with a decision or what is happening?

- Your views are important and it is important that people listen to them and that you are satisfied with what happens.
- If you have a concern then the first point of contact would be:
- The Khalsa Academy Wolverhampton- The Assistant Principal for Inclusion, Miss Amy Evans. You can contact her on a.evans@tkaw.org or 01902 925390 If you are not satisfied that your concern has been addressed please speak to the Head of School Mr Sukhdev Shoker.
- Atam Academy- SENDCO, Donejaye Cameron- d.cameron@atamacademy.com or 0208 252 9831. If you are not satisfied that your concern has been addressed please speak to the Pincipal Chris Steed.