

Special Educational Needs and Disability – Information Report

Special Educational Needs and Disability (SEND)

A child or young person has SEND 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 he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or;
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

How will we know if your child needs extra support?

- Transition meetings with your child's primary school in which the strengths and areas of development are discussed of all children. These meetings highlight children that require additional support.
- Baseline assessment – These are conducted upon arrival, with regular monitoring and routine progress checks, highlighting barriers to learning and the requirement for any additional intervention that supports learning.
- Referrals received from staff and/or external agencies are explored, with appropriate support being put in place where necessary.
- Communication from parents and carers – Communication is actively encouraged; any concerns can be discussed and investigated. SEND reviews and drop-in afternoons are held termly with the SEND Team.
- Students themselves can request for support, if they feel they need additional help with their learning or pastoral care.

- Targeted screening and assessment – Where concerns are identified, the SEND Team may use appropriate screening and assessment tools to build a clearer picture of a student's strengths and barriers to learning. This may include literacy, phonics, reading, spelling, dyslexia indicators, cognition and learning, and neurodevelopmental trait screening. Screening does not provide a diagnosis; it informs the graduated response, reasonable adjustments, intervention and, where appropriate, referral to external professionals.
- Reading assessment – NGRT reading assessments are completed three times each academic year. The SEND Team analyses standardised scores, reading ages and identified areas of difficulty to identify students requiring further assessment, classroom adaptations or targeted reading intervention.
- Data analysis – The SENDCo routinely analyses attainment, progress, attendance, behaviour, reading and intervention data for students with SEND, including comparison with their peers. This is used to identify emerging needs, evaluate provision and inform the school's strategic SEND priorities.
- SEND quality assurance – SEND learning walks, pupil pursuits, work scrutiny, case sampling and pupil voice are used to evaluate how effectively needs are understood and met in lessons. Findings inform individual support, staff coaching and whole-school professional development.

What do we ask you to do if you feel that your child has a special educational need?

- If you have any concerns regarding your child struggling to make expected progress, please contact their subject teacher or form tutor. Should you feel that your child has a special educational need or disability, please share these with the SENDCo (Ms K Hambleton). These concerns will be fully investigated, and the appropriate support put in place with review cycles.
- Parents/carers can also raise a SEND concern using the SEND Concern link on the school website. Information submitted through this route is reviewed by the SEND Team and will inform appropriate follow-up, assessment and support.

How will school staff support your child?

- In the first instance most children can be successfully supported through quality first teaching and adaptive teaching approaches within the classroom.
- Where additional support is required a graduated response process will begin, with outcomes from assessments and reviews potentially resulting in:

- o Adding your child to the school's SEND Register and creating a Pupil Passport.
- o In class support.
- o Small group/1:1 literacy (including phonics) or numeracy intervention.
- o Small group/1:1 pre-teach sessions.
- o Small group/1:1 support to aid with social, emotional, and mental health difficulties (SEMH).
- o 1:1 behavioural support and mentoring
- o Pastoral support plans
- o Additional systems to support with social, communication and interaction difficulties.
- o SEND specialist teacher small/1:1 group work.
- o Literacy/numeracy 'catch-up' group work (deliver during morning form time).
- o Targeted interventions may include Read Write Inc. Fresh Start/phonics, Lexonik, Reading Buddies, numeracy support, handwriting, ELSA, social skills and regulation work, according to assessed need.
- o Provision is recorded and monitored through the school provision mapping process. Entry and exit information, assessment data, pupil voice and staff observations are used to evaluate impact and decide whether support should continue, change or be stepped down.
- o The SEND Team works with teaching staff to ensure support promotes access and independence. Teaching Assistant deployment is planned around identified need and is not intended to replace high-quality teacher instruction.

Please note, when interventions are put in place, it may result in short or long-term withdrawal from some mainstream lessons. This is frequently reviewed to prevent any limitation to students accessing a broad and balanced curriculum offer. This approach is only applied if there is sufficient evidence to support the need for this way of operation.

- This plan will be communicated to you by the SENDCo, SEND Support Team or staff member delivering the additional support and monitoring the effectiveness of the intervention.
- Interventions are frequently monitored and reviewed for impact using a range of data sources applicable to each individual child and their progress.
- The school's academy council has an overview of young people with SEND and the provision available to them.

How is our curriculum matched to your child's needs?

- We encourage all children to follow the same curriculum; however teaching is adaptive to suit the need and ability of individuals, ensuring learning is accessible to all students.
- Classes are set according to ability, ensuring students are appropriately challenged. Where required a TA may be present to support more individual teacher input or to work with small groups/1:1 on the lesson content. The implementation of our curriculum is adapted to enable all learners to make the best progress.
- The curriculum is coherently planned and sequenced into the taught curriculum and a rich diet of personal, cultural, and spiritual experiences that form our personal development programme. This is designed to develop our students holistically, with the possibility of individualised and personalised pathways into further education for all learners.
- Our flexible and ambitious curriculum enables us to tailor our Key Stage 4 routes around the needs of our young people, empowering them to follow an educational route that is suitable to their individual needs and aspirations.
- Digital technologies strengthen our curriculum delivery in the classroom aiding in the removal of barriers to learning whilst enhancing life-long digital skills through the use of iPads.
- In the event that a young person has an ongoing barrier to learning that limits their accessibility to the curriculum, access arrangements may be assigned as a normal way of working. These are frequently reviewed and based on individual need.
- We maintain high expectations for all learners. Adaptation does not mean reducing the level of challenge; staff identify and remove barriers, provide appropriate scaffolding and gradually reduce that support as students develop confidence and independence.
- All teaching staff have access to a SEND "Class on a Page", which brings together key information about the needs within each class. Alongside individual Pupil Passports, this supports teachers to anticipate barriers and plan appropriate adaptations, scaffolds and reasonable adjustments.

How will we know how your child is progressing? How will we communicate this to you?

How will we support you in supporting your child?

Discussion with staff:

- Open door policy – You can contact the school at any time to speak to a member of staff and at our earliest availability we will return communication or arrange a meeting.
- SEND provision is subject to ongoing quality assurance rather than being reviewed only at fixed points. This includes regular SEND learning walks, daily lesson drop-ins, pupil pursuits, case sampling, pupil voice, SEND Parent Review Days, Pupil Passport quality assurance and monitoring of classroom provision. This allows the SEND Team to identify strengths and barriers quickly and respond where practice or provision needs to be adjusted.
- SEND Pupil progress meetings will accompany parents' evenings to report on progress and as an opportunity for parents/carers to discuss their child's support needs.
- Staff from the SEND Support Team, where appropriate, will be in attendance at external agency meetings, and annual review of Educational Health Care Plans (EHCP).

Tracking your child's progress:

- A robust assessment and monitoring schedule is in place, that incorporates review of student work, analysis and evaluation of assessment data, learning walks, and formal lesson observations. Discussion of student progress occurs at faculty and year team meetings, that offer subject specific insights and highlight any additional pastoral support requirements.
- NGRT reading assessments are completed three times each academic year. Outcomes are analysed by the SEND Team and recorded alongside relevant provision information so that reading needs, intervention, progress and impact can be monitored over time.

Reporting progress:

- We report the individual progress of students to parents/carers through the following:
 - Termly progress reports.
 - Parents' evenings and review meetings.
 - Behaviour reporting through the school's Arbor platform.

Explaining how your child's learning is planned:

- Please refer to the curriculum page on the school website, in addition to the whole school curriculum intent this page also highlights subject curriculum documentation.
- Parents' evening offers a perfect opportunity to discuss subject-specific learning with subject specialists.

- At the end of Key Stage 3 (Year 9) options evening provides parents and carers with great insight into the qualification on offer to their child and the requirements of the specification.
- An element of the annual review process will incorporate reviewing the strategies staff are deploying within the learning environment and how these can be reinforced at home to support learning.

Parent/carers involvement in planning your child's education:

- When a child is identified as having a special educational need, there will be discussion between you and the appropriate member of staff from school regarding suitable provision. Planning meetings will place the needs of your child at the centre, ensuring all parties understand and agree to the support being provided.
- Parental views are an essential part of our review planning and review process. These will be obtained through a variety of communication methods, Parent/Carer Views Survey, Parents' Evening, and SEND Pupil Progress meetings.
- Pupil Passports are co-produced with the student and informed by parent/carers views. Parents/carers are given the opportunity to check and contribute to the passport before it is finalised and shared with relevant staff, helping to ensure that strategies reflect the student's needs and what works best for them.

What support with there be for your child?

- At KSS we have a holistic approach to supporting our pupils. This means we recognise the connectedness of multiple factors and experiences a child may encounter and how this can influence their development.

Pastoral, medical and social support for your child:

- KSS prides itself in the pastoral support that we provide to all our students. For our young people with SEND, further bespoke learning support could be in place, including:
 - ✓ Access to learning intervention via the Learning Support Centre (LSC).
 - ✓ In class teaching assistant support.
 - ✓ Targeted in class support strategies.
 - ✓ Access to the Learning Support Centre (LSC) during social times.
 - ✓ Access to social, emotional and mental health support through the LSC, emotional coaching and mentoring programmes.
 - ✓ Access to the Mental Health Support Team (MHST), where appropriate, alongside emotional coaching and targeted mentoring to support emotional wellbeing, regulation, anxiety and resilience.

- ✓ Access to a dedicated regulation space for identified students who require a calm, low-arousal environment to regulate before returning to learning. Use is planned according to individual need and is reviewed to promote successful reintegration and independence.

Administration of medication and providing personal care

- For young people identified as having a medical need requiring medication to be administered in school, a Health Care Plan will be completed, and necessary arrangements implemented.
- Parents/Carers are responsible for updating the school regarding any changes to their child's health care arrangements and/or any care plans provided by medical professionals.

Supporting your child during unsupervised time

- Where required, students with SEND are invited to spend their social time in the LSC which is staffed by the SEND Support Team. A range of activities are on offer including homework club and the reading room.
- During break and lunchtimes, the Senior Leadership Team (SLT) and additional members of staff supervise all activities across the school site, operating on a duty rota.

Transitions between activities during the day

- There is a staff presence to ensure transition around the school site is orderly, prompt and the appropriate conduct demonstrated.
- The school's SLT meet and greet students upon arrival to the school site, with staff greeting students at the classroom door.
- Students in nurture groups can be escorted between lesson when/where needed, with some transitioning before the whole school population (assessed and reviewed on a needs basis).
- Visual timetables and site maps can be provided in multiple formats. As all our students have access to their own school iPad, digital copies can offer further personalisation to support pupils feeling prepared and to develop independence.
- For some students, busy transitions can be overwhelming. Where identified as a reasonable adjustment, a student may leave a lesson a few minutes early to move safely and calmly to the next lesson. This is agreed on an individual basis and reviewed regularly.

Support for behaviour and attendance:

- The Learning Support Centre provides pupils with a range of interventions to support students with any social, emotional, and mental health difficulties. These interventions may be tailored specifically to the needs of the individual.

- We have a comprehensive behaviour policy that places great emphasis on rewarding students that uphold the school's core values of: Leadership, Organisation, Resilience, Initiative and Communication.
- We offer termly reward trips to celebrate positive behaviour and attendance.
- Our approach to addressing behavioural issues follows a restorative model with emotional coaching strategies exercised by all our staff.
- The school's Reflection Base is utilised to prevent external exclusions and is located within opposite the Learning Support Centre to ensure access to a range of interventions.
- Parental communication is an essential aspect of the school's everyday practice, with incidents of positive/negative behaviour being reported to parents to be celebrated/remedied, so that a consistent approach is adopted.
- Where a student with SEND has been suspended or has experienced a significant period of dysregulation, the SENDCo will contribute to reintegration planning where appropriate. A personalised reintegration plan may be agreed with the student, family and relevant staff, including reasonable adjustments, regulation strategies and any additional support required to reduce the risk of recurrence.
- At all relevant points of your child's education, we will sought out your views and advice to fully understand their needs in addition to strengths and areas of development.
- We have a full-time attendance officer who works closely with the assigned Education Welfare Officer (EWO). The team aims to support students and parents in maintaining excellent attendance to school and breaking down any barriers that may inhibit this. Attendance awards formulate part of our rewards programme, with excellent attendance being recognised and celebrated.
- In the event of persistent behaviour and attendance issues we may engage with external agencies to offer additional guidance and support, plus bespoke support packages for intervention.
- The Student Leadership Team champion the voices of the student population, regularly meeting with the school's Senior Leadership Team (SLT). Furthermore, young people's views are taken into account via pupil voice, learning conversations, progress and achievement meetings, mentoring programmes, and inclusion in our interview process.
- Student wellbeing is also promoted through pupil-led mental health initiatives, including Mental Health/Well-being Warriors, which help to raise awareness, reduce stigma and signpost students to appropriate support.

What specialist services and expertise is available or accessed by the school?

- Staff engage in planned professional development delivered by experienced professionals from within the multi academy trust or external agencies.
- The SEND Support Team contribute to regular line management meetings that discuss the needs of specific pupils, access specialist training, and share information for any Inclusion Strategy Panel meetings.
- We liaise closely with a wide range of service providers including: Mental Health Support Team (NHS), CAMHS, Young Minds, Action for Children, Emotional Coaching Services, Sexual Health Teams, Drug and Alcohol Teams, Community Support Service, Educational Welfare, Staffordshire Local Authority Practitioners (e.g. Early Help Team, Social Care etc), Educational Psychology Service, Specialist Teaching Support Service, Autism Outreach Team, Virtual School (LAC), voluntary organisations and medical professionals.
- Where there are any specific areas of need, we ensure that provision is mapped and the most appropriate experts are advised to work with the school, young person and families to offer the best possible support.

What training are the staff supporting children and young people with SEND in receipt of?

- Literacy – We have staff trained specifically in DfE approved phonics programmes and Emotional Literacy Support.
- Dyslexia Awareness and Neurodiversity Training – with additional qualifications being undertaken in these areas by external providers.
- Autism Awareness and Acceptance training.
- Adaptive Teaching approaches and their application to the classroom.
- Specific staff members have been trained as Mental Health First Aid Champions.
- Restorative Practitioner – We have staff that lead Restorative Practice Approaches to behaviour management.
- Emotional Coaching Practice – Delivered by the Staffordshire County Council Educational Psychology Service.
- PDA training
- Sight and Hearing Training-Delivered by the Staffordshire County Council
- We have invested in online programmes/resources such as: Sparx Maths, NGRT, Read, Write Inc, Lexonik, Twinkl, GL Assessment Progress Test in Maths, White Rose Maths, Lucid Exact, and other assessment/progress tools.
- Teaching staff attend INSET training delivered by the SENDCo and from other professionals within the Shaw Education Trust.

- Teaching Assistants have attended Multi Academy Trust INSET training tailored to their role and centred around supporting children and young people with SEND.
- All staff receive up-to-date training on safeguarding procedure/policy and are safeguarding trained to their appropriate level within school.
- The SENDCo is a Shaw Education Trust SEND Ambassador, supporting collaboration, sharing of effective practice and the development of inclusive SEND provision across the Trust.

How will your child/young person be included in activities outside the classroom, including school trips?

- The school provides a wide range of educational and extra – curricular activities taking account of varying capabilities and interests.
- Where required, TAs and SEND staff attend school trips enabling all students to be involved.
- Parental advice and expertise will always be sought where necessary as part of Health Care plans / risk assessments and in providing consent for students to attend educational visits and school trips.

How will the school prepare your child/young person to transition to the school, transfer to a new school or next stage of education and life?

- Prior to starting at our school, transition meetings are held with the primary schools, attended by our transition lead and SEND team, where all children are discussed regarding their strengths and difficulties. These meetings highlight any children requiring additional support.
- The SENDCo meets with the primary school's SENDCo/key workers and class teacher to discuss children requiring additional support.
- If your child already has an EHCP an individual transition meeting will occur between professionals from both secondary and primary school, with the LA SEND Keyworker, parents and child (if appropriate). The school encourages open communication from parents if there are any worries regarding transition into secondary school.
- As part of transition we offer development days, which specifically involve smaller groups of students, giving them the opportunity to meet key staff members and other classmates, all whilst becoming familiar with their new learning environment.

- Students identified as requiring additional support may be offered enhanced transition. This can include additional visits in smaller groups, familiarisation with key staff and safe spaces, support with routes and routines, visual information and an individual transition plan developed with the student, family and primary school.
- At all key transitional points the SEND team offer support to ensure that appropriate provision is available to make the transition as smooth as possible, for example the SENDCo is available to attend and advise at options interviews/evenings and can offer support and advice when decisions are being made for Post 16 pathways. Local Authority representatives will be present at EHCP reviews in Year 11 to fully support Post 16 transition.
- When students encounter a transition between school post Year 7 we liaise with the original host school and any agencies involved to gather pertinent information, complete an assessment of need and put in place a plan for their successful integration into school life with us.
- The school has strong links with Post-16 providers to ensure the appropriate sharing of relevant information that will support our students when accessing their next stage of education/training.
- As part of the EHCP annual review process, advice will be provided from our school's careers advisor following a careers interview (more if required) with your child/young person. This will further support in articulating the views of your child regarding their next steps and inform the most appropriate pathway for them to secure their ambitions.
- Information sharing when a child moves on is prompt and detailed in order for their needs to be met and for support and provision to be in place. This will include details of support and provision currently in place to enable a new school to implement a similar support package.

How are the school's resources allocated and matched to children's/young people's special educational needs?

- The 'national SEND budget' refers to funds provided to schools to support with providing/developing provision for children/young people with SEND. It covers around £6000, above core funding, per pupil with SEND. We will use this funding to meet pupil need and approach the Local Authority when high level needs incur greater cost.
- Our SEND Budget is utilised to secure the appropriate provision/resources for our young people, ensuring barriers are broken down and achievement is optimum.
- Resources are sourced whenever applicable to aid learning and may take the form of bespoke CPD/training around SEND areas of need, employing skilled Teaching Assistants

or specialist support workers (including SEMH support), adapted resources for teaching or intervention, enhancing accessibility to learning/school curriculum, and securing professional assessments.

How is a decision made about what type and how much support my child/young person will receive?

- We operate using a graduated approach to SEND to enable us to identify difficulties, Assess need, Plan provision, apply identified interventions or strategies (Do), and routinely Review the impact of the support.

Graduated Response Process (ADPR – Assess, Plan, Do, Review)

- Where students are not making expected progress an assessment of difficulties and needs may be completed to identify specific areas of difficulty. This will inform the teaching strategies and tools needed to enable the individual pupil to make more rapid progress and hopefully overcome difficulties. It may also inform curriculum pathways.
- As part of the Assess stage, the school may use targeted screening and standardised assessment to explore identified barriers. This can include NGRT and other literacy/phonics assessments, dyslexia indicators and appropriate neurodevelopmental trait screening. Results are considered alongside teacher assessment, pupil and parent views, observations and other evidence; screening is not a diagnosis and is used to inform the next steps within the graduated response.
- Where appropriate adaptive strategies and quality first teaching does not have the desired impact and progress continues to be hindered by a young person's special educational needs then further assessment of need will be completed and small group or 1-1 intervention implemented that is suitable to the needs of the child and assessed regularly.
- We will measure the impact of all interventions in a number of ways to ensure a holistic picture of achievement.
- Should the young person continue to make less than expected progress despite support matched to their needs and difficulties then we may involve specialists to complete further assessments and/or offer further advice and guidance to help us offer effective intervention. Parental consent will always be sought before involving outside agencies or specialists.
- At all stages parents should be involved in the decision-making process. Our open-door policy invites parents to contact us at any time with any questions or concerns.

SEND register and information.

- A securely held, comprehensive information database outlines the needs and difficulties of any children with special educational needs and the support they receive. This information also outlines advice from specialists and the SEND team, offering strategies for staff to employ when teaching individuals.
- The SENDCo reviews the SEND register, pupil attainment data and students in receipt of support termly. We often take advice from our SEND Specialists (e.g. Education Psychology Service) should we have any specific concerns. Parental consent would always be obtained prior to involvement.

Stakeholders' involvement.

- Parents, students, teachers and teaching assistants are all important stakeholders and can be involved in the decision-making process with regards the levels and types of support offered.
- Parents are encouraged to take an active role in supporting us to enable their child to make good progress. You can be involved by contributing to meetings and discussions at parents' evenings, by sharing all relevant information, by offering your expert knowledge of your child and supporting school by reinforcing the teachings in the home environment.
- Your involvement in your child's education is crucial. We would encourage talking to them about what they are learning, supporting them with homework and revision and encouraging them to remain positive about their learning experiences and developing attitudes that enable them to see challenges and mistakes as an important part of the learning process.
- Encouraging reading and writing with your child is hugely valuable and will make a significant difference to their learning capacity and learning attitudes.
- Seek advice from staff as to how you can support learning in specific subject areas. – The school's digital strategy offers a wealth of educational opportunity that can also be accessed outside of school.
- Attend parents' evenings, SEND Drop in days, SEND parent review days and any other meetings pertinent to your child; your views and expertise is valued and always welcome.

Who can I contact for further information?

School contacts.

- Your first point of contact if you wish to discuss anything about your child would be their form tutor, Key Stage Leader or a member of the pastoral team. In the unlikely event that they are unable to deal with your concerns themselves they will communicate with the appropriate member of staff or senior leader.

- Other key staff in school are: Teaching Assistants, Attendance, Admissions and Inclusion Manager, Designated Safeguarding Lead (Mr Till).
- If you are considering whether your child/young person should join the school you should contact reception who will liaise with Mr Till (Deputy Headteacher & DSL) & Ms Hambleton (Assistant Headteacher & SENDCo)

Age Range	11-16
Headteacher	Mr S Frost
Deputy Headteacher & DSL	Mr A Till
Deputy Headteacher	Mrs A Coulson
Assistant Headteacher & SENDCo	Ms K Hambleton
Assistant Headteacher	Mrs L Weaver
Progress Lead	Mr J Barker-Brown
Assistant SENDCo	Miss S Wright
Academy Council Chair	Mr N Butler
E-mail Communications	communications@kss.set.org
Tel.	01782 948250
Funding	Academy Status

Staffordshire SEND Local Offer.

- Staffordshire Local Offer provides information in one place for children and young people aged 0-25 with special educational needs and disabilities (SEND), their parents/carers and professionals. The Local Offer includes information on local services to help children, young people, parents and carers make choices about the support they receive.
- The Children and Families Act 2014 requires each Local Authority to produce and publish a Local Offer which sets out in one place information about provision available across education, health and social care for children and young people in the area who have special educational needs or are disabled.

[Special Educational Needs and Disabilities \(SEND\) Local Offer | Staffordshire Connects](#)

[A guide to your SEND Local Offer? | Staffordshire Connects](#)

[Local Offer for young people | Staffordshire Connects](#)