

# SEND Information Report



Together As One



# The Mission

Our mission at The Khalsa Academy Wolverhampton is to celebrate and support diversity, providing tailored educational experiences through Quality First Teaching and inclusive provisions, embodying our belief in 'Together As One'.

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# Our Vision

The Khalsa Academy Wolverhampton does not just accept difference—we celebrate, we support, and we thrive on it for the benefit of our learners and our community. We are an inclusive academy and understand that **every child** is **different**, meaning every child's **educational needs are different**. In our academy we provide Quality First Teaching, together with scaffolding and modelling for our learners, alongside a range of provisions to help our learners to achieve.

We believe in 'Together As One'.



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# Our Aims



We aim to:

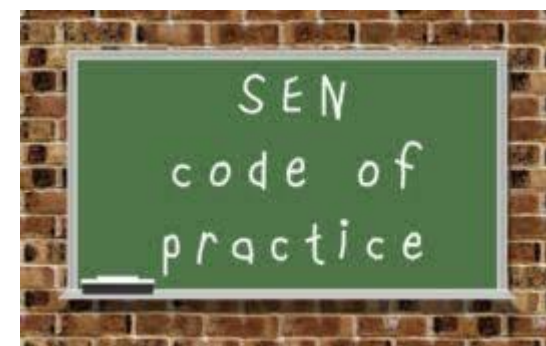
- Have happy learners who feel secure
- Ensure every learner is included
- Raise the aspirations of, and expectations for all pupils with SEND.
- Support learners to make progress in line with, or exceeding their expectations
- Encourage learners to become more independent in their learning in order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

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# Our Objectives

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



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# What is SEND?

- A child or young person has special educational needs if he or she has 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—
  - A. has a significantly greater difficulty in learning than the majority of others of the same age, or
  - B. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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# Additional Support?

SEND is not a fixed or permanent characteristic; it is a recognition that at a specific time a child has additional learning needs. At times, many pupils will require tailored or additional support to fully participate in everything the school has to offer.

(EEF SEN in mainstream guidance report 2020)

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



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

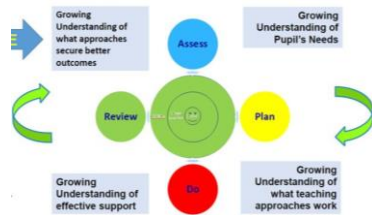
Some learners will be making less progress than we would expect. With some extra help, most of these will begin to catch up. This extra help might be equipment in class time, strategies for staff or targeted intervention.

A few learners 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 learner has. If we need more information about a learner'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 learner has SEND they will be added to the SEND register. This is a list of names that the SENCO uses to check how well learners with SEND are doing at the academy. The SENCO will now be watching the learner's progress and helping teachers decide what different help the learner needs.

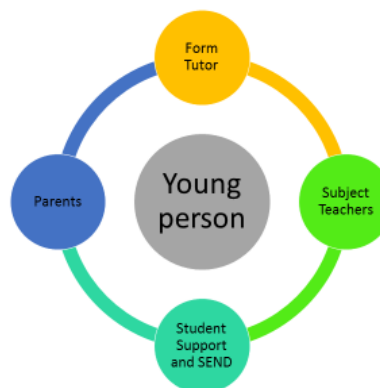
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# SEND Support

The Khalsa Academy Wolverhampton has an ethos of inclusion. We are committed to ensuring that every learner 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

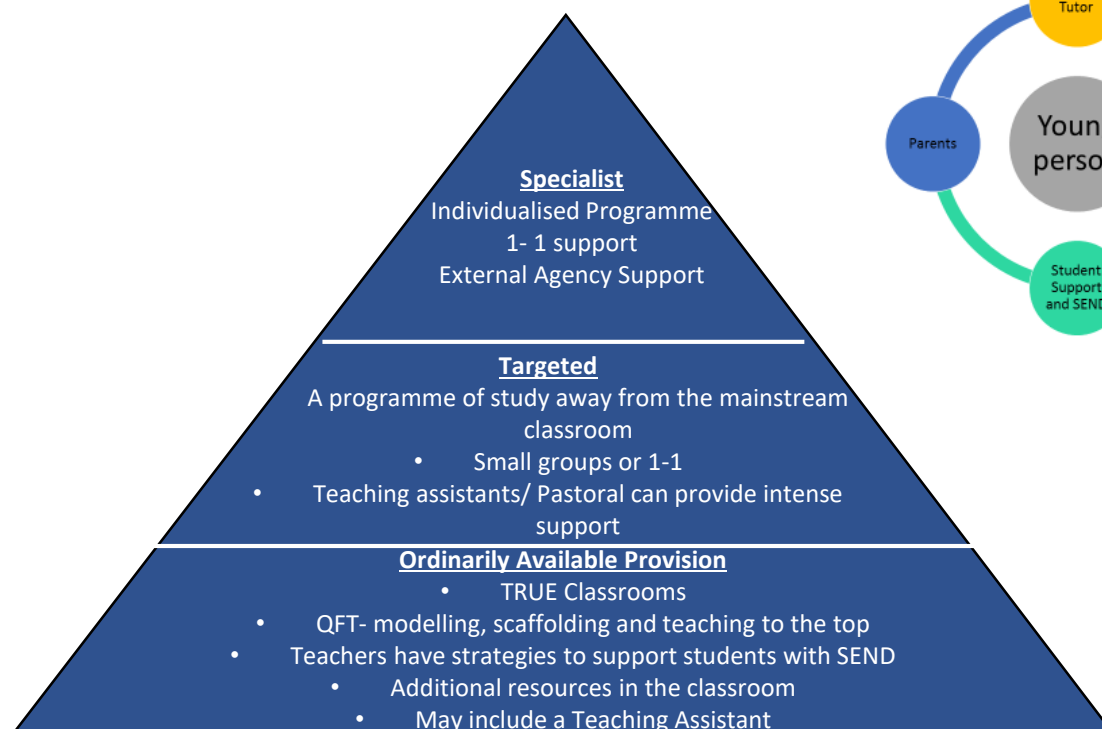
- Individual Support Plans
- Effectively planned lessons
- Quality First Teaching
- Reasonable adjustments in lessons to reduce barriers to learning

### Some students with SEND

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

## External support

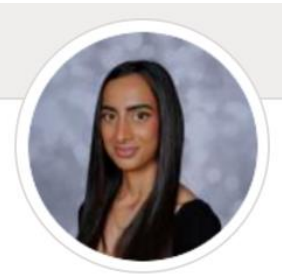
- Educational Psychology
- Learning Support Team
- Hearing Impaired Team
- Visually Impaired Team
- CAMHS Child and Adolescent Mental Health Services
- Alternative provision (WVTC, SPARKS)
- School Nurses



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# Inclusion Team

|                                                                                    |                                                                                     |                                                                                      |                                                                                      |                                                                                      |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|   |   |   |   |   |
| Miss Amy Evans<br>Assistant Principal For<br>Inclusion (SENDCO)                    | Mr Pritpal Mann<br>Deputy SENDCO                                                    | Mrs Balbir Juss<br>EAL Teacher                                                       | Miss Joanne Gennard<br>KS4 Inclusion Hub<br>Manager                                  | Miss Poonam Kaur<br>KS3 Inclusion Hub<br>Manager                                     |
|  |  |  |  |  |
| Miss Sankiran Bhogal<br>HLTA                                                       | Mr TJ Milbourne<br>Teaching Assistant                                               | Miss Manmit Kaur<br>Teaching Assistant                                               | Miss Shervon Elliott<br>Teaching Assistant                                           | Mr Amarveer Garcha<br>Teaching Assistant                                             |

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# 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 the school even further.

Learners are assessed in lessons regularly. Assessment data is formally recorded and tracked, so that learners progress can be closely monitored. Reports on learner's 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 Arbor.



An Annual Review meeting is offered to the parents of learners who are supported through an Education Health and Care Plan (EHCP). 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:

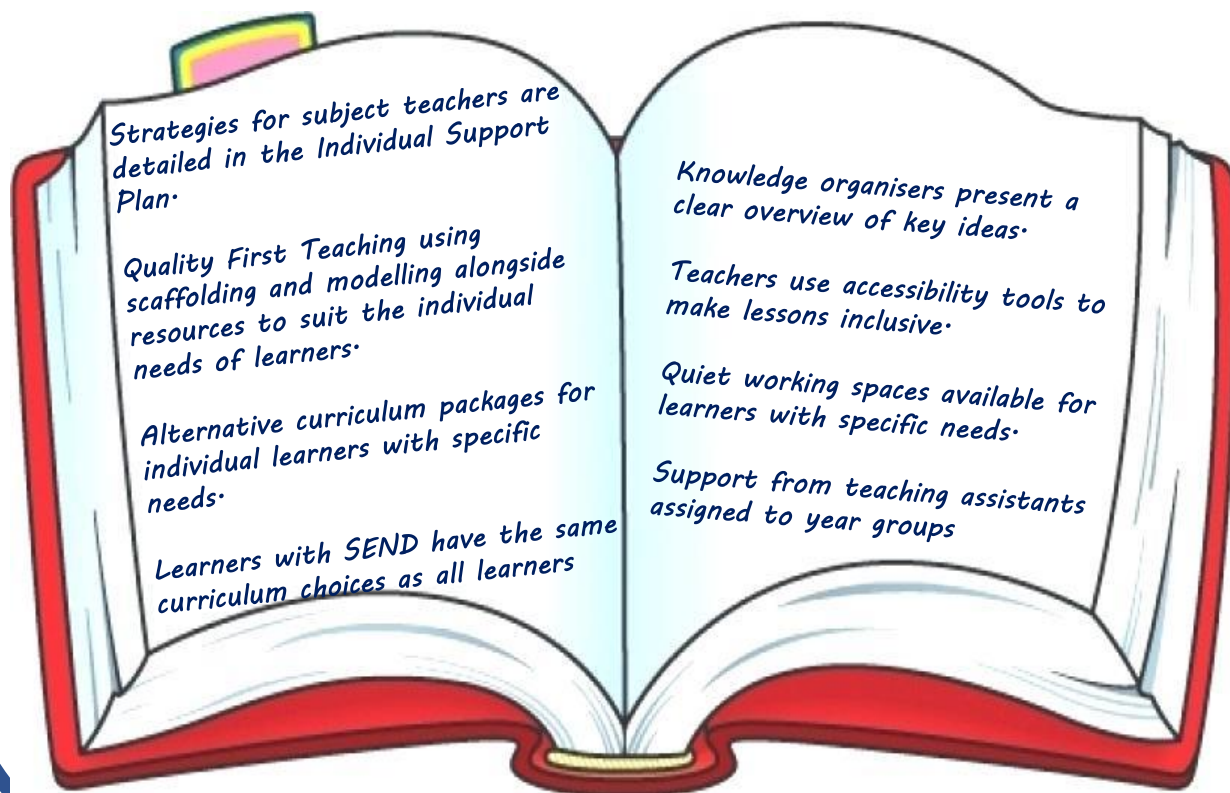
- Meetings with the SEND and Pastoral Teams run throughout the year and can be requested by parents
- Parents evenings with subject teachers take place annually
- Key information published by the school
- School newsletters
- Text, email and phone calls
- Parents can apply to become Governors when vacancies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

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# Inclusive Education

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

## The Curriculum

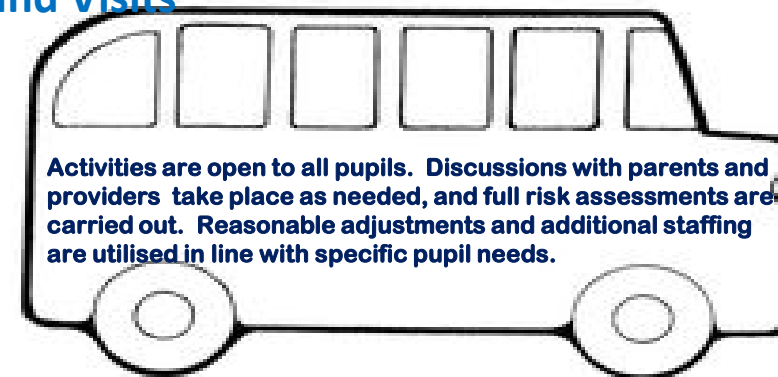


## The Building

- 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

## Trips and Visits



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# Further help

## Other sources of information (available via our website):

**Accessibility Plan** – this outlines TKAW's School's ongoing commitment to improve the physical environment of the school so that pupils with special educational needs or disabilities are able to full access the educational curriculum, school facilities and our wider curriculum provision.

**Exam Access Arrangements Policy** – this explains how we assess for and award special arrangements to support pupils through exams.

**SEND Policy** – this provides further information about our aims for supporting pupils with special educational needs and disabilities.

**Supporting Pupils with Medical Conditions Policy** – this outlines the procedures in place for pupils who require a Health Care Plan and care provision to be made.

**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>

### **Local Offer**

Wolverhampton's Local Authority [localofferwolves.co.uk](http://localofferwolves.co.uk)

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# 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 is The Assistant Principal for Inclusion, Miss Amy Evans. Explain your concerns to them first. You can contact her on [a.evans@tkaw.org](mailto:a.evans@tkaw.org) or 01902 925390 If you are not satisfied that your concern has been addressed speak to the Principal Mr Sukhdev Shoker.
- The Information, Advice and Support can be found on: <http://www.wolverhampton.gov.uk/localoffer>

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