



**The Khalsa Academy Wolverhampton – A Khalsa Academies Trust Academy**

Special Educational Needs Information Report

**This policy is applicable to Khalsa Academy Wolverhampton**

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## 1. The Khalsa Academy Wolverhampton

**Name of Provision:** The Khalsa Academy Wolverhampton  
**Trust:** Khalsa Academies Trust  
**Local Offer Age Ranges:** 11-18 years  
**Local Authority:** The City of Wolverhampton Council  
**Address:**

The Khalsa Academy Wolverhampton,  
Millfields Road,  
Ettingshall,  
Wolverhampton,  
West Midlands,  
WV4 6JP

**Telephone:** 01902 925390

**Email:** info@tkaw.org

**Website:**

<https://www.khalsaacademiestrust.com/291/welcome-to-the-khalsa-academy-wolverhampton>

**SEND CO:** Miss Amy Evans

**Deputy SEND CO:** Pritpal Mann

## 2. Our Vision

The Khalsa Academy Wolverhampton don't 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'.

### 3. Our Aims

We aim to:

- Have happy learners who feel secure
- Ensure every learner is included
- Raise the aspirations of, and expectations for all learner's 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 academy.
- Support learners to make a successful transition from academy to further and/or higher education and employment.

### 4. 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 academy” 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.

### 5. What types of SEND does the academy provide for?

Within the reasonable expectations for a mainstream academy, The Khalsa Academy Wolverhampton (TKAW) currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and EAL.
- Cognition and learning, for example, dyslexia, dyspraxia and moderate learning difficulties.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

TKAW does not have an Additional Resourced Provision (ARP).

## 6. Which staff will support my child, and what training have they had?

### Assistant Principal for Inclusion/ SENDCO

Our Assistant Principal for Inclusion/ SENDCO is Miss Amy Evans

She has 7 years' experience in this role, she has the SENDCO qualification and holds a specialist qualification in Psychometric Testing, Assessment and Access Arrangement. Miss Evans is also a teacher of Media and has worked in secondary education for 20 years.

### Deputy SENDCO

Our Deputy SENDCO is Pritpal Mann

He has 2 years' experience in this role and a qualified teacher of business. Mr Mann also have also The SENDCO qualification.

### Subject Teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCO to meet the needs of learners who have SEND.

### Teaching assistants (TAs)

We have a team of 5 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

The HLTA's are trained to deliver interventions such as Lego therapy, Lexia, SEMH and a variety of other interventions that are required.

### External agencies and experts

Sometimes we need extra help to offer our learners the support that they need.

Whenever necessary we will work with external support services to meet the needs of our learners with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Learning Support Team
- Occupational therapists
- GPs or paediatricians
- Academy nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

## 7. Key contacts:

<b>Head of School</b>	Mr Sukhdev Shoker	<a href="mailto:s.shoker@tkaw.org">s.shoker@tkaw.org</a>
<b>AP for Inclusion/ SENDCO:</b>	Miss Amy Evans	<a href="mailto:a.evans@tkaw.org">a.evans@tkaw.org</a>
<b>Deputy SENDCO:</b>	Mr Pritpal Mann	<a href="mailto:p.mann@tkaw.org">p.mann@tkaw.org</a>
<b>Head of Year 7:</b>	Mr Arjan Sidhu	<a href="mailto:a.sidhu@tkaw.org">a.sidhu@tkaw.org</a>
<b>Admissions Administrator:</b>	Mrs Surjit Bhogal	<a href="mailto:s.bhogal1@tkaw.org">s.bhogal1@tkaw.org</a>

## 8. How will the academy know if my child needs SEND support?

Prior to the learner's entry to TKAW the Transition Lead, Head of Year for new Year 7s ENDCO will gather and consider the information shared by primary academy's regarding the learners needs.

Information may be gained by liaison with outside agencies and through observations.

We will also consult with the learner and their families to ensure we are listening to and incorporating the child and parent/carers voice.

All information collated is compiled to form a confidential electronic pupil passport which is then shared with the teachers of the learner. This document contains information on the learner specific learning needs, strategies to support them and any other relevant information that may affect their learning.

We will assess each learner's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all learner and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a learner is recorded as having SEND.

We will consider, review and act upon advice following new, recent or amended diagnosis from health care professionals.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the learner and their parents. We will use this to determine

the support that is needed and whether we can provide it by adapting our universal offer, or whether something different or additional is needed.

The process as explain above is also applicable for 'In-year Transfers' whereby the SENDCO and appropriate Head of Year will gather and consider information shared by previous academy's or professionals.

## **9. How will I be involved in my child's education?**

The academy is responsive to the concerns and observations of parents and the learner themselves.

We will have an early discussion with the learner and their parents/ carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the learner's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the learners' record and given to their parents/ carers.

The results of any testing undertaken will be communicated with learner and parents/ carers and added to the learner's record. Parents/carers will be invited to a meeting to discuss results further if necessary.

We will formally notify parents/ carers when it is decided that a learner will receive SEND support.

Targets are set in consultation with the learner.

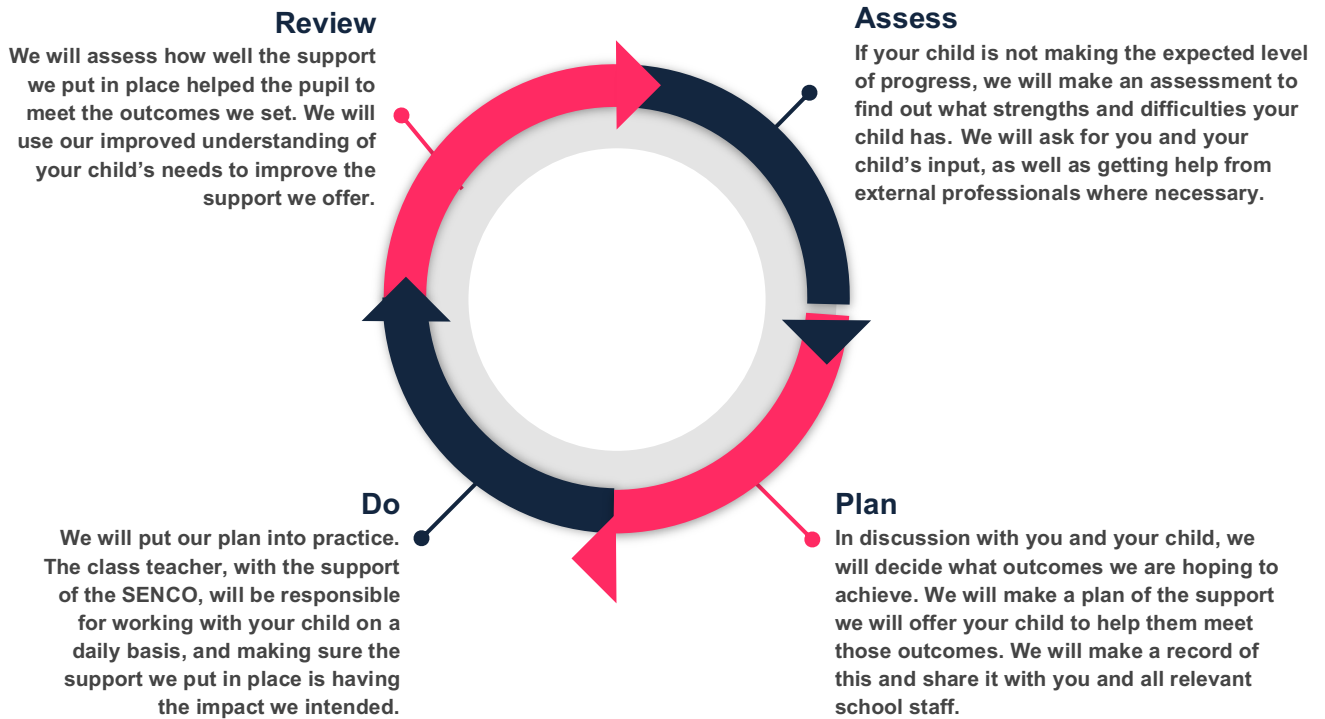
Parents/ carers of learner with an Education, Health and Care Plans (EHC Plans) will be invited to Annual Review meetings as well as receive updates on progress towards Outcomes throughout the year.

Learner with an Education, Health and Care Plan (EHC Plan) will complete their own views as part of the Annual Review process and are expected to participate in that meeting to discuss their progress.

The SENDCO is available to consult with parents/carers at Parents' Evenings and meetings throughout the year.

## 10. How will the academy measure my child's progress?

The Khalsa Academy will follow the Graduated Approach and the four-part cycle of Assess, Plan, Do, Review.



Reviews are carried out, at least once termly by the TAs assigned to each identified learner with SEND.

The review is learner led and involves the reviewing of last targets and setting of new targets.

Subject teachers will work with the SENCO to carry out a clear analysis of the learner's needs. This will draw on:

- The teacher's assessment and experience of the learner
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/ carers
- The learners' own views
- Advice from external support services, if relevant

The SENDCO uses data from teaching staff to track progress towards outcomes.



All teachers and support staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the learner's progress.

### **11. How will the academy support my child while moving between phases and preparing for adulthood?**

Year 7 learners are visited by the transition team prior to joining the academy to introduce the transition process. SEND Learners have an additional transitional visit to the academy in the summer term of Year 6 if it is required.

The year 9 learners will discuss the GCSE option process with their key workers and as part of the Annual Review process. The SENDCO is available at the Options Evening to support and advise on suitable pathways.

Year 11 learner are supported with college, academy 6th Form and apprenticeship applications and prepared for the interview process. All learners with an EHC Plan have a 1:1 meeting with a Careers Advisor to complete the 'Preparation for the Future' paperwork. All Year 11 learners have a careers interview and are invited to make use of the in-house Careers Advisor's support. Key Workers discuss the support required for transition into independent living and participation in the wider society. We will share information with the academy, college, or other setting the learner is moving to. We will agree with parents/ carers and learner which information will be shared as part of this.

### **12. How will the academy adapt its teaching for my child?**

As an academy we provide Quality First Teaching (QFT), alongside scaffolding and modelling, with the use of classroom strategies enables all learners to achieve.

The academy regularly reviews the quality of teaching for all learners and aims to improve teachers' understanding of the strategies to identify and support vulnerable learners and their knowledge of the SEND most frequently encountered.

Teachers are responsible and accountable for the progress and development of all the learners in their class, including where learners access support from Teaching Assistants.

Quality First Teaching (QFT) is our first step in responding to learners who have SEND. At TKAW we teach to the top and use scaffolding and modelling for all learners to achieve the same outcome.

### **13. How will the curriculum be adapted and the learning environment created to suit my child's needs?**

We make the following adaptations to ensure all learners needs are met:

- The curriculum is built to adapt to meet all learners needs and to ensure all learners can access it.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Using adaptive teaching strategies, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using scaffolding and modelling.
- Teaching to the top.

Additional information can be found in our Accessibility Plan.

### **14. How does the academy support learners with disabilities?**

The academy building complies with the standards and regulations outlined in the Discrimination Act 1995. There are a number of aspects of the academy building which are accessible to all those with physical disability, including lifts and disabled toilets. Reasonable adjustments will be made for all learners in order to meet their needs.

### **15. How will the academy make sure my child is included in activities alongside learners who don't have SEND?**

All learners are educated in mainstream classes in line with the inclusive ethos of TKAW. All learners are encouraged to participate in extra-curricular clubs and activities. All of our extra-curricular activities and academy visits are available to all our learners, including our before-and after-academy clubs. All learners are encouraged to go on residential trip(s)

All learners are encouraged to take part in sports day/academy plays/special workshops, etc.

No learner is ever excluded from taking part in these activities because of their SEND. Further details can be found in our Admissions Policy, Accessibility Policy SEND Policy.

## 16. How will the school support my child's mental health and emotional and social development?

We provide support for learners to improve their emotional and social development in the following ways:

- Learners with SEND are encouraged to be part of the academy council.
- Learners with SEND are encouraged to be part of pupil voice.
- Learners with SEND are also encouraged to be part of activities and clubs of that promote teamwork/building friendships etc.

All learners with SEND are allocated a Key Worker and provided with the opportunity to meet regularly to support pastoral needs.

The Pastoral and safeguarding are based in easily accessible offices around the academy and the SENDCO works closely with them to ensure a holistic approach is employed to support the emotional social development of all our learners.

At TKAW we have own in house school counsellor, to give additional support for learners who are struggling with their SEMH.

We have a zero-tolerance approach to bullying.

## 17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's local offer <http://www.wolverhampton.gov.uk/localoffer>

National charities that offer information and support to families of children with SEND are:

- NATIONAL AUTISTIC SOCIETY- <https://www.autism.org.uk/>
- BRITISH DYSLEXIA ASSOCIATION- <https://www.autism.org.uk/>
- DYSCALCULIA ASSOCIATION - <http://www.dyscalculiaassociation.uk/>
- CHILDREN WITH DISABILITIES SERVICE- <https://www.wolverhampton.gov.uk/health-and-social-care/children-social-care/children-disabilities>
- ACTION ON HEARING LOSS- <https://rnid.org.uk/>
- RNIB - <https://www.rnib.org.uk/>
- Autism Education Trust - <https://www.autismeducationtrust.org.uk/>
- ADHD FOUNDATION- <https://adhdfoundation.org.uk/>
- Living with ADHD - <https://www.livingwithadhd.co.uk/>

- Mental Health: Kooth- <https://www.kooth.com/>
- Young Minds- <https://youngminds.org.uk/>
- Childline - <https://www.childline.org.uk/>
- Dyspraxia- <https://dyspraxiafoundation.org.uk/>
- Action for Children- <https://www.actionforchildren.org.uk/>

## 18. What should I do if I have a complaint about my child's SEND support?

If concerns or complaints about SEND provision are being raised, they should initially be made to the Assistant Principal for Inclusion. You can contact Miss Amy Evans on 01902 925390 or via email at [a.evans@tkaw.org](mailto:a.evans@tkaw.org). If you are not satisfied that your concern has been addressed speak to the Head of School Mr Sukhdev Shoker on 01902 925390 or [s.shoker@tkaw.org](mailto:s.shoker@tkaw.org).

We aim to discuss and rectify any issues or concerns as a matter of priority. If concerns or complaints continue to arise they will then be referred to the Trust's complaints procedure.

The parents of learner with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact Details Of Support Services For Parents Of Learner With SEND:

The City of Wolverhampton Council Local offer:

<http://www.wolverhampton.gov.uk/localoffer>

City of Wolverhampton Council

Civic Centre

St. Peter's Square

Wolverhampton

WV1 1SH