

Khalsa Secondary Academy SEN Information Report

2015

Our Ethos:

The Khalsa Secondary Academy (KSA) is a mainstream school and does not receive any specialist funding or resources for students with special educational needs. We believe we have a duty to raise the aspirations of and expectations for all students with SEN and the school provides a focus on outcomes for students and young people and not just hours of provision and support. The school is committed to providing an ethos, environment and culture that are sympathetic to and understanding of the issues involved in providing a fair and appropriate education for students with special educational needs and disabilities. The school accepts that all students have an entitlement to the greatest possible access to a broad and balanced education and should be integrated fully into all aspects of school life, without stigma, prejudice or discrimination. We take full account of the Equality Act 2010 and other linked legislation in describing arrangements for providing access for students with SEN and vulnerable or disabled students to a balanced and broadly-based curriculum. We do not have the capacity or specialist provision needed to support students with complex Special Educational Needs.

The kinds of special educational needs for which provision is made at our school fall into four broad categories:

- **Communication and Interaction:** Young people with speech, language and communication needs and have difficulty communicating with others.
- **Cognition and learning:** Young people who learn at a slower pace than their peers, even with appropriate differentiation.
- **Social, emotional and mental health difficulties:** This may manifest itself in a number of ways from being withdrawn to displaying challenging behaviours and reflecting underlying problems such as anxiety or depression.
- **Sensory and/or physical needs:** These difficulties may fluctuate over time and include vision impairment and hearing impairment or other multi-sensory impairment and also physical disability.

How we assess if our students need extra help:

Staff always take into account any concerns raised by parent or students themselves.

Regular assessment of progress is made by class and subject teachers, supported by the senior leadership team, AAP for Standard and Inclusion, to ensure the progress of all students.

These assessments seek to identify students making less than expected progress given their age and individual circumstances or progress which:

- 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

Progress may also relate to other areas such as wider or social needs.

Persistent disruptive or withdrawn behaviours will initiate further assessments to determine if undiagnosed learning difficulties, difficulties with communication or mental health issues are present.

The school is aware that there are factors which are **NOT SEN** but may impact on progress and attainment:

- Disability: there is a duty for the school to make reasonable adjustments under the Disability Equality legislation – but these alone do not constitute SEN
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Student Premium Grant
- Being a Looked After Child
- Being a child of Serviceman or woman

We also use a battery of test materials such as CATS4, Access Reading, Access Numeracy, GL-Assessment Dyslexia Screener, GL-Assessment Dyscalculia Screener and Detailed Assessment of Speed of Handwriting and will also involve external professionals for expert advice, where appropriate and with the consent of parents.

Students are only identified as SEN if they do not make adequate progress once they have had any necessary intervention and adjustments and good quality personalised teaching.

The rigorous analysis of student data is reported regularly to the governing body.

How we make provision for students with SEN:

How we evaluate the effectiveness of our provision for SEN students:

Our policy provides clear and comprehensive evaluation criteria, which include:

- Successful integration of students at points of transition.
- Parental comments and feedback.
- Successful collaboration with external agencies for students with or without an EHC plan.
- The maintenance of accurate, up-to-date records by the SEN co-ordinator and other staff.

- Evidence from monitoring classroom practice by the Academy's senior management/SEN co-ordinator.
- Analysis of student tracking data and test results (for individuals and groups of students).
- Value added data for students on the Academy's SEN record of action (for example, to show a link between financial input and student outcomes, especially if the student receives the pupil premium).
- Monitoring of procedures and practice by the designated SEN Governor.
- Academy's self-evaluation.
- Evidence from Ofsted and any other external inspection reports.
- Academy improvement plan.

How we assess and review the progress of students with SEN:

The first response for all students is high quality teaching, differentiated to target any areas of weakness. All teachers are responsible and accountable for the progress and development of all the students in their class.

The quality of teaching is the subject of regular review and, where necessary, support is provided to improve teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the most frequently encountered SEN.

When students are identified as having SEN the school will take action to remove barriers to learning in the form of a four part cycle:

- Assess
- Plan
- Do
- Review

Assess:

1. The SENCO will work with teachers to consider all the information gathered from within the school about a student's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. The views of the student and their parents are also taken in to account.
2. Particular care will be taken when assessing the needs of students for whom English is not their first language. Difficulties relating solely to limitations in English as an additional language are not SEN.
3. For higher levels of need the school will call upon more specialised assessments from external agencies and professionals, such as:
 - Educational Psychologists
 - Child and Adolescent Mental Health Services (CAMHS)

- Specialist teachers or support services (Those teaching classes of students with sensory impairment must hold an appropriate qualification, as should teachers working in an advisory role)
 - Therapists such as speech and language, occupational and physiotherapists
4. As part of the assessment process the school will ensure that parents develop a clear understanding of their child's strengths and difficulties, agreed outcomes and the next steps.

Plan:

1. The teacher and SENCO will agree, in consultation with parents and the student, the adjustments, interventions and support to be put in place, the expected impact on progress, development or behaviour and an agreed date for review.
2. A record of meetings will be provided for parents and added to the child's record. At this stage the school will also provide information to parents regarding the additional information, advice and support services provided by the local authority.

Do:

1. All staff who work with the student will be made aware of their needs, the desired outcomes and the support to be provided and any teaching strategies or approaches to be used. This information will be recorded on the School's information system.
2. When support from a specialist is required the school will work with the local authority to ensure this is provided as soon as possible
3. The SENCO will ensure that the choice of interventions to be implemented is based upon reliable evidence of effectiveness and that staff have an appropriate level of knowledge and the skill to deliver them.
4. The class teacher remains responsible for working with the child on a daily basis, including when the child is involved in group or one-to-one teaching away from the main class. They must work closely with all those involved with the student and plan and assess the impact of support and intervention and how these can be further developed in the classroom.
5. The SENCO will assist teachers with further assessment and in problem solving and advising to remove barriers to learning.

Review:

1. The effectiveness of support and intervention will be monitored regularly in accordance with agreed review dates.
2. The evaluation will include the views of parents and the student.
3. The class teacher, supported by the SENCO, will provide evidence of effectiveness and revise the support in the light of progress and development made, taking into account the views of the student and parents. The class teacher will ensure that parents have sufficient information to be able to make informed decisions about their child's education and support.
4. When a student has an Education, Health Care Plan (EHCP), the local authority must review the plan every twelve months, as a minimum. The school has a duty to co-operate with the local authority in the review process.

How we monitor the progress of students with SEN:

The AAP of Standard and Inclusion is responsible for the monitoring and progress of students with SEN. Their role comprises of the following:

- Ensure that individual student progress is monitored, supported, evaluated and reviewed throughout the school, so that standards are improved and achievement is raised.
- Ensure the development and operation of effective assessment, recording and reporting systems.
- Ensure that each student maximises her/his potential.
- Oversee a breadth of provision to ensure that it inclusive to all and that students are organised for learning and that targeted support, advice and help are available as necessary to secure the welfare and learning of individuals and or vulnerable groups
- Shall work with subject leaders to ensure the development and monitoring of appropriate programmes and courses for all students.
- Ensure the effective application of information systems to support curriculum delivery, the monitoring, assessment and achievement of targets, and the smooth operation of associated administrative responsibilities.

Monitoring progress is an integral part of teaching and leadership at KSA. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to measure the impact of the provision.

Children, parents/carers and teaching staff are directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENCO and the AAP of Standards and Inclusion work together to collate the impact data, in order to ensure that the interventions we are using are effective.

The progress data of all learners is gathered, collated and monitored by teachers, senior leaders and governors respectively. We are also part of a moderation group with Guru Nanak School, to ensure that our judgements are accurate.

How we teach students with SEN:

Every Teacher at KSA is required to adapt the curriculum to ensure access to learning for all students in their class. The Teacher Standards 2012 detail the expectations.

Every student has a One Page Profile, the Support Plan, which is designed to ensure a personalised approach to teaching all students. The support plan will include sections on the following:

- Areas of strength/capabilities
- Barriers to learning
- Strategies to overcome barriers
- Desired outcomes
- Progress towards outcomes
- Notes

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- I-pads, lap tops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on individual needs and is intended to enable access to learning and overcome the identified barriers. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake to support learners with SEN across the year groups. We modify the provision map regularly.

The school will rigorously and regularly monitor the quality of provision through the following:

- Lesson observation
- Work sampling
- Planning scrutiny
- Data analysis
- Audits of the views of parents, pupils, staff and governors.

The head uses information gathered to inform school improvement plans and share the outcomes of all the above with governors who are then able to ensure that we monitor the impact of these interventions on learning across the school.

How we adapt the curriculum and learning environment:

Additional support:

Additional activities available:

There is a range of extra activities available to the students of KSA and all learners should have the same opportunity to access extra-curricular activities. Students are provided with a list of activities three times a year (per term). Students are then to choose three extra-curriculum activities they would like to take part in, which a choice of backups. Once the decision has been made by the extra-curriculum lead, Miss Thorogood, students will be notified. A list is then put up outside the canteen, opposite the art classroom. State where the list of activities can be accessed.

Support for emotional and social development:

Dr Ranvir Singh – AAP KS4 overseeing emotional and social development

Miss Joanna Thorogood – Head of Learning overseeing pastoral care

Name and contact details of SENCO:

Miss Simranjit Kaur Dosanjh

s.dosanjh@khapsasecondaryacademy.com

Expertise and training:

In September 2014, it came into government that all SENCOs are required to undertake the National Award for Special Educational Needs Coordination. The SENCO at Khalsa Secondary Academy is currently undertaking the National Awards of Special Educational Needs Coordinator.

Training needs of staff in relation to SEN are identified as part of the Professional Review Cycle and funding allocated to ensure all staff are trained to an appropriate level.

In order to maintain and develop the quality of teaching and provision to meet the needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction, which includes meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCO and SEN Governor are members of NASEN and the SENCO attends SENCO network meetings in order to keep up with local and national updates in SEND.

Equipment and facilities:

We are committed to making reasonable adjustments to ensure participation for all and staff receive training with reference to the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

The school will produce an Accessibility Plan, which will be reviewed and updated at least annually, to ensure that, over time, accessibility for disabled pupils is increased.

The plan will be informed by the completion of an Accessibility Audit which will be conducted annually.

Arrangements for consulting with parents:

KSA will conduct regular parent surveys, in the form of a questionnaire or using other methods, to canvas the views of all parents and specific groups.

We will provide an annual report for parents on their child's progress in addition to the regular reports to parents which accompany the Parent Consultation Meetings. Consultation Meetings will take place at least three times each year to discuss outcomes, progress, parental engagement activities to support their child and identify actions for parents.

SEN discussions will be led by the class teacher, supported by the SENCO and SLT will ensure staff are coached in the skills necessary to lead such sensitive meetings.

A record of these meetings will be provided for parents and recorded on the school's information system.

Parents will be provided with information about and links with relevant outside bodies and any special arrangements for exams and transitions.

A range of formats will be used to support students and their parents to ensure they are able to access information effectively. These might include:

- Relevant contact details
- Web-links
- Blog sites
- Virtual learning environments
- Hand-outs
- Timetables
- Text books
- Information about school events
- Letters home
- Email
- Text messaging
- Phone calls
- Translations
- Enlarged print

Arrangements for consulting with students:

We endeavour to show sensitivity, honesty and mutual respect in encouraging students to share concerns, discuss strategies and see themselves as equal partners with the Academy. This reflects the UN Convention on the Rights of the Child. We ensure that all students have a mechanism for expressing their views through the Academy council/student voice.

A Pupil Passport is used to gather the views of students, parents and teachers to ensure the pupil's views are the first consideration when assessing needs and identifying strategies to address them.

Governors' complaints procedures:

Please refer to our complaints policy which is available on our website.

In the first instance we hope you will feel free to talk to our teachers or SENCO. If this does not resolve your concern you are welcome to meet with the Head Teacher or a member of the Senior Leadership Team.

Finally, formal complaints should be referred to the Chairman of Governors:

Nick S. Kandola
The Khalsa Academies Trust Limited
4 Wood End Close
Farnham Common
Bucks
SL2 3RF

Involvement with other bodies:

In some cases, involvement with other professional bodies is required when further support of pupil's is required, such as:

- Speech and Language therapists (SALT)
- Occupational Therapist (OT)
- Educational Psychologist (EP)
- CAHMS
- School nurse
- School welfare attendance officer

Before any referrals are made, contact will be made with parents/guardians to ensure regular communication.

Transition arrangements:

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving from or to another school, training provider or moving into employment. KSA is committed to working in partnership with children, families and other schools and providers to ensure positive transitions occur. The staff will work to form excellent relationships with all feeder schools and destination points as students leave, in order to ensure transitions are smooth, stress free and effective for all students and particularly those with SEN.

Planning for transition is a part of our provision for all learners with SEN. Moving classes and leaving destinations will be discussed with you and your child at their summer term review meeting.

LA local offer:

The local offer is where you can find all the help there is in Buckinghamshire for children and young people from 0 to 25 with special educational needs and disabilities.

Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about services available and;
- To ensure that local services involve and listen to the wishes and aspirations of local children/young people with special educational needs and their parents and carers, when they develop and review the service they provide.

To find out more about the Local Offer, please visit www.bucksfamilyinfo.org and click on the Family Information tab.