



**THE KINGSWAY
ACADEMY**

SEND INFORMATION REPORT

1. The kinds of special educational needs for which provision is made at the school

The Kingsway Academy is an inclusive Academy that welcomes all who wish to attend whilst recognising that some face barriers to attendance, participation and achievement, we endeavour to be fully inclusive.

Provision for SEND pupils includes:

- **COGNITION AND LEARNING:** Moderate Learning Difficulties, Specific Learning Difficulties, Dyscalculia, Dyslexia and Dyspraxia.
- **SENSORY MEDICAL AND PHYSICAL:** Diabetes, Narcolepsy, Asthma, Epilepsy, Visual Impaired, Hearing Impaired and Physical difficulties.
- **COMMUNICATION AND INTERACTION:** ASD, Asperger Syndrome, Speech and Language.
- **SOCIAL, EMOTIONAL AND MENTAL HEALTH**

The Kingsway Academy has an Education Inclusion Base – The Redgrave Centre: which is a centre to support pupils with Moderate Learning Difficulties who all have statements and/or Educational Health Care Plans. The Redgrave Centre is currently funded for 25 places and provides specialist opportunities for specific groups of pupils who find full time mainstream education challenging, we do however provide support to integrate the Redgrave pupils as part of the Academy community and offer opportunities to attend mainstream lessons as part of robust integration plans.

2. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with SEN

At The Kingsway Academy we consider less than expected progress to be characterised by 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

In addition we look at progress in other areas than attainment which includes where a pupil needs to make additional progress with social needs in order to make a successful transition into adult life.

The Kingsway Academy regularly uses a variety of different forms of assessment to aide the identification of those pupils who are in need of additional intervention and/or support. We do this as a graduated approach which champions Quality Teaching First, followed by an individual support plan of strategies to be utilised within school which is monitored and reviewed, followed by an extensive information gathering exercise using the methods as described below. The academy use the following methods of identification and assessment using a child centred approach:

- Rigorous tracking of pupils who make less than expected progress
- Regular teacher led assessment
- CATS scores
- Previous school assessments
- SEN assessment tools that are utilised: NFER, DASH, Vernon, GL Screener
- Reading, writing and Spelling ages of pupils
- Involving parents as key partners
- Iris behaviour management monitoring system
- Internal centre of referral
- Learning Mentor monitoring
- Educational and pastoral reporting
- Referral to external agencies as appropriate

Parents and Carers will be informed if we think their child has an additional need and the young person will be involved in the planning to meet those needs. We pride ourselves on working closely with Parents/Carers and promote open lines of communication with all.

3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans, including

a. How the school evaluates the effectiveness of its provision for such pupils

We use assessment information and progress rates, in addition to pre and post interventions to analyse their impact and success.

Curriculum Area Leaders, Subject Leaders, teachers, teaching assistants, the SEND Department and Senior Leaders all have a role in analysing the attainment and progress data for children with SEND across the Academy, by class, year group and subject area.

We analyse the outcomes for pupils who have received interventions compared with that of those who have not in order to make appropriate adjustments where necessary. We carefully analyse trends over time of closing the gap between children with SEND and those without in order to assess the impact of our work.

All of the above is supported by evaluating Individual Education Plans (IEPs) twice a year. We measure progress made against the smart targets identified within IEPs, we look for increased participation and evidence of working towards meeting the targets.

We also examine the Iris Behaviour system for young people who experience difficulty within this area, and look towards reducing the incidents logged enhanced by a clear plan to support our young people to make positive choices.

b. The school's arrangements for assessing and reviewing the progress of pupils with SEND

We are committed to the assessment and reviewing of all pupils who have an additional need, in addition to what is outlined in Section 2 the Academy also engage with:

- Evaluation of IEPs takes place twice a year.
- Tracking of pupil progress in terms of National Curriculum Levels, GCSE grades etc takes place on a regular basis.

This work is monitored by Curriculum Area Leaders, Subject Leader, teachers, teaching assistants, the SEND Department and Senior Leaders.

- The progress of pupils who access Speech and Language Therapy (SALT) is assessed and reviewed regularly throughout the year.
- Pupils who have Educational Psychologist involvement access a cycle of consultation meetings where targets are set and reviewed.
- Pupils who have a Statement of Special Educational Needs and/or Educational Health Care Plan have an annual formal review and are closely monitored throughout the year in close consultation with Parents/Carers.
- When assessing SEND pupils, consideration is given to their needs e.g. a reader, scribe, extra time or rest break may be necessary. Where permitted during tests/exams this support is offered.
- Initial concerns are discussed with the SEND Department, followed by a meeting with the parent and appropriate referrals to outside agencies or appropriate intervention are made.

We hold regular opportunities to discuss pupil's progress with Parents including: Parent Meetings, progress meetings, planning meetings and any further meetings led by external agencies.

c. The school's approach to teaching pupils with SEN

When planning and teaching the National Curriculum and exam syllabi, all teachers must set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment.

All pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Teachers plan suitable learning for pupils with attainments significantly above or below the expected key stage levels.

All teachers:

- set high expectations and provide opportunities for all to achieve
- take account of legislation requiring equal opportunities
- take specific action to create effective learning environments, secure pupils' motivation and concentration, provide equality of opportunity, use appropriate assessment and set targets for learning.

For pupils with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities.

Children with SEN

The fundamental aim of The Kingsway Academy is to enable each pupil who attends to achieve all that they can – to embrace and fulfil their potential. Unlocking potential and removing barriers to learning is the commitment of The Kingsway Academy. We work in partnership with all our Parents/Carers to make high aspirations a reality for every pupil.

We aspire to ensure that Quality first teaching takes place in all of our learning environments. Provision for pupils with SEND is a matter for the Academy as a whole. All teachers are teachers of pupils with SEND. Teaching such pupils is therefore a whole Academy responsibility. At the heart of The Kingsway Academy is a continuous cycle of planning, teaching and assessment which takes into account a wide range of abilities, aptitudes and interests of our pupils. The majority of our pupils will learn and progress with these arrangements. Those with SEND will receive support that is additional or different, according to their need.

Teachers:

- take account of the type and extent of a pupil's special educational needs in planning and in assessment
- provide support for communication, language and literacy needs
- plan, where necessary, to develop pupils' understanding through the use of all available senses and experience
- plan to enable children to take full part in learning, physical and practical activities
- help pupils to manage their behaviour, to take part in learning effectively and safely and, at key stage four and five to prepare for work
- help individuals to manage their emotions, particularly trauma and stress, and to take part in learning

Children with disabilities

Not all pupils with disabilities necessarily have special educational needs. Teachers take action however, to ensure pupils with disabilities are able to participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication. Teachers:

- plan for enough time for satisfactory completion of tasks
- plan opportunities where needed for the development of skills in practical aspects of the curriculum
- identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals

At The Kingsway Academy, students are placed in sets for English, Maths, Science and Humanities subjects based on ability measured by the KS2 National Test results, CATs and internal tests. Students can move between groups at the discretion of the Subject or Curriculum Leader.

In the Education Inclusion Base, students are taught: English, Maths, Humanities, PSHCE and PR (Philosophy and Religion) in the base for two years while they are integrated in mainstream lessons for Art, Food Technology, DT, ICT, Science, PE and French with dedicated TA support. In Year 9 the students are integrated in mainstream lessons, again with TA support. Once they enter KS4, students will pursue their option subjects and whilst TA support remains in place, students are encouraged to develop independent work and study skills.

For their post-16 pathway, many SEND students choose to study at The Kingsway Academy Sixth Form whilst others elect to secure a place at one of the local colleges.

d. How the school adapts the curriculum and learning environment

In the classroom The Kingsway Academy acts upon advice from external agencies, and we deliver high standards of education adapted as appropriate to the varying needs of our pupils.

We are committed to differentiation, examples of how the curriculum and environment are adapted include:

- Grouping – small group/1:1/ability/friendship
- Teachers adapt both the content and the delivery of content and pace of lessons to meet the needs of the pupils. A range of lesson formats are used including: thematic units/games, simulations, role-plays, discovery learning
- Pupils are offered a range of alternative recording methods – scribing, use of ICT, mind-mapping, photographs etc. as appropriate.
- The level of support is adapted to meet pupil need with the aim of securing pupil confidence and independence.

- Enlarging print for visually impaired pupils
- Sitting at the front for hearing impaired pupils
- Rest breaks for pupils as required
- Quiet work stations for pupils with ASD traits
- Dyslexia specialist teacher offers support and advice to staff

We endeavour to use all aspects of Assessment For Learning to impact on the quality of learning – enabling pupils to really understand where they are up to with their learning and to understand what they need to do next to improve further.

e. Additional support for learning that is available for pupils with SEN

At The Kingsway Academy we provide opportunities to support the learning of students with SEN through a variety of ways:

- We have a dedicated team of Teaching Assistants who offer 1:1 classroom support, small group work and interventions as needs are identified
- We have a range of technological and ICT resources available for pupils with SEN
- We have a range of resources available such as overlays, reading rulers and EAL bi-lingual dictionaries
- Reading Partners – Year 7 students work with a Sixth Form reading partner to promote skills and a love of reading.
- Learning Mentor support provides pastoral care to our diverse cohort of students helping to ensure they are able to achieve their full potential. Working mostly with individual learners the Mentor helps students to manage any issues that are hindering their attendance or performance. The Learning Mentor will also provide academic support through additional lessons, interventions and look in vocational education placements.
- Lexia is a computer based literacy enhancing package that we use for pupils with an identified need in this area
- We also offer Lifeboat which is a paper based literacy building programme
- Reading interventions through English faculty TA's
- 1:1 and small group SpLD teaching with dyslexia specialist trained teacher
- Social Skills programmes such as Talkabout

The Internal Centre of Referral (ICE/Impact) Manager will build an individualised package of support based on pupils diverse range of needs, this may include: anger management, person centred counselling, self-esteem and confidence building just to name a few.

f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum

We are committed to making our extra-curricular activities accessible to all of our pupils and also we provide additional clubs specifically for pupils with an additional need.

The range of activities currently delivered are:

- Boccia multi-sports club for SEND pupils
- ICT club specifically for SEND pupils
- Game and computer workshops
- Homework club during lunch time and after school each supported by Teaching Assistants
- Performing Arts clubs and the opportunity to take part in the Academy show
- Sports related clubs: Boxercise, Badminton, Football, Dodge ball, Netball and Rugby
- Social and Communication groups as needed are identified

g. Support that is available for improving the emotional and social development of pupils with SEN

We offer several pathways of support for our pupils who have the opportunity to engage with:

- well-being programmes
- an identified mentor
- a robust keyworker system
- pastoral support planning
- social communication programmes
- self-esteem and confidence building programmes
- anger management programmes
- person centred counselling

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO

The current person with over arching responsibility for SEND pupils is: Stacia Pettersen,

The Assistant SENCO is Glenda Lynch.

Please contact us at The Kingsway Academy Tel. 0151 677 7825.

5. Information about the expertise and training of staff in relation to CYP with SEN and about how specialist expertise will be secured

Staff

SEND Lead: Mrs SM Pettersen: BA (Hons) MA Hons) PGCE (SEN) PGDip Leading for Results PGCert Leadership and Management in Education, EYPS, Team Teach, Price training, currently studying MA (Hons) Educational Leadership in SEN and National Senco Award

Assistant SENCo: Mrs G Lynch BA (Hons); PGCE; PG Cert SpLD; Advanced Diploma SEN; PG Cert NASENCo - Award pending; 10 years experience as a Learning Support teacher.

Education Inclusion Base Co-ordinator: Mrs S Brown BSc (Hons). Two years' experience of managing the Education Inclusion Base.

Assistant EIB Co-ordinator: Mrs R Ward HLTA, BA (Hons) Teaching and Learning, MA Education (currently on maternity leave)

Learning Mentor: Ms J Williams BA (Hons) Social Science, Level 2 Certificate in Youth Work

Teaching Assistants

Mrs S Rutter - NNEB, HLTA

Mr P Ritchie - HNC Avionics- Engineering, Teaching Assistant

Mrs Y Davidson - NVQ3, Diploma English & Psychology

Mrs K Pitts- NVQ3 Teaching Assistant

Mrs L Nicholls – NVQ2 Teaching&Learning, CT CoActive Coaching Certificate, NCFE Level 2 Mentoring Certificate

Ms P Keating – NVQ2 Teaching Assistant

Educational Inclusion Base

Mrs M Mayor- NVQ3 Teaching Assistant, NOCN Level 2 Behaviour Management

Mrs D Rowlands – NVQ3 Teaching Assistant

Faculty TAs

Mrs E Richards (KS4) - NVQ3 Teaching Assistant

Maths Mrs G Cunliffe - NVQ in CCLD

Science Mrs A Prior - BSc (Hons) Zoology, PGCE Secondary Science

Sixth Form TA

Mrs J Mealor - Diploma in Childcare & Education BA (Hons) Teaching, Learning & Mentoring

ICE

Mrs D Lidgett - BSC Psychology, Co-Active Coaching Diploma, Diploma in Counselling, Restorative Justice

We offer a rolling programme of support and CPD opportunities to all of our staff at The Kingsway Academy, the SEND team all have several years of experience, and are happy to offer advice and guidance to the wider team.

6. Information about how equipment and facilities to support CYP with SEN will be secured

We are currently updating our Accessibility plan to be in line with updates in legislation to ensure compliance with the Equality Act 2010.

7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child

We are currently reviewing our practice around consulting with parents/young people and aim to develop a robust plan in consultation with our families to include:

- Weekly basis contact with parents/carers/families
- Coffee mornings
- Parents evenings
- Open door policy
- Planning meetings
- Statutory meetings

8. The arrangements for consulting young people with SEN about, and involving them in, their education

We are currently reviewing our practice around consulting with parents/young people and aim to develop a robust plan in consultation with our families to include:

- Involvement of young people within the planning processes such as contributing to IEPs
- Questionnaires
- Interviews
- Pupil Voice Academy Council
- Any other methods of communication identified through consultation

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school

The school complaints procedure applies.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such children

We have a team around the child approach at The Kingsway Academy and engage with numerous external agencies for best outcomes for our pupils. We have developed excellent relationships with our colleagues from: Wirral Education Authority, Camhs, Educational Psychology Service, SEND Partnership, Advisory Teachers, Speech and Language Therapy Service, Social Care, NHS including the Community Paediatricians and a range of third sector and voluntary organisations who are involved with pupils.

We aim through the Education Health and Care planning process will mean that there will be more holistic support around young people and their families.

11. The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living

SEND Partnership (Formerly Parent Partnership) Unit 7 Wirral Business Park Arrowe Brook Road Upton Wirral CH49 1Sk	0151 522 7990 www.wired.me.uk
Speech and Language Therapy Service (SALT) 3,Port Causeway Bromborough Wirral CH 62 4SY	0151 514 2334
Wirral Education Authority (Statutory Assessment Team) Hamilton Building Conway Street Birkenhead Wirral CH41 4FD	0151 606 2000
Wirral Autistic Society Unit C, Oak House 6 Tebay Rd, Bromborough Wirral	0151 334 7510
SENAAT (Special Educational Needs Advisory/Assessment Team) Orretts Meadow School Woodchurch Birkenhead	0151 678 8070
Child and Family Team Adcote House Kent Street Oxton Wirral CH43 6TX	0151 670 0031
MEAS (Minority Ethnic Achievement Service) PEC Acre Lane Bromborough Wirral CH 62 7BZ	0151 346 6697

SESS (Special Educational Support Service) PEC Acre Lane Bromborough Wirral CH 62 7BZ	0151 346 6608
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12. Information on where the local authority's local offer is published

www.localofferwirral.org