

# Special educational needs (SEN) information report

KTS Academy



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### What do we mean by the SEN Information Report?

By law all schools have to provide details about how they will support a child with special needs. This is the SEN Information Report.

All children attending KTS Academy must have an Education Health Care Plan (EHCP).

KTS Academy's SEN Information Report will include details of the support we will provide for your child.

This will relate to the advice within the Education Health Care Plan.

## **1. Who can attend KTS Academy?**

KTS academy is commissioned by the Local Authority to provide 170 places for pupils aged 3 -19 years who have and an EHCP with Cognition and Learning or Communication and Language as a primary need. This includes pupils with severe learning difficulties (SLD), profound, multiple learning difficulties (PMLD). Many of our children have a diagnosis of autism and some have physical and medical needs.

All applications must be made through Redcar and Cleveland Local Authority.

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

Each class, has a teacher and level 4 teaching assistant. In addition, classes have a team of level 2 teaching assistants, the number of which will depend on the needs of the pupils in that class group. In nursery, which has fewer pupils, the level 4 TA is shared across our Early Years Foundation Stage.

All staff are encouraged and supported to continue their professional development as outlined in the schools 'Continued Professional Development' Policy. This includes a robust induction programme for all new staff, supporting them to deliver the curriculum and support each pupil's needs effectively.

The school has active links with a range of outside agencies as partners:

- Elements of the medical profession.
- Psychological services.
- Occupational therapists.
- Physiotherapists
- Speech and language therapists
- Careers advice and support
- Social care
- Child and Adult Mental Health Service (CAMHS)

The school also liaises with other educational establishments (Primary, Secondary and Colleges) when appropriate and practical, to enhance the curriculum of pupils.

Appropriate transition plans are in place both for the in-coming pupils and pupils leaving KTS Academy. The 14-19 curriculum is specifically designed to identify an appropriate placement for after school and prepare pupils for this placement.

## **3. How will my child be supported and prepared before starting and leaving KTS Academy?**

There is a robust transition programme for our new pupils and also for our leavers.

New pupils:

- Family visits school
- School staff visit current setting
- Class teacher and Level 4 do a home visit
- Transition sessions in school
- Liaise with professionals involved e.g. current setting, portage, speech and language

Leavers:

- 3 leavers reviews throughout the year with parents
- Transition event in school – families invited and transitions Nurse.
- Visits to possible destinations
- Referrals to relevant adult services e.g. nursing, adult social care
- Applications supported by school i.e. college/day services.
- Once destinations identified, transitions supported by school staff.

#### **4. How will my child be transported to KTS Academy?**

Children who are in Reception year and above will be entitled to free school transport.

The SEN department will contact the Transport department who will then organise transport for your child. The driver and escort staff will introduce themselves to you and your child prior to your child starting school.

The date and time will be arranged and any medical information shared.

Parents are welcome to transport their child to school even if the child is entitled to free transport.

#### **5. How will the school measure my child's progress?**

Robust assessment tools are used throughout school in order to identify pupils' needs, and next steps and teachers use this information to carefully plan sequences of lessons using the relevant curriculum. Formative and summative assessment takes place throughout the year and parents are kept informed about their child's progress THROUGH Tapestry, an online learning journal, as well as regular meetings.

Pupil's Personal Goals are sent home each term. These are small steps which feed into the outcomes on the child's EHCP. Parents are encouraged to contribute to these and share achievements at home.

#### **6. How will I be involved in decisions made about my child's education**

Parents and families are partners and we strive to ensure their views are listened to and acted upon. Different ways we involve parents and families are below:

- Parents/carers have daily contact via home-school diaries or the Class Dojo App.
- Every term a copy of the pupil's/student's personal goals is sent home with suggestions of ways support can be given at home. Parents/ carers are encouraged to contribute to these.
- Tapestry is an online learning journal which is used across school to share pupil progress with parents/carers, who are also able to contribute to this.
- Parents are invited to an annual meeting to review their child's EHCP and their Outcomes, discuss their progress and look at the support we need to put in place to achieve these.
- Regular contact is made between home and school through telephone calls.
- Annual parent's evening.
- Parents can be voted to serve as governors.
- Parent/carer and pupil surveys are sent out annually by the school, with results acted upon.

#### **7. How will you involve my child in decisions about their education?**

Where appropriate, pupils may be involved in making decisions about their education. For example, Pupil Voice is taken into account and the suggestions made by the RRSA Steering group (school council) are reviewed and discussed in leadership meetings. Older students make decisions about the pathways they choose and their careers programme is tailored around their choices.

Right across school, pupil's interests are taken into account and their curriculum reflects these.

## 8. How will the school adapt its teaching for my child?

The KTS Curriculum is broad and balanced and goes beyond the academic. It is tailored to meet pupil's individual needs to help them reach their potential.

There are two curriculum pathways which determine **what** the pupils will learn. The Developmental Curriculum focuses on the areas of Communication and Language, Personal, Social and Emotional and Development and Physical Development. It also covers Expressive Arts and Design, Literacy, Mathematics and Understanding the World. This curriculum is delivered in a cross-curricular way, through a topic-based approach. Pupils have access a wide range of resources in their classrooms and can access their learning in both structured sessions/activities and also by accessing continuous provision in the classrooms - developing their play and social skills.

The Formal Curriculum is based on the National Curriculum. The Formal Curriculum has a subject-specific approach, however these are taught through topics, which make pupil's learning rich and meaningful and knowledge and skills are built upon as pupils move through school.

The way the two curriculums are delivered will depend on the nature of the pupils in that group and how they learn. There are four approaches to how the curriculums are delivered:

Engagement → Pre-formal → Semi-formal → Formal

Pupils have access to a wide range of enrichment activities to broaden pupil's experiences. This might include trips out of school to theatres, farms, museums and Senses Wellbeing Centre, or visiting specialists in school such as musicians, sensory storytellers and animal encounter groups. Each year we have a rich calendar of events including our KTS Pumpkin Patch, Arts Week and Healthy Schools Week.

Teachers plan carefully, using pupil assessments, to determine which curriculum pathway is best suited to each pupil and adapts it accordingly.

Within Upper School at KTS Academy we follow the same curriculum as lower school, with an additional focus on careers and independent living, which are taught through stand-alone lessons. All Post 16 students work towards a qualification in English, Maths and Independent living. Qualifications are determined by appropriate level and capabilities.

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term – share this with families.
- Teachers have termly pupil progress meetings with the senior leadership team to discuss each pupil and how they are progressing. Any barriers are identified and actions are set and implemented, as necessary.
- Assessment is ongoing and small steps are measured using a system called 'Bsquared'. This allows teachers to see 'next steps' and identify gaps, ensuring their planning addresses these through delivering a broad and balanced curriculum.
- Holding an annual review to review their EHCP.

## 10. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The school works closely with the local authority, attending placement planning meetings throughout the year to ensure the admissions process is fair.

KTS is consulted on pupils the local authority has identified as needing a special school place. KTS then responds to let them know if we can meet the pupil's needs. If we can meet the pupil's needs, the local authority then decide if they accept the place for that pupil.

We are happy to show around families of prospective pupils throughout the year.

## 11. How does the school support pupils with disabilities?

KTS Academy has produced an **accessibility plan** in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

All of these documents can be found on the school website, or a paper copy can be requested.

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

We provide support for pupils to progress in their emotional and social development in the following ways:

- The RRSA Steering group/school council meet each half term and have the chance to raise any issues that are important to them or their peers. The steering group has members from KS2 upwards, to ensure the whole school is represented.
- There are inclusive social opportunities across school, for pupils from different classes to mix, including choir and ICT club, as well as playtimes.
- Many pupils are supported by Jill, the OT from Treetops, who assesses their sensory needs and writes a programme to help them regulate their sensory needs.
- A counsellor from Time4U come into school each week to support pupils who need additional help with their mental health and wellbeing.
- Staff work closely with CAMHS and meetings are held in school that involve professionals, alongside the family, to ensure there is a multi-disciplinary approach to supporting each pupil.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by ensuring children understand what bullying is and how to prevent it, through the curriculum. We also recognise 'anti-bullying week' each year across school. Bullying incidents are very low and when they do occur, they are logged and monitored by the safeguarding team to ensure they are actioned accordingly.

## 13. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

## **Between classes/phases of school**

To help pupils be prepared for a new class we:

- › Ask both the current teacher and the next year's teacher to meet and share all relevant information.
- › Schedule transition sessions with their new class towards the end of the summer term.
- › Invite families to an open evening to visit their child's new classroom and meet their teacher.

## **14. What support is in place for looked-after and previously looked-after children with SEN?**

Sarah Gunn and Alexis Gardner are the designated Teachers for KTS. It is their job to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## **15. What should I do if I have a complaint about my child's SEN support?**

A link to all policies, including KTS Complaints procedures, can be found here:

[KTS Academy - Policies \(kts-academy.org.uk\)](https://www.kts-academy.org.uk/policies)

Complaints about SEN provision in our school should be made to the headteacher, or relevant member of staff in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Further information can be found:

[People's Information Network | Mediation and Disagreement Resolution Services in Redcar & Cleveland \(peoplesinfonet.org.uk\)](https://www.peoplesinfonet.org.uk/mediation-and-disagreement-resolution-services-in-redcar-cleveland)

## **16. 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 Redcar and Cleveland's local offer. Redcar and Cleveland publishes information about the local offer on their website:

[People's Information Network | SEN and Disability \(peoplesinfont.org.uk\)](http://peoplesinfont.org.uk)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Redcar and Cleveland \(councilfordisabledchildren.org.uk\)](http://councilfordisabledchildren.org.uk)

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

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)

## 17. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN



- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages.