

Special educational needs and disabilities (SEND) information report

KTS Academy



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Key contacts

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If you have any questions about your child's SEND support, please contact the SENCO in the first instance.

Contents

1. [Who can attend KTS Academy?](#)
 2. [Which staff will support my child, and what training have they had?](#)
 3. [How will my child be supported and prepared before starting and leaving KTS Academy?](#)
 4. [How will my child be transported to KTS Academy?](#)
 5. [How will the school measure my child's progress?](#)
 6. [How will I be involved in decisions made about my child's education?](#)
 7. [How will my child be involved in decisions made about their education?](#)
 8. [How will the school adapt its teaching for my child?](#)
 9. [How will the school evaluate whether the support in place is helping my child?](#)
 10. [How does the school make sure the admissions process is fair for pupils with SEN or a disability?](#)
 11. [How does the school support pupils with disabilities?](#)
 12. [How will the school support my child's mental health and emotional and social development?](#)
 13. [What support will be available for my child as they transition between classes or settings or in preparing for adulthood?](#)
 14. [What support is in place for looked-after and previously looked-after children with SEN?](#)
 15. [What should I do if I have a complaint about my child's SEN support?](#)
 16. [What support is available for me and my family?](#)
 17. [Glossary](#)
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What do we mean by the SEND Information Report?

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

All children attending KTS Academy must have an Education Health Care Plan (EHCP). KTS Academy's SEND 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 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)
- Autism (many of our children have a diagnosis of autism)
- Physical and medical needs (some pupils)

How to apply: All consultations must be made through Redcar and Cleveland Local Authority.

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

Staffing structure

Each class has:

- **1 qualified teacher**
- **1 level 4 teaching assistant**
- **A team of level 2 teaching assistants** (the number depends on the needs of pupils in that class)

Staff training and development

All staff are encouraged and supported to continue their professional development as outlined in the school's '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
- **Regular training updates** on SEND best practice, safeguarding, behaviour management, and therapeutic approaches
- **Specialist training** where needed to support specific pupil needs (e.g. epilepsy management, positive behaviour support, communication strategies)

Partnership working

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.

2. 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

We understand that starting a new school can be daunting. Our transition process includes:

- **Family visits to school** – you'll have the opportunity to look around and meet key staff
- **School staff visit your child's current setting** – to observe your child and speak with their current teachers
- **Home visit** – to meet your child in their familiar environment and discuss their needs, interests and routines
- **Transition sessions in school** – your child will have several visits to their new classroom before they start
- **Liaison with professionals** involved with your child (e.g., current setting, portage, speech and language therapists)

Leavers

Preparing for the next stage is carefully planned:

- **Up to three leavers' reviews throughout the year** with parents to discuss options and plans
 - **Transition event in school** – families are invited along with the transitions nurse
 - **Visits to possible destinations** – we support visits to colleges or day services
 - **Referrals to relevant adult services** (e.g., nursing, adult social care)
 - **Applications supported by school** (e.g., college/day services)
 - **Once destinations are identified, transitions are supported by school staff** – we'll accompany your child on visits and provide detailed handover information
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3. How will my child be transported to KTS Academy?

Free school transport

Children who are 5 years old and above are entitled to free school transport until Year 11. The SEN department will contact the Transport department who will then organise transport for your child.

Meeting the transport team

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.

Alternative arrangements

Parents are welcome to transport their child to school even if the child is entitled to free transport. If you choose to do this, please inform the school office so we can update our records.

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

We use a range of assessment methods to track your child's progress and identify their next steps.

Assessment tools and approaches

B Squared assessment system – This is our main tracking tool which:

- Breaks down learning into very small steps
- Allows teachers to track progress in all curriculum areas
- Identifies gaps in learning so teachers can plan to address these
- Shows 'next steps' for each pupil

Engagement model – For pupils working at the earliest stages of development, we use the engagement model which assesses:

- Exploration (how pupils interact with their environment)
- Realisation (how pupils begin to understand cause and effect)
- Anticipation (how pupils predict what will happen next)
- Persistence (how pupils maintain focus and engagement)
- Initiation (how pupils start activities independently)

How often we assess

- **Ongoing formative assessment** – teachers assess daily through observation and interaction
- **Termly summative assessment** – formal assessments are completed three times per year
- **Annual review** – a comprehensive review of your child's EHCP outcomes

Sharing progress with you

- **Tapestry** – an online learning journal where you can see photos, videos and observations of your child's learning in real-time. You can also share achievements from home
- **Personal Goals** – shared on Tapestry or sent home each term, showing the small steps your child is working on from their EHCP outcomes
- **Home-school diary or Class Dojo** – daily communication about your child's day
- **Parents' evening** – annual opportunity for a detailed face-to-face discussion
- **Annual review** – formal meeting to review EHCP outcomes and progress

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

Parents and families are partners and we strive to ensure your views are listened to and acted upon.

Ways we involve you

Daily communication:

- Home-school diaries or the Class Dojo App keep you informed about your child's day

Termly involvement:

- Personal goals are sent home each term with suggestions of ways you can support at home
- You're encouraged to contribute ideas and share what you're working on at home

Online learning journal:

- Tapestry allows you to see your child's learning in real-time
- You can contribute by sharing achievements and activities from home

Annual review:

- You're invited to an annual meeting to review your child's EHCP and their outcomes
- We'll discuss their progress and look at the support we need to put in place to achieve their goals

Regular contact:

- Telephone calls between home and school
- Annual parents' evening for detailed discussions
- Additional meetings can be arranged at any time if needed

Wider involvement:

- Parents can be voted to serve as governors
- Parent/carers and pupil surveys are sent out annually, with results acted upon

If you have concerns

Please don't wait for scheduled meetings if you have concerns. Contact your child's class teacher or the SENCO at any time.

7. How will my child be involved in decisions made about their education?

We believe in listening to our pupils and involving them in decisions about their learning wherever possible.

Pupil voice across the school**RRSA Steering Group (School Council):**

- Meets each half term
- Members from KS2 upwards ensure the whole school is represented
- Pupils can raise issues that are important to them or their peers
- Suggestions are reviewed and discussed in leadership meetings

Individual involvement:

- Pupils' interests are taken into account when planning their curriculum
- Older students make decisions about the pathways they choose
- Careers programmes are tailored around student choices
- Where appropriate, pupils contribute to their annual reviews and share their views about their learning

Communication methods:

- For pupils who use alternative communication methods (e.g., symbols, signing, communication aids), we ensure they have ways to express their views and preferences
 - Staff are trained to recognise and respond to non-verbal communication
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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 pupils' individual needs to help them reach their potential.

Our curriculum pathways

At KTS Academy, our curriculum is firmly rooted in the core areas of the Early Years Foundation Stage. We believe this is called the "Foundation Stage" for a vital reason: without robust development in the three prime areas—Communication, Physical Development, and Personal, Social, and Emotional Development our pupils cannot truly flourish. These pillars form the bedrock of all future learning, providing the stability and confidence needed for pupils to navigate the world with increasing independence. Furthermore, these Prime areas directly underpin the four Specific areas (Literacy, Mathematics, Understanding the World, and Expressive Arts and Design), allowing skills to be seamlessly transferred and applied across the entire curriculum.

As pupils move through the school, the curriculum evolves to match their developmental readiness. While the "roots" remain constant, other areas of learning begin to branch off as pupils transition toward more formal pathways. For example, the initial exploration of Understanding the World gradually transitions into discrete disciplines such as Science, Geography, History, Computing, and RE. This coherent progression ensures that every stage of learning builds purposefully upon previous goals, preparing our young people for a fulfilling and purposeful adulthood.

Across all subject and learning areas, we embed the school's core values alongside essential functional skills. Our "Beyond the Academic" philosophy means that life skills are not taught in isolation but are practiced throughout the school day in every task and situation. By creating a "joined-up" educational experience, we empower our pupils to draw on their knowledge and skills across all areas of learning, ensuring they are well-equipped with the transferable skills necessary for lifelong success and happiness.

Engagement Pathway

This pathway is designed for a diverse group of young people who navigate significant cognitive challenges, often accompanied by difficulties in mobility, sensory processing, and communication. Because these pupils require a high level of tailored support to engage with the world, our approach focuses on experiential and developmental learning experiences that meet their unique needs.

Pre Formal Pathway

Pupils on this pathway are supported through an approach that bridges the gap between interest-led discovery and structured learning. While these learners often prefer to follow their own agendas within this pathway staff develop sessions and actively support pupils to attend groups and circle times for increasing periods, building their tolerance of spending time with others.

Semi Formal Pathway

This pathway represents a transition where pupils begin to engage in subject-specific learning. We recognise that these learners often face barriers regarding abstract concepts, sequential memory, and the generalisation of understanding. To address this, our curriculum utilises a hands-on, experiential learning model that builds directly upon the play-based foundations established in our earlier pathways. By grounding academic concepts in tangible, first-hand experiences, we ensure that learning is meaningful, memorable, and, rooted where possible, in the "real world."

Formal Pathway

The Formal Pathway is designed for pupils who demonstrate the cognitive readiness to engage with subject-specific learning through more traditional teaching approaches. These learners typically work at Year 1 of the National Curriculum or above however this can fluctuate by subject and our highly specialist teachers are able to adapt the learning to suit a range of cognitive levels. While they are working significantly below age-related expectations, we maintain high ambitions for their progress, providing a high-quality, adapted National Curriculum that broadens their horizons and introduces them to the rich diversity of a wide range of subjects.

Teaching approaches

The way the curriculums are delivered depends on the nature of the pupils in each group and how they learn. Teachers carefully plan using pupil assessments to determine which curriculum pathway and approach is best suited to each pupil, and adapt accordingly.

Enrichment activities

Pupils have access to a wide range of enrichment activities to broaden their experiences:

Trips out of school:

- Theatres
- Farms
- Museums
- Senses Wellbeing Centre

Visiting specialists:

- Musicians
- Sensory storytellers
- Animal encounter groups

Annual events:

- Harvest
- Arts Week
- Healthy Schools Week

Upper School and Post-16

Within Upper School we follow the same curriculum pathways, with an additional focus on **Preparing for Adulthood (PfA)**.

Post-16 qualifications:

- All Post-16 students following the Formal pathway work towards qualifications in English, Maths and Employability
- Post 16 students on other pathways work towards ASDAN qualification in Personal Progress.

Embedding therapeutic programmes

We work with a range of professionals to ensure pupils' therapeutic programmes are embedded within their curriculum:

- Occupational Therapy programmes

- Physiotherapy programmes
- Speech and Language Therapy programmes
- Emotional Literacy Support Assistant

We also work closely with medical professionals, including CAMHS and social care, to ensure we support each pupil in a holistic way.

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

We regularly review the effectiveness of the support your child receives to ensure it's making a difference.

Termly evaluation

Personal goals review:

- Every term we review your child's progress towards their personal goals
- These are shared with families
- If progress is slower than expected, we adjust our approach

Pupil progress meetings:

- Teachers have termly meetings with the senior leadership team
- We discuss each pupil and how they are progressing
- Any barriers to learning are identified
- Actions are set and implemented as necessary

Ongoing assessment

B Squared tracking:

- Assessment is ongoing throughout the term
- Small steps are measured using B Squared
- This allows teachers to see 'next steps' and identify gaps
- Planning is adjusted to address these gaps through a broad and balanced curriculum

Annual review

EHCP review:

- We hold an annual review to evaluate your child's EHCP
- We assess whether outcomes have been met
- We consider whether the provision in place is effective
- We set new outcomes and adjust provision as needed

What happens if support isn't working?

If we identify that current support isn't having the desired impact, we will:

- Discuss this with you
 - Consult with relevant professionals (e.g., educational psychologist, therapists)
 - Try different approaches or strategies
 - Consider whether additional or different provision is needed
 - Update the EHCP if necessary
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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 to ensure the admissions process is fair and transparent.

Our admissions process

Placement planning meetings:

- We attend placement planning meetings throughout the year with the local authority
- The local authority identifies pupils who need a special school place

Consultation:

- KTS is consulted about individual pupils following MAEHCP panel
- We carefully consider whether we can meet the pupil's needs
- We review our current capacity and resources

Decision-making:

- If we can meet the pupil's needs, a decision is made by the local authority about whether a place will be offered
- As KTS Academy is over-subscribed, decisions are made based on individual cases
- Pupils with the highest needs are given priority

Visiting the school

We are happy to show around families of prospective pupils throughout the year on pre-planned open evening to minimise disruption to pupils. Please contact the school office to arrange a visit.

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. Our aim is to ensure 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 accessibility plan covers:

Physical access:

- The school building is wheelchair accessible
- We have accessible toilets and changing facilities
- Specialist equipment is provided where needed (e.g. hoists, standing frames)
- Classrooms are adapted to meet individual needs

Access to the curriculum:

- Adapted teaching approaches
- Specialist resources and equipment
- Visual supports and communication aids
- Sensory equipment
- Therapeutic input embedded in the curriculum

Access to information:

- Information is provided in formats that meet individual needs
- Use of symbols, pictures and simplified language where appropriate
- Communication aids and technology
- Translation services available for families whose first language is not English

Related policies

Our special educational needs policy outlines the school's provision for supporting pupils with SEND, and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students.

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

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

We recognise that emotional wellbeing is essential for learning and development. We provide support in the following ways:

Pupil voice and social opportunities**RRSA Steering Group/School Council:**

- Meets each half term
- Members from KS2 upwards represent the whole school
- Pupils can raise issues important to them or their peers

Social opportunities:

- Inclusive activities across school for pupils from different classes to mix
- Structured and unstructured playtimes
- Talent shows, discos and Magic Breakfast

Specialist support**Occupational Therapy:**

- Many pupils are supported OT from Treetops
- They assess sensory needs
- Writes sensory programmes to help pupils regulate
- Strategies are embedded throughout the school day

ELSA:

- A qualified teaching assistant delivers Emotional Literacy Support sessions
- Provides additional support for pupils who need help with their mental health and wellbeing
- Sessions are tailored to individual needs

CAMHS (Child and Adolescent Mental Health Service):

- Staff work closely with CAMHS
- Multi-disciplinary meetings are held in school
- Involve professionals and families

- Ensure a holistic approach to supporting each pupil

Preventing bullying

Zero tolerance approach:

- We have a 'zero tolerance' approach to bullying
- Children learn about bullying and how to prevent it through the curriculum
- We recognise 'Anti-Bullying Week' each year across school
- Bullying incidents are very low
- When they do occur, they are logged and monitored by the safeguarding team
- Action is taken promptly and appropriately

Curriculum support

PSHE and emotional literacy:

- Emotional regulation strategies are taught and practiced
 - Social skills development is embedded throughout the curriculum
 - Pupils learn about feelings, friendships and relationships
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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:

Information sharing:

- Current teacher and next year's teacher meet to share all relevant information
- Detailed handover documents are completed
- Information about what works well and any concerns are discussed

Transition sessions:

- Scheduled towards the end of the summer term
- Pupils visit their new classroom several times
- They meet their new teacher and teaching assistants
- Familiar activities help them feel comfortable

Family involvement:

- Families are invited to an open evening
- You can visit your child's new classroom
- Meet their new teacher
- Ask any questions you may have

Additional support:

- For pupils who find change particularly difficult, we can arrange additional transition sessions
- Visual schedules and social stories can be created
- Transition books with photos of the new classroom and staff

Preparing for adulthood (Year 9 onwards)

Person-centred planning:

- Annual reviews focus on preparing for adulthood outcomes
- We consider employment, independent living, community participation and health

Careers education:

- Tailored careers programme
- Work experience opportunities where appropriate
- Visits to colleges and day services
- Support with applications

Transition to post-16 and beyond:

- See section 3 for details of our comprehensive leavers' programme
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14. What support is in place for looked-after and previously looked-after children with SEN?

Alexis Gardner is the designated teachers for looked-after children at KTS. It is her 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.

Support provided

Personal Education Plan (PEP):

- All looked-after children have a PEP
- We make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another
- The designated teacher attends PEP meetings

Additional support:

- Looked-after and previously looked-after pupils are supported in the same way as any other child
- We recognise that they may have experienced trauma or disruption
- Additional emotional support is provided where needed
- Close liaison with social workers and carers

Pupil Premium Plus:

- Looked-after children attract additional funding (Pupil Premium Plus)
 - This is used to support their educational and emotional needs
 - The designated teacher ensures this funding is used effectively
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15. What should I do if I have a complaint about my child's SEN support?

We hope that any concerns can be resolved quickly and informally. However, we have a clear complaints procedure if needed.

Step 1: Speak to your child's class teacher

If you have a concern about your child's SEN support, please speak to your child's class teacher in the first instance. They may be able to resolve the issue immediately or arrange a meeting to discuss your concerns in more detail.

Step 2: Contact the SENCO

If speaking to the class teacher doesn't resolve your concern, or if the issue is more complex, please contact the SENCO [insert name and contact details]. They will:

- Listen to your concerns
- Investigate the issue
- Meet with you to discuss possible solutions
- Put an action plan in place if needed

Step 3: Contact the headteacher

If you remain concerned after speaking to the SENCO, you can contact the headteacher, Sarah Gunn.

Step 4: Formal complaints procedure

If your concern is still not resolved, you can make a formal complaint using the school's complaints procedure.

How to access the complaints procedure: A link to all policies, including KTS Complaints Procedures, can be found here: [KTS Academy - Policies & Documents](#)
Alternatively, you can request a paper copy from the school office.

Escalating your complaint

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.

Further information: To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice, available at: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Disability discrimination claims

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.

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

How to make a claim: Visit: www.gov.uk/complain-about-school/disability-discrimination

Disagreement resolution and mediation

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: [Mediation and Disagreement Resolution Services in Redcar & Cleveland | Redcar & Cleveland: Information Directory](#)

16. What support is available for me and my family?

We understand that having a child with SEND can sometimes be challenging. Support is available for you and your family.

School support

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.

Contact us:

- Speak to your child's class teacher
- Contact the SENCO
- Call the school office
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Local support

Redcar and Cleveland Local Offer: Redcar and Cleveland publishes information about the local offer on their website, which includes details of all services and support available locally for children and young people with SEND and their families.

Visit: [Redcar and Cleveland Information Directory](#) | [Redcar & Cleveland: Information Directory](#)

SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service): This is a free, confidential and impartial service providing information, advice and support to parents and carers of children and young people with SEND.

Contact: [Families with additional needs | Redcar and Cleveland](#)

National support organisations

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

IPSEA (Independent Provider of Special Education Advice)

- Free and independent legal advice on SEND law
- Website: www.ipsea.org.uk

SEND Family Support

- Support and advice for families
- Website: www.sendfamilysupport.co.uk

Contact (formerly Contact a Family)

- UK-wide charity for families with disabled children
- Helpline: 0808 808 3555
- Website: www.contact.org.uk

NSPCC

- Support for families under stress
- Helpline: 0808 800 5000
- Website: www.nspcc.org.uk

Family Action

- Practical, emotional and financial support
 - Website: www.family-action.org.uk
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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

PEP – Personal Education Plan for looked-after children

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

SENDIASS – Special Educational Needs and Disabilities Information Advice and Support Service

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