



KINGSWOOD SECONDARY ACADEMY

SPECIAL EDUCATIONAL NEEDS and DISABILITIES ACADEMY INFORMATION REPORT

(Schedule 1 of the Special Educational Needs and Disability Regulations 2014)

2025/2026

OUR CORE VALUES

We promote an approach to Academy life based on our agreed set of 'core values':
equality - community - respect - responsibility - high expectation - achievement

STAFFING

The provision of support for pupils with special educational needs and disabilities is led by the SENDCo. The SEND Team includes specialist teachers, learning mentors, learning assistants and an administrator. The Academy has a team of trained counsellors and specialist workers who can provide a range of interventions. We also work extensively with a range of external professionals involved in the education, health and care of young people, including the Educational Psychology Service, NHS, CAMHS, and other specialist services.

SENDCo

Miss Justyna Skorwider

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SEND Admin

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SEND Team email:

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DSP Manager/ HLLM

Mrs Ana Pereira

Learning Support Manager Mrs Laura Boycott

Inclusion Manager Mrs Lorna Buchanan

Learning Mentors/ Teaching Assistants

Mrs Yvonne Conway

Mrs Carla Martins

Mrs Heather Palmer

Miss Doreen Boyle

Mrs Donna McAllister

Mrs Caroline Sumpter

Mrs Danielle Coates

Mrs Katie Kibble

Mrs Thea Marshall

WHAT DOES SEN MEAN?

Pupils have Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them. Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age; or
- Have a disability that prevents or hinders the pupil from making use of educational facilities of a kind generally provided for pupils of the same age in mainstream Academies or mainstream post-16 institutions.

Pupils are regarded as having Special Educational Needs if they require educational provision that is additional to, or different from, the educational provision made generally for pupils of their age.

TYPES OF SEN – THE CATEGORIES OF NEEDS

Communication and Interaction – this includes pupils with speech and language delay impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum.



Cognition and Learning – this includes pupils who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia. Pupils can be considered to have SEN (special educational need) under cognition and learning if their attainment in a specific area of development, across a range of subject skills, or globally, is more than 2 years below their peers (e.g. a pupil in Year 7 with a reading age of 8:11 or lower), standard score (scaled score) of <85.

Social, mental and Emotional Health - this includes pupils who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

Sensory and/or Physical Needs - this includes pupils with Sensory, multisensory and physical difficulties.

DISABILITY

Many pupils and young people who have SEND may have a disability under the Equality Act 2010 – that is „...a physical or mental impairment that has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities“. This definition provides a relatively low threshold and includes more pupils than many realise: „long-term“ is defined as „a year or more“ and „substantial“ is defined as „more than minor or trivial“. This definition includes Sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Pupils and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled pupils and young people and those with SEND. Where a disabled pupil or young person requires special educational provision, they will also be covered by the SEND definition.

SUPPORTING STUDENTS WITH MEDICAL CONDITIONS

Pupils at the academy with medical conditions are fully supported so they have full access to education and enjoy the same opportunities as any other child. Where children have additional physical or medical needs the academy will work collaboratively with Parent’s / healthcare professionals, to ensure access to the Academy. The academy recognises that pupils at the academy with medical conditions should be properly supported so that they have full access to education, including academy trips and physical education. Some pupils with medical conditions may be disabled and where this is the case, the academy will comply with its duties under the Equality Act 2010. Some may also have special educational needs

(SEND) and may have a statement, or Education, Health and Care (EHC) plan that brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The academy has a policy for Supporting Pupils at Academy with Medical Conditions that can be found under the “Policies” tab on the academy website.

ASSESS, PLAN, DO AND REVIEW

The SEN Code of Practice (2014) outlines a graduated response to pupils needs, recognising that there is a continuum of need matched by a continuum of support. **This response is seen as action that is additional to or different from the provision made as part of the academy’s usual differentiated curriculum and strategies.** The academy is records assessment and needs for most pupils identified as having a special educational need on a “live SEND register.

MANAGING PUPILS NEEDS ON THE SEND LIST

Some pupils on the SEND List will have an individual plan especially if there is a multiagency approach to meeting needs. A plan details important information about the pupil, including their areas of strengths and weakness, their outcomes and steps taken to allow pupils to achieve them and any other professionals who have contact with the pupil. Class teachers, parents, pupils and other professionals will all contribute to it and it is designed to be a working document that is updated to reflect the current needs of the pupil. Formal review meetings will take place during the year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan Class teachers are responsible for contributing to maintaining and updating plans. These are then shared with everyone involved with the pupil. The SENDCo reviews all records, including Inclusive Planning Grids, provided by class teachers to ensure consistency across the academy and appropriateness and quality of outcomes.

SUPPORTING PUPILS AND FAMILIES

Class teachers, in partnership with the SENDCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a pupil’s needs

mean that they are unable to access standardised tests, then the SENDCo will liaise with the class teachers to assess pupil's eligibility for access arrangements.

EDUCATION, HEALTH AND CARE NEEDS ASSESSMENTS

Where, despite the academy having taken relevant and purposeful action to identify, assess and meet the SEND of the pupil or young person, the pupil or young person has not made expected progress, the academy or parents should consider requesting an Education, Health and Care needs assessment.

CRITERIA FOR ENTRY ONTO THE SEND LIST

There are three levels of support for pupils with SEND:

Wave 1 – inclusive quality first teaching that includes reasonable adjustments

Wave 2 – Wave 1 + additional provision (usually advised by SEND Team as part of APDR cycle or indicated by prior attainment / cohort standardised testing or individual screening / assessments) and (usually time-limited) interventions that are needed to allow an individual pupil to learn / make expected educational progress based on prior attainment and compared with academic peers. (Wave 2 may include provision that becomes the normal way of working for the pupil that is different from most pupils of the same age for progress to be maintained and that indicates access arrangements for exams.) e.g.

- Small group – specified period of time
- Designed for pupils with the potential to „catch up“ and reach age- related norms by the end of the programme delivery
- Delivered by a trained member of staff
- Additional individual resources, e.g. alphasmart, coloured overlay, additional time
- Not a stepping stone to Wave 3

Wave 3 – Wave 1 + highly personalised, individual interventions, involving additional specialist provision e.g.

- For a small percentage of children and young people
- Structured and intensive programme that is tailored to individual’s specific difficulties
- One to one programme by a teacher/SEND Team member who has undertaken some additional training

SPECIALIST SUPPORT

Academies may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil’s area of need, the academy should consider involving specialists,

including those secured by the academy itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the pupil in the same way as other SEND support.

CRITERIA FOR EXITING THE SEND LIST

If it is felt that pupils are making progress that is sustainable without Wave 2 provision, then they may be taken off the SEND list.

If this is the case then the views of the teacher/s, SENDCo, pupil and parents need to be considered, as well as that of any other professionals involved with the pupil. If it is agreed by all to take the pupil off of the SEND register, then all records will be kept until the pupil leaves the academy (and passed on to the next setting). The pupil will continue to be monitored through the Academies monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

SUMMARY OF ROLES AND RESPONSIBILITIES (please refer to Trust SEND policy)

Provision for pupils with SEND is a matter for the academy as a whole. The Academy Advisory Council, in consultation with the Principal, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the academy.

LOCAL AUTHORITY OFFER

The Local Offer is the Council's offer for parents and young people. It will include provision both in and out of the Academy and will include services and support provided by the private and voluntary sectors as well as the Council and the National Health Service. North Northamptonshire County Councils local offer is aimed at providing better support and services for children and young people with special educational needs or disabilities and their families. The Local Offer has been developed in close partnership with a wide range of service providers. Their aim is:

- To improve outcomes for children and young people by making more information easily available to help make better choices
- For you to be clearer about what is available and why, and what alternatives are available

- To provide more effective signposting and to get it right first time.

<https://www.northnorthants.gov.uk/schools-and-education/local-offer-send-and-ehcplans>

FAQs:

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

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Regular student voice sessions, where pupils are asked about a variety of topics, within the school environment, and can contribute to future decisions.
- Complete a survey

How will the academy adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality inclusive teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our academy. We will adapt how we teach to suit the way the pupils work best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child. The SENDCO supports all staff at Kingswood Secondary Academy to make sure that differentiated lessons are delivered to meet the child's needs and there is a whole Academy approach to CPD to ensure that all staff are trained to deliver quality lessons that allow all children to succeed and develop.

These adaptations may include, but are not limited to:

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- Adapting and scaffolding our curriculum to make sure all pupils are able to access it, for example, by grouping, adapting the teaching style or content of the lesson, etc.
- Carefully considering our teaching approach, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils in small groups
- 1:1 instruction will be considered in specific circumstances, at which point funding requirements may need to be considered
- Teachers have access to individualised ‘Pupil’s Profiles’ sharing recommendations to support specific SEND needs in a classroom environment

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	SALT Referral Support from the LA / Other professional recommendations
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Use of alternate ways of recording work Overlays
	Moderate learning difficulties	Support from the LA / Other professional recommendations
	Severe learning difficulties	Support from the LA / Other professional recommendations

Social, emotional and mental health	ADHD, ADD	Movement breaks Time out
	Adverse childhood experiences and/or mental health issues	Safe Spaces Trusted Adults Key worker
Sensory and/or physical	Hearing impairment	Support from the LA / Other professional recommendations
	Visual impairment	Support from the LA / Other professional recommendations
	Multi-sensory impairment	Support from the LA / Other professional recommendations
	Physical impairment	Support from the LA / Other professional recommendations

These interventions are part of our contribution to North Northamptonshire local offer.

How will the Academy evaluate whether the support in place is helping my child?

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

- Using provision maps, learning plans and academy data to measure progress each term
- Reviewing the impact of interventions after each cycle of Assess-plan-do-review
- Using pupil questionnaires
- Regular feedback from parents and carers

- Monitoring and analysis by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will the Academy make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and academy visits are available to all our pupils, including our before and after academy clubs. All pupils are encouraged to go on our academy trips, including any residential trip(s). All pupils are encouraged to take part in sports day/academy plays/special workshops/activity day. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

How does Kingswood Academy ensure that all staff are appropriately trained to support your child's SEND?

At Kingswood Secondary Academy, we have an extensive CPD program that all staff undertake, the program is based on our whole school priorities. Over the last 12 months we have looked at many topics such as:

- ADHD and how to support pupils with this in the classroom
- ASD and the strategies staff can use to support
- Dyslexia and strategies used in intervention, that you can use in the classroom
- SEND Code of Practice and other policies

Our SENDCO, Justyna Skorwider has the National Award for SEN Coordination (NASENCO) and a master's degree in education Practice.

In terms of our SEND team, many of them have undertaken additional training and are qualified in numerous things including:

- Diabetes and epilepsy
- Autism awareness
- Lego therapy
- ELSA
- Catch up literacy & numeracy
- Phonics
- Forest School
- Anger Management

What support is available for improving the emotional, mental and social development of pupils with SEND?

At Kingswood Secondary Academy, we have a staff member within the team who devotes her time to supporting the SEMH of our SEND pupils. Mrs Marshall covers a wide range of support topics including anger management, online safety and managing emotions, as well as covering many other subjects. Our staff also offer lego therapy and friends' groups to help build social and emotional skills. All our staff are readily available to meet the emotional, mental and social needs of the SEND children, should any issues arise.

How do you support young people in moving between phases of education and in preparing for adulthood (including higher education, employment, independent living and participation in society)?

The SENDCo in the school will work in collaboration with the pastoral team/ pupils and parents to provide appropriate support to ensure that pupils with SEND are able to move between phases of education and prepare for adulthood. We work very closely with our careers advisor who ensures that students who have identified SENDs are at the top of the priority list.

Useful links:

Please click here to be taken to the Northamptonshire County Council Local Offer

<https://www.northnorthants.gov.uk/schools-and-education/local-offer-send-andehc-plans>

Information Advice and Support Service for Special Educational Needs and Disability in

Northamptonshire - <http://www.iassnorthants.co.uk/> North Northamptonshire County Council

SEND Support Services - <https://www.northnorthants.gov.uk/specialist-sendsupport-services/send-support-service>

British Dyslexia Association - <https://www.bdadyslexia.org.uk/>

Northamptonshire NHS Healthcare Foundation Trust - <https://www.nhft.nhs.uk/services>

Target Autism Training and Consultancy Ltd – <https://www.targetautism.co.uk/>

National Autistic Society - <https://www.autism.org.uk/>

The National Literacy Trust Parent Portal- <https://wordsforlife.org.uk/>

Planned Review date: September 2026, Justyna Skorwider – SENDCo

SEND Information Report written following the guidance of the SEND Code of Practice, paragraph 6.79.

For any complaints, please contact the Principal Mr M. Gamble:

mgamble@kingswoodsecondaryacademy.org