

Children & Young People with special educational needs and disabilities (SEND)

Our Vision

At Kingswood Secondary Academy we embrace the fact that **every child is different** and, therefore, **the educational needs of every child are different**. In our school, pupils are provided with high quality teaching adapted to suit the diverse needs of all learners.

Our ambition for students with special educational needs and disabilities (SEND) is the same as for all children and young people – that they achieve well in their early years, at school and in college and lead happy and fulfilled lives.

To achieve our ambition we have the system that:

- Enables all students to become **independent learners**;
- Provides **Quality First Teaching** through scaffolding, modelling, differentiating and by challenging to be successful;
- Enables all students to **make progress academically and socially**;
- Enables students to have the best possible start in life and achieve their potential;
- Supports students and their parents to have high aspirations for the future, raising aspirations by not only thinking about what is possible now but thinking creatively about what could be possible in their life;
- Ensures students and their parents are actively involved in planning and decision making, both at an individual and strategic level, and have more choice and control over the support they receive;
- Provides joined up education, health and social care services, working together to enable students to achieve the best possible outcomes;
- Ensures students are effectively supported to prepare for adulthood, including employment, independent living, good health and participation in community life.

How do we decide whether a child has a special educational need?

1. **All students** are assessed throughout the school year by their class teacher. Teachers are always checking how well the students are performing by assessments, book looks and work during the lessons and at home.
2. **Some students** will be making slower progress than we would expect. With some extra help, most of these students will begin to catch up. This extra support might be different extra booster sessions, scaffolding, modelling.
3. **A few** students will still struggle to catch up, even with this additional support. When this happens, we would usually say that the child has a Special Educational Need (SEN).
4. The SENCO then carries out more detailed assessments/observations to find out what type of SEN the student has. If we need more information about a student's needs or the type of support that they need, we may ask for help from other professionals such as speech and language therapists or educational psychologists.
5. Once we have decided that a student has a SEN they will be added to the **SEND register**. This is a list of names that the SENCO uses to check how well students with SEND are doing at the academy. The SENCO will then be watching the student's progress and helping teachers decide what additional support the student needs.

How do we adapt the curriculum to meet special educational needs?

All our staff are trained to recognise individual needs and can adapt teaching and learning approaches so that every child is able to learn at their level. We place a lot of emphasis upon quality whole class teaching that is inclusive of all pupils. We differentiate all work to match different children's abilities. We use additional interventions so that we have something at the right level for pupils with special educational needs. These interventions can help pupils to develop key skills that will support their learning in the classroom.

Interventions:

- Break time clubs – for social communication skills, cooperative play and the understanding of language.
- Protective Breaks in a quieter area of the academy –for developing speaking and listening skills, social communication.
- Small group booster sessions – such as literacy and Maths support, homework support sessions, study hub, revision sessions.
- Pre-teaching – quick preview sessions before a unit of work starts to help pupils to be prepared for the learning.
- Quality First Teaching with classroom teacher scaffolding work in the lesson to make the curriculum accessible for all.
- Post-teaching – quick sessions revisiting and recapping learning to help pupils to keep their skills and knowledge.
- The support of qualified Higher Level Learning mentors and Learning Mentors.
- The access to fully trained school counsellors.
- Well-being sessions.
- Pastoral team support.
- The provisions highlighted in Education Health Care Plans.
- Unit Provision setting for students on the Autistic Spectrum – smaller sized classes, individual learning stations, social skills programme, Quality First Teaching, access to mainstream lessons with additional support when required, higher teacher student ratio (1:10), a sensory room.
- Training sessions for all staff regarding effective strategies to make education inclusive.

What other activities are available for pupils with special educational needs?

We have a number of after school activities for all pupils including those with special educational needs. Pupils with special educational needs are always included in educational visits. We choose visits that are accessible for all and comprehensive risk assessments are undertaken for every trip. We provide a breakfast club for all pupils.