



1. Introduction

CTC Kingshurst Academy (“The CTC”) is an inclusive mainstream secondary school, which welcomes students with a range of special educational needs and disabilities (SEND). The Academy has also been awarded the Inclusion Quality Mark.

At present, the Special Educational Needs and Disabilities team comprises:

- Special Educational Needs and Disabilities Director;
- Learning and Cognition Manager;
- 2 Nurture group teachers;
- Key Stage 3 Senior Support Specialist;
- Key Stage 4 Senior Support Specialist;
- Key Stage 5 Senior Support Specialist;
- 2 Pathways Support Specialists (year 7 only support);
- 2 Key Stage 3 Support Specialists.
- Hub Manager

The CTC aim to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

We currently work with the following specialist agencies:

- **Specialist Inclusion Support Service 0121 704 6690**
<https://socialsolihull.org.uk/localoffer/education/children-and-young-peoples-send-service/solihull-inclusion-support-service-siss/>
- **Children and Young Persons SEND Service 0121 704 6690**
<http://socialsolihull.org.uk/localoffer/education/children-and-young-peoples-send-service/>
- **Solihull SENDIAS 0121 5165173**
<https://www.family-action.org.uk/solihullsendias/>
- **Solihull SOLAR 0121 301 2750**
<http://www.bsmhft.nhs.uk/our-services/solar-youth-services/>
- **Solihull Local Offer**
<http://socialsolihull.org.uk/localoffer>
- **Specialist Assessment Service Solihull 0121 722 8010**
<http://www.heartofengland.nhs.uk/solihull-hospital/meadow-centre/>
- **Forward Thinking Birmingham**
<https://www.forwardthinkingbirmingham.org.uk/>

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2. Aims of Special Educational Needs and Disability Provision

The aim of our provision is to make reasonable adjustments for those with a disability by taking action that enables students to fully access the curriculum and make progress. We aim to ensure that children and young people are able to access and engage in the activities of the academy alongside students who do not have SEND.

We aim to reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement and using our best endeavours to secure special educational provision for students for whom this is required, that is ‘additional to and different from’ that provided within the differentiated curriculum, to better respond to the four broad areas of need:

- Communication and interaction;
- Cognition and learning;
- Social, mental and emotional health;
- Sensory/physical

3. SEN Provision for students with an EHC plan.

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of students at this academy.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the HC plan unless: It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our academy in the child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets to out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child’s needs can be better met in specialist provision.

We can access any of the following to support students at CTC Kingshurst Academy with Special Educational Needs.

- ‘Quality First’ teaching that effectively involves teachers following the Graduated Approach ‘Assess, Plan, Do and Review’;
- Staff with knowledge of each student’s needs, as detailed in Student Provision Plans
- Reasonable adjustments, as necessary.
- Targeted SEND Interventions

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- Nurture group in Year 7 for vulnerable students identified in Year 6 (Pathways provision);
- Brunch and lunchtime provision in The Hub;
- Access arrangements for examinations, as appropriate;
- Bespoke support from LSS'
- In-class support, where available;
- Involvement in the full range of Extended Service activities.

CTC Kingshurst Academy is not a specialist school but we do have experience in dealing with students with a wide range of needs such as:

- Dyslexia
- Dyspraxia
- ADHD/ADD
- ASD
- Physical Disability
- Hearing Impaired
- ESB

4. What are special educational needs (SEND) or a disability?

At this academy we use the definition for SEND and for disability from the SEND Code of Practice (2014). This states:

“Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability of a significantly greater difficulty in learning than the majority of others of the same age.

Special education provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “...a physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day-to-day activities”. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer.

5. How does the school know if students need extra help and what should I do if I think my child may have special educational needs?

A student may be identified as having a Special Educational Need (SEN) at any stage during his/her education. This may be a long term difficulty requiring continuing support or a short term difficulty requiring a specific intervention. Staff are familiar with our 'Record of Concern' approach and will inform the SEND team should they be concerned about any aspect of a student's learning. In response to this members of the team will conduct observations and may conduct further testing to ascertain whether further support is needed.

Information about your child's special educational needs comes from a number of sources:

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- Transition liaison for Year 7 transfer
- Online testing
- Observations
- SEND support staff/teacher feedback
- Parental concern
- Student self-referral

6. What should a parent do if they think their child may have special educational needs?

If you think that your child may have special educational needs that have not been previously identified then you should contact the school and ask to make an appointment to speak with the Learning and Cognition Manager, Yvonne Bailey.

yvonne.bailey@ctckingshurst.academy

Parents can contact the SENCo directly should they feel it more appropriate.

sarah.jones@ctckingshurst.academy

7. How will the school support a child with SEND?

All students will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include:

- 7.1 Classroom observation by the senior leadership team, the SENCo and external verifiers;
- 7.2 Ongoing assessment of progress made by students with SEND;
- 7.3 Work sampling and scrutiny of planning to ensure effective matching of work to student need;
- 7.4 Teacher meetings with SENCo to provide advice guidance on meeting the needs of students with SEND;
- 7.5 Student and parent feedback on quality and effectiveness of interventions provided;
- 7.6 Attendance and behaviour records.

Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantages experienced in the academy and to increase their access to the taught curriculum.

All students have their own Pathways of Progress and receive feedback on their child's progress at Parents Evenings. Student progress is monitored online at three assessment points every academic year. Students causing concern in terms of progress are discussed and where appropriate support is put in place to enable them to improve their grades. Any intervention implemented at the academy is discussed in terms of impact.

Action relating to SEN support will follow an assess, plan, do and review model

- **Assess:** Data on the student held by the academy will be collated by the class/subject teacher in order to make an accurate assessment of the student's needs. Parents will always

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be invited to this early discussion to support the identification of action to improve outcomes.

- **Plan:** Of review of the action taken indicates that the need for additional support. The views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
- **Do:** SEN support will be recorded on a SSP or student passport, centrally stored and signposted for staff to use to aid their lesson planning and differentiation. Separate to this all students will be placed on a specific academic pathway with expected targets.
- **Review:** Progress towards target grades will be reviewed termly by the academy.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies, regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained and may include referral to:

- Local Authority Support Services;
- Engage
- SISS
- Educational Psychologist
- Health partners such as CAMHS(SOLAR and Forward Thinking).

8. How will the curriculum be matched to my child's needs?

We offer a Pathways provision in year 7 only for vulnerable students, some of whom will have SEN and/or a disability. Lessons are taught in the same classroom for 50% of the student's curriculum time. A TA is available to support the teacher and maths, English and Humanities are taught by their form tutor. This minimises movement around the school. The purpose of Pathways is to build on the student's skills and support their transition into year 8.

Different options pathways are provided for students in year 8 which offers some vocational variety should students wish to opt for a more practical based qualification which we refer to as 'alternative curriculum'.

We also offer Alternative Provision at key stage 4 should the academy feel this would be more beneficial to the student in the short and/or long term.

Please visit this website link for curriculum options:

<http://www.ctckingshurst.academy/learning-and-teaching/year-8-options/>

9. How will I know how my child is doing?

In addition to the normal school reporting process, all students who have an Education Health Care plan will have a designated member of SEN team to support them. They will meet with parents/carers and the student 3 times a year. During these meetings the LSS will negotiate targets outlined on the Provision Plan and they will also advise teaching staff about strategies to support the student in mainstream lessons. They will meet with students after each assessment point and agree with the student where classroom support takes place. We believe this is essential in ensuring that students achieve positive outcomes that reflect their own aspirations.

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Parents will receive copies of assessment data at each assessment point and before parents evening to enable them to understand their child's progress. Parents are also encouraged to arrange an appointment to discuss their child's progress with their class/subject teacher and where appropriate the academy's SENCo and Learning and Cognition Manager.

10. How will students be involved in the decisions regarding provision that can better meet their needs?

All students with an EHCP/and or statement will meet with their designated LSS at each assessment point and agree classroom based provision. If the LSS feels that the student would benefit from attending SEN based interventions before and after the academy day, parents will be contacted to discuss these options.

11. How will the school evaluate the effectiveness of the SEN provision made for students?

The effectiveness of SEN provision is monitored through progress data and where appropriate confidence surveys used to measure improvements in confidence and understanding between assessment points.

12. What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for students, which includes:

- An evaluated PSHE curriculum that supports students in developing their emotional and skills and understanding;
- Small group interventions are also available to support issues, such as anxiety that students would be facing;
- The Hub provision is available for students with a diagnosis of ASD or those highlighted as vulnerable by the senior leadership team (SLT)
- We have a trained Inclusion Team that consists of the following trained staff employed to support students in time of need:
 - 1 SEMH Mentors;
 - Restorative Approaches Practitioner;
 - Director of SEMH who also offer Cognitive Behaviour Therapy for students;
 - 5 Heads of Inclusion and Progress for each year group;
 - 2 members of the safeguarding team.

13. Students with Medical Needs

Where a student's needs are more medically based, the school's lead first aider will coordinate support and, where necessary, information will be shared with relevant staff. Staff who administer and supervise medications are appropriately trained and follow LA guidelines. Members of the SEND provision work closely with families and any other external agencies, including hospitals should more bespoke support need to be made available.

Students with medical needs will have a student passport that is centrally located and communicated to staff.

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14. What training are the staff supporting students with SEND had or are having?

Training for teaching students with special educational needs is considered essential. There is an on-going programme of whole school training in teaching and supporting students including:

In the past 2 years staff have received awareness training (L1) for the following:

- ASD;
- ADHD;
- Attachment disorder;
- Hearing and visual impairments;
- Dyslexia and literacy difficulties;
- Visual Impairment;
- English as an Additional Language;
- Managing challenging behaviour.

For Level 2 ASD training we have trained 42 teachers to this level and 15 members of the non-teaching staff team. 5 senior members of the SEND and Inclusion team, including a member of SLT are Level 3 ASD trained.

The academy's SENCo qualified under the old system (pre Children's and Families Act) and has joined us from Solihull Inclusion and Specialist Services having been a Specialist Teacher for Children with Autism.

15. How will my child be included in activities outside the classroom, including school trips?

Most students with SEN are supported and encouraged to be fully involved in all areas of school life. All clubs and trips are open to them and individual arrangements are planned in advance to ensure that they are able to participate.

For students with medical/physical needs, any issues around trips and activities will have been discussed and addressed with parents in the Care Plan.

For students with SEND, individual issues will have been discussed with the parents, learning support specialists and the wider Senior Leadership team. Risk assessments will be completed to ensure effective support and provision that enables the child to access all areas of extra curriculum life at the academy.

16. How accessible is the school environment?

Please visit the following link on the website for details:

<http://www.ctckingshurst.academy/wp-content/uploads/2015/08/accessibility-plan.pdf>

17. How will the school prepare and support my child to join the school, transfer to college or the next stage of education and life?

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Year 6/7 transition.

We gather a lot of information about your child in order to make the best possible preparation for joining CTC Kingshurst Academy from the following sources:

- Close liaison with the Primary School during the Summer Term
- Primary School records
- Primary School visits to students by Transition Team
- Taster Days
- Additional transfer visits with staff from the Primary School in the Summer Term
- LASS testing
- New Parents Information Evening
- Attendance at primary school EHCP review meetings
- Reports from agencies that are already supporting your child
- Contact with parents/carers
- Targeted meetings with members of the SEND team and SEND students.

Key Stage 3 to 4 transition

We have key stage 3 Learning Support Specialists and key stage 4 LSS' and senior members of the team who take responsibility for supporting students with their options choices and monitoring their transition into their GCSE years. All EHCP reviews will focus on supporting students with their careers choices and exploring their academic interests. We can provide independent careers advice and through curriculum days we offer university visits to inspire all students to think about educations into adulthood.

18. How will I be involved in discussions about and planning for my child's education?

All students in the school have regular reports and an annual subject based Parents Evening. There are also regular meetings for Parents to inform them about events for relevant Year groups. These include, for example:

- Year 8 Option Evening
- Year 10/11 Study Skills

Parents may also contact any of their child's teachers directly using the email address given on the school website.

Parents will also be invited in to Annual Review meetings that take place over the course of the academic year.

19. How are the academy's resources allocated and matched to children's special educational needs?

The school receives funding to response to the needs of students with SEN and the school has an allocated notional budget to support their endeavours with students with SEN.

We offer the following support:

- Differentiation in lessons;

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- Hub based support which provides a safe haven for ASD students with a timeout pass. The Hub also provides interventions to support students with ASD who are struggling to access lessons/manage the demands of a mainstream school. This provisions all provides social skills group/clubs, lunch and brunch clubs and bespoke timetables for high need ASD students as part of a transition programme to integrate them back into mainstream lessons.
- Programme of SEND interventions
- Where appropriate SEN students can also access any of the support available from the academy's Inclusion team

20. How is the decision made about how much support each child will receive?

Students with SEN who do not have a statement will be supported through faculty provision and Quality First Teaching and differentiation using the Plan, Assess, and Review model. Progress is monitored and where appropriate, students can be referred for before school and after school interventions that support their skills set.

For students with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at annual review. Students also meet with their designated LSS to discuss progress between each assessment point and mutually agree whether classroom support should take place.

21. Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the academy's response to meeting these needs please contact the following:

Your child's form tutor;

The Learning and Cognition Manager- yvonne.bailey@ctckingshurst.academy;

The academy's SENCo – sarah.jones@ctckingshurst.academy;

For complaints please speak with Vice Principal for Inclusion and Safeguarding–
matt.stiles@ctckingshurst.academy

22. Support services for parents of students with SEN include:

Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iasnetwork.org.uk/>

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://socialsolihull.org.uk/localoffer/education/what-to-do-if-things-go-wrong/>

Parents and carers can also appeal to the government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or LA has discriminated against your disabled child. Information on this process is available here <http://socialsolihull.org.uk/localoffer/education/what-to-do-if-things-go-wrong/>

23. Information on where the Local Authority's Local Offer can be found.

Please visit the following website link:

<http://socialsolihull.org.uk/localoffer/>

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<https://childrens.mycareinbirmingham.org.uk/special-educational-needs-local-offer.aspx>

15. Document Review

This document will be kept under review and modified when required in order to keep it in line with relevant legislation.

Policy owner: VP for Inclusion & Safeguarding
Supported by: Special Educational Needs Director

Authorisation & Issue Process				
Action	Date	Committee/Position	Name	Signature
Notice to issue		Principal	Damon Hewson	