

Khalsa Secondary Academy



Special Educational Needs Information Report

Last reviewed: October 2020

Next review due: July 2021

Khalsa Secondary Academy SEND Information Report October 2020

Overview:

- i. **Name of Provision:** Khalsa Secondary Academy
- ii. **Trust:** Khalsa Academies Trust
- iii. **Local Offer Age Ranges:** 11-18 years
- iv. **SEND Provision Type:** Universal Service (No referral required)
- v. **Local Authority:** Buckinghamshire (Children and South Bucks Hub: SEND Integrated Service)
- vi. **Address:** Khalsa Secondary Academy,
Hollybush Hill,
Stoke Poges,
Buckinghamshire,
SL2 4QP
- vii. **Telephone:** 01753 662 009
- viii. **Email:** info@khalsasecondaryacademy.com
Website: www.khalsasecondaryacademy.com
- ix. **SENDCO:** Miss Tabitha Rowe
- x. **Assistant Principal for Inclusion:** Miss Tabitha Rowe
- xi. The link to all School Policies can be accessed [here](#).

The Kinds Of SEND That Are Provided For:

- 1.1 Within the reasonable expectations for a mainstream school, Khalsa Secondary Academy (KSA) currently provides additional and/or different provision for a range of needs, including:
 - Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties. Although not always associated with a SEN, additional provision also is made for our students with EAL.
 - Cognition and learning, for example, dyslexia, dyspraxia and moderate learning difficulties.

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

1.2 Khalsa Secondary Academy does not have an Additional Resourced Provision (ARP).

Identifying Students With SEND And Assessing Their Needs:

1.3 Prior to students' entry to KSA the Transition Lead, Head of Learning for new Year 7s and SENDCO will gather and consider the information shared by primary schools regarding the students' needs.

1.4 Information may be gained by liaison with outside agencies and services and through observations.

1.5 We will also consult with the students and their families to ensure we are listening to and incorporating the child and parent/carers voice.

1.6 All information collated is compiled to form a confidential electronic SEND Support Document which is then shared with the teachers of the student. This document contains information on the students specific learning needs, strategies to support them and any other relevant information that may affect their learning.

1.7 We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

1.8 This may include progress in areas other than attainment, for example, social needs.

1.9 Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

1.10 We will consider, review and act upon advice following new, recent or amended diagnosis from health care professionals.

1.11 When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our universal offer, or whether something different or additional is needed.

In-year Transfers

- 1.12 The process as explain above is also applicable for 'In-year Transfers' whereby the SENDCO and appropriate Head of Learning will gather and consider information shared by previous schools or professionals.

Key contacts:

SENDCO: Miss Tabitha Rowe

Transition Lead (Assistant Principal): Mr Ian Beeston

Head of Learning Y7: Mr Alex Betts

Assistant Principal for Inclusion: Miss Tabitha Rowe

Admissions Administrator: Mrs Amrita Kaur

Consulting And Involving Students And Parents:

- 1.13 The school is responsive to the concerns and observations of parents and the students themselves.
- 1.14 We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:
- Everyone develops a good understanding of the student's areas of strength and difficulty
 - We take into account the parents' concerns
 - Everyone understands the agreed outcomes sought for the child
 - Everyone is clear on what the next steps are
- 1.15 Notes of these early discussions will be added to the student's record and given to their parents.
- 1.16 The results of any testing undertaken will be communicated with students and parents and added to the student's record. Parents will be invited to a meeting to discuss results further if necessary.
- 1.17 We will formally notify parents when it is decided that a student will receive SEN support.
- 1.18 Targets are set in consultation with students.
- 1.19 Parents of students with Education, Health and Care Plans (EHC Plans) will be invited to Annual Review meetings as well as receive updates on progress towards Outcomes throughout the year.

- 1.20 Students with an Education, Health and Care Plan (EHC Plan) will complete their own views as part of the Annual Review process and are expected to participate in that meeting to discuss their progress.
- 1.21 The SENDCO is available to consult with parents at Parents' Evenings and parent meetings throughout the year.

Assessing And Reviewing Students' Progress Towards Outcomes:

- 1.22 We will follow the Graduated Approach and the four-part cycle of **Assess, Plan, Do, Review**.
- 1.23 Reviews are carried out, at least once termly by the TAs assigned to each student identified with SEND. The review is student-led and involves the reviewing and setting of new targets.
- 1.24 Subject teachers will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:
- The teacher's assessment and experience of the student
 - Their previous progress and attainment and behaviour
 - Other teachers' assessments, where relevant
 - The individual's development in comparison to their peers and national data
 - The views and experience of parents
 - The student's own views
 - Advice from external support services, if relevant

- 1.25 The SENDCO uses data from teaching staff to track progress towards outcomes.
- 1.26 All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Supporting Students Moving Between Phases And Preparing For Adulthood:

- 1.27 We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.
- 1.28 Year 7 students are visited by the SENDCO, Transition Lead or Assistant Principal for Inclusion prior to joining the school to introduce the transition process. SENd Students have an additional transitional visit to the school in the summer term of Year 6.

- 1.29 Year 9 students will discuss the GCSE option process with their key workers and as part of the Annual Review process. The SENDCo is available at the Options Evening to support and advise on suitable pathways.
- 1.30 Year 11 students are supported with college, school 6th Form and apprenticeship applications and prepared for the interview process. All students with an EHC Plan have a 1:1 meeting with a Careers Advisor to complete the 'Preparation for the Future' paperwork. All Year 11 students have a careers interview and are invited to make use of the in-house Careers Advisor's support. Key Workers discuss the support required for transition into independent living and participation in the wider society.

Our Approach To Teaching Students With SEND:

- 1.31 The school regularly reviews the quality of teaching for all students and aims to improve teachers' understanding of the strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.
- 1.32 Teachers are responsible and accountable for the progress and development of all the students in their class, including where students access support from Teaching Assistants.
- 1.33 High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

Adaptations To The Curriculum And Learning Environment:

- 1.34 We make the following adaptations to ensure all students' needs are met:
- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
 - Adapting our resources and staffing
 - Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
 - Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- 1.35 Additional information can be found in our Accessibility Plan.

Expertise And Training Of Staff:

- 1.36 Staff training on SEND takes place on a regular basis.

1.37 Teaching Assistants are encouraged to specialise in a particular field of interest and develop their expertise in this area through ongoing CPD and liaison with the teaching staff and/or outside agencies.

Securing Equipment And Facilities:

1.38 The school building complies with the standards and regulations outlined in the Discrimination Act 1995. There are a number of aspects of the school building which are accessible to all those with physical disability, including lifts and disabled toilets.

Evaluating The Effectiveness Of SEND Provision:

1.39 We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions half termly
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC Plans

Enabling Students With SEND To Engage In Activities Available To Those In The School Who Do Not Have SEND:

1.40 Students are educated in mainstream classes in line with the inclusive ethos of Khalsa Secondary Academy.

1.41 All students are encouraged to participate in extra-curricular clubs and activities.

1.42 All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

1.43 All students are encouraged to go on residential trip(s)

1.44 All students are encouraged to take part in sports day/school plays/special workshops, etc.

1.45 No student is ever excluded from taking part in these activities because of their SEN or disability.

1.46 Further details can be found in our Admissions Policy, Accessibility Policy and SEND Policy.

Support For Improving Emotional And Social Development:

- 1.47 We provide support for students to improve their emotional and social development in the following ways:
- Students with SEND are encouraged to be part of the school council
 - Students with SEND are also encouraged to be part of activities and clubs of interest to promote teamwork/building friendships etc.
- 1.48 All SEND students are allocated a Key Worker and provided with the opportunity to meet regularly to support pastoral needs.
- 1.49 The Pastoral and Safeguarding are based in easily accessible offices around the school and the SENDCO works closely with them to ensure a holistic approach is employed to support the emotional and social development of all our students.
- 1.50 We have a zero tolerance approach to bullying.

Working With Other Agencies:

- 1.51 The school is located in Buckinghamshire Local Authority, specifically the Chiltern and South Bucks Hub: SEND Integrated Service.
- 1.52 Buckinghamshire Social Care initially covers all Safe Guarding and Child Protection concerns.
- 1.53 The school works with Slough and Royal Borough of Windsor and Maidenhead SEND Teams.
- 1.54 The school is supported by outside agencies such as CAMHS, the Education Welfare Service, the Occupational Therapy Service, the Speech and Language Therapy Service, Family Resilience, the Specialist Teaching Service, School Nurses and Outreach Services.

Concerns Or Complaints About SEND Provision:

- 1.55 If concerns or complaints about SEND provision are being raised, they should initially be made to the Class Teacher, Head of Department, Head of Learning, SENDCO and Assistant Principal for Inclusion.
- 1.56 Contact details for specific staff can be found on the Staff List document via the website.
- 1.57 We aim to discuss and rectify any issues or concerns as a matter of priority. If concerns or complaints continue to arise They will then be referred to the Trust's complaints procedure.
- 1.58 The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

Contact Details Of Support Services For Parents Of Students With SEND:

1.59 SENDIAS (Special Educational Needs and Disabilities Advice and Support) Service:

Buckinghamshire:

<https://www.buckscc.gov.uk/services/education/bucks-sendias-service/>

Slough:

<http://www.slough.gov.uk/schools-and-learning/slough-send-information-advice-and-support-service-sendiass.aspx>

Royal Borough of Windsor and Maidenhead:

<https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/assessment-and-education-health-and-care-planning/information-advice-and-support-service-ias>

The Local Authority Local Offer:

1.60 The Buckinghamshire Local Offer provides information and advice on SEND provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 01296383065 or email familyinfo@buckscc.gov.uk

1.61 Khalsa Secondary Academy's contribution to the local offer is:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=ZoLnb2eoOak>

1.61 Our Local Authority's Local Offer is published here:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>

Other Local Authorities

1.62 Slough Local Authority's Local Offer is published here:

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page?directorychannel=>

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Royal Borough of Windsor and Maidenhead Local Authority's Local Offer is published here:

https://rbwm.afcinfo.org.uk/local_offer