



The Khalsa Academy Wolverhampton – A Khalsa Academies Trust School

Special Educational Needs Information Report

This policy is applicable to Khalsa Academy Wolverhampton

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The Khalsa Academy Wolverhampton SEND Information Report September 2020

Overview:

- i. Name of Provision:** The Khalsa Academy Wolverhampton
- 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:** The City of Wolverhampton Council
- vi. Address:**

The Khalsa Academy Wolverhampton,
Millfields Road,
Ettingshall,
Wolverhampton,
West Midlands,
WV4 6JP

vii. Telephone: 01902 925390

viii. Email: info@tkaw.org

Website:

<https://www.khalsaacademiestrust.com/291/welcome-to-the-khalsa-academy-wolverhampton>

ix. SENDCO: Miss Amy Evans

x. Assistant Principal for Inclusion: Miss Amy Evans

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, The Khalsa Academy Wolverhampton (TKAW) currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and 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 TKAW does not have an Additional Resourced Provision (ARP).

Identifying Pupils and students With SEND And Assessing Their Needs:

1.3 Prior to pupils and students' entry to TKAW the Transition Lead, Head of school for new Year 7s and SENDCO will gather and consider the information shared by primary schools regarding the pupils and 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 pupils and 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 pupils and 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 pupils and 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 school will gather and consider information shared by previous schools or professionals.

Key contacts:

SENDCO: Miss Amy Evans

Head of Lower School for Y7 and YR 8: Mr Daniel Ward

Associate Assistant Principal for Inclusion: Miss Amy Evans

Admissions Administrator: Surjit Bhogal

Consulting Involving Pupils, students and Parents:

1.13 The school is responsive to the concerns and observations of parents and the pupils and 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 pupils, 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 pupils and students.

1.19 Parents of pupils and 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 Pupils and 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 Pupils and 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 SENDCO 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 Pupils and 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, pupils and students which information will be shared as part of this.

1.28 Year 7 pupils and students are visited by the Head of School or Assistant Principal for Inclusion prior to joining the school to introduce the transition process. SEND Pupils and students have an additional transitional visit to the school in the summer term of Year 6.

1.29 Year 9 pupils 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 pupils are supported with college, school 6th Form and apprenticeship applications and prepared for the interview process. All pupils and 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 pupils and 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 Pupils and students with SEND:

1.31 The school regularly reviews the quality of teaching for all pupils and students and aims to improve teachers' understanding of the strategies to identify and support vulnerable pupils and 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 pupils and students in their class, including where pupils and students access support from Teaching Assistants.

1.33 High quality teaching is our first step in responding to pupils and students who have SEND. At TKAW we teach to the top and use scaffolding and modelling for all pupils and pupils and students.

Adaptations to the Curriculum and Learning Environment:

1.34 We make the following adaptations to ensure all pupils and students' needs are met:

- Differentiating our curriculum to ensure all pupils and 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 pupils and students with SEND by:

- Reviewing pupils and 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 pupils and students with EHC Plans

Enabling Pupils and students with SEND to Engage In Activities Available To Those in the School Who Do Not Have SEND:

1.40 Pupils and students are educated in mainstream classes in line with the inclusive ethos of TKAW.

1.41 All pupils and 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 pupils and students, including our before-and after-school clubs.

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

1.44 All pupils and 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 pupils and students to improve their emotional and social development in the following

ways:

- Pupils and students with SEND are encouraged to be part of the school council
- Pupils and 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 pupils and 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 pupils and students.

1.50 We have a zero tolerance approach to bullying.

Working With Other Agencies:

1.51 The school is located in The City of Wolverhampton Council.

1.52 The City of Wolverhampton Council Social Care initially covers all Safe Guarding and Child Protection concerns.

1.53 The school works with Wolverhampton Council 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 School 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 pupils and 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 Pupils and students With SEND:

The City of Wolverhampton Council Local offer:

<http://www.wolverhampton.gov.uk/localoffer>

City of Wolverhampton Council

Civic Centre

St. Peter's Square

Wolverhampton

WV1 1SH

