



KING'S LEADERSHIP
ACADEMY HAWTHORNES

SCHOOLS OF CHARACTER
MAKING GREAT LEADERS

SEND INFORMATION REPORT 2021-22



GREAT SCHOOLS
TRUST

School SEND Information Report

About us

It is a whole school responsibility and priority to ensure that the needs of all SEND learners are met during their time at King's Leadership Academy. Although we are not a specialist setting, we are inclusive and cater for students who have needs in the four main areas identified in the Code of Practice 2014. These include (but are not limited to) those identified as having:

Cognition and Learning needs

Speech, Language and Communication needs,

Social, Emotional and mental health needs

Physical and mobility needs

We also support pupils with ASC (Autistic Spectrum Condition), ADHD, Dyslexia and dyscalculia

How does King's Leadership academy know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

Identification strategies used by school include:

- Observation
- Teacher assessment
- Discussions with parents/carers
- Discussions with young people
- Results of standardised tests e.g. reading tests, KS2 SAT's, spelling tests etc.
- Evidence from teacher observation, transition information, assessments from primary school
- Concerns raised by the class teacher

Other professionals such as speech therapists, health visitors and/or educational psychologists may also be involved in the process by completing appropriate assessments.

Parents/carers are encouraged to pass on information and concerns about their child's health and background by contacting the school. If you have concerns you can meet Mrs Spencer, the Special Needs Co-ordinator, by arranging an appointment prior to your child's admission to the school and at any time during the school year.

How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning

We have a very strong pastoral team and they liaise regularly with parents/carers. The SENDCo and members of the pastoral and inclusion team are always available to discuss any issues you may have about your child.

Monitoring of pupils' progress is ongoing.

AIM meetings are held regularly to discuss progress and when we feel a student needs extra support, interventions are put in place and, where necessary, additional support from outside agencies is commissioned.

Parents/carers are invited to discuss their child's needs.

All parents/carers receive a report every 7 weeks at the end of the learning cycle on their child's academic progress. You will receive an invitation to Parents' Evening. Furthermore, you can contact Mrs Spencer to arrange additional meetings should you have any concerns about the progress of your child.

You will also be invited to an annual review and/or Parents' Evening each year, where progress and targets may be discussed.

For students with an Education, Health and Care Plan, annual review meetings are held where targets are set and progress is discussed.

How will my child/young person be involved in the decision making regarding their support?

Pupil voice is very important to us. All pupils are encouraged to share their views with staff and to contribute to their SEND support plan by outlining how best they feel they can be supported. Pupils attend reviews and meet with members of the Inclusion team at different points throughout the year.

How will school staff support my child/young person?

After analysing information from your child's primary school and assessment data in Year 7, teaching assistants, pastoral staff and subject teachers will be made aware of your child's learning and /or SEMH needs. Targets will be set for pupils which are monitored and reviewed to ensure that you and your child are kept up to date with progress made.

Students are also supported by the whole school approach to SEND through department and pastoral systems on a regular basis. The class teacher is responsible for adapting work for students and making the curriculum more easily accessible for the student with SEND. Progress is carefully monitored and regular support is offered to all learners.

All students identified with Additional Educational Needs have a support plan. The plan informs staff of the student's needs and give strategies to meet these needs within the classroom. Parents, subject teachers, pastoral teams, learning support assistants and pupils are all invited to contribute to the plans. The plans are reviewed yearly.

Where a pupil has been identified with SEND and requires additional support, the offer to each pupil will be tailored to meet their needs, but may include:

- Additional small group literacy and numeracy support
- One to One teaching
- Phonics or numeracy based programmes
- Reading intervention
- Speech and Language programmes
- Mentoring
- Support from external providers such as CAMHs and Educational Psychologists

Identified students are given additional support through individual and small group withdrawal sessions and through lesson 0 interventions
All students progress is tracked through whole school tracking procedures.

How will the curriculum be matched to my child's young person's needs?

At KLA Hawthornes, we understand that all pupils have different learning styles and learn at different rates. To ensure that all pupils reach their full potential we place them in sets across the curriculum according to need and ability. SENd pupils follow a highly adapted mainstream curriculum; lessons are appropriately differentiated and are reviewed regularly and pupils may be moved into different classes during KS3 as appropriate.

There are also nurture groups in years 7&8 for our most vulnerable pupils. The Nurture classes follow the mainstream curriculum and their lessons have been adapted to meet their needs. We aim to ensure that the pace and challenge in all lessons supports every pupil to achieve good outcomes and realise their true potential. Teaching assistants may also support learning in lessons.

Specialist outreach support is available for students who are identified as requiring additional and more specialised support.

The form tutor should be consulted for concerns related to pastoral well-being whilst the progress leader should be consulted for questions related to learning.

Should your child have significant medical needs, you will be invited, with health care providers, to contribute to a Health Care Plan. The school Medical Policy provides guidance for parents/carers of pupils who may require medication during the school day.

What support will there be for my child's/young person's overall wellbeing?

At school, all staff support pupils with special educational needs. Each key stage has a pastoral team that is available to mentor and support pupils who need advice and support on a range of issues.

In addition, the school pastoral team may provide further support.

The school's pastoral team is led by members of the SLT.

Designated safeguarding leads provide further support.

Mrs Clark, the Learning Mentor, is also available on a daily basis to support pupils with social, emotional, behavioural and mental health difficulties.

External agencies are also commissioned to support pupils social and emotional wellbeing.

Also, there are opportunities for pupils to share their views and opinions with members of the School Council and via Student Voice regarding issues which are of concern to them.

What specialist services and expertise are available at or accessed by the school?

The school also accesses specialist services where appropriate including the Educational Psychology Service, the Physiotherapy Service, the Speech and Language Therapy Service, Learning and Behaviour Outreach Support, Adolescent Mental Health Services (CAMHS), Education Welfare, Connexions and Young Persons Adolescent Services (YPAS). There is also a school nurse who may be contacted for advice and guidance.

What training have the staff supporting children and young people with SEND had or are having?

KLA Hawthornes ensures that staff are trained to support pupils with a wide range of special educational needs. This includes training on neurodiversity, behaviour management and medical conditions. All staff receive regular safeguarding training.

The school has specialist teachers for pupils with English as an additional language

How will my child/young person be included in activities outside this classroom including school trips?

The school prides itself on giving all students opportunities to shine in different ways.

Full participation in the curriculum and extra-curricular activities is expected for all pupils where possible. For some pupils a full risk assessment may be carried out in partnership with parents/guardians to ensure all aspects of health and safety are covered before a planned activity.

Risk assessments will be carried out and reasonable adjustments made to ensure that pupils with additional needs can access all extra-curricular activities.

How accessible is our school environment?

We work hard to ensure that our school is inclusive and welcoming. Although our school building is on two floors and we do have a lift, we endeavour to adjust and make the building accessible to pupils with physical disabilities such as wheelchair users

How will the school prepare and support my child/young person to join KLA Hawthornes or the next stage of education and life?

We hold open days in September and October. There is an information evening for prospective parents which takes place in the summer term and all families are invited into school to meet with a member of the senior leadership team in July.

There is also an induction day for the new Year 7 intake which takes place in June. This enables pupils to meet their form teacher and take part in activities on the day.

Special events for parents of SEND pupils are also arranged.

Parents/guardians of primary school pupils with SEND who require enhanced transitional visits can contact Mrs Spencer to arrange this.

Mrs Spencer attends the Transition Forum in March, where primary SENDCos discuss pupils who are vulnerable and/or have SEND. Extra support may be put in place as available and information shared with your child's teachers prior to the taster day.

We cater for the individual needs of our students by providing them with maps and photographs of key staff to ensure their transition goes as smoothly as possible.

There is also a programme of support for SEND pupils in year 11. The careers team are available to advise and assist students during their post 16 transition. Visits are arranged to prospective post 16 providers and pupils are accompanied by careers to staff. Careers staff also support pupils with their applications.

How are our school's resources allocated and matched to children's/young people's special educational needs?

Pupils with EHCPs or High Needs funding agreements are allocated resources in line with what is outlined for them in the plans.

Decisions on how to allocate resources for other pupils are made according to the needs of the pupil and as available.

The SENDCo deploys Learning support and curriculum scholar support to ensure that pupils benefit from specific interventions.

The SENDCo applies for outreach support for identified students.

Budget decisions are made in conjunction with the school governors and the head teacher

How is the decision made about what type and how much support my child/young person will receive?

Support is bespoke and is dependent upon the needs of each pupil. There are different layers of support and interventions available:

Quality first wave teaching where the class teacher and the faculty adapts the curriculum and the lessons to support the pupil.

Second wave interventions involving bespoke individual and small group interventions

External agency support

Applications for EHCP

Initial decisions are based upon information from your child's primary school and assessment data in Year 6/7,

Early transitional meetings and visits are arranged for all parents/guardians of prospective pupils to discuss pupils' needs and support.

Parents/guardians are given school contact details and encouraged to make individual appointments if they have any specific worries or concerns or they would like to discuss the support available.

What can I do if I am concerned about my child/young person's SEND provision?

Initial concerns should be raised with Mrs. Spencer, the SENDCo. If parents/carers are not satisfied with the way their concerns have been dealt with they should contact Mr Gaul the headteacher or write a letter outlining their concerns to the Chair of governors.

We welcome feedback on how to improve the support we offer.

How are parents involved in the school? How can I be involved?

Parents are invited to seek election as parent governors.

Parents/guardians are encouraged to contact school and/or visit the school website:

www.kingshawthornes.com

Alternatively, parents/guardians may telephone the school office on: 0151 922 3798 for further information

Further support is available from the local education authority.

Sefton's Local Offer.

This can be found on the school website <https://www.sefton.gov.uk/localoffer>