



SEND Information Report 2020-2021

<p style="text-align: center;">What types of SEN do we provide for?</p>	<p>The Academy currently provides additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none"> • Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties • Cognition and learning, for example, specific learning difficulties, moderate learning difficulties, severe learning difficulties global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties. • Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety, depression, eating disorders, attachment disorder, trauma, bereavement and forced separation from a loved one during a difficult period, coping with periods of hospitalisation. • Sensory and/or physical needs, for example, visual impairments, hearing impairments, sensory processing difficulties, epilepsy • Moderate/severe/profound and multiple learning difficulties • Medical needs, where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions (the Medical Needs policy is available on our website under the Policies and Information / Conditions for Learning tab).
<p style="text-align: center;">How do we identify and assess pupils with SEN?</p>	<p>We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.</p> <p>Initially, we will:</p> <ul style="list-style-type: none"> • Have a ‘listening’ conversation with parents and carers.

- Liaise with early years provisions/other schools, accessing reports from other professionals.
- Refer to Camden's guidance for the identification of SEN/D.
- Assess pupils' wellbeing and overall interactions, involvements in school during the first 6 weeks of joining.
- Closely observe pupils during the first 6 weeks of joining the Academy in the EYFS or if pupils have joined midyear within any other year group.
- Arrange a thorough handover and transition when pupils transfer from class to class. Depending on the needs of the pupils, parents and professionals are encouraged to join these meetings.

Class teachers and the Academy SENDCo will make regular assessments of progress alongside professionals for all pupils and identify those whose progress:

- Is significantly lower 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
- This may include progress in areas other than attainment, for example, social needs.
- Slower progress and/or low attainment will not automatically mean a pupil is recorded as having SEN.
- 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 pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

<p>Who is our special educational needs co-ordinator (SENDCO) and how can he/she be contacted?</p>	<p>Our SENDCO (also known as the 'Inclusion Manager' at the Academy) is: Kay Baxter. She can be contacted on 020 7504 0533 or via email: Kay.baxter@kingscrossacademy.org.uk</p> <p>If you have concerns about your child, you should speak to your child's teacher before you speak to the Inclusion Manager.</p>
<p>What is our approach to teaching pupils with SEN?</p>	<ul style="list-style-type: none"> • Teachers are responsible and accountable for the progress and development of all the pupils in their class. • High quality teaching is our first step in responding to pupils who have SEN. • All pupils, including those with SEN, have access to a broad and balanced curriculum. • Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set targets which are deliberately ambitious to encourage pupils to aim high. • Teachers plan their lessons with the SEN pupils in mind, which means that most pupils with SEN and disabilities will be able to study the full national curriculum along with their peers. • Teaching staff always aim to match the work given to pupils with their ability to do it. • Quality first teaching for pupils with SEN/D pupils including flexible mixed ability grouping, developing metacognition and cognition, explicit instruction and using technology to further support pupils. • High quality, structured and targeted interventions to ensure progress is made according to individual needs. • Carefully targeted interventions through identification and assessment of needs. • Effective deployment of our teaching assistants ensure they have a positive experience on pupils with SEN/D. • Recognise that teaching assistants supplement the quality first teaching of

teachers, not replace them. The disruption of staff is a team effort

- Ongoing training, CPD and monitoring to support staff.
- A coordinated approach to distribute responsibility amongst the whole team is the key for success for all pupils with SEN/D
- Some pupils (depending on their needs) may require a personalized and tailored curriculum such as using 'Pivats' levels or P Scales to ascertain and identify their gaps/areas of development.
- Some pupils may require a dyslexia screen or other related assessments.
- A yearly 'Gap Analysis' may be completed to identify further needs.
- All Pupils with SEN/D will have a planned 'Targeted Action Plan' (TAP) with termly targets set out.
- All pupils with an Education, Health and Care Plan (EHCP) will have an annual review. An annual detailed short, medium and long term plan will then be planned in line with the EHCP and sent to the local authority.
- Academy staff such as Teaching Assistants, Learning Mentors and other more specialist staff, may be directed to work with pupils, in pairs or small groups and sometimes individually. The type of SEN support provided is based on reliable evidence of what works and in line with the SEND Code of Practice. We are careful to avoid the over reliance of individual support for pupils as evidence shows that in many cases this prevents them becoming independent learners.
- The Inclusion Manager, supported by the Senior Leadership Team ensures that staff have sufficient skills and knowledge to deliver the interventions that pupils need.

We work with the following agencies:

- Speech and Language Therapy (SALT)
- Occupational Therapy
- Physiotherapy
- Music therapy service – Nordoff Robins

- Teacher of the Deaf (Camden and Islington hearing impaired Service)
- Teacher of the Visually impaired (Camden and Westminster visually impaired Service)
- Language and Communication Teacher
- Educational Psychologist
- Child and adolescent Mental Health (CAMHs)
- Emotional Literacy Support Assistant (ELSA) – in house service
- MOSIAC – supporting pupils with complex needs
- Social Services (FSSW)
- School Nurse/Health Visitor
- Mentoring Schemes such as ‘The Kids Network’ and ‘Chance UK’
- National Autistic Society
- SENDIASS/KIDS
- Camden’s Health and Wellbeing team/Health Improvement Practitioners
- Virtual School for Looked after Children (LAC)
- Educational Welfare Officer (EWO)
- Home/School Practitioner (Bea Fenton) – one day per week
- Home/School Support - Daily (Sali Douglas)

We will also provide the following interventions:

- Lego Therapy
- Nurture groups
- Handwriting without Tears, Colourful Semantics, Touch typing, Box clever, Early Talk Boost, Talk Boost, ACT training, Social Stories.

	<ul style="list-style-type: none"> • Zones of Regulation (ZoR) • Sensory room programmes. • Specific Learning programmes • Family Kitchen • Parent Academy
<p>How do we adapt the curriculum and learning environment?</p>	<p>We make the following adaptations to ensure all pupils' needs are met:</p> <ul style="list-style-type: none"> • Teachers will be supported by the SENDCO to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEN/D. This may also involve working with outside partners. For example we might need to: provide visual resources to support learning • Creating a positive and supportive learning environment without barriers without exception. • Maintaining high levels of learning whilst putting in scaffolding and support for pupils in class. • Developing positive relationships, including consistent and proactive approaches to behaviour. • Rearrange the layout of the classroom (Seating, tables) • Create learning environments in class and around the school that are not over stimulating for pupils • Where applicable, provide pupils with their own learning 'work station' • Tailored break out spaces for pupils to use when needing a safe space free from others. • Supporting play through facilitated games during playtimes and lunchbreak • Create a quiet area in the school, use of sensory room etc.

	<ul style="list-style-type: none"> • Purchase specialist ICT software and individual pupil l pads/Chrome books etc. • Identify appropriate ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC). • Provide specialist equipment, including seating as advised by other professionals such as OT's. • Support families' in workshops and model strategies in order for them to be able to work with their child out of school and complete home learning for example. • Support families' application for funding to purchase the equipment. • Liaise with experts at our partner school, Frank Barnes School for Deaf Children. • Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, pre teaching, use of vocabulary books (made with pupils), • Adapting our staffing to support pupil across the curriculum, drawing upon their specialism. • Using recommended aids, such as wedges/slopes, handwriting tools including grips, visual timetables, larger font, wide range of physical resources including numicon, tangle toys etc. • Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, PECS cards, reading instructions aloud, using social stories, using the KCA hub to allow pupils to pre learn sections of text etc. at home with their families.
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<ul style="list-style-type: none"> • All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. We target pupils for specific clubs based on their needs and fund these.

	<ul style="list-style-type: none"> • All trips off site and planned with consideration of individual SEND needs. • All pupils participate in sports day/school plays/special workshops, etc. • No pupil is ever excluded from taking part in these activities because of their SEN or disability. • All pupils have access to a musical instrument (Violin or Cello) from year 2 and participate in weekly music tuition. All pupils from Nursery participate in weekly Musicianship sessions. • All pupils learn French and BSL from nursery. • All pupils participate in swimming lessons from reception. •
<p>How do we consult parents of pupils with SEN and involve them in their child’s education?</p>	<ul style="list-style-type: none"> • Every pupil in the Academy has their progress reviewed regularly and this information will be shared with both parents and pupils. • We provide an annual report to parents on their child’s progress, normally at the end of the school year. • Where a pupil is receiving SEN support, we provide feedback to parents more regularly. • ‘Professionals meeting’s’ are set up throughout the year to report on progress. • Parents have the opportunity to meet with the SENDCo and other professionals throughout the year. • Professionals such as Occupational Therapists and Speech and Language Therapists have telephone and email consultations as well as the opportunity to meet a school throughout the year. • We will communicate with parents and carers in English and endeavor to cut out jargon. We have several bi-lingual staff who can offer translation and interpretation services. • Each Pupil will have a Targeted Action Plan (TAP) each half term which is

planned with pupils, parents, staff and agencies involved with the child. TAPs are reviewed every half term or term according to individual needs.

- We contact parents by phone or email where we have specific feedback or need to discuss specific achievements, concerns or observations
- We have red praise postcards that we send home regularly to inform parents of achievements and updates
- Effective communication is vital between home, school and parents
- We have parent consultations reviews at least three times each year. Some pupils with SEN may have more frequent reviews if they are required. Reviews are usually led by a teacher with good knowledge and understanding of the pupil's needs and attainment, usually the class teacher, supported where necessary by the SENDCO
- A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the pupil's parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil'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
- Notes of these early discussions will be added to the pupil's record and given to their parents
- We will formally notify parents when it is decided that a pupil will receive SEN support

<p>How do we consult pupils with SEN and involve them in their education?</p>	<ul style="list-style-type: none"> • Pupils are invited to contribute to their TAPs/Provision Maps and annual reviews through either joining the review or contributing to them through a Q & A session with their 1-1 teaching assistant. This information is then presented at their review or becomes part of a new target when developing their targeted Action Plans (TAPS) • Pupils are encouraged to share their ideas and thoughts through the KCA hub. • We talk to the pupil's themselves and record their 'voice'. Often pupils have their own targets and things they want to improve upon. • All pupils with an EHCP, have a personal 'passport' that highlights their likes, dislikes, preferences, how to be taught best etc. • Through weekly class meetings with their teacher and teaching assistants • Pupils with SEND are encouraged to be part of our weekly class feedback meetings with a member of the SLT • Every pupil at the Academy has a leadership role from nursery
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>Assessment of progress are reviewed regularly.</p> <ul style="list-style-type: none"> • All teachers and support staff who work with the pupil 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 pupil's progress • Ongoing: The SENDCo will provide training or enable staff to access training in order to know how to support pupils. • Pupil Progress Reviews (PPRs) where teachers, teaching assistants, phase leaders, SLT and the SENDCo meet to discuss pupil progress. • All teachers will use regular, clear and rigorous assessments to track pupils' progress and identify gaps in their understanding.

	<ul style="list-style-type: none"> • The SENDCo will complete further assessments, make referrals for further professional assessments if required. • We will follow the graduated approach and the four-part cycle of assess, plan, do, review <p>The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:</p> <ul style="list-style-type: none"> • The teacher's assessment and experience of the pupil • 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 pupil's own views (children's voice) • Advice from external support services, if relevant
<p>How do we support pupils moving between different phases of education?</p>	<ul style="list-style-type: none"> • We will share information with the school, college, or other setting the pupil is moving to • We will agree with parents and pupils which information will be shared as part of this • Meet with class teachers to discuss individual needs, transitions and share what is currently in place • The SENDCo/phase leader/class teachers will join 'virtual' meetings where applicable and if the Academy cannot attend direct face-to-face meetings. • The SENDCo/phase leader/class teachers will join 'audio' meetings where applicable and if the Academy cannot attend direct face-to-face meetings. • • We will participate in transition visits to support the child. (Coming to the

	<p>Academy)</p> <ul style="list-style-type: none"> • We will join parent and carers and visit new schools, such as secondary as part of their transition (where applicable) • We will invite the SENDCo and Class teacher from their new school to attend meeting including annual reviews. • If a pupil is joining us, we arrange for them to visit us on a number of occasions to support the transition between schools. This could include a visit to their new class, meeting their teacher, joining one of our school events for example. • For younger pupils, a home visit and nursery visit will be arranged.
<p>How do we support pupils preparing for adulthood?</p>	<ul style="list-style-type: none"> • We will share information with the school, college, or other setting the pupil is moving to. • Throughout the pupil’s primary years, we ensure that a ‘velcro’ approach is avoided and keyworker support is reviewed termly. • Through transitions meetings between the LA and cluster of schools (EYFS) • Through visiting settings and schools and meet with class teachers, SENDCOs, pupils and their families
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<ul style="list-style-type: none"> • The culture and structures within the Academy aim to encourage the emotional and social development for all pupils, including those with SEN. • We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the Academy. • We have clear systems and processes so that staff can identify and respond to mental health difficulties. <p>For children with more complex problems, additional in-school interventions may include:</p>

- Advice and support to the pupil's teacher - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class
- Small group sessions - to promote positive behaviour, social development and self esteem
- Whole class weekly meetings to discuss issues.
- Personal timetables - to support pupils during transition periods, break times etc.
- Additional support for the pupil – to help them cope better within the classroom
- Coaching – helping a pupil build resilience and identify issues and come up with solutions by themselves.
- Therapeutic work with the pupil, delivered by specialists (within or beyond the Academy), which might take the form of cognitive behavioural therapy, behaviour modification or counselling approaches, family support and/or therapy by health professionals – to help the child and their family better understand and manage behaviour.
- Each class has a Social and Emotional box where pupils can take a slip and complete. These are then used to open up class discussions during weekly class meetings.
- Social and Emotional slips are reviewed by the SLT on a half termly basis)
- Through planning with the Academy's Social and Emotional team leader and curriculum teams.
- The Academy continues to work with both Camden and Islington's local authority Educational Psychologist Services.

What expertise and training do our staff have to support pupils with SEN?

- The Academy has a full time Inclusion Manager in post who is also the Deputy Headteacher. She is an experienced teacher with SEND experience that spans over 15 years.
- We have a team of 16 Teachers and 18 teaching assistants, including two Nursery Nurses and one learning support assistant. All of whom are trained to deliver SEN provision including administering medication for pupils with complex needs (epilepsy), maintaining hearing equipment, delivering occupational therapy, emotional literacy support and speech and language interventions.

Staff are trained to implement the following interventions:

- Lego Therapy
- Daily LING testing for hearing impaired pupils
- Administering daily checks for pupils with Cochlear Implants
- Training to support pupils who require a sensory diet including deep pressure massage
- Training to support pupils with eating difficulties using an SOS programme
- Nurture groups
- Emotional Literacy (ELSA) Specialist training
- Handwriting without Tears, Colourful Semantics, Box clever, Early Talk Boost, Talk Boost, ACT training, Social Stories, Attention Autism and Super Listeners, Zones of Regulation.
- Speed up and touch typing programmes
- Sensory room programmes
- Occupational and physiotherapy exercise programmes
- Administering medications for pupils with epilepsy (Specialist training required)

How will we secure specialist expertise?

- The Academy supports its staff to access a wide range of information on appropriate interventions for pupils with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise
- The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of pupils with SEN training is shared between the headteacher, Inclusion Manager and the Governing body
- We closely monitor the training and development needs of our staff through annual appraisal
- Our staff also access training and materials provided through outreach services offered to mainstream schools by each of Camden’s special schools. SEN training and expertise will be sought when the needs of individual children require it, for example when there is a need to prepare for a child coming to the Academy.
- In some instances, we source private and specialist interventions such as ‘The Bridge’ (Autism specialists from Islington LA)

This can include:

- Reading about the conditions
- Visits to other schools to see good practice
- Home visits
- Training by the Complex Care Nursing Team

How will we secure equipment and facilities to support pupils with SEN?

- The Academy has a flat site at pavement level with a multi-level playground, which has lift access to the upper levels.
- There is one flight of stairs to access the second floor and two lifts. There are disabled toilets on the ground floor and second floor.
- The school office is on the ground floor.
- The school medical room is on the ground floor.

	<ul style="list-style-type: none"> • There is a disabled parking bay within 20 metres of the school gate. Equipment available in our Academy to all children at any time needed: • Sound field system throughout the school • The entire school is ‘acoustically treated’ to support pupils with hearing impairments/needs. • Audio books for group readers • Devices for additional recording e.g. Cameras, video recorders, voice recorders, Google home, See-Saw • SEN software - Communication in Print to produce printed matter with visual prompts, specific maths and literacy computer programmes including Numbershark, Wordshark, Nessy etc. • Specialist equipment tailored for an individual including: • Personal laptops / ipads /ipod touches/Chrome Books • Personalised apps uploading onto technology according to pupil’s individual needs. • Move and sit cushion • Specialist hand writing equipment including left/right handed pencils, scissors, sloping boards, overlays etc. • Weighted vests, cushions, fidget toys
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>We evaluate the effectiveness of provision for pupils with SEN by:</p> <ul style="list-style-type: none"> • Reviewing pupils’ individual progress towards their goals each term • Reviewing the impact of interventions after each half term • Using pupil questionnaires and talking to them. • Through the pupils’ behaviour • Through the pupils’ attendance at school

	<ul style="list-style-type: none"> • Through looking at their participation in co-curricular clubs • Through pupil and parent feedback • Monitoring by the SENDCO • Using pupil progress reviews • Using provision maps to measure progress • Holding annual reviews for pupils with EHC plans • Through the monitoring of parent complaints, finding solutions. • Monitoring the quality of teaching to ensure teachers are able to identify how individual pupils learn best and support what they need • Where professionals from health or social services are involved with the child we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively • The teachers work with the Inclusion Manager, the parents and the child to make sure any SEN support is adapted or replaced by another approach if it is not being effective • The Inclusion Manager and the Headteacher report regularly to Governors on the quality of SEN provision and the progress towards outcomes being made by pupils with SEN • Governors also consider the attainment data for pupils with SEN and compare it with the progress of other pupils and the progress of pupils in similar schools
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>Complaints about SEN provision in our school should be made to the:</p> <ul style="list-style-type: none"> • Class teacher in the first instance • SENDCO/Inclusion Manager • Headteacher • The SEN governor (a letter can be submitted through the school office). The

	<p>SEN governor will then refer to the complaints procedure to try and address the issue.</p> <ul style="list-style-type: none"> • They will then be referred to the school's complaints policy. Add link to schools complaints policy <p>The parents of pupils 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:</p> <ul style="list-style-type: none"> • Exclusions • Provision of education and associated services • Making reasonable adjustments, including the provision of auxiliary aids and services <p>Formal complaints can be made to Ofsted: guidance for parents can be found here http://www.ofsted.gov.uk/schools/for-parents-and-carers/howcomplain, or by phone on 0300 123 4666.</p> <p>Further information on local support for families of pupils with SEN can be found in the Camden Local Offer www.localoffer.camden.gov.uk</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>Where to go for advice and guidance on SEN and Disability matters:</p> <ul style="list-style-type: none"> • Support for Parents & Carers from Camden Council • Health and care services, e.g. Health Care & Local Offer • http://www.kids.org.uk/ • http://www.chanceuk.com

What support services are available to parents?

The Family Information Service - The Parent Carer Support Service, based at Centre 404 - 020 3316 1930 offers a range of services to assist the parents/carers of children with SEND. These include:

- help with resolving disagreements
- information and advice
- direct support
- help with personal budgets and form filling
- access to social groups and other activities and local networks. Website: <http://www.centre404.org.uk/>

SENDIASS are an impartial Service which is confidential, free and operates at arms-length from Camden Council.

- The law requires all local authorities to provide children and young people with special educational needs and disabilities (SEND) and their parents/carers with information, advice and support.
- The Service aims to help parents/carers, children and young people and professional staff to work together to provide the best possible support to children and young people with SEND

SENDIASS sendiass@camden.gov.uk

KIDS is a national charity supporting disabled children, young people and their families.

- They are independent supporters that are trained to help families during an Education, Health and Care Plan assessment and throughout the process of developing a plan. KIDS offer flexible supports to meet the family's individual needs. The service is able to offer home visits, telephone advice and attendance at meetings in school or with other professionals.

KIDS <https://www.kids.org.uk/parent-family-support>

Traci Pope - traci.pope@kids.org.uk

Vickie Joel – Vickie.joel@kids.org.uk

<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>Camden's Local Offer can be found at:</p> <p>www.localoffer.camden.gov.uk</p> <p>Where to go for advice and guidance on SEN and Disability matters:</p> <p>Support for parents and carers: http://www.localoffer.camden.gov.uk/template/13/special-educationalneeds-and-disability-information-advice-and-support</p> <p>Health and care services: http://www.localoffer.camden.gov.uk/template/4/mosaic-integrated-service-for-disabled-children</p> <p>and</p> <p>http://www.kids.org.uk/</p> <p>If you have any queries about information on the Local Offer website or comments please contact Camden Local Authority Officers. Their email: SENDreforms@camden.gov.uk</p>