



Christ the King Catholic Voluntary Academy SEN Information Report

1. What kinds of special educational needs does the school/setting make provision for?

We aim to provide every student with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*. We believe that provision for students with special educational needs is the responsibility of the whole school community requiring a whole school response.

Our work is guided by:

- The Children and Families Act 2014 and
- The Special Educational Needs Code of Practice 2014

We support students who may be experiencing difficulties in the following areas:

- Communication and Interaction
- Cognition and Learning
- Sensory and Physical
- Social, Emotional and Mental Health

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

At Christ the King Catholic Voluntary Academy we have adopted a whole-school approach to Special Educational Needs policy and practice. As far as is practicable, students identified as having Special Educational Needs are fully integrated into mainstream classes. All teachers are responsible for identifying students with Special Educational Needs and, in collaboration with the Special Educational Needs Coordinator, will seek to ensure that those students requiring different or additional support are identified as early as possible.

Information is gathered on transition into the school through contact with parents/carers, education, health, and care services. Information is also gathered through regular contact and meetings with the feeder school.

If parents/carers have concerns as part of the graduated approach they can contact the Tutor or Achievement Leader in the first instance by phone or email. They will reply as soon as is possible. Alternatively, the Inclusion Manager can be contacted.

3. a) How does the school/setting evaluate the effectiveness of its provision for students with special educational needs?

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and students throughout the year. Student, staff and parent voice is used as part of the quality assurance process.



The Governing Body will report annually to parents on the success of the SEND policy and provision. The Pupil and Ethos Committee of the Governing Body are represented by a link governor, who is responsible for completing Learning Walks and inspections of the Inclusion Team and their work. The link governor acts as a 'critical friend' in ensuring that the needs of the students who fall under the Inclusion Team's remit are being met. The link governor then reports his/her findings back to the Pupil and Ethos Committee.

There is also a separate Quality Assurance Process which takes place across the Inclusion Team and observations of Teaching Assistants and Learning Support Assistants take place three times a year, with a particular focus on 'areas of strength' and 'Areas for future development.'

Student progress will provide evidence for the success of the Special Educational Needs policy, and this will be analysed carefully through:

- Consideration of each student's success in meeting individual targets.
- Use of standardised tests.
- Evidence generated from review meetings.

Student progress will be monitored on a termly basis in line with the SEND Code of Practice.

Provision mapping will be used to monitor, review, and evaluate interventions used to support students. Information from provision management will be used to identify how effective provision is in enabling students to achieve academic and wider outcomes.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the Inclusion Manager and Assistant Principal with responsibility for Inclusion. Information is gathered from different sources including student and parent surveys, parent's evenings and feedback through review meetings. This will be collated and published by the Governing Body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

Parents are kept up to date with their student's progress through progress reports, parent's evenings, Keyworkers, SEN reviews, provision reviews, EHAF reviews and TAC meetings (Team Around the Child).

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact of any interventions and make necessary adjustments. The views of parents/carers and the student are central to planning future provision and will be sought in the most appropriate manner.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

c) What is the school's approach to teaching students with special educational needs?

Where it is determined that a student does have SEND, parents will be formally advised of this. The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:



This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

d) How will the curriculum and learning be matched to my child/young person's needs?

The student's subject teachers will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The Inclusion Manager will be consulted as needed for support and advice alongside regular training and INSET days for all staff. The Inclusion Manager also attends Teaching, Learning and Curriculum Meetings on a six-weekly basis to ensure that there remains a strong link between the Inclusion Team and Curriculum Leaders.

e) How are decisions made about the type and amount of support my child/young person will receive?

The Governing Body will endeavour to ensure that resources are available to support appropriate provision for all students requiring it.

All students with SEND will have access to Element 1 and 2 of a school's budget. Some students with SEND may access additional funding which is called AFN (Additional Needs Funding). This additional funding is from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Staff work collaboratively with the Inclusion Manager to decide the action required to help the student progress. Based on the results of previous assessments, the actions may be:

- a. Deployment of extra staff to work with the student.
- b. Provision of alternative learning materials or special equipment.
- c. Identifying Keyworkers from the Inclusion team
- d. Group support.
- e. Provision of additional adult time in devising interventions and monitoring their effectiveness.
- f. Staff development and training to undertake more effective strategies.
- g. Access to LA support services for advice on strategies, equipment, or staff training.



f) How will my child/young person be included in activities outside the classroom, including school trips?

Our aim is to ensure that students with Special Educational Needs and/or disabilities take as full a part as possible in all school activities. This will involve liaison between the student, family and any external agencies involved with the student to endeavour to remove any barriers to learning that may exist.

g) What support will there be for my child/young person's overall well-being?

Pastoral support is provided through the Tutor and Achievement Leader for each year group. If there are concerns around a student's well-being they will be discussed with appropriate staff from within the Inclusion team meeting.

The Inclusion team meet weekly to discuss and monitor the needs of our students. The school will seek advice, as appropriate, around individual students, from external support services through the termly 'Springboard meetings', Early Help Unit and the MultiAgency Safeguarding Hub.

4. Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details?

The person responsible for overseeing the provision for children with SEND is the Assistant Principal for Inclusion and the Inclusion Manager.

The person co-ordinating the day-to-day provision of education for students with SEND is the Inclusion Manager.

They can be contacted by phone 01159556262 or by email office@christtheking.notts.sch.uk.

5. a) What training have staff supporting special educational needs had and what is planned?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.

Our school accesses training programmes through LA conferences, LA training events, Family of School training events, Trust events, Gedling SENCo Forum events and through private and voluntary providers and annual school inclusion INSET days. Training needs are considered for subject staff, teaching assistants, NQT's, parents and Midday supervisors.

The Inclusion Manager attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train *all* our staff on SEND issues. The Inclusion Manager, with the leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

b) What specialist services and expertise are available or accessed by the setting/school?

The school continues to build strong working relationships and links with external support services to fully support our SEND students and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a student. These will be discussed with parents if and when necessary.



The following services will be involved as and when is necessary:

- a. Educational Psychology
- b. Schools and Family Specialist Services (SFSS)
- c. Educational Welfare
- d. School nurses
- e. Social services
- f. Speech and Language therapists
- g. Paediatricians and specialist health professionals
- h. Physiotherapists
- i. Health Related Education Team (HRET)
- j. Any voluntary or community organisations that can provide specific support

6. How will equipment and facilities to support students with special educational needs secured? How accessible is the school/setting?

The Governing Body will endeavour to ensure that resources are available to support appropriate provision for all students requiring it. The Inclusion Manager works collaboratively with teachers to ensure that the needs of all SEND students are met.

The school has a range of specialist SEND facilities in place. These are:

- a. Two lifts to allow access for staff, students, and visitors with disabilities between the floors in the main building.
- b. Toilets and showering facilities are suitable for students, staff, and visitors with disabilities.
- c. The building is fully wheelchair accessible.
- d. Wide corridors and stairwells make movement around the building easier for students with SEND
- e. A school minibus has been adapted to be wheelchair accessible.
- f. Assistive technology is widely used throughout the school building
- g. Assistance during examinations
- h. Sensory room in the Inclusion Centre

7. What are the arrangements for consulting parents of students with special educational needs? How will be I involved in the education of my child/young person?

Christ the King Catholic Voluntary Academy believes that a close working relationship with parents is vital to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision



- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Parents meet regularly (termly) with the Inclusion Team.

Parents are kept up to date with their child's progress through progress reports, parent's evenings, SEND reviews, annual reviews and team around the child meetings.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The Inclusion Manager may also signpost parents of students with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

Whenever possible, student's opinions and views will be sought. They will be encouraged to be involved in setting their learning targets and in evaluating their progress. Their views will be central to decisions made about any necessary support. Whenever possible students will be encouraged to attend their review meetings.

Christ the King Catholic Voluntary Academy carries out quality assurance including the use of student voice. Students with SEND play an important role in this process.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

The School's Complaints Procedure should be used if the need arises.

If a parent or carer has any concerns or complaints regarding the care or welfare of their student, an appointment can be made by them to speak in the first instance to the Inclusion Manager and Assistant Principal who will be able to advise on formal procedures for complaint.

10. How does the governing body involve other organisations and services (e.g., health, social care, local authority support services and voluntary organisations) in the meeting the needs of students with special educational needs and supporting the families of such students?

The school continues to build strong working relationships and links with external support services to fully support our SEND students and aid school inclusion.

Sharing knowledge and information with our support services is central to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the Inclusion Manager who will then inform the student's parents.

The following services will be involved as and when is necessary:

- a. Educational Psychology



- b. Schools and Family Specialist Services (SFSS)
- c. Educational Welfare
- d. School nurses
- e. Social services
- f. Speech and Language therapists
- g. Paediatricians and specialist health professionals
- h. Physiotherapists
- i. Health Related Education Team (HRET)
- j. Any voluntary or community organisations that can provide specific support

In cases where a student is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

The school recognises the important contribution which external support services make in assisting to identify, assess, and provide for students with Special Educational Needs.

When it is considered necessary, colleagues from the LA Children and Young Peoples support services will be involved with students with Special Educational Needs.

The school has a School Counsellor and a Chaplaincy to provide further support.

In addition, important links are in place with the following organisations:

- The Futures Service
- Parent Forum Group

11. How does the school/setting seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health, and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health, and social care, as well as those provided by the private, voluntary and community sectors.

It can be accessed at www.nottinghamshire.sendlocaloffer.org.uk



12. How will the school/setting prepare my child/young person to?

i) Join the school/setting? ii) Transfer between phases of education (e.g., early years to primary, primary to secondary etc.)? iii) Prepare for adulthood and independent living?

All matters referring to Admission arrangements can be found in the school's admissions policy which can be accessed on the school website.

The admission arrangements for *all* students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health, and Care Plans and those without.

Transition from KS2

Information regarding students with SEND will be gathered on transition into the school through

- a. Visits to the feeder primary school by a member of the inclusion team to discuss students with complex needs with key KS2 staff
- b. Inclusion Manager will attend child reviews at the primary school once a place as been allocated.
- c. Information passed to the school from parents
- d. Information passed to the school from feeder school staff
- e. Information gathered through the Springboard process led by the Local Authority
- f. Discussions with parents on Induction Evening

Students with SEND who are admitted into the school at times other than KS2 to KS3 transition are carefully assessed as soon as possible following their admission to ensure their needs are met.

Transitions between year groups through Year 7 to 13 are carefully planned and transition plans put into place where students require. This may include additional visits to Christ the King Catholic Voluntary Academy.

Christ the King Catholic Voluntary Academy works closely with agencies to plan transition to suitable post 16 provision for students with SEND.

13. Where can I access further information?

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/studentssupport/SEND

Information on the Nottinghamshire Local Offer can be found at

www.nottinghamshire.SENDlocaloffer.org.uk

Christ the King Catholic Voluntary Academy's SEND policy is available on the school website.