



King's Academy Ringmer

“in pursuit of excellence”

Special Educational Needs Information Report

Date: Reviewed on 7 January 2019

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1. About this report

The Children and Families Act 2014 says that all maintained academies must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our academy meets the needs of children with SEN. It will be shown on our academy website and in the 'local offer' on www.eastsussex.gov.uk

In the report, we explain how we meet our duties towards students with special educational needs and disabilities. This report is also our SEN policy, which can viewed on King's Academy Ringmer website. This report is also the information we provide to the East Sussex local offer which show the support that is available for children and young people with special educational needs and disabilities in East Sussex www.eastsussex.gov.uk/localoffer

We will review this report every year and will involve students and parents, through meetings and parent/student voice. If you want to give us your views about the report, please contact the academy office.

Signed.....

Chair of Governors

Date.....

2. Who do I contact?

If you are thinking of applying for a place for your child with SEND, then please contact the admissions officer at King's Academy Ringmer (01273 812220). The SENCo will be requested to review the offer and ensure the academy will put in place the appropriate support. If your child has an educational health and care plan, then please contact East Sussex Education department, who will support you with your application.

The Special Educational Needs Coordinator (SENCo) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care (EHC) plans. The SENCo also provides professional guidance to academy staff and works closely with parents and other services that provide for children in the academy.

If your child is already at the academy and you are concerned that they may have SEND, you should talk to the SENCo, Mrs V.A Massingham (01273 812220)

3. Which children does the academy provide for?

We are a mainstream mixed Secondary Academy. We admit students from age 11 to 16. We are an academy and part of the Kings Group Community.

King's Academy Ringmer is an inclusive academy. This means we provide for children with all types of special educational needs. If you want a place for a child who has an Education Health and Care plan, contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.

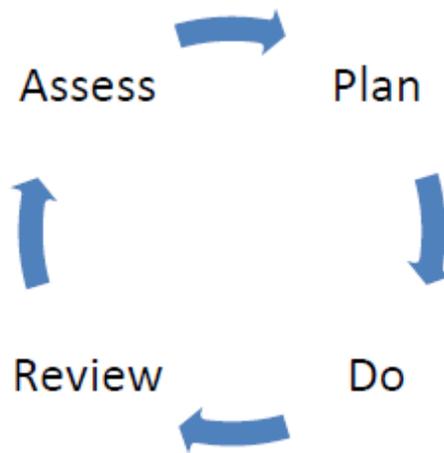
- King's Academy Ringmer admissions policy: see King's Academy Ringmer website
- Academy admissions - East Sussex.gov.uk
- contact Information for Families for admissions advice 0345 60 80 192

4. Summary of how the academy meets the needs of children with SEN and disabilities

At King's Academy Ringmer we adhere to the key principles of the Children's and Family Act 2014. We ensure that both the parents and young person's views, wishes and feelings are taken into account when making decisions regarding their support. The academy has an active SEND department lead by the SENCo (Learning Support). The department, under the

management of the senior leadership team, provides individual, group and mainstream classroom support in order to remove barriers to learning. Students are supported to become independent learners and active members of our academy community. Students are supported at key transition points on entry and into Key stage 4 onto further education or apprenticeships.

All Children with existing or suspected SEND are assessed regularly and any underachievement identified. The academy then writes an Additional Needs Plan (ANP) in consultation with parents/carers whilst also taking the views of the student and their parent/carers into account. The ANP is then put into place. After a set period of time, we will review the students' progress and make a decision whether to cease, continue or change the intervention.



If the child is looked after by the local authority, they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. We will co-ordinate these plans with the SEN support plan and will involve parents and carers as well as foster carers or social workers in discussions.

5. How does the academy identify children's special educational needs

We aim to identify children's special educational needs (SEN) as early as possible, so that the child achieves the best possible outcomes.

A student has SEN where their learning difficulty or disability calls for special educational provision. That is provision which is different from or additional to that normally available to students of the same age.

Children may have one or more broad areas of special educational need:

- Communication and interaction – including speech and language difficulties and autism
- Cognition and learning – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- Social, emotional and mental health difficulties – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- Sensory and/or physical needs- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

Students are identified as having SEND as early as possible, using information from our feeder schools in years 5 and 6. Their current skills and attainment are assessed on entry and if necessary reasonable adjustments are made for students who have been identified as SEND.

The academy's cycle of assessments along with any concerns raised by teachers and parents may trigger an assessment of a child with SEND. This includes a consideration of any student displaying challenging or unusual behaviours at school, or at home, to see if they have an underlying SEND. If a student has English as an Additional Language, then they will also be tested to see if there is any underlying SEND.

We assess each student's skills and level of attainment when they start at the academy. On entry, we test the students reading, spelling and comprehension skills. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs. The SEN Co-ordinator (SENCo) will test them further using a range of accepted techniques and tests. This will include liaising with the student and the parents/carers.

Teaching and Learning Assessment Policy: see King's Academy Ringmer website

6. How does the academy teach and support children with SEN?

All students with SEND have a pupil portrait, which informs their teachers about their needs and provides strategies to meet these needs in the classroom. Teachers are also able to discuss how to teach students with SEND with the SENCo and other professionals involved in your child's education.

The academy has a rolling programme of professional development, which includes information about SEND. All teachers and support staff have access to this programme.

Within the academy, we offer small group literacy and numeracy intervention and support for those students with ASD and more personalised support for students with complex needs.

Students are tracked throughout the year for their academic progress, behaviour and attendance. Any issues with social inclusion are also monitored by form tutors and pastoral staff. This allows the academy to intervene promptly when issues arise.

7. The approach to teaching children and young people with SEN

The academy strives to create inclusive classrooms that allow all students with SEND to access the learning on offer.

All students will have access to a broad and balanced curriculum which is suitable for all our students. We will set high expectations for all students. We adjust the curriculum for each child with SEN to make sure that they can access the subjects at their own level and make progress. This is called 'differentiation'.

We will look at the student's level of achievement and see what support they need to make good progress and reach their potential. We will talk with students and parents/carers as part of the SEN support cycle (assess, plan, do, review).

For more information about subject areas, please see King's Academy Ringmer website.

A regular cycle of parent/carer meetings is in place for discussing, reviewing and updating students' Additional Needs Plan or EHC plans. As a general rule, students and parents/carers of students with Educational Health Care plans will meet the SENCo once per year to review progress against their targets outlined in their EHC plan. However, students and parents/carers of students with Additional Needs Plans will meet once per term to complete the ASSESS-PLAN-DO-REVIEW cycle until such time as the plan ceases. The academy values the contribution from parents/carers and considers their involvement as an essential element of the success of all the students in the academy.

8. How does the academy prepare and support children to transfer to a new academy/ academy or the next stage of education and life?

Secondary academies and sixth forms –

All students in year 6 are visited in their feeder academy where vital information is collected from their teachers and their SENCos. The academy offers taster days in the summer term and more personalised visits for students with complex needs. This ensures that the academy is ready to admit students with SEND.

Young people with EHC plans 'preparing for adulthood' are specifically reviewed in year 9 to ensure that the best possible pathways are selected for them in key stage 4. Further support is provided for students with SEND regarding subject pathways for GCSE. Parental involvement is encouraged at this stage.

Similarly, students in year 10 and 11 with SEND are able to access support for their transition to further education and apprenticeships. This is co-ordinated by the academy careers officer, parents/carers and SENCo.

9. How does King's Academy Ringmer measure how well it teaches and supports children with SEN?

We regularly and carefully review the quality of teaching for all students to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all students. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We complete an annual self-evaluation of our SEN provision and use this to develop an action plan to further improve our SEN provision.

We send home a parent questionnaire every year then summarise the results and feedback to parents. This information helps to inform the academy improvement plan.

We also invite parents/carers to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website. <https://parentview.ofsted.gov.uk/>

Accessibility Plan – see King's Academy Ringmer website

10. How are children included in activities with other children, including academy trips?

Through careful planning and reasonable adjustments, students with SEN engage in the activities of the academy together with those who do not have SEN and are encouraged to participate fully in the life of the academy and in any wider community activity.

We work with parents/carers and students to listen to their views, feelings and wishes to ensure students with SEN engage fully in the life of the academy and in any wider community activity.

11. What support is there for children's overall well-being and their emotional, mental and social development?

KAR prides itself for its pastoral care and looking after the wellbeing of its Students. Form tutors meet regularly with their groups and often have peer intervention during this time. Any concerns about students are promptly followed up with parents/carers and pastoral staff. The academy takes the safe guarding of students very seriously. Please refer to our Child Protection and Safeguarding Policy - see King's Academy Ringmer website.

The academy has several safe guarding officers that monitor student wellbeing and can intervene when necessary, with regard to the East Sussex Child protection guidelines. Similarly, all instances of bullying that the academy is aware are dealt with swiftly and appropriately. The academy may work with other services to support children, e.g. Education Support, Behaviour & Attendance Service (ESBAS), Child and Adolescent Mental Health Services, Early Help services, Autism support services (CLASS) and the academy nurse.

The academy may work with other specialist to support the students, such as:-

- Targeted Youth Support Workers
- Child and Adolescent Mental Health Service (CAMHs)
- Speech and Language Therapy Service
- Academy Police Safety Officer
- Virtual Academy (Look After Children)
- Flexible Learning Educational Support Service FLESS

12. Supporting students with medical conditions.

Students with medical conditions will be risk assessed and a personalised health care plan will be put in place. This is reviewed 3 times a year depending on the nature of the medical need.

13. Where can parents/carers get information, advice and support?

The 'local offer' on the internet - www.eastsussex.gov.uk/localoffer

SEND information, advice and support service

Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers.

0345 60 80 192

informationforfamilies@eastsussex.gov.uk

www.eastsussex.gov.uk/sendadvice

What do I do if I am not happy or if I want to complain?

In the first instance please contact the SENCo directly on 01273 812220

Please refer to the Academy complaints procedure for more information: see King's Academy Ringmer website