



The King Alfred School – An Academy

SEN Information Report 2022/23

SENCo – Sarah Johnson

SEN Governor – Karen Marsh

What kind of additional needs provision is made for at this academy?





We are a mainstream academy with a sixth form, committed to inclusive education for all students.

We will do all we can to ensure that students with additional needs and disabilities are able to access (whenever possible) a full curriculum.

The aims of our practice are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:

1. Communication and interaction,
2. Cognition and learning,
3. Social, mental and emotional health,
4. Sensory/physical.

- To request, monitor and respond to parents’/carers’ and pupils’ views to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.





What academy policies for the arrangements of the admission of students with disabilities or additional needs.

In the first instance, in most cases, students are offered places at TKASA based on our Admissions Policy:

<https://www.theplt.org.uk/policies/TPLT%20Somerset%20Admissions%20policy%202023-2024.pdf>

For all school policies please go to [TPLT Policy web page](#).

If a young person has an Education, Health and Care Plan then the Local Authority, with consultation from the academy and parents/carers will decide which school can best meet the needs of the child.





What academy policies are in place for the identification and assessment of students with additional needs?

We have a comprehensive transition program for students joining us in Year 7. SEND staff liaise with the primary schools to ensure that we are aware of all additional needs that they have identified.

When students are with us there are many ways that we will identify whether a student has additional needs.

This may be:

- If parents, carers, external agencies, teachers, or the pupil themselves make a request for an assessment of needs or raise concerns relating to lack of progress.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress across many subjects.
- Observation of the pupil indicates that they have additional needs.

At TKASA we have a range of standardised tests that can identify a number of specific learning difficulties a student may have whether in spelling, reading, or processing.

The SENCo is also trained in accessing students for access arrangements for their exams which are carried out in year 10.





How does the academy make provision for students with additional needs (with or without an EHCP)?

In the first instance, students are taught in mainstream lessons. With quality first teaching our highly skilled staff ensure that all work is appropriately differentiated. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. classroom observation
2. ongoing assessment of progress made by pupils with SEND,
3. work sampling to ensure effective matching of work to pupil need,
4. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
5. attendance and behaviour records.

If additional support is required, targeted interventions are offered and evaluated termly. Key workers are allocated to students with needs that cannot be met by teaching and intervention alone.

Students on the special needs register have individualised student passports which detail the best ways to meet their needs.

Student progress is evaluated three times a year. Data gathered from all teaching and intervention staff provides a clear picture about progress being made. We use this information to further inform what we do to support students.

In addition to quantitative data, we use qualitative data to judge the impact of what we do. For example, we use student questionnaires and forums to find out how they feel about the support they are getting.

Outside agencies or the local authority can be called upon to help us evaluate impact.

Once we have gathered data, we report to parents three times a year.





How does the academy adapt the curriculum and learning environment for pupils with additional needs?

When a student has an additional need, we either build on existing structures that we have in place to meet needs, or we conduct an individual assessment.

We can involve the appropriate outside agencies who can recommend any adaptations we need to make, and to support our staff in doing so.

Following assessments in key stage 3 we can put in place interventions to support a number areas including reading, spelling and comprehension

During the Year 9 options process, a select group of students are offered the “Curriculum Booster” where they spend 5 hours a week in the Learning Support department working on English, maths, science and their chosen options, in place of one option. This reduced curriculum and extra support allows them to focus and succeed in vital GCSEs.

Students with very specific additional needs may receive some additional support from an adult in the classroom. Key workers are used in Year 7 and Year 8 to ensure that students can adapt to life in secondary school. Subject specific staff are then used to support key stage 4 lessons to support quality first teaching providing the best opportunities for our students.





What training do the staff supporting children and young people with SEND undertake?

All Staff have been able to attend learning forums and regular staff briefings on:

How to support pupils with dyslexia and literacy difficulties, autistic spectrum, behavioural difficulties, attachment difficulties, visual impairment, and specific training on individual students.

This will allow for all teachers to adapt their teaching strategies in order to provide quality first teaching for all young people in the academy.

Whole school staff training delivered three times per year on SEND strategies and updates including use of pupil passports, using support staff in the classroom, strategies for specific students, SEND guidance.

Key members of the pastoral team have had training on:

- Mindfulness
- Managing behaviour
- Mental Health First Aid
- Manual Handling
- Team Teaching
- Visual Impairments
- Occupational Therapy lead training – hoisting, transferring
- Physiotherapy lead training
- First Aid
- Emotional Literacy
- Hearing impairments
- ADHD
- Attachment and trauma
- Drawing and Talking





What support is available for improving the emotional and social development of students with additional needs?

The school has a “student services” faculty, which manage all medical needs. It also has a robust pastoral system to support all students with conduct. Where additional emotional and social support is required, we have a “Return to Learn” room and mental health co-ordinator based in the learning support department. This provides individual programs, through discussion with the pastoral team.

We have two trained ELSAs who work with young people on emotional literacy, their emotional regulations, strategies as well as social skills in small groups and individually using things like social stories and comic book conversations.

There is a safeguarding team and clear policies and training for all staff around these issues.

All SEND students can contribute their views through “Student Voice” panels conducted by our SEND team. In addition to this, any student can run for school council, apply to be a prefect in Year 11, transition leaders in Year 7 or to become a wellbeing ambassador.

We offer various P6 activities for students who need support with emotional and social development which all students are welcome to attend.





Who will be co-ordinating the support for my child at The King Alfred School?

Sarah Johnson (SENCO) and all support is ultimately coordinated through her with consultation with parents, pastoral team and learning support team.

Within the team, we can cater for the following: autism, dyslexia, trauma, Asperger's, low literacy and numeracy, Tourette's, Cerebral Palsy, hearing impairment, visual impairment including no vision.

All our staff keep up to date with training and SEND developments.





How will equipment and facilities to support children and young people with SEND be secured?

The academy is currently wheelchair accessible with disabled parking bays and the appropriate changing and toilet facilities. Equipment is provided and adaptations are made for individuals as they join the organisation. We work with the appropriate services to ensure that adaptations are fit for purpose. At every step, we include the family and the student as we make decisions.

There is also an up to date accessibility plan available on the school website.





How will parents of children with additional needs be consulted about, and involved in, the education of their children?

The academy hosts an open evening and open mornings and annual subject evenings. In addition to this, there is a comprehensive transition program for Year 6 students, with additional transition days for those identified as having additional needs. The SEND team meets all students with needs prior to them starting at TKASA.

Once a student with additional needs starts with us, we make regular contact, initially through the form tutor. Parents who want contact with the SEND team tend to prefer e-mail. However, the SEND team are also happy to have regular phone contact.





How will children and young people with additional needs be consulted about, and involved in, their education?

All students receiving support and intervention will take part in the annual “Student Voice”. They enjoy giving their views to our staff.

Our students also have the opportunity to meet regularly with their key members of staff, with whom they soon develop a trusting relationship, and feel safe to talk about how their needs can best be met.

Our students along with a member of the learning support team write their own student passports that are shared with teaching staff to ensure that these are students centred.





What are the arrangements made by the governing body relating to the treatment of complaints from parents of students with additional needs concerning the provision made at the school?

In the first instance, parents should contact Sarah Johnson (SENCO) or in her absence Sandra Lloyd. If there is no resolution here, then the complaints procedure should be followed. This can be found on the academy's website.





What are the academy's arrangements for supporting students with additional needs in transferring between phases of education or in preparing for adulthood and independent living?

The academy works closely with local colleges to ensure a smooth transition into post 16 education. Here at the academy, we have a dedicated team of staff, gathering information from all teachers and pastoral staff to pass on. We also have a careers advisor who works closely with the SENCO to ensure all students are on an appropriate course. The students are given one to one meetings to find out what they wish to do and how they can best be supported to achieve their aspirations.

The SENCo will also be available to discuss transition at our open evenings, options for KS4 at option evening as well as parents evenings.

