



Kingsland School

SEND Information Report 2021-2022



Engage, Motivate, Inspire

Kingsland School's SEND information report.

Part of the Oldham local offer for learners with Special Educational Needs and Disabilities (SEND).

Welcome to our SEND information report which is part of the Oldham local offer for learners with special educational needs. Kingsland is a short stay school (Pupil Referral Unit) for pupils permanently excluded from mainstream education. We also have a Specialist Learning Centre and a Home Tuition Team for pupils who are not able to attend school.

We provide for pupils with many different areas of SEND.

These include pupils with:

- Social, Emotional and Mental health needs
- Social Communication needs
- ADHD
- Autism
- Speech and Language difficulties
- Cognition and Learning needs
- Pupils who struggle to interact and communicate effectively with others.

Our provision for teaching pupils with SEND

At Kingsland School we ensure that all pupils are valued equally and have equal access to all core subjects and activities which are differentiated to meet individual needs and abilities. Differentiation comes in many forms and may include the level of work set, personalised timetables and personalised strategies identified through regular reviews. The curriculum is designed to enable pupils to access their learning effectively.

The learning environment is calm and nurturing where pupils are taught in small groups with a consistent key tutor and teaching assistant in place to support pupils throughout their time at Kingsland. Our approach to teaching young people with SEND at Kingsland is a flexible one where we will adapt teaching styles regularly to meet the needs of pupils commencing on roll at Kingsland. An emphasis is placed on the development of social skills, positive and effective communication with staff and peers and also on pupil's Spiritual, Moral, Social and Cultural understanding.

- We have effective management and assessment systems in place and procedures for SEND, in line with the SEND Code of Practice 2015.
- We have successful communication between teachers, pupils with SEND, parents of pupils with SEND and service and agencies.
- In Person Centred Reviews on an at least termly basis, pupils and parents/carers are encouraged to take an active role in their review cycle and to contribute their thoughts, views and opinions in confidence with a focus on what is important to them.

- We are committed to developing the knowledge and skills of all staff, to manage the challenges of the range of needs in the school and to ensure that teaching and support are of a high quality. Staff training is delivered on a regular basis in order to ensure that all staff are up to date with SEND developments and their knowledge of how to support young people with SEND effectively.
- Service Level Agreements are in place with the Oldham Quality and Effectiveness Support Team and the Child Educational Psychology Service to ensure that specialist expertise are available where necessary.
- We have an effective assess, plan, do, review cycle in place as part of the graduated response to supporting pupils with SEND and those that may require assessment for an Education, Health and Care Plan (EHCP).
- The SEND provision register is sent out to all staff to ensure that consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.

Identifying the Special Educational needs of a pupil.

At different times in their school life, a child or young person may have a special educational need and/ or disability. The Code of Practice 2015 defines SEND as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than the majority of others the same age, or

Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Where pupils’ progress is significantly less than that of peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND and requires appropriate intervention.

Information will be gathered, including seeking the views of parents and carers at the initial visit to the pupil’s home, from the pupil’s past schools and during the pupil’s initial baseline testing two days before they commence on their timetable at Kingsland.

We are aware that there may be many reasons why a pupil may ‘fall behind’. These may include absences from school, moving schools, difficulties speaking English or other worries and needs that distract pupils from their learning.

Kingsland School understands that pupils who experience these barriers to learning are vulnerable. This does not mean that all vulnerable learners have SEND. However, as all pupils at Kingsland are educated outside of mainstream education for a period of time, they are all classed as having some form of SEND as a provision outside of mainstream education is provided.

In relation to learning levels, at the start of the academic year 2020-2021, our SEND profile shows:

Over 35% of Kingsland pupils are working below their expected levels and require additional support either in class or on a 1:1 basis.

Approximately 57% of pupils are identified as requiring 1:1 withdrawal support in one or more areas.

Most pupils have SEND linked to social, emotional and mental health difficulties (SEMH).

What should I do if I think my child may have Special Educational Needs?

If a learner is identified as having SEND, we will provide support that is 'additional to', or 'different from', the differentiated approaches and learning arrangements normally provided as part of our quality first teaching. This support will be set out in Kingsland School's SEND provision register and our 3-wave intervention documentation. All staff are provided with a copy of these documents and are made aware, at the earliest stage possible, what the pupil's individual needs are.

When providing support that is 'additional to' or 'different from' we engage in a four-stage process: Assess, Plan, Do, and Review.

ASSESS – this involves taking into consideration all the information from discussions with parents or carer(s), additional agencies, the pupil, previous school(s) and our own baseline assessments.

PLAN – this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help alleviate the barriers. Decisions will be documented on the school's database and in the SEND provision register as well as added to the Pupil Support Plan and documentation. This will then be disseminated to all staff.

DO – providing the support

REVIEW –measuring the impact of the support provided and considering whether changes to that support need to be made.

Every term, a Person Centred Review (PCR) meeting takes place where a Support Plan outlining personalised outcomes for that pupil and an action plan is set up. The pupil, parents/carer(s), tutor and SENDCo all contribute to this review and support plan. This stage then informs the next cycle, if necessary.

As we are a short stay school, every pupil that has been at Kingsland for longer than 6 months is reassessed to show progress over time. The support provided and its impact on progress will be monitored closely and this will be discussed regularly with the pupils and their parents/carer(s).

While the majority of pupils with SEND at Kingsland will have their needs met in this way and will progress onto a successful reintegration into mainstream school, some may require an EHCP needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHCP. This will aid the process of securing a place at a school

able to meet the special educational needs of that pupil. This may be a specialist school in a specific area of need or a form of alternative educational provision.

Assessing the Impact of Intervention

The interventions used will be those that are proven to make a difference for most pupils.

A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by a pupil. Should progress be less than anticipated, consideration will be given to adapting the frequency and /or intensity.

Where difficulties persist, despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals and agencies, with the parents' consent.

These could be:

- Speech and Language Therapy
- Healthy Young Minds
- Positive Steps
- YOS
- Oasis
- Social Care
- School Counsellor
- Educational Psychologist
- QEST
- Preparing for Next Steps

Transition is a part of life for all learners, whether that involves moving to a new school or on to post 16 provision. We recognise that transition is an important time for all children, but especially for a child with SEND. Consequently, we work closely with parents, pupils, staff, receiving schools, colleges and other agencies to ensure these transitions run as smoothly as possible. During the pupil's time at their new school, Kingsland remains involved with the transition over a 6-week period and will provide support for the pupil and the new school, if necessary, to ensure that ultimately the placement is a success.

Kingsland aims to *Engage, Motivate and Inspire* all our pupils to aim high and be successful. We provide students with a holistic and nurturing environment where they are supported and encouraged to take charge of their lives, their learning and their decisions in order to prepare pupils for adulthood.

If you have any comments, concerns or complaints regarding the SEND provision on offer at Kingsland School, please contact Emmett Patel (SENDCo and DSL) at e.patel@kingslandschool.org

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