

**King's Academy Binfield and King's Academy Oakwood**  
**SEND Local Offer**

Date updated by SENDCO	May 2020
Date approved by Designated Governor	March 2020
Date for next review	May 2021
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School Context:

King's Academy Binfield a 3-18 all through school in Binfield, Berkshire. King's Academy Oakwood is a one form entry primary school also in Binfield Berkshire. Both schools are being run as one and are part of King's Group Academies King's Academy Binfield opened in September 2018 with 120 Year 7s, from September 2019 the primary element will open for students in Nursery and Year R, as well as Year 7 and 8. King's Academy Oakwood opens in September 2019 with Year R, 1 and 2.

King's Academy Binfield and King's Academy Oakwood are mainstream schools. During 2018/2019 academic year at King's Academy Binfield 2.5% of our students have an Education, Health and Care Plan. 12 % of students are identified as SEN Support.

King's Academy Binfield and King's Academy Oakwood supports students with a range of Special Educational Needs including, Hearing Impairment, Specific Learning Difficulties, Moderate Learning Difficulties, ASD, ADHD, Speech and Language Needs and other Social, Emotional and Mental Health difficulties.

**1. Identification of Special Educational Needs and Disabilities (SEND)**

**i. The school identifies children and young people special educational needs and disabilities in the following ways through:**

- Effective and well planned transition support, close liaison with feeder school SENDCOs and teachers and parents
- Close analysis of baseline data, EYFS data, KS2 data, Reading and Spelling Age tests
- Regular analysis of data by Heads of Faculty and SENDCO
- Concerns raised by staff members or parents.

**ii. What should I do if I think my child has SEND?**

- Initial contact should be made with your child's class teacher (Primary) or form tutor (Secondary) who will liaise with the SENDCO
- Concerns can be raised in any of the four main areas of SEND
  - Communication and Interaction

- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory/Physical needs
- Some students are identified as having 'Additional Needs', this does not automatically mean they are identified as having a SEND
- Students may have additional needs in any of the following areas:
  - Disability (The Code of Practice, September 2015, outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation; these alone do not constitute SEND.
  - Attendance and punctuality
  - Health and welfare
  - EAL (English as Additional Language)
  - Behaviour
- The school's SEND register only includes students who are identified as have a Special Educational Need or Disability which impairs their ability to access the curriculum.

## **2. Support for Children with Special Educational Needs**

- i. **If my child is identified as having SEND, who will oversee and plan their educational programme?**
  - The SENDCO and Learning Support Team will oversee and plan any interventions in close liaison with school staff and external agencies.
- ii. **How will I be informed/consulted about the ways in which my child is being supported?**
  - Any interventions put in place will be communicated home in a written format, either e-mail or letter. If considered appropriate a face to face meeting will be arranged.
  - Students on the SEND register will have a one page profile which details any interventions they are currently accessing or have accessed in the past along with teaching strategies for staff.
  - For those who have an Education Health & Care plan (EHCP) communication about your child's support will be communicated in the following ways:
    - Annual review reports with individual provision maps showing how they are being supported with the additional funding
    - Mid-year reviews to discuss current provision.
- iii. **How will the school balance my child's need for support with developing their independence?**
  - We actively encourage student independence with both students and parents and provide a differentiated curriculum that removes barriers to learning
  - SEND students are fully included into the mainstream curriculum
  - Small group support and 1-1 support is provided and students are encouraged to work with a range of LSAs to support their learning so that there is not an over reliance or dependance on one person

- Students are actively involved in their reviews of their interventions and support along with regularly updating their one page profiles
- LSAs use a range of strategies to develop SEND student's independence
- If needed, parents are supported in developing independence at home through our SENDCO and Family Support Advisor.

**iv. How will the school match/differentiate the curriculum for my child's needs?**

- Our focus is on Quality First Teaching and all teachers have a clear understanding that all teachers are teachers of SEND
- All teachers and LSAs are aware of student's individual needs and differentiate their lessons and learning accordingly
- Reasonable adjustments will be made to ensure each student has the best possible access to their curriculum and extra-curricular life within the school
- On occasions, some students may be disapplied from **one** of their two modern foreign languages to receive targeted additional support
- Students in Year 7 have access to a Personal Development curriculum to ensure that any gaps in their knowledge identified during transition are addressed through a bespoke programme of intervention

**v. What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?**

- As above, Quality First Teaching is our primary focus. Staff are made aware of a range of strategies to use for a range of needs through staff training
- Student individual needs and suggested teaching strategies are shared through the student's one page profiles
- Strategies are developed based on research and advice by expert practitioners such as Educational Psychologists, Sensory Needs Consortium and ASSC amongst others depending on the needs of the cohort.
- Teaching assistants support differentiation within the classroom
- Strategies used may include but are not limited to:
  - Pre-teaching of vocabulary
  - Repetition
  - Multi-sensory teaching methods
  - Checklists for success
  - Scaffolding
  - Modelling
  - Cloze exercise
  - Key word teaching
  - Enlarged resources
  - Hearing loops
  - Radio aids

- Bespoke resources
- vi. **What additional staffing does the school provide from its own budget for children with SEND?**
- This will fluctuate depending on the specific needs of the cohort
  - Currently SEND support is delivered through LSAs, Family Support Advisor, Teachers (teaching small group interventions) and SENDCO
- vii. **What specific intervention programmes does the school provide for children with SEND?**
- Support is delivered using three waves of intervention:
    - Wave 1 - Quality First Teaching, delivered with targeted support and defined differentiation, including:
      - Clear lesson plan linked clearly to learning objectives and skills focused
      - Planned interaction with all students
      - High expectations of all to be involved and engage with their learning
      - Teacher questioning and modelling
      - Oracy based teaching - focus on students dialogue and vocabulary
      - Significant use of praise to engage and motivate students
      - Consistent use of behaviour management strategies and policy
    - Wave 2 - Planned and focused interventions which will change depending on the specific needs of the cohort. All provision is regularly reviewed and adapted according to these reviews. This can include but is not limited to:
      - Small group teaching
      - Short term targeted interventions
      - Specific 'period 7' catch up sessions
      - Additional differentiated learning materials
      - Individual provision maps
      - Report cards
    - Wave 3 - These interventions are provided follow consultation with the SENDCO on a needs led basis and can include:

Title of intervention	One to One	Small Group
Read, Write Inc Fresh Start	X	X
Numicon		X
Dynamo Maths		X
Mentoring	X	

Friendship support		X
Homework support		X
Socially Speaking	X	X
Language for Thinking	X	X
Speed up Handwriting		X
Touchtype, Read and Spell		X
In class LSA support for SPLD	X	X
Year 7 Literacy Skills booster		X
Year 7 Numeracy Skills booster		X
Pre-teaching vocabulary		X
Numeracy Times Tables support		X

**viii. What resources and equipment does the school provide for children with SEND?**

- A range of resources are available and will be deployed on a needs led basis, examples are given below but this is not intended to be an exhaustive list
  - Access to IT - chromebooks and I-pads are available for the students if required
  - Enlarged texts and resources
  - Coloured overlays and exercise books
  - Homework support
  - Mindful colouring
  - Traffic light cards
  - Specific group resources for students
  - Anger management kit
  - Sensory kit
  - Visual timetable

**ix. What special arrangements can be made for my child when taking examinations?**

- Students will be considered, if required, for KS2 Access Arrangements

- Whilst students are in KS3, they are monitored and their performance in examinations is analysed to gather evidence that will indicate whether students may need additional support in public examinations
- During KS4 and KS5, access arrangement will be made in line with the JCQ regulations as stated by the exam boards  
<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

### **3. My Child's Progress**

- i. How will the school monitor my child's progress and how will I be involved in this?**
  - Parents will receive written reports three times during the year
  - Student progress is tracked through departments and the SENDCO will review progress of SEND students and regular points through the year across a range of subjects
  - SEND students will have regular meetings with the SENDCO or LSAs to discuss their progress and the support they are given
  - EHCP students have an Annual Review along with termly meetings to discuss their progress against the objectives in their EHCP
  - Parents will be invited in to an initial planning meeting in Year 7 and a parents evening at the end of the academic year
  - Individual teachers will also communicate any concerns or praise with parents if it is deemed necessary
- ii. When my child's progress is being reviewed, how will new targets be set and how will I be involved?**
  - Your child will be involved in regular discussions regarding their personal targets
  - All students are involved in both peer and self-assessment in the classroom
  - Students receive regular feedback and marking both formally and informally, written or verbal
  - Attendance and parent meetings
  - Annual review meetings - parental feedback will be requested two weeks in advance of this meeting
- iii. In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?**
  - Participation in Annual Review meetings and provision map review meetings
  - Direct contact with the SENDCO and Heads of Faculty
- iv. What arrangements does the school have for regular home to school contact?**
  - Written data reports home three times per year
  - Once a year there is a Parent's Evening with subject teachers and there is also a tutor review meeting
  - Parents are welcome to contact staff via e-mail or telephone
  - Student planner

- Parent text message and e-mail service
- Regular newsletters
- Access to Google Classroom
- v. How can I help support my child's learning?**
  - Help your child to organise themselves, provide somewhere quiet for them to complete any homework and a regular routine for this
  - Take an interest in what they are learning and ask them to discuss it with you
  - Offer them exposure to a range of reading materials
  - Attend all parent meetings and actively participate in Academy life
  - Actively monitor your child's student planner
  - Encourage maximum attendance
- vi. Does the school offer any help for parents/carers to enable them to support their child's learning, e.g. training or learning events?**
  - Parenting classes can be arranged if required to support with specific issues
  - We offer a range information evenings and events to inform parents of curriculum updates, reporting measures and e-safety
  - The Learning Support department will share any relevant courses or events with specific parents as they occur
- vii. How will the child's views be sought about the help they are getting and the progress they are making?**
  - Students will receive regular feedback from their teachers both formally and informally and in both a written and verbal form
  - Students will regularly be informed of the parts of the curriculum they are able to do and how they can improve and progress further
  - Students participate and help to complete their one page profiles
  - Students with EHCPs will have regular review meetings with the SENDCO and members of the LSA team
  - Students views are gathered through student questionnaires which feed into the school self-evaluation process
- viii. What accredited and non-accredited courses do you offer for young people with SEND?**
  - The full range of course we will offer will grow as the school grows, as off September 2018 we only have Year 7 but our plans are to deliver a range of GCSE courses, Vocational courses and A-Level courses.
- ix. How does the school assess the overall effectiveness of its SEND provision and how can parents/carers and young people take part in this evaluation?**
  - Reviews of individual interventions are carried out at the completion of each and evaluations are done on the impact for individual pupils
  - Routine analysis of examination and progress data
  - Faculty Reviews
  - Annual Review process
  - Parental questionnaires
  - Parental feedback is always welcome

#### **4. Support for my child's overall well being**

##### **i. What support is available to promote the emotional and social development of children with SEND?**

- A strong pastoral care system
- Mentoring of SEND students
- Family Support Advisor to work with students at times of difficulty and to support with transition
- Socially Speaking Intervention
- Friendship support
- External groups as required - CAMHS, Youthline, Behaviour Support
- Wellbeing drop in sessions
- Anger management

##### **ii. What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?**

- King's Academy Binfield and King's Academy Oakwood are committed to being a fully inclusive school who will ensure that all students can achieve their potential regardless of background and starting point. Bullying, discrimination and harassment of others will not be tolerated, there is a focus on community and student welfare
- There is a strong pastoral support team in place to support student well being including, tutors, LSAs, FSA and SENDCO (Assistant Principal in charge of Inclusion)
- Referrals can be made to Behaviour Support Team, CAMHS, ASSC
- There is a clear behaviour policy for staff to follow and expectations and boundaries are explicit
- Regular contact with parents of students who exhibit negative behaviour
- Report cards and additional monitoring
- Teaching strategies for specific students shared with staff
- Pupils can be given responsibilities and opportunities to improve their self-esteem and confidence
- Mentoring

##### **iii. What medical support is available in the school for children with SEND?**

- Medication is stored in the medical room and SEND students can use this as a private area to administer their own medication if required and parental consent is given
- Administration of medication is recorded on every occasion
- Medication is locked away at all times
- The school adheres to the guidance in line with the **supporting students with medical conditions policy**
- Provided parental permission to share has been granted, staff will liaise closely with medical staff working with students to ensure that Individual Healthcare Plans are appropriate
- We also work with the School Nursing Team to provide support for students who need it



- iv. **How does the school provide help with personal care where this is needed, e.g. toileting, eating etc?**
  - All needs are discussed on an individual basis
- 5. **Specialist services and expertise at or accessed by the school**
  - i. **What SEN support services does the school use, e.g. specialist support teachers, educational psychologists, teachers for hearing impairment, ASD advisory teachers, behaviour support teachers etc.?**
    - The support services we access are dependent on the needs of the cohort, we have access to the following services if we require them:
      - Educational Psychologist
      - Sensory Consortium
      - ASSC
      - Behaviour Support Team
      - Support for Learning
      - Educational Welfare Office
      - Speech and Language
      - CAMHS
      - Occupational Therapy
      - Youthline
  - ii. **What should I do if I think my child needs support from one of these services?**
    - Please contact your child's class teacher or form tutor in the first instance to discuss your concerns and they can then involve the SENDCO Mrs Phillips.
  - iii. **How are speech and language therapy, occupational therapy and physiotherapy services provided?**
    - Reviews with each service are carried out regularly for identified students.
    - Members of the Learning Support department will participate in training for specific programmes recommended for delivery
    - Recommendations of specific strategies are shared with teaching staff.
  - iv. **What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?**
    - Referrals can be made through the school.
  - v. **What arrangements does the school have for liaison with Children's Social Care Services?**
    - King's Academy Binfield has a Designated Safeguarding Lead who liaises with Children's Social Care Services
    - Mrs Phillips (Assistant Principal) is the Designated Safeguarding Lead and can be contacted on [laura.phillips@kingsacademies.uk](mailto:laura.phillips@kingsacademies.uk)
    - Mrs Howells, Mrs Spooner and Mrs Tate are Deputy Designated Safeguarding Leads and can be contacted through their emails or through school reception.
    - If you have any concerns, please do not hesitate to get in touch and you will be advised of the best course of action

- Regular liaison and joint meetings take place throughout the year in response to individual student needs
- The school will make direct contact in the event of specific concerns.

## **6. Training of school staff in SEND.**

### **i. What SEND training is provided for all school staff?**

- Whole staff SEND training delivered during INSET that is bespoke to our cohort.
- SEND training on specific learning difficulties delivered by SENDCO.
- Outside agencies such as the ASSC, Educational Psychology, Behaviour Support and Support for Learning can be approached to deliver bespoke training packages if required.
- Small updates for specific strategies for specific students are provided at staff meetings and briefings by SENDCO and learning support staff.
- Advice and support is available to all staff with concerns from the Learning Support Team.

### **ii. Do teachers have any specific qualifications in SEND?**

- The SENDCO has a Postgraduate Certificate in SEND

### **iii. Do teaching assistants have any specific qualifications in SEND?**

- One of our LSAs is working towards a Level 5 OCR in Dyslexia and Specific Language difficulties.
- Training on specific interventions from external agencies.

## **7. Activities outside the classroom including school trips**

- i. How do you ensure that children with SEND can be included in out of school activities and trips?
  - If students require additional support on trips and visits an LSA can support with this.
  - All reasonable adjustments are made to include individuals in line with the Disability Discrimination Act.
- ii. How do you involve parents in planning the support required for their child to access activities and trips?
  - All parents will be asked to provide permission via written consent
  - Discussions regarding individual circumstances of children will be had with parents/carers prior to the visit taking place
  - Planning and risk assessments will be completed prior to the visit taking place if required.

## **8. Accessibility of the school environment**

- i. How accessible is the building for children with mobility difficulties/wheelchair users?
  - As two brand new buildings, both at King's Academy Oakwood and King's Academy Binfield we are fully accessible for all students.
  - We provide full curriculum access for all students.
  - The academy values and includes all pupils, staff, students, parents/carers and members of the local community regardless of any needs they may have.

- We are committed in following the Equality Act 2010 with regard to disability and full inclusion is at the heart of all that we do. Full details of our accessibility can be found in the KAB/KAO accessibility policy which can be found on our website.
- ii. Have adaptation/improvements been made to the auditory and visual environment?
  - Hearing loops have been fitted throughout both academies in the busiest communal areas including, the sports hall, main hall, canteen, reception and LRC.
- iii. Are there accessible changing and toilet facilities?
  - There are disabled toilets available throughout both sites and on all floors
  - There are full hygiene facilities available in the secondary section of King's Academy Binfield.
  - There are hygiene facilities available in the nursery room of King's Academy Binfield and in the disabled toilet at King's Academy Oakwood
  - There are accessible changing facilities available at King's Academy Binfield in the Sport's Centre.
- iv. How do you ensure that all the school's facilities can be accessed by children with SEND?
  - We take regular advice from a range of external agencies including the Berkshire Sensory Consortium, ASSC and the Physical Disability service and respond accordingly
  - For students with specific needs we would approach the appropriate agency and request support or advice and then act on it accordingly.
- v. How does the school communicate with parents who have a disability?
  - Support for communications is based on needs but may include~:
    - Provision of enlarged print documents
    - Written or verbal communication by phone, email, letter or meeting
    - Provision of interpreters as appropriate
    - Hearing loops
    - Notices on our social media and websites
- vi. How does the school communicate with parents whose first language is not English?
  - The academy can translate documents to certain languages and will endeavour to provide support if needed at parent's meetings with a translator. The LA EAL service can be approached for support if further intervention is required.

**9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life.**

- i. What preparation will there be for both the school and my child before he or she joins the school?

- KS1 - home visits will be completed along with any discussions with the child's current pre school to discuss how they will settle in to school life.
  - Parents/carers and children will be invited to 'stay and play' sessions
  - Any students with an identified SEND will have a student profile created and shared with staff.
  - KS2 - Information will be shared between class teachers and Learning Support Assistants will continue to update their student profiles to ensure that they reflect their next stage of education.
  - KS3 - All students will be screened on entry for their Reading and Spelling Age, this data, along with their KS2 scores and information gathered from Primary Schools will be used to identify the individual learning needs of the students. Student profiles are written for all SEND students so that staff are aware of individual needs and strategies identified to support students.
  - Transition takes place during the summer term, a member of staff will attend any Annual Reviews of students who have named King's Academy Binfield on their EHCP. A member of King's Academy Binfield or King's Academy Oakwood staff will visit each feeder school to meet with both staff and students.
  - Year 6 students will be invited to a transition day at King's Academy Binfield.
  - Year 6 staff will be asked to identify the most vulnerable students who may be invited for additional transition sessions.
- ii. How will my child be prepared to move onto the next stage within school, e.g class or key stage?
- Class teachers and LSAs within primary will work with the new class teacher to ensure all information is transferred onto the new teacher and that the student has time to settle in with the new teacher.
  - ASD and those with Speech and Language difficulties may be provided with an advance copy of their new timetable to help prepare them for transition and so they can become familiar with the new members of staff, provided they are currently in post. Where possible, they will be introduced to the teacher and classroom before the new timetable commences
  - Photographs and Visual Timetables can also be provided
  - Year 9 options process - additional support can be given during this time for students with SEND
- iii. How will my child be prepared to move on to his or her next school?
- Transition meetings with the next school or college where required
  - Additional visits with a member of staff for pupils who need support
- iv. How will you support a new school to prepare for my child?
- Transition meetings with the next school or college where required
  - Sharing of student profiles and all relevant documentation and assessments
  - Observations of pupil in current school setting where appropriate

- Additional visits where appropriate
- v. What information will be provided to my child's new school?
  - Sharing of student profiles and all relevant documentation and assessments
  - Verbal communication and meetings, if required, with key staff
  - Child protection and safeguarding files will be transferred if applicable
- vi. How will the school prepare my child for transition to further education or employment?
  - The school will organise transition meetings with the next school/college where required
  - Invitations to Annual Reviews
  - Additional visits with a member of staff for students who need support

**10. Who can I contact to discuss my child?**

- i. Who would be my first point of contact if I want to discuss something about my child or if I am worried?
  - In primary, contact should be made with the class teacher in the first instance
  - In secondary, contact should be made with the form tutor in the first instance
  - If the query is SEND specific contact the SENDCO Mrs Laura Phillips [laura.phillips@kingsacademies.uk](mailto:laura.phillips@kingsacademies.uk)
- ii. Does the school offer any specific support for parents and families (such as Family Support Workers?)
  - King's Academy Binfield and King's Academy Oakwood have a Family Support Advisor who works across both sites [kerry.spooner@kingsacademies.uk](mailto:kerry.spooner@kingsacademies.uk)
- iii. What arrangements does the school have for signposting parents/carers to external agencies which can offer support such as voluntary agencies?
  - Information is passed to parents as appropriate
  - Both the SENDCO and Family Support Advisor would be happy to refer to appropriate agencies as required
- iv. What arrangements does the school have for feedback from parents, including compliments and complaints
  - Any concerns should be passed on to the school as soon as possible so that we can work together to resolve any issues in line with the school's Complaints Policy
  - Parent and student surveys are carried out at various points through the students' time at the school
  - Feedback is always welcomed