

Vision and Values Statement:

Kirk Hallam is an inclusive and open learning community characterised by the highest standards of achievement, opportunity and aspiration for all.

We are committed to providing a supportive, happy and safe environment for students at the Academy which is at the heart of our community.

This high achieving and unique Academy provides creative and challenging learning opportunities.

Our students, staff, governors and community are dedicated to working together to inspire individuals to develop the skills, confidence and initiative to play active and positive roles in their future.'

We are committed to the raising of standards through the improvement of teaching and learning, to providing opportunities and support for the personal and professional development of all of our staff and to developing management and leadership skills in all staff.

Regulation	Question	School response
<p>1. The kinds of Special Educational Needs for which provision is made at the school</p>	<p><i>What kinds of SEND do pupils have in your school?</i></p>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).</p> <p>Students at Kirk Hallam Community Academy have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.</p>
<p>2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs.</p>	<p><i>How do you know if a pupil needs extra help?</i></p>	<p>When your child first joins Kirk Hallam Community Academy, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 levels; base line testing; specialist colleagues and external agencies including our local inclusion officer.</p> <p>Our class teachers, Heads of Faculty and Heads of Year closely monitor the progress and attainment of all students, including those who have or may have SEND.</p>

		<p>The continuous monitoring of students during their time at Kirk Hallam Community Academy will further identify pupils with a special educational need. This identification may come from tutors, subject teachers, support colleagues, Heads of Year, outside agencies, parents/carers or the pupils themselves. If your child needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.</p> <p>We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be due to concerns from the teacher, support colleague or others. This will be underpinned by evidence about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress.</p> <p>All students with SEND are on the SEND register which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities.</p>
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<p>3a. How the school evaluates the effectiveness of its provision for such pupils</p>	<p><i>How will I know that my child is making progress?</i></p>	<p>All students, including those with SEND, are assessed on a regular basis, in accordance with the Academy’s Assessment Policy.</p> <p>Teachers formally assess and review progress and attainment throughout the year which is communicated to parents/carers by progress checks which are sent home. Additionally, parents evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. All students with an Education, Health & Care Plan have an Annual Review.</p> <p>The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are regularly reviewed through regular evaluation. Additionally progress and attainment data for students is analysed for effectiveness and to inform future interventions and support.</p>

<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p><i>How do you check and review the progress of my child and how will I be involved?</i></p>	<p>The school will send home progress checks each year which will show your child's current and target levels as well as reporting on their attitude and behaviour for learning.</p> <p>Class teachers, Heads of Faculty, Heads of Year and Pastoral staff will monitor and review your child's levels and pick up on any subjects where your child is not making the right amount of progress. The school reports all data as well as the progress of specific groups to the governors.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents' evenings; notes in planners; email; telephone calls; appointments made with individual teachers; Annual Reviews/termly reviews.</p> <p>The school provides information for parents through newsletters; information on the website; Open/Information days; Parents Evenings and letters home.</p>
<p>3c. The school's approach to teaching pupils with special educational needs</p>	<p><i>How do teachers help pupils with SEND?</i></p>	<p><u>Our teachers have high expectations of all students, including those with SEND.</u> All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. Teachers have experience and/or are trained in</p>

		<p>doing this. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully. We aim for an inclusive approach so where possible try to support students within a full curriculum.</p> <p>Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you.</p> <p>Within the Academy there is a strong pastoral team who work alongside teachers and Heads of Year to support students in all aspects of their time in school.</p> <p>When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.</p>
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<p>3d. How the school adapts the curriculum and learning environment for pupils with special educational needs</p>	<p><i>How will the curriculum be matched to my child's needs?</i></p> <p><i>How accessible is the school environment?</i></p>	<p>Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices; additional literacy; nurture groups; intervention groups and number of qualifications studied.</p> <p>Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including alphasmarts, computers, dyslexia friendly resources and concentration aids.</p>
<p>3e. Additional support for learning that is available to pupils with special educational needs</p>	<p><i>Is there additional support available to help pupils with SEND with their learning?</i></p>	<p>We have a wide range of staff to support pupils and address additional needs they may have, including pupils with SEND. This includes nurture group teachers, Learning Support Assistants, Pastoral Support Managers and Assistant SENCos.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated</p>

	<p><i>How are the school's resources allocated and matched to children's special educational needs?</i></p> <p><i>How is the decision made about how much/what support my child will receive?</i></p>	<p>as outlined in their statement or plan. Teaching Assistants are allocated, where resources allow, to support students in lessons. Heads of Faculty and class teachers liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.</p> <p>Students with EHCPs will have targets and strategies set by the Director of Learning or faculty staff. Annual reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.</p>
<p>3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs</p>	<p><i>What social, before and after school, and other activities are available for pupils with SEND?</i></p>	<p>A large range of academic and hobby/interest clubs are available at Kirk Hallam Community Academy. There are open to all students, including students with SEND.</p> <p>Additionally we run a range of activities to support SEND students including Lunch and Break Time Social Club, Breakfast Club etc. We also run coursework/revision sessions for older students as and when required.</p>

	<p><i>How can my child and I find out about these activities?</i></p> <p><i>How will my child be included in activities outside the classroom, including school trips?</i></p>	<p>The Extra-Curricular timetable is available on the schools website. SEND Clubs are by invitation only. All children in the school are encouraged to take part in extra activities at break time and after school.</p> <p>Day and residential trips are open to all children and your child’s specific needs can be discussed if they wish to join such a trip.</p>
<p>3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs</p>	<p><i>What support will there be for my child’s overall well-being?</i></p>	<p>At Kirk Hallam Community Academy we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and students.</p> <p>There are additional members of staff who are able to provide pastoral support, these include: Pastoral Support Managers; Keyworkers; Safeguarding Lead.</p> <p>We also have excellent relationships with a number of external agencies for example MAT, CAMHS, REAL Education and Autism Outreach.</p>

<p>4. In relation to mainstream schools, the name and contact details of the SEN co-ordinator</p>	<p><i>Who should I contact if I want to find out more about how Kirk Hallam Community Academy supports pupils with SEND?</i></p> <p><i>What should I do if I think my child may have a special educational need or disability?</i></p>	<p>The SENCO is Claire Keyte.</p> <p>Contact details: Email ckeyte@kirkhallamacademy.co.uk or telephone 0115 9301522.</p> <p>Speak to your child’s teachers in the first instance.</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured</p>	<p><i>What training have the staff supporting children and young people with SEND had or are having?</i></p>	<p>We have a Learning Support department which is made up of the SENCo, two Assistant SENCos, 2 HLTAs and a number of very experienced teaching assistants. Within this team we have staff who have a range of experience and training covering various SEN needs including NVQ Level 2 & 3 Supporting Learners in Schools; Behaviour Support; Supporting students with ASD; Supporting students with ADHD; Attachment Issues and Dyslexia. The SENCo has completed the National SENCo Award.</p>

		<p>Training is provided to all staff, including teachers and TAs, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. INSET sessions have included information for all staff on key areas of SEN and how to access key information.</p> <p>Staff who are new to the school follow an induction programme which includes training and information on SEN. As a school we can call on support from specialist organisations from within the Local Authority including SSEN (the SEN Support Service in Derbyshire).</p>
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured	<i>What happens if my child needs specialist equipment or other facilities?</i>	As a school we can access a range of services including Visual and Hearing Impaired Team, Occupational Health and Disability Team. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact Claire Keyte or discuss the issue at the next review/parents evening.
7. The arrangements for consulting parents of children with special educational needs	<i>How will I be involved in discussions about and planning for my child's education?</i>	We will support you by having regular communication and a named key worker for your child who will contact you on a regular basis.

<p>about, and involving such parents in, the education of their child.</p>	<p><i>How will you help me to support my child's learning?</i></p>	<p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> ✓ Helping them to be organised for their day (including bringing the right equipment and books) ✓ Full attendance and good punctuality ✓ Completion of homework ✓ Checking and signing planner ✓ Attending parents meetings ✓ Attending any meetings specifically arranged for your child
<p>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education</p>	<p><i>How will my child be involved in his/her own learning and decisions made about his/her education?</i></p>	<p>Students are encouraged to take part in Pupil Voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements by completing a pupil views document prior to reviews.</p> <p>Learning Support has an open door policy which means that students feel comfortable coming and speaking to members of staff and being clear about their wishes.</p>
<p>9. Any arrangements made by the governing</p>	<p><i>Who can I contact for further information?</i></p>	<p>Please contact Claire Keyte for further information.</p>

<p>body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school</p>	<p><i>Who can I contact if I have a complaint?</i></p>	<p>In the first instance contact the subject teacher or your child's form tutor who may refer your concerns to a more senior member of staff if needed. Alternatively please contact Mrs Eleri Gerrard. The schools complaints procedure is available on the school's website.</p>
<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils</p>	<p><i>What specialist services and expertise are available at or accessed by the school?</i></p>	<p>As a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Service; Connexions; Multi Agency Team; Speech and Language Service; Visual and Hearing Impairment Service and Occupational Therapy Service. These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Derbyshire County Council.</p> <p>If you believe your child needs support from a specialist please contact Claire Keyte or discuss at the next review/parents evening.</p>
<p>11. The contact details of support services for the parents of pupils</p>	<p><i>Who should I contact to find out about support for parents</i></p>	<p>DCC: http://localoffer.derbyshire.gov.uk/ Parent Partnership: https://www.derbyshireiass.co.uk/</p>

<p>with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p><i>and families of children with SEND?</i></p>	<p>CAMHS: http://www.derbyshirehealthcareft.nhs.uk/services/childrens-services/camhs/camhs-homepage/ SCHOOL NURSE: http://www.derbyshireschoolnurses.org.uk/ AUTISM OUREACH: https://www.derbyshire.gov.uk/education/schools/special-educational-needs/my-child/autism/my-child-has-autism.aspx</p>
<p>12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living</p>	<p><i>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</i></p>	<p>We liaise closely with all our feeder primary schools and provide additional transition support both before your child starts and afterwards, if it is needed. All students are invited to 'Links Club' which is an after school programme to encourage a smooth integration. For students who need more support we offer a bespoke transition programme aimed at positive integration.</p> <p>We also host a Summer School for two weeks for targeted Year 6 students.</p> <p>All children receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed this will be put in place. We work closely with</p>

		Connexions to ensure relevant paperwork is completed for students with Statements/EHCP's.
13. Information on where the local authority's local offer is published	<i>Where can I find out about other services that might be available for our family and my child?</i>	http://localoffer.derbyshire.gov.uk/

Key Staff:

SENCo:	Claire Keyte
Assistant SENCos:	Alexa Burns and Emma Wright
SLT Link to Learning Support:	Eleri Gerrard
Governor Link to Learning Support:	Abigail Evans
Pastoral Support Managers:	Hani Quinn and Chris Harrison Hill