



Special Education Needs (SEN) Information Report

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 the 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 for 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	Response
1. The kinds of Special Educational Needs for which provision is made at the school.	<i>What kinds of SEND do pupils have in your school?</i>	<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 have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotion and Mental Health difficulties and Sensory or Physical difficulties.</p>
2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs.	<i>How do you know if a pupil needs extra help?</i>	<p>When your child first joins Kirk Hallam, 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 KS2 levels' base line testing; specialist colleagues and external agencies including our local inclusion officer.</p> <p>Our class teachers, Heads of Faculty and Achievement Leads 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 will further identify pupils with a special educational need. This identification may come from Tutors, subject teachers, support colleagues, Achievement Leads, outside agencies, parents/carers or the pupil 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 'Asses, Plan, Do, Review' model. The triggers for intervention could be due to concerns from the teacher, support colleagues 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 the information to inform their lesson planning, teaching and student learning activities.</p> <p>Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range.</p>
<p>3a. How the school evaluates the effectiveness of its provisions 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 Education, Health & Care Plan have an Annual Review.</p> <p>The school has a Quality Assurance process that assess the effectiveness of Teaching and Learning for all students, including those with</p>

		<p>SEND and the outcomes of those 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 attitude to learning and aspects of their attainment and/or progress.</p> <p>Class teachers, Heads of Faculty, Achievement Leads 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 involvements of parents/carers and want to keep you up to date and involved in 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; parent's 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>Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lesson to meet these requirements. Teachers have experience and/or are trained in 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</p>

	<i>How is the decision made about how much/what support my child will receive?</i>	Annual reviews, for students with EHCPs, involving the student, parents/carers, subject staff and other professionals evaluate progress towards outcomes. The decision is based on evidence of need and impact.
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><i>What social, before and after school, and other activities are available for pupils with SEND?</i></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>A large range of academic and hobby/interest clubs are available at Kirk Hallam Community Academy. They are open to all students, including students with SEND.</p> <p>Additionally, we run a range of activities to support SEND students including access to Learning Support at break and lunchtime, breakfast club etc. We also run coursework/revision sessions for older students as and when required.</p> <p>All children in the school are encouraged to take part in extra activities through period 6, Culture choices.</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>
3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs.	<i>What support will there be for my child's overall well-being?</i>	<p>At Kirk Hallam Community Academy we take our pastoral responsibilities very 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. 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; teaching assistants, keyworkers, Safeguarding Lead, HLTAs, Assistant SENCO and SENCO.</p> <p>We also have excellent relationships with a member of external agencies for example CAMHS, Occupational Therapy, the Neurodevelopment Team and Autism Outreach.</p>
4. In relation to mainstream schools, the name and contact details of the SEN Co-Ordinator.	<i>Who should I contact if I want to find out more about how Kirk Hallam Community Academy supports pupils with SEND?</i>	The SENCO is Mandy Weatherall – mweatherall@kirkhallamcacademy.co.uk

	<i>What should I do if I think my child may have a special educational need or disability?</i>	Speak to your child's teacher in the first instance.
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.	<i>What training have staff supporting children and young people with SEND had or are having?</i>	<p>We have a learning support department which is made up of the SENCO, Assistant SENCO, 1 HLTA and a number of very experienced teaching assistants. Within the team we have staff who have a range of experience and training covering various SEN needs including NVQ Level 2 & Level 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 need 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 Mandy Weatherall or discuss the meeting at the next review/parents evening.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.	<p><i>How will I be involved in discussions about and planning for my child's education?</i></p> <p><i>How will you help me to support my child's learning?</i></p>	<p>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> <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 in the right equipment and folder) • Full attendance and good punctuality • Completion of homework • Attending parents evenings • 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 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 pupils views document prior to reviews.</p> <p>Learning Support has an open door policy which means that students often feel comfortable coming and speaking to member of staff and being clear about their wishes.</p>
<p>9. Any arrangements made by the governing 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 for further information?</i></p> <p><i>Who can I contact if I have a complaint?</i></p>	<p>Please contact Mandy Weatherall for further information.</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. The schools complaint procedure is on the 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; Speech and Language Service; Visual and Hearing impairment Service and Occupational Health Service. These services are contacted when necessary and appropriate, according to your child's needs. The school also works closely with Derbyshire County Council.</p> <p>If you believe your child needs specialist support please contact Mandy Weatherall or discuss at the next review/parents evening.</p>
<p>11. The contact details of support services for the parents of pupils with special educational needs, including those</p>	<p><i>Who should I contact to find out about support for parents and families of children with SEND?</i></p>	<p>DCC: www.localoffer.derbyshire.gov.uk Parent Partnership: www.derbyshireiass.co.uk School Nurse: www.derbyshireschoolnurses.org.uk</p>

<p>for arrangements made in accordance with section 32.</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 our feeder primary schools and provide additional transition support both before our child starts and afterwards, if it is needed. All students are invited to taster and induction days to encourage a smooth integration. For students who need more support we offer a bespoke transition programme aimed at positive integration.</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 also offer a careers evening in November where local post 16 providers talk to some of our students with SEND about possible choices. We work closely with the SEND officers to ensure relevant paperwork is completed for students with Statements/EHCP's.</p>
<p>13. Information on where the local authority's local offer is published.</p>	<p><i>Where can I find out about other services that might be available for our family and my child?</i></p>	<p>DCC: www.localoffer.derbyshire.gov.uk</p>

Key Staff:

SENCO – Mandy Weatherall

Assistant SENCO – Emma Wright

SLT Link to Learning Support – Chris Still

Governor Link to Learning Support – Graeme Taylor & Amy Slater

Achievement Leads – Jenna Hibbet, Amy Slater, Ellie Camina, Sheryl Punter & Dan Blackwood