

SEND Information Report 2023 - 2025



Kingsland School

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| Date of last review: | November 2021 |
| Date of this review: | June 2023 |
| Next review due by: | June 2025 |
| Comments: | Awaiting Head teacher review |
| Head teacher's Signature: | |
| Approved by Chair of Governors: | |

Welcome to our SEND information report, which is part of the Oldham local offer for learners with special educational needs and/ or disabilities. Kingsland is a short-stay school (Pupil Referral Unit). We have a Specialist Learning Centre, Laurel Gardens, and a Home Tuition Team for pupils who cannot attend school due to their health. We have the Outreach Service, supporting primary school pupils with social, emotional, and mental health difficulties using the Graduated Response process. We also have the Broadbent Road site for pupils permanently excluded from mainstream education.

We provide support for pupils with many different types of SEND. These include pupils with:

Social, Emotional and Mental health needs
Communication and Language difficulties
Cognition and learning needs
Physical disabilities

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 adapted 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 pupils' 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 services and agencies.
- Person Centred Reviews (take place at least once on a 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 with a focus on what is important to them.
- We are committed to developing the knowledge and skills of all staff, managing the range of needs in the school, and ensuring that teaching and support are of 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 is 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).

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.

Where possible 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 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 have been educated outside of mainstream education for some time, they are all classed as having some form of SEND as a provision outside of mainstream education is provided.

Regarding learning levels, at the start of the academic year 2023, our SEND profile shows that 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?

Suppose a learner is identified as having SEND, we will provide the support that is ‘additional to’, or ‘different from’, the adapted approaches and learning arrangements typically offered as part of our quality first teaching. This support will be set out in Kingsland School’s SEND provision register and our three WAVE intervention documentation. All staff are provided with a copy of these documents and are made aware of the pupil’s needs at the earliest stage possible.

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 considering 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, and 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 added to the Pupil Support Plan and documentation. This will then be disseminated to all staff.

DO – providing 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 at Kingsland for longer than six 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 most 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 the Local Authority makes provision by an EHCP. This will aid the process of securing a place at a school to meet that pupil's special educational needs. 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 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 parent's consent. These could be:

Speech and Language Therapy

CAMHS

Positive Steps

YOS

Oasis

Social Care

Educational Psychologist

QUEST

Preparing for the Next Steps

Transition is a part of life for all learners, whether that involves moving to a new school or on to post 16 provisions. We recognise that transition is an important time for children, 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 six weeks and will support the pupil and the new school, if necessary, to ensure that the placement is a success.

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 to prepare pupils for adulthood.

If you have any comments, concerns, or complaints regarding the SEND provision on offer at Kingsland School, please get in touch with Sal Qureshi (SENDCo) at S.Qureshi@kingslandschool.org