



**Queen Katharine**  
Academy

**SEND Information Report**  
**July 2018**

<b>Completed:</b>	July 2018
<b>Written by:</b>	Mrs Jean Bloye Assistant Principal, responsible for SEND provision
<b>Next Review Date:</b>	July 2019

The Queen Katharine Academy's SEND Information Report has been written in line with the following areas of legislation and guidance:

- Special Educational Needs and Disability Code of Practice, 0 to 25 Years, 2015
- Children and Families Act 2014
- Equality Act 2010

It is a requirement of all schools and academies to publish key information about the Special Educational Needs Processes and their provision for SEND.

*"Schools should ensure that the information is easily accessible by parents and is set in clear, straightforward language"*

*(Special Educational Needs and Disability Code of Practice 0 to 25 Years, Section 6.79.*

<b>Key Contacts:</b>	
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<b>Contents</b>	<b>Page</b>
<p>What is meant by Special Educational Needs?</p> <p>Are disabled children also SEN?</p> <p>Who can I contact in school to discuss my child’s difficulties with learning, special educational needs or disability?</p>	<b>5</b>
<p>What types of SEND does Queen Katharine Academy provide for?</p>	<b>6</b>
<p>How are young people with special educational needs and disabilities supported to access and engage in a broad curriculum alongside others who do not have SEND at Queen Katharine Academy?</p>	<b>7</b>
<p>How will you let me know if you have concerns about my child’s learning, special educational needs or disabilities and who will be involved?</p> <p>How do you know if a young person has additional needs?</p>	<b>8</b>
<p>How do you support children with medical conditions at Queen Katharine Academy?</p> <p>How will you know that the additional support my child has received has made a difference to my child’s learning and how can I and my child be included in the review process?</p>	<b>9</b>
<p>What are access arrangements and how can these be agreed for students?</p>	<b>10</b>
<p>What is an Education Health and Care Plan (EHCP), who can request one for my child and how are they monitored and maintained?</p>	<b>11</b>
<p>What support is there for my child’s happiness and wellbeing?</p> <p>What arrangements do you make for supporting young people in joining the school, moving between phases of education and in preparing for adulthood?</p>	<b>12</b>

<p>How does Queen Katharine Academy ensure that teaching and support staff are appropriately trained to support my child's special educational needs and / or disability?</p>	<p><b>13</b></p>
<p>How do you involve outside agencies such as Health and Social Care or other Local Authority Support Services and voluntary sector organisations in meeting children's SEN and supporting their families?</p> <p>What are the arrangements for handling complaints from parents and young people with SEND about the provision made at the school?</p>	<p><b>14</b></p>
<p>What is the Local Offer and where can I find it?</p>	<p><b>15</b></p>
<p>What other useful information is available?</p>	<p><b>16</b></p>

## **What is meant by Special Educational Needs?**

Children have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children with Special Educational Needs:

- Have a **significantly** greater difficulty in learning than the majority of others the same age, or
- Have a disability which prevents or hinders him or her from making use of facilities generally provided for others of the same age in mainstream school.
- Special educational provision is educational or training provision that is additional to, or different from, than made generally for other children and young people for the same age by mainstream schools.

## **Are disabled children also SEN?**

Many children and young people with SEN may have a disability under the Equality Act 2010.

'... a physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day to day activities.

This definition includes sensory impairments such as those affecting sight or hearing and long term health conditions. Children with those conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

## **Who can I contact in school to discuss my child's difficulties with learning, special educational needs or disability?**

In the first instance, you should contact your child's tutor about any concerns about your child's progress or wellbeing you may have.

Your child's tutor will coordinate with subject teachers and other staff to establish further details and may seek advice from the SEN D team and / or progress leader to address your concerns.

## **What types of SEND does Queen Katharine Academy provide for?**

All staff at Queen Katharine Academy are committed to providing opportunities for learning which are closely matched to student's abilities and aspirations. Lessons are carefully prepared to provide support and challenge for all students, whatever their starting point, so that all students can make good progress over time. Staff place great importance on the knowledge that students learn in different ways.

We provide high quality teaching for young people who may have the following special educational needs:

- Autism Spectrum Condition (ASC);
- Cognition and Learning difficulties;
- Communication and Interaction difficulties;
- Hearing Impairment;
- Mild to Moderate Learning difficulties;
- Physical Disabilities;
- Social, Emotional and Mental Health Difficulties;
- Specific Learning Difficulties (SpLD) including: Dyslexia, Dyspraxia, Dyscalculia;
- Visual Impairment;

Queen Katharine Academy is the Local Authority Specialist Hub provider for Specific Learning Difficulties (SpLD). Sharing expertise and offering advice to parents / carers and professional colleagues around the city. Students within the SpLD Hub receive tailored support to meet their individual needs around dyslexia.

<http://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

## **How are young people with special educational needs and disabilities supported to access and engage in a broad curriculum alongside others who do not have SEND at Queen Katharine Academy?**

Every student is entitled to a broad and balanced curriculum and all students are encouraged, valued and accepted. At Queen Katharine Academy we have a fully inclusive ethos which means that all students are supported to reach their full academic potential.

We are a well-resourced and modern learning environment where all students are supported to enable them to access, enjoy and be successful in all activities offered within the academy curriculum and environment. We offer:

- Inclusive 'Quality First Teaching' which takes into account the learning needs of all students;
- Personalised learning, including differentiated lesson materials, resources and equipment, to ensure all students can make progress over time;
- Use of technology;
- Homework clubs;
- Personal Care rooms / showering facilities;
- A range of communication aids such as visual timetables, signing and radio aids;
- A number of intervention classrooms where students are able to follow specific intervention programmes;
- A supervised 'buddy room' and general social areas to enable students to access unstructured times safely;
- Access to shared adult support when necessary.

Queen Katharine Academy is a specialist Hub for Specific Learning Difficulties (SpLD) and young people within the Hub provision receive tailored support for their individual needs around dyslexia. Additional details can be found separately on our website.

We provide regular Continued Professional Development / Training for staff on issues relating to special educational needs and disabilities. We also ensure teachers are aware of students' individual needs and offer individual meetings with staff regarding the particular needs of learners to support appropriate differentiation.

## **How will you let me know if you have concerns about my child's learning, special educational needs or disabilities and who will be involved?**

You are the person who knows your child best and we value working in partnership with you. We strongly believe that a partnership approach with parents / carers is the best way to support a pupil's learning and needs.

Subject teachers make regular assessments of progress for all pupils. They will identify if a pupil is making less than expected progress given their age and individual circumstances. The first response to such progress will be high quality teaching targeted at their areas of development.

- Your child's class teacher may contact you to discuss the progress of your child in a specific subject area. They may also talk to you about any issues during our scheduled parent evenings;
- Your child's tutor may contact you to discuss any concerns or to discuss progress across a range of subject areas. They will also talk to you during our scheduled tutor evenings;

If progress continues to be less than expected, the Progress Leader, SENDCo or a Senior TA will contact you to discuss support mechanisms to secure better progress and outcomes for your child.

## **How do you know if a young person has additional needs?**

At Queen Katharine Academy pupils are identified as having special educational needs through a variety of ways including the following:

- Close liaison with primary schools;
- Evidence-based, standardised screening assessments;
- Testing and assessing students;
- Rigorous tracking of pupil progress and target setting;
- Concerns raised by parents;
- Concerns raised by staff;
- Lesson observation;
- Liaison with external agencies;
- Health diagnosis through a paediatrician.

### **How do you support children with medical conditions at Queen Katharine Academy?**

Students at Queen Katharine Academy with medical conditions are fully supported to ensure they have full access to education and enjoy the same opportunities as any other child.

Where children have additional physical or medical needs our Welfare Officer, SEND and Attendance Teams work collaboratively with parents / carers and healthcare professionals. We will create an Individual Medical Care Plan with you to ensure that your child's needs can be met and are known by all staff.

### **How will you know that the support my child has received has made a difference to my child's learning and how can I and my child be included in the review process?**

If your child is assessed as having special educational needs you will be thoroughly involved in this process.

You and your child will meet with the SENDCo to jointly devise an Individual Student Learning Plan, clearly outlining your child's strengths, barriers to learning and effective strategies to support your child within the academy. This allows young people to identify how they like to be supported. SMART (Specific, Measureable, Attainable, Relevant and Time Bound) outcomes will be set and appropriate provision put in place, which may include intervention programmes.

Your child's progress will be monitored and reported to you regularly, in accordance with the academy assessment schedule. We measure the impact and effectiveness of intervention and provision using the 'Assess, Plan, Do, Review' cycle every 6-12 weeks to ensure individual learning outcomes are monitored:

- Students may continue to require intervention or they may not, depending on outcomes;
- Where pupils have completed interventions which are proven to be effective, but have not made adequate progress, the SEND team may ask for more specialised help.

You and your child will be kept informed and encouraged to be actively involved in all stages of this support.

We welcome your support and feedback. You can, at any time, arrange an appointment to speak with the SENDCo or a Senior TA regarding your child's progress.

## **What are access arrangements and how can these be agreed for students?**

*'Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working... Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment.'* (Joint Council for Qualifications)

Each year, JCQ produce a document setting out the range of adjustments which can be requested to ensure that students with particular needs are not disadvantaged by the assessment methods. These adjustments can include, but are not restricted to:

- Alternative rooms;
- Bilingual dictionary;
- Computer reader, Reader pen or reader;
- Extra time;
- Practical assistants;
- Scribe or speech recognition technology;
- Supervised rest breaks;
- Word Processor.

Through a thorough process of identification of special educational needs, we are able to establish support mechanisms enabling students to demonstrate their learning and progress throughout the curriculum.

At the end of KS3, an additional inventory is taken of the progress and attainment data held on each student. At this time the Academy engage with external professionals to complete a series of detailed assessments for identified students and agree an application for access arrangements if appropriate. In addition, adjustments or improvements may be made to the support mechanisms in place for individual students.

Access arrangements represent a 'normal way of working' and are applied across the curriculum. However, if a student decides not to take advantage of the support method(s) offered, these will be disapplied.

## **What is an Education Health and Care Plan (EHCP), who can request one for my child and how are they monitored and maintained?**

*'The purpose of an EHCP is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, preparing for adulthood'.  
(Special Educational Needs and Disability Code of Practice 0 to 25 Years, Section 9.2)*

You, your child (where appropriate and aged 16 and over) and / or the Academy, usually the SENDCo, can request that the local authority conduct an assessment of your child's needs. This **may** lead to an EHCP.

It will take no more than 20 weeks from the request for an EHC needs assessment to issuing the final EHC plan. An EHCP can provide a framework for support from birth to age 25 years.

Using a person-centred approach involving you and your child, an EHCP will contain:

- The views and aspirations of you and your child;
- A full description of their special educational needs and include any health and social care needs;
- Establish specific, measurable outcomes for your child's progress;
- Specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

An annual review provides you and your child the opportunity to reflect on progress towards the specified outcomes with Queen Katharine staff and, if appropriate, other professionals. Outcomes and provision is reviewed and adjusted as necessary to meet your child's changing needs.

Students with an EHC Plan are overseen and supported by the SEND team. They have regular contact with your child, monitoring progress, absence and behaviour; they check progress, liaising with your child's tutor and subject teachers and they also coordinate and attend meetings with you and other professionals.

## **What support is there for my child's happiness and wellbeing?**

At Queen Katharine Academy we support student wellbeing through:

- Daily tutor time, which covers topical issues and current events;
- Tutors, Student Support Officers and Progress Leaders offer support on a daily basis;
- Some students, depending on their individual learning needs, may be involved in a bespoke emotional literacy programme;
- Students can attend structured lunchtime activities held in a supervised environment;
- Students can attend breakfast club
- Some students, depending on their individual learning needs, may be invited to attend sensory sessions or preparation sessions to ensure a positive start to the day.

We also encourage our young people to communicate their thoughts, ideas and opinions by:

- Talking with a trusted adult;
- Completing student voice surveys;
- Being involved in the review of their Individual Student Learning Plan or EHCP.

## **What arrangements do you make for supporting young people in joining the school, moving between phases of education and in preparing for adulthood?**

Queen Katharine Academy is committed to ensuring that your child settles quickly and feels happy and safe at school. We encourage and promote:

- Positive transition planning with primary schools;
- Junior days and additional transition visits organised by the SEND team;
- The SENDCo attends Year 6 Annual Reviews when invited;
- Home visits or parent meetings if required;
- Admission meetings for in-year transfer students.

We pride ourselves in setting high aspirations for all our young people and preparing them effectively for adulthood through a broad and comprehensive curriculum, plus:

- Academy Open Evenings for Year 6 and Sixth Form students;
- Options Guidance Evening for Year 8 and Year 9 students;
- Supported visits to College Open Days;
- For students with an EHCP, in-depth consultations as part of the annual review process, most importantly at key transition points – Years 6, 9, 11, 12 and 13.

**How does Queen Katharine Academy ensure that teaching and support staff are appropriately trained to support my child's special educational needs and / or disability?**

All staff receive regular professional development throughout the year to develop expertise within the Academy.

We engage Literacy and Numeracy Coordinators to assist teaching and support staff in the promotion of speaking, listening, reading, writing and in the application of number skills and mathematical concepts to everyday situations.

The whole staff training schedule prepared by the Professional Development Coordinator responds to any changing needs at the Academy and is planned with reference to evidence of teaching and learning collected through self-evaluation and a rigorous quality assurance programme.

This year, specialist staff training has included:

- Autism Spectrum Condition and Pathological Demand Avoidance;
- Dyscalculia and other Maths Difficulties;
- Introduction to Dyspraxia;
- Leading a Mentally Healthy School;
- Lego Therapy;
- Managing Challenging Behaviour through Emotional Literacy;
- Precision Teaching and Working Memory Difficulties;
- Sensory Circuits;
- Speech and Language Therapy;
- Supported Spelling.

**How do you involve outside agencies such as Health and Social Care or other Local Authority Support Services and voluntary sector organisations in meeting children's SEN and supporting their families?**

There are a wide range of staff working together to support children and their families.

**Those provided through the Local Authority, such as:**

- Autism Specialist Teacher Service ;
- Children's Social Care.
- Educational Psychology Service;
- Parent Partnership Service;
- Sensory Support Service – HI, VI and PI Services;
- Statutory Assessment and Review Team.

**Those provided through the Health Trust are:**

- Child and Adolescent Mental Health Services;
- Community Paediatrician – Child Development Centre;
- Occupational Therapy Team;
- Physiotherapy;
- School Nursing Team;
- Speech and Language Service.

**Those provided through independent services, including:**

- Diverse;
- Families First;
- Sleep Solutions;
- Youth Work.

**What are the arrangements for handling complaints from parents and young people with SEND about the provision made at the school?**

Initially, please speak with the Assistant Principal Mrs Jean Bloye on 01733 383888 in order to address your concern.

If you remain dissatisfied with the outcome, please refer to the Academy's Complaints Policy which can be found on our Academy website.

## **What is the Local Offer and where can I find it?**

The Local Offer is the Local Authority's offer for parents and young people.

It includes provision both in and out of the Academy and details services and support provided by the private and voluntary sectors, as well as the Local Authority and the National Health Service.

Peterborough's local offer is aimed at providing better support and services for children and young people with special educational needs or disabilities and their families.

The Local Offer has been developed in close partnership with Family Voice (Peterborough's Parent Carer Forum) and with a wide range of service providers. Their aim is:

- To improve outcomes for children and young people by making more information easily available to help make better choices;
- To enable children, young people and families to be informed and empowered to make choices;
- For you to be clearer about what is available and why, and what alternatives are available;
- To provide more effective signposting and to get it right first time.

Please use the link below to be taken to the Peterborough Local Offer:

<http://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

## What other useful information is available?

Additional Learning Needs Team (formerly Connexions) (01733) 864500

Autism Specialist Teacher Team: (01733) 864009

Educational Psychology Service (01733) 863689

Occupational Therapy Service (01733) 777937

Peterborough Neurodevelopmental Service (01733) 777939

Peterborough School Nursing Service (01733) 777937

Peterborough Speech and Language Therapy Service: (01733) 758298

Physiotherapy Team: (01733) 776277

SEND information Advice Support Service (01733) 863979

email: [pps@peterborough.gov.uk](mailto:pps@peterborough.gov.uk)

Website:

<https://www.peterborough.gov.uk/information-advice-support/send-partnership-service/>

Statutory Assessment and Monitoring Service (01733) 863733 or

email: [SENTeam@peterborough.gov.uk](mailto:SENTeam@peterborough.gov.uk) (01733) 863675