

Queen Katharine Academy

SEND Information Report – September 2024

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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 (2015) Section 6:79)

If you require support to access this document, including having this document translated, please contact Jo Hammond (Assistant Principal – SEND and Inclusion) on 01733 383888 or email info@qka.education .

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At QKA, SEND provision ensures that all learners, in every classroom, including those with different needs, can overcome their barriers, make excellent progress, and reach their potential.

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What is meant by Special Educational Needs and Disabilities (SEND)?

Special educational needs, often referred to as 'SEN' or 'SEND' (Special educational needs and disabilities), is a term used to describe learning difficulties or disabilities that make it harder for a child to learn compared to children of the same age.

All children may experience challenges with their learning at some point and for most children, these difficulties overcome with support from teachers and home. However, children with SEND are likely to need extra or different help to be able to learn.

Some children may have SEND because of a medical condition or disability, other children may have SEND without a diagnosis or disability.

Children are not considered to have SEND just because their first language is not English, though some children for whom is English is a second language may also have SEND.

"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. "

(SEND Code of Practice)

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children and young people for the same age by mainstream schools. This covers many different things including (though not limited to) communicating through sign language, having worksheets in a larger font or needing shared or small group support.

Some children and young people may need extra help which is not special educational provision such as having medication at school. As this is not support with education or training it would not be classed as special educational provision.

A child or young person has a disability if:

- they have a physical and mental impairment which has a substantial and long-term adverse effect on their ability to carry out day-to-day activities.

Do all disabled young people also have Special Educational Needs (SEN)?

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

"... 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 children with disabilities and those with SEN.

Where a disabled child requires special educational provision, they will also be covered by the SEN definition.



How are special educational needs identified?

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

- Close liaison with primary schools
- Attainment, progress and behaviour data analysis
- Evidence based, standardised screening tools
- Testing and assessing learners
- Rigorous tracking of learner progress through testing and assessments
- Target setting using prior and historic data to track trends
- Concerns raised by parents
- Concerns raised by staff
- Lesson observations
- Liaison with external agencies
- Health diagnosis through a paediatrician or medical professional

Also, subject teachers make regular assessments of progress for all learners.

Subject teachers will identify if a learner is making less than expected academic progress given their age and individual circumstances. When slower than expected progress occurs, a class teacher's first response is to review and adjust, as necessary, the high-quality teaching strategies used in the classroom. They may also contact you to discuss the progress of your child and consider 'next steps' with you. Teachers will routinely speak to you during our scheduled subject evenings timetabled through the year.

If, despite high quality teaching and reasonable adjustments in the classroom, progress is still not made in a subject area, this will result in a referral to the subject leader to enact short-term support to specifically target your child's area(s) for development. They may also be referred to the Progress Leader to investigate their progress across other subjects.

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

Please see Appendix 1 (page 33) for our Graduated Response Flowchart.



For which types of SEND does Queen Katharine Academy provide?

All staff at Queen Katharine Academy are committed to providing opportunities for learning which are closely matched to learner's abilities and aspirations. Lessons are carefully prepared to provide support and challenge for all learners, respecting their different starting points, so that all learners can make good progress over time.

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

Communication and Interaction

- A child may have difficulty in talking to others or understanding what others are saying to them;
- A child may have difficulty with interactions with others, such as not being able to take turns.

For example:

- Autism
- Speech, language and communication needs

Cognition and Learning

- A child may find all learning difficult or have difficulties with specific activities such as reading or spelling;
- A child may have trouble understanding instructions and carrying out tasks;
- A child may have memory difficulties.

For example:

- Moderate Learning difficulties (MLD) - A child with MLD may take longer to learn skills than the majority of their peers and are likely to require extra support in the academy
- Specific Learning difficulties (SpLD) including: Dyslexia, Dyspraxia, Dyscalculia - A child with SpLD may require some support in the academy, targeted to their specific area of difficulty such as spelling or numeracy

Social, Emotional and Mental Health

- A child may display behaviours such as having very low self-esteem or being very anxious;
- A child may display challenging, disruptive or distressing behaviours;
- A child may have underlying conditions which affect their mental health.

For example:

- Attachment Disorder,
- Attention Deficit [Hyperactivity] Disorder (AD[H]D)
- Anxiety Disorder

Physical and Sensory difficulties

- A child may have hearing or vision loss.
- A child may have difficulty with sensory processing, being under or over-sensitive.
- A child may have a medical condition which affects them physically.

For example:

- Hearing Impairment
- Physical disabilities
- Visual Impairment
- Sensory Processing Disorder



Who can I call at the academy to discuss my child's difficulties with learning, special educational needs and/or disabilities?

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

Your child's tutor will liaise with the year group Progress Leader who will contact subject teachers and other staff to establish further details. If appropriate, they will seek advice from the SENDCo and SEND Team to address your concerns.

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



What is an Educational and Health 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/she gets older, preparing for adulthood."

(Special Educational Needs and Disability Code of Practice, 0-25 years, Section 9.20)

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

If agreed, an EHCP 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.

An EHCP will contain:

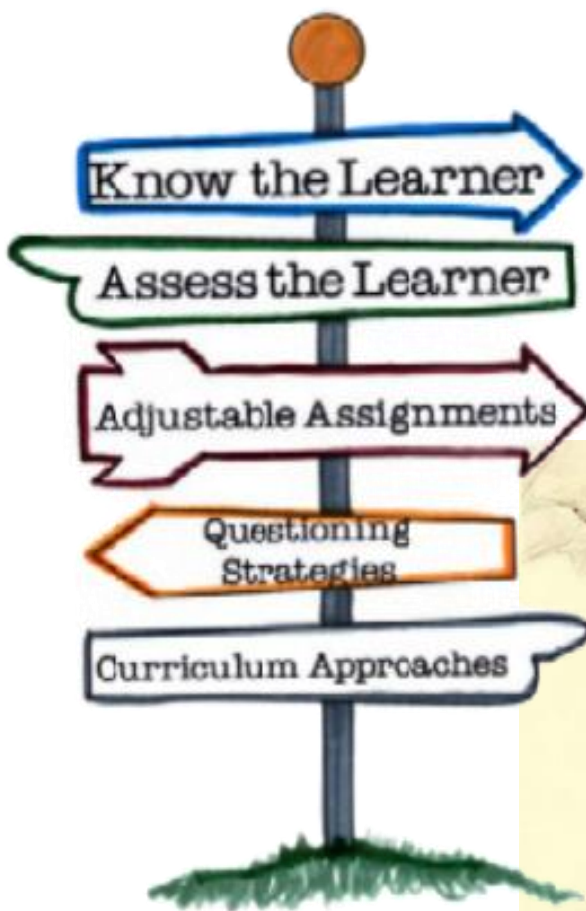
- The views and aspirations of you and your child,
- A full description of their special educational needs and include any health and social care needs,
- A description of your child's personal and learning strengths,
- Establish SMART (Specific, Measurable, Attainable, Relevant and Time-bound) targets 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 are reviewed and adjusted as necessary to reflect and meet your child's changing needs.

Learners with an EHC plan are overseen and supported by the QKA SEND Team. They each have a Key Worker from the TA Team who has regular contact with your child in the classroom. Your child has their progress, absence and conduct monitored and the SEND Team also liaises with your child's tutor and subject teachers to ensure their needs are met. The SEND Team will also arrange and attend meetings with you and wider professionals as needs change and develop across the year.

How will concerns about my child's learning, special educational needs or disabilities be communicated and who will be involved?

We ensure that teachers are aware of learners' individual needs; we share strategy sheets and co-produced Pupil Passports (also known as One Page Profiles). We also offer individual meetings with staff to outline or review the needs of learners to support appropriate differentiation. Additionally, we provide regular professional development/training for staff on issues relating to special educational needs and disabilities.



What are the academy's arrangements for assessing and reviewing the progress of learners with special educational needs?

A graduated approach

The SEND Code of Practice says that schools should use a 'graduated approach'. to support a child with SEND. This graduated approach has four steps: Assess, Plan, Do, and Review.

Please see Appendix 1 (page 33) for our Graduated Response Flowchart.

Assess

Staff work with the SENDCo to assess your child's needs, so they can give the right support. We will involve you in this process and, wherever possible, seek your child's views. If appropriate, we will seek advice from a specialist teacher or a health professional which we will talk to you about first.

Plan

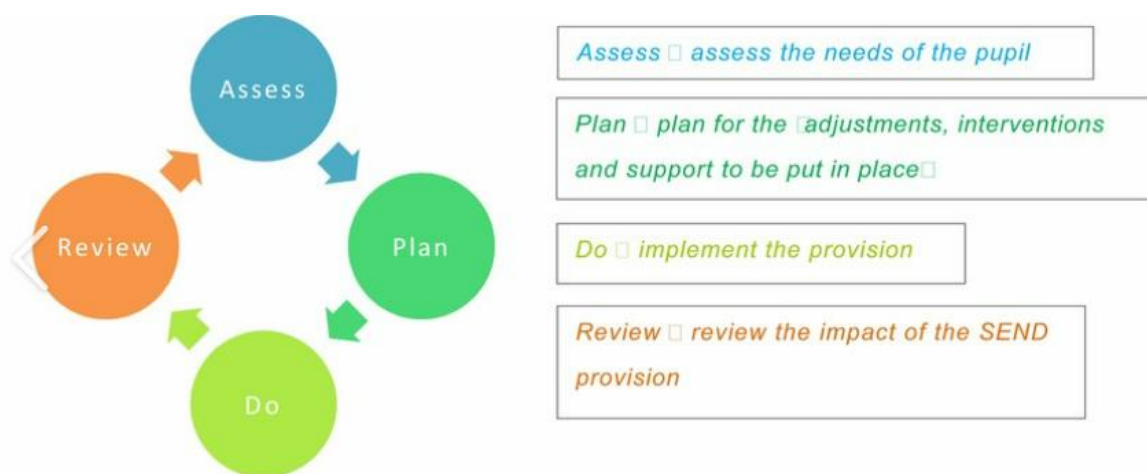
If we decide that your child needs SEN support, we will tell you and talk with you about the outcomes that will be set, what help will be provided and agree a date for progress to be reviewed.

Do

Your child's teachers are usually responsible for the work that is done with your child, and should work closely with any teaching assistants or specialist staff involved.

Review

We will review your child's progress, and the difference that the help your child has been given has made, on the date agreed in the plan.



How does the academy evaluate the effectiveness of its provision for learners with SEND?

At Queen Katharine Academy, we evaluate the effectiveness of our provision for all students by regular data checks throughout Key Stage 3 and Key Stage 4 (using Minimum Expected Grades based on prior data and FFT GCSE information).

All students, including those with SEND, are set ambitious targets and the impact of teaching, and any additional support is measured, in part, by these outcomes.

We also consider the students' destinations after they leave us, be it for post-16 or for further education or training.

Where students are participating in an intervention, they are set appropriate targets within the scope of the intervention, with many interventions starting and ending with a standardised assessment in order to determine progress and next steps. These are reflected in the intervention Assess Plan Do Review.

Specifically, we use the York Assessment of Reading Comprehension (YARC), Cognitive Ability Testing (CAT4), National Group Reading Tests (NGRT) and GL Emotional Literacy Assessment (SEMH) assessments at regular intervals in order to evaluate the effectiveness of provisions made. Our IDL (numeracy) and Lexia (literacy) interventions have in-built progress assessments embedded in the programmes.

Learners with EHCPs have their progress monitored and assessed termly in relation to their bespoke targets and this feeds into progress reports and meetings with parents.

Where students are not making the progress hoped for, support is adapted moving forward.



What is the academy's approach to teaching learners with special educational needs?

- We have high expectations for all at the Academy, both staff and students.
- Every learner is entitled to a broad and balanced curriculum and all learners are encouraged, valued, respected and accepted. At Queen Katharine Academy we have a fully inclusive ethos, where all learners are inspired and supported to reach their full potential.
- We have a high-quality pedagogical approach to ensure that lessons are consistent in terms of routines and expectations.
- Instructions are given clearly and in a form that is appropriate for the child – e.g. verbal, written, pictorial, diagrammatic etc. Learners are questioned routinely to check understanding of both instructions and concepts.
- Engagement is supported through a variety of teaching approaches, including practical work, pair work and group work. Where possible, work is tailored to the interests of the learners.
- Transitions within lessons are clearly signposted, using timers and countdowns. Now-and-next visuals are also used to support this and so that learners are able to predict what is going to happen.
- Children with SEN are expected to be able to work within mainstream classes, given high quality teaching and work clearly differentiated to their level of ability. Subjects in Key Stage 3 are mixed ability and there is always considerable in-lesson variation and reasonable adjustments will always be made. To further support progress, some students will have short-term interventions to accelerate their progress in key areas.
- When a learner has participated in an intervention, the SEND Department shares key strategies for all the learner's teachers so that they can be implemented in the classroom. This ensures that the work done beyond the classroom can also be embedded within it.
- **Please see Appendix 1 (page 33) for our Graduated Response Flowchart.**

How does the academy adapt the curriculum and learning environment for learners with special educational needs?

- We provide a well-resourced and modern learning environment and all learners are supported to enable them to access, enjoy and be successful in the full range of activities offered within the academy curriculum and environment.
- Inclusive 'High Quality Teaching' which considers the learning needs of all learners
- Personalised learning, including differentiated lesson materials, resources and equipment, to foster independence and ensure all learners can make progress over time
- We recognise that all children are different and what works for one may not work for another. We therefore listen to the children and their parents and take a flexible and open-minded approach to making reasonable adjustments.
- Below are some examples of this, though it is not an exhaustive list.
 - Now and next visuals
 - Step by step instructions
 - Allow the use of fidget toys
 - Keeping the PowerPoint layout predictable, and giving a print out
 - Allowing have flexible deadlines / deadline extensions
 - Changing assignments to suit the learner's strengths – e.g., not making someone do a presentation, or allowing them to do it just to a very small group.
 - Movement breaks
 - Ear defending headphones
 - Laptop
 - Ear plugs
 - Lunch clubs
 - Offering alternatives to writing as a key method of recording
 - Providing handouts that contain the learning points rather than asking learners to copy text from the whiteboard or take notes
 - Repeating instructions/information and check for understanding of tasks
 - Using visual timetables with colour coding and symbols
 - Altering format options onscreen or on an interactive whiteboard
 - Breaking information and instructions into smaller 'chunks'
- We are always keen to hear learners' and parents' views about what works for them.



What additional support for learning is available to learners with special educational needs?

- Personal Care rooms/showering facilities
- Occasional access to shared classroom support when necessary
- Exam concessions
- Specific intervention programmes:
 - Communication
 - Social Use of Language Programme (SULP)
 - LEGO groups (Therabuild)
 - Literacy:
 - Lexia
 - Key words
 - Precision teaching
 - Guided reading
 - Over-learning
 - Pre-teaching
 - Handwriting
 - Numeracy
 - Precision Teaching
 - Over-Learning
 - Pre-teaching
 - IDL
 - Social Emotional and Mental Health
 - The Homunculi Approach to Social and Emotional Wellbeing: A Flexible CBT Programme for Young People delivered by a qualified ELSA
 - Friendship Groups
 - Lunch Clubs
 - Emotional Literacy
 - Emotional Coaching
 - Physical and Sensory
 - Sensory Circuits
 - Liaison with Occupational Therapist regarding exercise programmes



How does the academy enable learners with special educational needs to engage in the activities of the academy (including physical activities) together with children who do not have special educational needs?

All learners have the opportunity to be involved in the full range of academy activities; we are an inclusive academy. If a particular disability could make an activity less accessible to a learner then the academy will use its best endeavours to enable participation.

We have a range of strategies including peer support to accompany learners with mobility difficulties. We also offer support from trained teaching assistants who, as well as supporting with day-to-day mobility and personal care, also promote independence.

We support the work of physiotherapists and occupational health, through our well-resourced sensory room and other supportive aids. We also have a range of specialist equipment to support learners with specific physical needs.

The physical environment is accessible. We have a number of accessible toilets and changing facilities. We also have two lifts and clear signage around the building. Our fire marshalls are fully trained to use evacuation chairs and moving and handling training has been undertaken by key personnel.

We work closely with the Teacher of Physical Disability, as well as other professionals, to ensure that all learners are able to participate.

Clubs, extra-curricular activities and Student Leadership opportunities are promoted equally to all students.



What support is available for improving the emotional, mental and social development of learners with special educational needs?

At Queen Katharine Academy we support learner wellbeing through:

- We have a highly trained Emotional Literacy Support Assistant in the SEND Department. Our ELSA works closely with children, teachers and pastoral teams, supporting the children and enabling the adults around them to also offer support
- The academy's pastoral system supports all children with close focus on their social, and emotional development
- Daily tutor time, which covers topical issues and current events, also reinforces learning themes through relevant activities, quizzes and challenges
- Tutors, Student Support Officers and Progress Leaders offer support on a daily basis
- The academy has an anti-bullying policy which applies to all students.
- The academy has links to health bodies and social care bodies through the local authority and can draw on these if there is a significant need
- Some learners, depending on their individual learning needs, may be involved in a bespoke emotional literacy programme
- Learners can attend a range of structured, enrichment activities during lunchtime or after the lessons finish
- Learners can attend breakfast club
- Some learners, 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 to trusted adults
- Participating in student voice opportunities and completing student voice surveys
- Encouraging learners to join extra-curricular clubs
- Encouraging learners to engage in the student leadership programme

Your child's tutor may contact you to discuss any concerns surrounding your child's social, or emotional wellbeing or to discuss progress across a range of subject areas. They will also talk to you during the scheduled tutor evenings.



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

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

The whole staff training schedule prepared by the Assistant Principal with responsibility for Continuous Professional Development, 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 includes training in relation to SEND and reasonable adjustments.

The SENDCo holds the following qualifications: BA Hons, PGCE, Masters in Education the National Award for Special Educational Needs Co-ordination (NASENCO) and the Assessing for Access Arrangements Certificate.

The SEND Team has undertaken specialist training in many areas, including:

- Adverse Childhood Experiences
- Education for All: Disability, Diversity and Inclusion
- ELSA Supervision
- Inclusive Education: Essential Knowledge for Success
- Making Sense of Dyslexia: Education for Children and Young People
- Understanding ADHD: Current Research and Practice
- Understanding Autism

The Team follows guidance from the EEF research into the Effective Use of TAs.

The Academy also works closely with the Peterborough SEND Hub Network, benefitting from training in MLD, Physical Disability and Autism.



How are facilities and equipment to support children and young people with special educational needs secured?

Specialist equipment to support individual needs is secured on a case-by-case basis with advice, where appropriate, from external specialist agencies.

Specialist Services consulted may include:

- Physical Disabilities Support Services
- Teacher of the Deaf
- Teacher of Vision Impairment
- Sensory Support Service
- Occupational Health
- Physiotherapy
- Speech and Language Therapy
- Educational Psychologist
- Autism Advisory Teacher
- ADHD Advisory Teacher
- SEND Hubs
- Health and Safety
- Safeguarding
- IT Services
- Child and Adolescent Mental Health Services (CAMHS).



What are arrangements for consulting parents of children with special educational needs about, and involving parents in, the education of their child?

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

If your child is offered support, you will be informed by email or telephone and SMART (Specific, Measurable, Attainable, Relevant and Time-bound) outcomes will be set. Appropriate provision will be put into place, which may include intervention programmes. If your child is receiving SEND Support, they will be placed on the SEND register.

Your child's progress will be monitored and shared with you regularly, in accordance with the Academy assessment schedule.

We measure the impact and effectiveness of interventions and provisions using the 'Assess, Plan, Do, Review' (APDR) cycle every 6-12 weeks to ensure individual learning outcomes are monitored and revised if/or as necessary.

Learners may continue to require intervention, or may not, depending on the outcomes.

We only use interventions which have been proven to be successful. Where learners have completed such interventions, but have not made adequate progress, the SEND team may seek more specialised help.

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

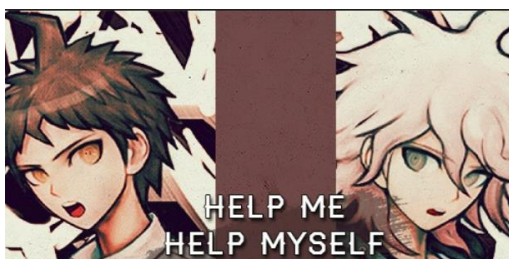


What are arrangements for consulting young people with special educational needs about, and involving them in, their education?

Wherever possible, learners are involved in the review process and that of setting targets for the next session. AT QKA, we believe that learners have a right to be heard and to express an opinion about matters affecting them. Consequently, the academy is committed to working in partnership with the child, parents, carers and outside agencies

Each learner identified as having a possible special educational need will meet with a member of the SEND team to jointly create a Student Passport (One-Page Profile). This will outline:

- What is important to me
- Things I am good at
- Things I find difficult
- How I will support myself
- Possible classroom strategies to support me



What arrangements are made by the Academy Committee relating to the treatment of complaints from parents of learners with special educational needs concerning the provision made at the academy?

The Academy strives to work in partnership with parents to ensure a collaborative approach to meeting students' special educational needs.

If a parent or carer has concerns or complaints regarding the provision made at the Academy then an appointment can be made by speaking to a member of the Senior Leadership Team.

They will be able to offer advice on formal procedures for complaints if the matter cannot be resolved.

All complaints are taken seriously and are heard through the Academy's complaints policy and procedure.



How does the Academy involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of learners with special educational needs and in supporting the families of these learners?

Queen Katharine Academy SEND Team regularly call upon the services of a wide range of agencies whose staff work together to support children and their families.

Those services provided by the Local Authority include:

- Children's Social Care
- Educational Psychology Service
- SENDIASS (The Special Educational Needs and Disabilities Information Advice and Support Services; formerly the Parent Partnership)
- Sensory Support Service - HI, VI and PI teams
- Specialist Teacher Service - ADHD and ASD

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 access arrangements and how can these be agreed for learners?

“Access arrangements are pre-examination adjustments for candidates, based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior Joint Council for Qualifications (JCQ) awarding body approval.

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 2020)

Each year, JCQ produce a document setting out the range of adjustments which can be requested to ensure that learners 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
- Extra time
- Practical assistants
- Scribe or speech recognition software
- Supervised rest breaks
- Laptop
- Prompt

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

In order to ensure that appropriate exam arrangements are put in place for students with SEND, at QKA we have the following process:

1. The first step is for the Year 9 group to undertake the NGRT reading test. This is to ensure that we have a full awareness of the abilities of the whole group.
2. When we have this set of results, we send out information requests to all the teachers of students who have a reading age below 10. This is to establish how they perform in class and what reasonable adjustments teachers are making to support their learning.
3. In addition, these students undertake the Lucid Exact tests to gain a fuller picture of their abilities. The reading results, Lucid results and teacher comments are then triangulated and formal Exam Access Arrangement testing required by JCQ takes place.
4. If these tests meet the criteria for Exam Access arrangements, the relevant exam concession applications are made.

What are the academy's arrangements for supporting learners with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living?

We are committed to ensuring that your child settles quickly and feels happy and safe at the academy. We start planning for the next academic year as soon as the current one starts!

For learners with an EHCP, in-depth conversations as part of an annual review process, most importantly at key transition points: Year 6, Year 9, Year 11, Year 12 and Year 13

Transition into Year 7 and joining QKA

In the SEND team, we have a dedicated Transition TA who works closely with the primary schools to plan and deliver an extended transition programme for students with SEND, which begins after February half term.

We encourage and promote:

- Positive transition planning with primary schools – we find out as much as possible, as soon as possible.
- The SENDCo or Assistant SENDCo attends Year 5 and Year 6 EHCP annual reviews when possible
- Home visits or parent meetings
- Transition/taster days for year 5 and 6
- Academy Open Evenings for Year 6
- Admission meetings for in-year transfers

All information is shared with teachers and teaching assistants before the end of the academic year so that it can be used in planning. At the earliest opportunity, new students with SEND co-produce a One Page Profile with a member of the SEND Team. This is available via Provision Map.

Transition to Key Stage 4

Option Guidance Evening for Year 9 learners, including opportunities to meet with the SENDCo or member of the SEND Team.

Transition to Post-16

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

- Academy Open Evenings for Sixth Form
- Supported visits to College Open Days

Information on where the local authority's local offer is published.

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 and 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 possible
- 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 access the Peterborough Local Offer:

[SEND Information Hub \(Local Offer\) | Peterborough Information Network](#)



Getting Help



Early Years and
Childcare



Getting out and about



Impartial Advice and
Support



Health



Early Help and Social
Care



Education



Preparing for
Adulthood



Money and Benefits



Local Offer for Young
People

The contact details of support services for the parents of learners with special educational needs, including those for arrangements made in accordance with section 32.

[SEND Information Hub \(Local Offer\) | Peterborough Information Network](#)

<p>Attention Deficit Hyperactivity Disorder(ADHD) Advisory Teaching Service</p> <p>07961 240384</p>	<p>Child and Adolescent Mental Health Services (CAMHS)</p> <p>0300 555 5810</p>
<p>Autism Advisory Teaching Service</p> <p>07961 240384</p>	<p>Chums (Peterborough)</p> <p>Chums Mental Health and Emotional Wellbeingfor Children and Young People</p> <p>01525 863924</p>
<p>Early Years SEN Specialist and PortageService</p> <p>01733 864720</p>	<p>Emotional Health and Wellbeing Service/</p> <p>0300 5555060</p> <p>0300 0295050</p> <p>Between 9.30 am and 4.30 pm</p>
<p>Educational Psychology Service</p> <p>EPS@Peterborough.gov.uk</p>	<p>SEND Partnership Service</p> <p>01733 863979</p>
<p>Peterborough City Council Statutory Assessment and Monitoring Services (SAMS)</p> <p>01733 863996—01733 863934</p>	<p>Peterborough Integrated Neurodevelopment Service can provide assessments of Autism and Attention Deficit Hyperactivity Disorder (ADHD)</p> <p>0300 555 5810</p>
<p>Sensory (Hearing/Vision) and Physical Support Services (SAPS)</p> <p>01733 454460</p> <p>sensorysupportservices@peterborough.gov.uk</p>	<p>Keep Your Head</p> <p>Keep Your Head runs a website which is a centralpoint for information on children and young people’s mental health and wellbeing in Cambridgeshire and Peterborough</p> <p>www.keep-your-head.com</p>



Peterborough Integrated Children's; Health Service (Community Paediatric Physiotherapy) 0300 555 5965	Peterborough School Nursing Service (Universal 0-19 Service) 0300 029 5050
Peterborough Integrated Children's; Health Service (Speech and Language Therapy) 0300 555 5965	Peterborough Integrated Children's; Health Service (Community Occupational Therapy) 0300 5555965
Peterborough Integrated Children's; Health Service (Community Paediatrics) 0300 555 5810	Family Voice Www.familyvoice.org Facebook Page: Family Voice 01733 685510
YOUnited Www.cpft.nhs.uk/younited	Children's Community Nurses 01733 847060

Special Educational Needs Inclusion (SENI) Services

What other useful information is available?

Queen Katharine Academy supports the Local Authority Specialist Hub provision, a network which shares expertise, recommends resources and which offers advice to parents/carers and professional colleagues around the city.

Online information for parents, carers and professionals working with children and young people

<https://www.keep-your-head.com> provides information on local services for children, young people and adults.

<https://parents.actionforchildren.org.uk/mental-health-wellbeing/> provides advice and activities to support children and parents with their mental health and emotional wellbeing

<https://youngminds.org.uk> information on different mental health difficulties for young people and their families.

www.minded.org provides self-help and guidance for young people and their families.

<https://charliewaller.org> offers advice, guidance and resources for young people and their families around mental health.

https://www.psych.ox.ac.uk/files/news/copy_of_coping-with-self-harm-brochure_final_copyright.pdf Coping with self-harm - a guide for parents and carers.

<https://www.keep-your-head.com/assets/1/cyp-at-risk-self-harm-suicide.pdf> A guide for practitioners working with children and young people at risk of self-harm and suicide.

Online information and support specifically for young people experiencing thoughts of self-harm / suicidal thoughts

<https://www.nhs.uk/mental-health/feelings-symptoms-behaviours/behaviours/self-harm/> : National advice and guidance about self-harm.

<https://www.keep-your-head.com/assets/1/cyp-at-risk-self-harm-suicide.pdf>

<https://www.mentalhealth.org.uk/sites/default/files/Truth%20about%20self%20harm%20WEB%20FINAL.pdf> downloadable resource, The truth about self-harm for children, young people and their friends and families.

www.SelfHarm.co.uk A project dedicated to supporting young people impacted by self harm, providing a safe space to talk, ask any questions and obtain help to overcome difficulties. It also provides information about how to stay safe.

National Self-Harm Network: www.nshn.co.uk : provides crisis support, information and resources, advice, discussion and distractions and is available 24/7. Also supports and provides information for families and carers.

The Mix offer free 24/7 crisis support via a Crisis Messenger Service - <https://www.themix.org.uk/mental-health/self-harm>

Childline: Free national helpline for young people offering free confidential advice 0800 1111 www.childline.org

Chat Health age 13-19 (young person can text 07480 635443 to talk to school nursing about emotional health issues)

<https://www.youngminds.org.uk/young-person/my-feelings/self-harm/> : information and advice for young people who are affected by self-harm.

https://research.reading.ac.uk/wp-content/uploads/sites/3/2017/04/No_Harm_Done_Young_Peoples_Pack.pdf : advice for young people who are worried about self-harm.

<https://kooth.com> ; provides self-help and guidance, together with the opportunity to speak to somebody online.



Where a child is open to Child and Adolescent Mental Health Services (CAMHS) and there is an increase in risk and parents / carers feel unable to keep the child safe, the CAMHS on-call worker at the local clinic can be contacted between 9.00am - 5.00pm Monday to Friday;

Cambridge: 01223 465100
Huntingdon: 01480 445281
Peterborough: 0300 555 5810

If parents/carers need to speak to someone out-of-hours then they can contact the First Response Service (FRS) by calling 111 and selecting option 2. This is also the number to call at any time if the child is not receiving support from CAMHS and the parent or carer is concerned about the child's immediate emotional wellbeing. This service is only for people living in the Cambridgeshire borders only.

Should the young person present an immediate risk to themselves or others, parents or carers should dial 999.

Appendix 1 – Graduated Response

Wave 1. Teacher Initial Concern (Ordinarily Available Provision (OAP))

Parent carer or teacher express concerns around child or young person's progress

- Teacher and parent carer (if appropriate) meet to discuss concerns and complete Quick Checker in the Somerset Graduated Response Tool
- Teacher and parent carer reflect on Universal Barriers to Learning in the Graduated Response Tool working through the identified areas of need where there is a concern
- Teacher completes additional assessments and checklists in the areas identified as a concern (see list of assessments and checklists available in the Graduated Response Tool)
- Teacher puts in place targeted high quality teaching to address identified gaps in learning.
- Teacher refers to Universal Provision Barriers and Strategies in the Tool implementing strategies appropriate to identified barriers to learning
- Pupil Passport and Universal Barriers and Strategies Record could be created at this stage. (See suggested template on the Local Offer)

Parent carer and teacher meet. Has the child or young person made satisfactory progress through high quality teaching?

Yes

Teacher continue with these adaptations

No

- Teacher completes an Initial Cause for Concern Form with parent carer consent and sends to the SENCO.
- SENCO meets with teacher, parent carer and child or young person to discuss next steps and begin targeted SEN Support.

Wave 2. Targeted Support (SEN Support)

Teacher, parent carer and SENCO complete first cycle **APDR captured on an ADPR form** (template available on the Local Offer), agreeing outcomes and targeted provision from the whole school provision map and SEN Support Strategies in the Graduated Response Tool.

Parent carer, teacher and SENCO meet. Has the child or young person made satisfactory progress through targeted support?

Yes

Continue with the targeted support – further cycle of **APDR** or maintain Universal adaptations if concerns have reduced

No

- SENCO completes more diagnostic assessment to add to learning profile of the child or young person.
- SENCO meets with teacher, parent carer and child or young person to agree further outcomes and targeted provision - further **APDR** cycle. **Review regularly.**
- Update the pupil passport and ADPR with information from further assessment.

Parent carer, teacher and SENCO meet. Has the child or young person made satisfactory progress through targeted support?

Yes

Continue with the targeted support – further cycle of **APDR** or maintain Universal adaptations if concerns have reduced

No

- School to seek guidance through, if not already done, EHA, EP Service offers. See Local Offer
- APDR and passport updated with further outcomes and targeted provision at SEN Support
- APDR cycles completed with termly reviews

Parent carer, teacher and SENCO meet. Has the child or young person made satisfactory progress through targeted support?

Yes

Continue with the targeted support – Further **APDR** cycle or maintain Universal adaptations if concerns have reduced

No

Wave 3. Complex/High Needs Support (Education, Health and Care Plan EHCP)

- If a child or young person is not making sufficient progress despite a graduated response being implemented where 'the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person' (Code of Practice 6.63), then a statutory education health and care needs assessment (EHCNA) could be considered.
- Where a school is making a request, all EHCNA requests should be discussed with professionals from the Inclusion Advisory Services. This might take place during an individual planning meeting or a Professionals Meeting. We encourage parent carers and child and young person to work with their school or setting when making a request.
- An EHCNA process takes 20 weeks. If an EHCP is agreed then it must be reviewed annually. For further information around EHCP applications refer to the EHCP section of The Local Offer. Teacher, SENCO, parent carer, child or young person (with guidance from professionals) continue cycles of APDR, making decisions on outcomes and provision in partnership. Refer to the EHCP when available and ensure provision within the plan is in place. Or the whole school provision map, and strategies within the Graduated Response Tool. Review ADPR each term and EHCP annually.