

# King's Academy Easthampstead Park

Special Educational Needs and Disability  
SEN Information Report and SEND Policy

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The intention of Bracknell Forest Council's local offer is to improve choice and transparency for families. All schools and academies in Bracknell are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with Special Educational Needs are met in a mainstream setting, where families want this to happen.

## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At King's Academy Easthampstead Park we believe that all students have the right to a broad and balanced curriculum offer . In delivering the planned curriculum we want our SEN students to experience academic challenges pitched appropriately at their level, whatever their prior attainment, valuing each student as an individual who can achieve their potential.

This policy and information report will be reviewed every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.date of next review - April 2025. For Bracknell Forest's Local Offer click [Here](#). KAEP accessibility policy can be found [here](#).

The school will consider evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

## **2. Legislation and guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

## **3. Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Miss Buchanan

They will:

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- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise teachers on the graduated approach to providing SEN support in the classroom and beyond
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition to the next setting or stage is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The headteacher**

The headteacher (Mrs Cook) will:

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- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class monitoring their progress against age related expectations.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to curriculum delivery in the classroom/ teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Highlight any concerns regarding the progress of SEN children to the SENCO or complete requests for information in a timely manner.
- Ensuring they follow this SEN policy.

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## 1. What kinds of special educational needs does the school provide for?

A child or young person has special educational needs if they have a learning difficulty or disability which requires special educational provisions to be made for them. The SEND code of Practice identifies four main categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

At Kings Academy Easthampstead Park, we support SEND students across all four categories of need. We currently support students with;

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

We recognise that the needs of students often cross over more than one 'area of need' and that the needs of individual students can vary over time. In-line with the Code of Practice, students with SEND will be included on our SEND register.

## 2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

We will assess each pupil's current skills and levels of attainment on entry using cognitive ability tests (CATs), Reading standardised scores (NGRT), Spelling standardised scores (NGST) ], which will build on previous settings and Key Stages, where appropriate. The NGRT and NGST are reassessed yearly in each year group. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Please note slower progress and lower attainment will not automatically mean a pupil is recorded as having SEN.

For those in year KS4 and KS5 they will also be assessed for exam concessions inline with JCQ regulations where there is an identified need and appropriate provision put in place where it is their normal way of working..

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer as part of quality first teaching, or whether something different or additional is needed.

If you have a concern please contact the Head of Year and SENCO.

### 3. How will both you and I know how my child/young person is doing?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty and what can be done at home in support of the school to secure support and progress for the child.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the pupil within school.
- Everyone is clear on what the next steps are and who is responsible for implementing them
- Notes of these early discussions will be added to the pupil's record.
- We will formally notify parents in writing when it is decided that a pupil will receive SEN support.
- Student profiles and provisions will be shared via the Edukey app.
- Feedback discussions at parents evening and additional meeting either face to face or by phone.
- Following interventions an update will be sent to parents in the form of a letter and provision map updated.

#### 4. What arrangements are there for consulting with young people with SEND and their parents?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required through their pupil profile. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress and this will be shared with parents.



## 5. How do you support my child/young person towards adulthood?

We will share information with the school, college, or other setting the pupil is moving to where appropriate. We will agree with parents and pupils which information will be shared as part of this under GDPR.

Students with SEND who transfer from other schools are supported through their induction to the school by the tutor, SENCO and Learning Zone staff to ensure that they have a smooth transition. Liaison from Year 6 to Year 7 ensures a smooth transition. Staff from EPCS usually visit feeder schools and specialist staff from the Learning Zone also maintain close liaison which continues into Year 7. Identified pupils may receive additional transitional visits as part of this preparation. In year 11 students where there is an identified need may also be supported through additional visits to alternative providers.

Students with an EHCP will be set clear Preparing for adulthood outcomes with appropriate provision implemented. Students will also receive additional careers support and guidance.

## 6. How will the curriculum be matched to my child/young person's needs?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants and specialist staff. Teachers are expected to make every effort to ensure that students with special educational needs are fully involved in the life of the class.

For some students it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by the teacher, HLTA, Learning Support Assistants and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. This may be part of the school's coordinated arrangements which appear in the Provision Map. A Provision Map details the various programmes and arrangements that we operate in school to meet identified needs. The SENCO and Governors will normally oversee how this provision operates to ensure it meets the objectives of this policy.

## 7. What adaptations will be made to support my child/young person?

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating and scaffolding our curriculum to ensure all pupils are able to access it, for example, by pupil grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing where appropriate.
- Using recommended aids, such as laptops, reading pens, coloured overlays, visual timetables, larger fonts, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## 8. What additional support for learning do you have?

We have a number of teaching assistants and HLTAs who are trained to deliver interventions such as Freshstart, Numbersense, Reading Solutions, Read and Spell, Drawing Therapy, Re-tracking, ASD social skills, Handwriting, SALT language support, Small group Maths-Dyscalculia, Circle of Friends, IDL literacy and numeracy.

We work with the following agencies to provide support for pupils with SEN:

- Educational psychologist
- Hearing Impaired service
- ASSC (ASD) advisory teacher
- Teaching and Learning Service
- Speech and Language service
- SEMH outreach
- CAMHs
- School nurse
- WAYZ
- Mable speech and language
- Berkshire Anxiety Clinic
- Occupational Therapist
- YouthLine
- Dysfluency Service
- Physiotherapist
- Canine Assist
- Mental Health Support Service (MHST)

## 9. What training do your staff have?

Our SENCO has over 15 years experience in this role. They are allocated designated time during a week to manage SEN provision. We have a team of teaching assistants, including a number of higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in;

- HLTA status
- ASD training L2 understanding challenging behaviour
- CACHE L2 Mental health in young people and children
- CACHE L2 Specific Learning Difficulties
- CACHE L2 Understanding Autism
- CACHE L2 Adverse Childhood experiences
- Emotional Literacy
- Sensory training
- Precision Teaching training
- Drawing and Talking Therapy
- Speech and Language Training- Elkan Level 2
- Compassion focussed Therapy
- ELSA training
- Autism
- Exam Access training
- Autism training

## 10. What specific equipment and facilities do you have?

Where students require specific adaptations these needs would be identified as part of their provision and additional funding may need to be requested through an EHCP. Examples of specific adaptations we have used to support students

- Numicon Maths
- Laptops for identified students
- Reading pens
- Task management boards
- dyslexia friendly exercise books
- Coloured overlays
- Concentration aids (school issued tangles)
- ASD/ Sensory room access
- Learning Zone classroom
- Homework club after school with LSA support
- Literacy Base
- Writing slopes
- Visual timetables
- Traffic light cards
- Pencil grips
- Ear Defenders to block out distracting noises
- Pop up partition to block out unwanted distractions
- Wobble cushions
- Chair bands
- Supervision calm room at break and lunch
- ASD student friendly room before and after school to aid transition

**We do not have an SRP facility for autism**

## 11. How do you evaluate the effectiveness of your SEN provision?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions after a set period of weeks depending on the intervention.
- Using pupil questionnaires and pupil voice.
- Monitoring by the SENCO through pupil pursuits.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHC plans.
- Learning walks within classrooms.
- Reviewing Progress data

## 12. How will my child/young person be enabled to engage in activities available with children and young people in the school who do not have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trip(s). All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability assuming their mental health is sufficiently positive to support them being away from home.

- The school site provides full access to all learning areas of the school.
- There is access to a lift for those students who need to access lessons where they are not on the ground floor and they are supported by a peer buddy.
- There are disabled toilets available throughout the site.
- Regular advice from Advisory support services including Hearing Impaired service, Visually Impaired service, ASSC Service and Physical disability service is sought for individual students to aid any required adaptations.

In addition students with SEN have an opportunity to represent the school in Boccia competitions against SEN students in other schools and football against other specialist schools.

### 13. What support will there be for my child/young person's overall well-being?

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council.
- Pupils with SEN are also encouraged to be part of a range of extra curricular clubs to promote teamwork/building friendships etc.
- Clear boundaries and expectations displayed and explained as part of core routines.
- The use of Individual Behaviour Plans (IBPs)
- Meetings with key teaching staff to review positive strategies
- Guidance from ADHD and ASD classroom strategies
- Alternative curriculum where appropriate for a small minority
- Reasonable adjustment made based on individual needs.
- Regular meetings with the Head of Year.
- Referrals to external agencies.
- Emotional and Behaviour support Mentor
- Circle time
- Social skills groups
- Peer Mentoring
- Buddy system
- Talk about program
- Lunchtime supervised time
- Referrals to the mental health support team (MHST)

We have a zero tolerance approach to bullying and use a tell a member of approach to encourage students to report any concerns they may have.

#### 14. What specialist services, expertise and equipment/ facilities are available at or accessed by the school?

Following a discussion with parents a referral may be made to an outside agency for further support and guidance on meeting the needs of individual students

We work with a number of outside professionals to ensure our students are fully supported. The school has access to a range of support services, including the following:

- CAMHS
- Occupational Therapists – through the Local Authority
- Educational Welfare Officer
- Speech and Language Therapist – through the Local Authority
- Educational Psychologist – through the Local Authority
- Adviza
- Youthline
- Sensory Consortium
- Canine Therapy
- Children Social Care Services – through the Local Authority
- Creative Hope Art therapy
- Text magnifier
- Mable Speech and Language

Access to these services is subject to appropriate funding on an individual basis.

The school liaises with Children's Social Care services by attending Child Protection (CP), Child in Need (CIN) and Team Around the Family (TAF) meetings and by working together to ensure that individual students and their families have the care and support they need.



### 15. What if I am unhappy with the SEN provision my child/young person receives?

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher/tutor. If this proves unsuccessful, the matter should be referred to the SENCO and/or Headteacher. Should the matter still remain unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and/or Secretary of State.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

### 16. How do students with additional needs apply to King's Academy Easthampstead Park?

All students are admitted under the Bracknell Forests admission policy.