



## Kensington Aldridge Academy

### **School Offer for SEN 2018-2019**

At KAA we recognise that some students may need different or additional support at specific times during their school career to meet learning challenges, whilst others may need ongoing support. KAA makes a commitment to provide outstanding support to all students, planned and delivered to the highest standard by all teaching and support staff.

The *principles* that underpin all support activity at KAA are:

- *Support is available* for all students of all abilities who require it, which includes those who are gifted and talented, and those for whom barriers to learning exist.
- *Inclusion and pupil support is everyone's responsibility.* We recognise that success for every student is dependent on a through-school approach to inclusion, and that this is one of the core principles behind all teaching and learning activities at KAA.
- *Any area of learning* can be improved through targeted support. This includes: support for class work, homework and time management skills, relationships with others, social and emotional skills, attitude, self-esteem and behavioural self-management.
- *Early identification* of needs is critical for maximising progress, with intelligent assessment used to provide data informing the deployment of tried and tested interventions.
- *Careful monitoring* of progress to ensure that individuals receive appropriate, carefully planned and personalised support.
- *A pro-active approach to intervention* in order to predict areas of the curriculum that may present additional challenge for particular individuals. Interventions are preplanned where possible, to ensure continuing success rather than simply responding to failure. At KAA we do not wait for pupils to experience failure and frustration, we support them to meet the challenges of learning and succeed.

#### The Autism Centre

The Autism Centre at KAA is the Royal Borough of Kensington and Chelsea's (and Tri-Borough's) mainstream specialist provision for students who have a specific diagnosis of Autism Spectrum Disorder/Condition (ASD/C). The purpose of the provision is to enable students with ASD who are attached to the Centre to benefit from the broad range of curricular and extra-curricular opportunities that are available to all students at KAA. The Centre aims to encourage students to participate, progress and achieve both alongside their peers in mainstream lessons and in any targeted interventions in the Centre.

The Autism Centre facility provides an additional source of expertise and support for all students who have a diagnosis of ASC, other Social Communication or Speech and Language difficulties, but who are not specifically attached to the Centre. Staff in the Centre provide ASC awareness lessons to the wider school community, building an ethos of opportunity, tolerance and inclusion. The Centre also provides support and guidance for parents and staff who may have more specific questions.

## Key Contacts, responsibilities for SEN and qualifications

Role	Responsibility	Name and contact	Qualifications
Assistant Principal – Inclusion	Strategic responsibility for the SEN departments, therapies and medical and outcomes of students with SEN.	Niall Dumigan n.dumigan@kaa.org.uk	<ul style="list-style-type: none"> <li>• National Award for SEN Coordination.</li> <li>• PGCE Music (QTS)</li> <li>• BA Music</li> </ul>
SENCo	Strategic responsibility for the Learning Support department and outcomes of students with SEN across mainstream provision.	Nikki Sullivan n.sullivan@kaa.org.uk	<ul style="list-style-type: none"> <li>• National Award for SEN Coordination (Pending)</li> <li>• PGCE Maths (QTS)</li> <li>• MSc Forensic Psychology</li> <li>• BSc Forensic Psychology</li> </ul>
Deputy SENCo	Delegated responsibility for aspects of SEN provision	Adam Grace a.grace@kaa.org.uk	<ul style="list-style-type: none"> <li>• PGCE English (QTS)</li> <li>• BA English Literature</li> </ul>
Head of the Autism Centre	Strategic responsibility for management of the Autism Centre and outcomes of its students	Jenny Donaldson j.donaldson@kaa.org.uk	<ul style="list-style-type: none"> <li>• National Award for SEN Coordination (Pending)</li> <li>• PGCE History (QTS)</li> <li>• BA History &amp; English</li> </ul>
Second in Charge (2 i/c) Autism Centre	Delegated responsibility for aspects of Autism Centre provision	Peter Duncan p.duncan@kaa.org.uk	<ul style="list-style-type: none"> <li>• National Award for SEN Coordination.</li> <li>• PGCE Art and Design (QTS)</li> </ul>

## Additional information, advice and support

Please see below for links to information, advice and support for parents and carers. Please use the relevant links for the local authority in that you live in.

*Local Authority Local Offer for SEND*

Westminster Local Authority:

<https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0>

Royal Borough of Kensington and Chelsea:

<https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0>

*SEND Code of Practice*

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

*Parent and Carer Forums*

Westminster parents and carers: <https://www.wppg.org.uk/>

Royal Borough of Kensington and Chelsea parents and carers: <https://www.fulloflifekc.com/>

*SEND Information, Advice and Support Service*

Westminster link: <http://www.westminsteriass.co.uk>

Royal Borough of Kensington and Chelsea link: <https://www.fulloflifekc.com/iass-send>

## School Offer FAQs

### 1. Who are the best people to talk to at Kensington Aldridge Academy about my child's difficulties with learning, special educational needs or disability?

- Your first point of contact is your child's form tutor. If you have concerns please raise them with the form tutor in the first instance.
- For students in the mainstream school, it is likely that the form tutor will have discussed your concerns with Miss Sullivan, the Academy SENCo.
- You may wish to arrange a meeting with Miss Sullivan at a mutually convenient time.
- If your child is attached to the Autism Centre, please contact their allocated LSA keyworker in the first instance, or contact Miss Donaldson (Head of the Autism Centre).
- If you continue to have concerns you may wish to contact Mr Dumigan, the Assistant Principal (Inclusion).

### 2. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Form tutors and subject teachers may contact you periodically to discuss your child's progress.
- The subject teachers and form tutors may also talk to you about any issues at our Parent's Evenings.
- Where there are any ongoing concerns, Miss Sullivan (SENCo) may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.
- For students in the Autism Centre, their keyworker or Miss Donaldson (Head of Grandin Centre) will maintain regular contact with you regarding progress and any issues that arise.

### 3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- We maintain a strong student-centred approach at KAA and recognise that parental views form an integral part of this. Both student and parent views will be taken into account in the process of planning a support program.
- Parents will be consulted regarding any major modification to a student's curriculum, changes to their Learning Support Provision, or where there may be contact with other support agencies.
- You and your child will have opportunities to discuss your views at our Parents' Evenings.
- If your child has an *Education, Health and Care plan* (EHCP) you will be invited to a termly meeting with the SENCo/Head of Autism Centre and their LSA Keyworker to discuss current progress, support strategies being used and expected outcomes. At this meeting a Learning Support Plan (LSP) will be drawn up or updated (*formerly IEP*).
- All students with an EHCP have an Annual Review where your views will be shared and reported back to the local authority.

4. How does KAA ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- At KAA we believe that your child's learning needs will first be met through the high quality teaching delivered by thoroughly trained teachers who are experts in their subject areas.
- There is a rigorous programme of professional development for all members of staff at the school - including support staff - to ensure that they are well equipped and confident in delivering effective support for students with a special educational need / disability.
- The SENCo/ Head of Autism regularly brief all members of staff through the staff bulletin, staff meetings and training sessions about the specific needs of individuals.
- We liaise regularly with outside specialist agencies to provide the Learning Support and Autism Centre Support team with specific training in targeted areas of need.
- The school is able to access training programmes from different organisations including the Tri-borough Training and Outreach team based at QE2 School.

5. How will the curriculum and the school environment be matched to my child's needs?

- At KAA we carefully plan our curriculum to match the age, ability and needs of all children.
- On entry, we conduct baseline assessments using both nationally standardised tests and subject specific assessments. This data is used alongside the information from your child's primary school to place them in a teaching group that is most suited to their needs.
- The subject teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability. For some, this will include adopting different strategies or using resources to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- KAA regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.
- In the Autism Centre, students have access to a lower sensory environment, with 2 classrooms, a soft room, 3 one-to-one rooms and dedicated toilets. The Centre also includes a garden area which provides a secluded outdoor space. There are a range of games available to stimulate social interaction.
- There are some students who will be eligible for additional arrangements in public examinations, these students will be tested for their eligibility at the appropriate time. Where deemed appropriate the academy will arrange for additional arrangements during internal examinations.

## 6. What types of support may be suitable and available for my child?

At KAA we tailor the support we provide to match with your child's specific needs. Our education provisions are designed to address four broad areas of need as defined in the SEN Code of Practice 2014;

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

At KAA we have a 3 tiered approach to providing learning support for a child(*as directed by SEN Code of Practice 2014*):

- **Universal** – this is the quality first teaching your child will receive from their subject teacher and may include some adaptations to match learning needs.
- **Targeted** - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.
  - Specific targeted one to one or small group interventions may be run outside the classroom.
  - These will be limited to a number a weeks to minimise disruption to the regular curriculum.
  - You will be kept informed of your child's progress towards learning outcomes.
- **Specialist** – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, CAMHS, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service.
- The school may need to prioritise referrals to these services. For a very small number of pupils access to these specialists may be through an EHC Plan.

The current interventions provided at KAA include:

Name	Description
English Excel	Enrichment club to boost literacy skills
Maths Booster	Enrichment club to boost Maths skills
Lexia	Lexia programme online reading intervention.
Autism Centre Homework Support Club	Low sensory stimulation, supported homework club for students with ASD and SLCN
Learning Support Homework Club	Supported homework for targeted students with homework difficulties
Small Group Morning Reading	Reading age appropriate small group reading (Fresh Start programme).

Nurture English	Differentiated small group lessons (modified curriculum)
Nurture Maths	Differentiated small group lessons (modified curriculum)
Nurture Social Skills	Targeted Social Skills lesson
Shared LSA Support	LSA in-class support with 2-3 key students
1-1 LSA Support	LSA in class support (1-1)
LSA Keyworker Meeting	Weekly 1-1 meeting with keyworker to provide ongoing support with IEP targets, emotional literacy and problem solving.
Mentoring	1-2-1 sessions or small group sessions focused around supporting SEMH needs.
Supported study (Autism Centre)	1-1 individual study support
Autism Centre Family Dining	Supported small group lunchtime in Autism Centre Centre.
Autism Centre Break/Lunch Club	Supported social activities in the Autism Centre Centre during lunch and break time (ASD and students with other SLCN)
Learning Support Break/Lunch Club	Supported social activities in the Learning Support following family dining (socially vulnerable/ isolated)
Alternative provision	Off-site education at for a limited period
Functional skills/ Vocational studies	A variation on GCSEs (Maths, English, Health and Social Care & Citizenship).
Handwriting	Handwriting intervention to help improve the eligibility of their handwriting.
Touch typing	To improve the speed of writing when using an laptop in preparation for exams.

## 7. How will you support my child to reach his/her learning outcomes?

- The Subject teachers and other staff working with your child will ensure that your child receives appropriate teaching and support in order to reach their goals.
- At KAA we conduct half-termly assessments in most subjects in order monitor their academic progress. This information is used to identify specific needs and target appropriate interventions.
- Students with an EHCP will have termly reviews of their individual Learning Support Plan where your child's support provisions will be discussed and reviewed as appropriate.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.

## 8. What is an EHC Plan and who can request one for one for my child?

*The purpose of an EHC Plan, which replace Statements of SEN, 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 helher gets older, prepare for adulthood. An EHC Plan will contain;*

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish 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
- You, your child (where appropriate and aged 16 and over)and/or the Academy, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

## 9. How will you help me to support my child's learning?

- Through KAA online teachers will post useful information, homework and extension work which you and your child can access via the internet. There may be suggested strategies or activities for you to do at home to support your child's learning.
- Every student at the Academy is issued with a Student Planner which facilitates daily contact as necessary between school and home. All homework will be recorded in the planner and there is a timetable to inform you on which day you should expect homework in each subject.
- Students with an EHCP will have an allocated keyworker who will be their primary contact providing daily operational information and keep you informed on your child's progress and wellbeing as required.
- We sometimes run parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- You may have an opportunity to meet with other professionals involved in supporting your child.

## 10. How is support allocated to children and how do they move between the different levels of support in school?

- KAA receives funding from the Education Funding Agency and/or the local authority. These funds include money to support the learning of children with SEN and/or disabilities.
- The Assistant Principal, in consultation with the school Governors, decides the budget for SEN provision on the basis of the needs of the children in the school.
- The Assistant Principal, the SENCo and Lead Teacher of the Autism Centre discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.
- We operate a graduated approach to providing support to students which is addressed initially through minor adaptations in planning and delivery made by subject teachers to meet your child's need.
- Where a concern is raised by a subject teacher or form tutor to the SENCo, your child may be monitored or assessed for a short period of time to determine whether they should access further support and be added to the SEN register.

- Regular analysis of assessment data will determine the length and intensity of any support programmes put in place. Any areas where your child is not making the required progress will be targeted for further action.
- The Academy may ask for your consent to invite professionals from an outside agency to assess or deliver an intervention programme with your child. In these instances you will be kept fully informed of the outcomes and provided with a report when received by the school.
- Where intervention programmes have been successful, your child may be removed from the SEN register and no longer require additional support.
- The Academy may ask to consult with you to request an assessment for an EHCP as we believe that extra resources are required to meet your child's educational needs.
- You will be guided and informed through each step of the process, and your views will be sought to inform the school's and parent's report.

11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be monitored via the Academy progress data system and analysed the SENCo/Head of Autism Centre to determine the impact of any intervention programmes your child participates in. All interventions are tracked according to individual targets and assessed at least once every term. Progress will be shared with parents and pupils at the end of each intervention cycle, or in the case of ongoing interventions, through regular parents meetings or Learning Support Plan reviews.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

12. What support will there be for my child's happiness and well-being at KAA?

- At KAA we believe that the happiness and well being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- You can be confident that in particular your child's form tutor, the teaching assistants and the SENCo are available to provide support to match your child's needs.
- You should also feel free to contact your child's form tutor if you have any concerns.
- Students in the Autism centre are provided with a supplementary support system to cater for their very specific and individual social and emotional needs.



### 13. How is my child included in all the same activities as his/her peers at school?

- KAA is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, educational visits and residential trips are available to all children.
- Any interventions that require withdrawal from lessons will be carefully weighed and considered, where possible, interventions will be delivered through our enrichment programme.
- KAA makes every effort to ensure that where interventions are timetabled during curriculum hours, there will be minimal disruption to classroom learning. You will always be consulted prior to any decision being made.
- When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- You should also feel free to contact your child's form tutor or the SENCo if you have any concerns.

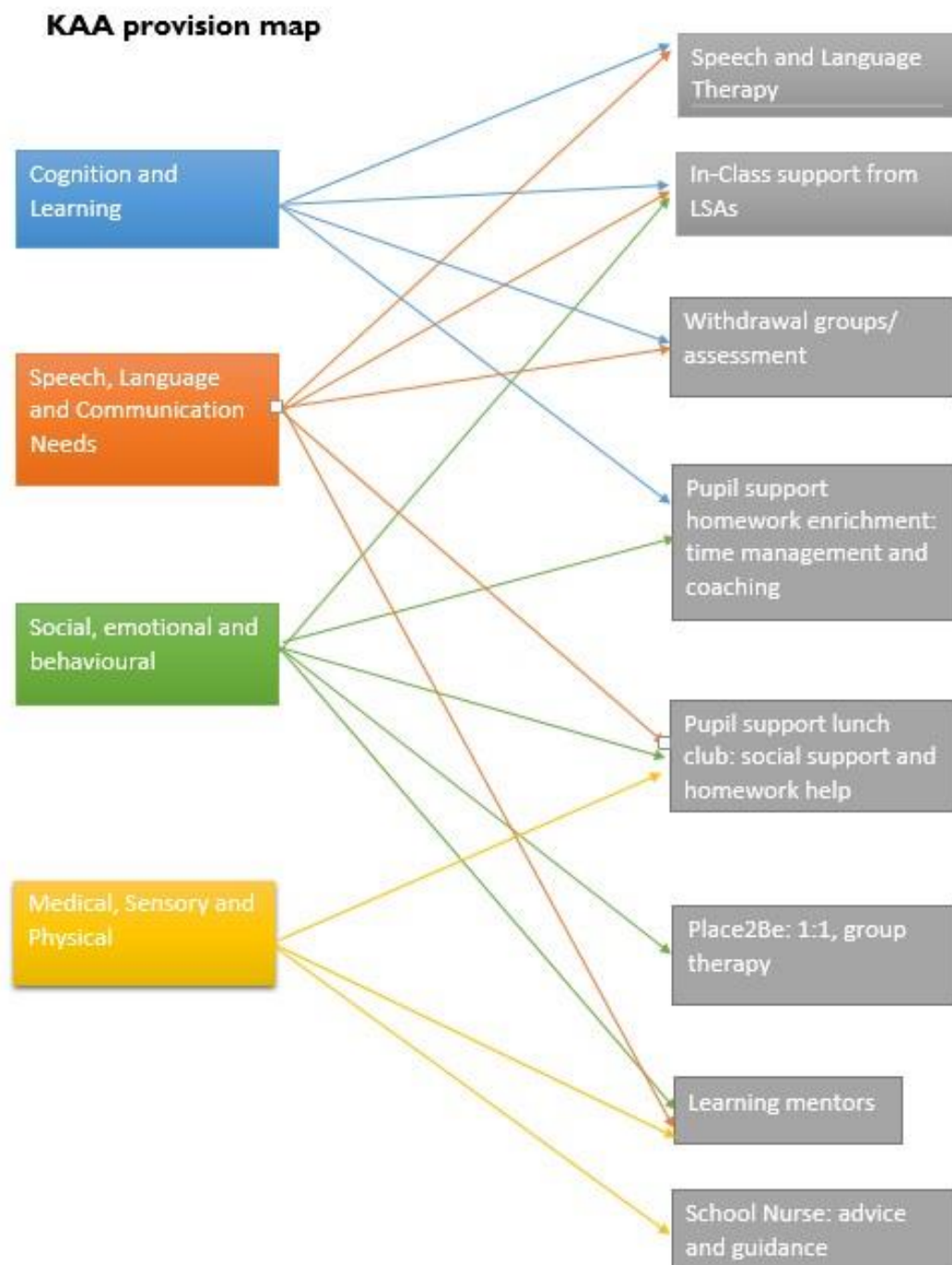
### 14. How will KAA support my child in transition stages?

- We liaise closely with the school your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- While at KAA we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.
- KAA makes arrangements to ensure there is a smooth transition when your child transfers from his/her primary school, enhanced transition procedures may be put in place for some students with additional needs. Please contact us for further details.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.
- From Year 9 all EHC Plan reviews will have a focus on preparing for adulthood, including employment, independent living and participation in society.
- For students who are attached to the Autism Centre, transitions can be a particularly challenging time for them. Students who are already at KAA will have an individualised transition programme led by their LSA Keyworker to prepare them for the change. Where possible this will include accompanied visits to the new destination and follow up sessions to address any anxieties.
- Year 6 students who are due to join KAA at the beginning of the academic year will have a comprehensive transition program that they will take part in during the Summer term of Year 6. The Head of the Autism Centre will visit the Primary school followed by a series of small group visits to KAA, with the other new students who will be due to start at the Autism Centre. Year 6 Students will be accompanied by their Primary school LSAs to ensure continuity and will take part in a range of activities. Additional visits are very welcome by appointment.

## 15. If I have any other questions about my child at KAA, who can I ask?

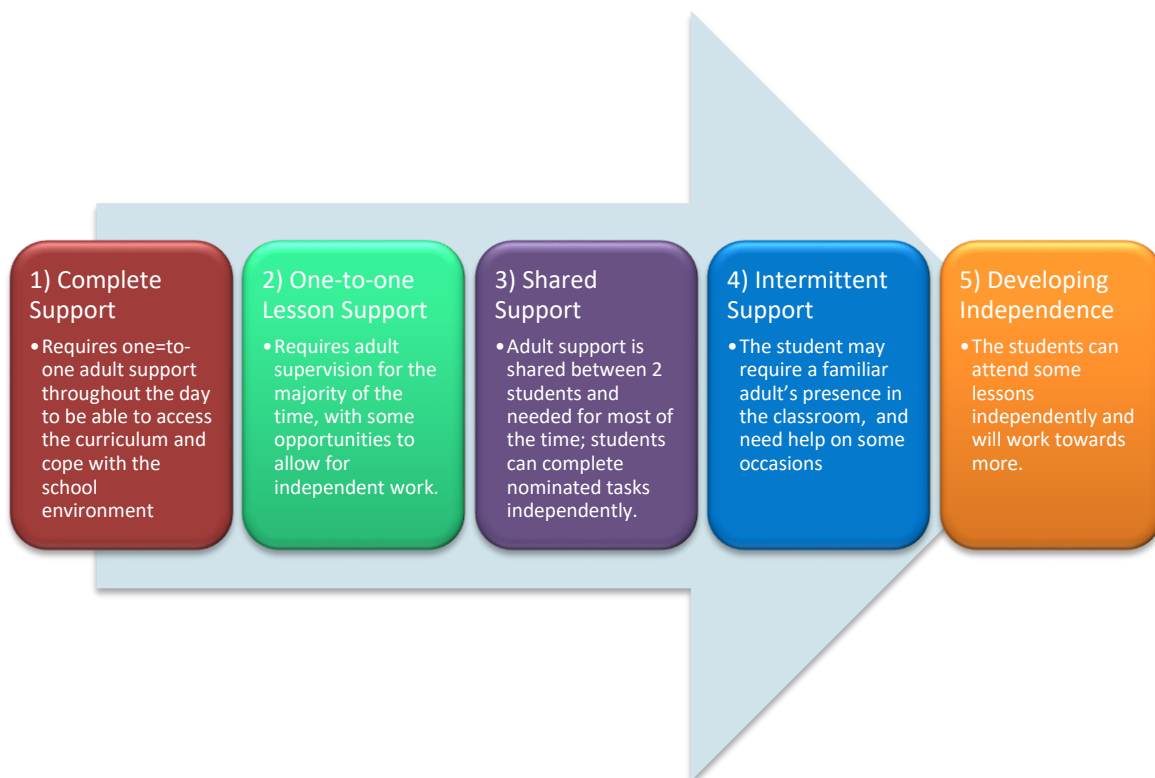
At KAA we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;

- Your child's form tutor
- The SENCo, Miss Sullivan
- The Head Autsim Centre, Miss Donaldson
- The Assistant Principal for Inclusion, Mr Dumigan
- The Headteacher, Mr Benson

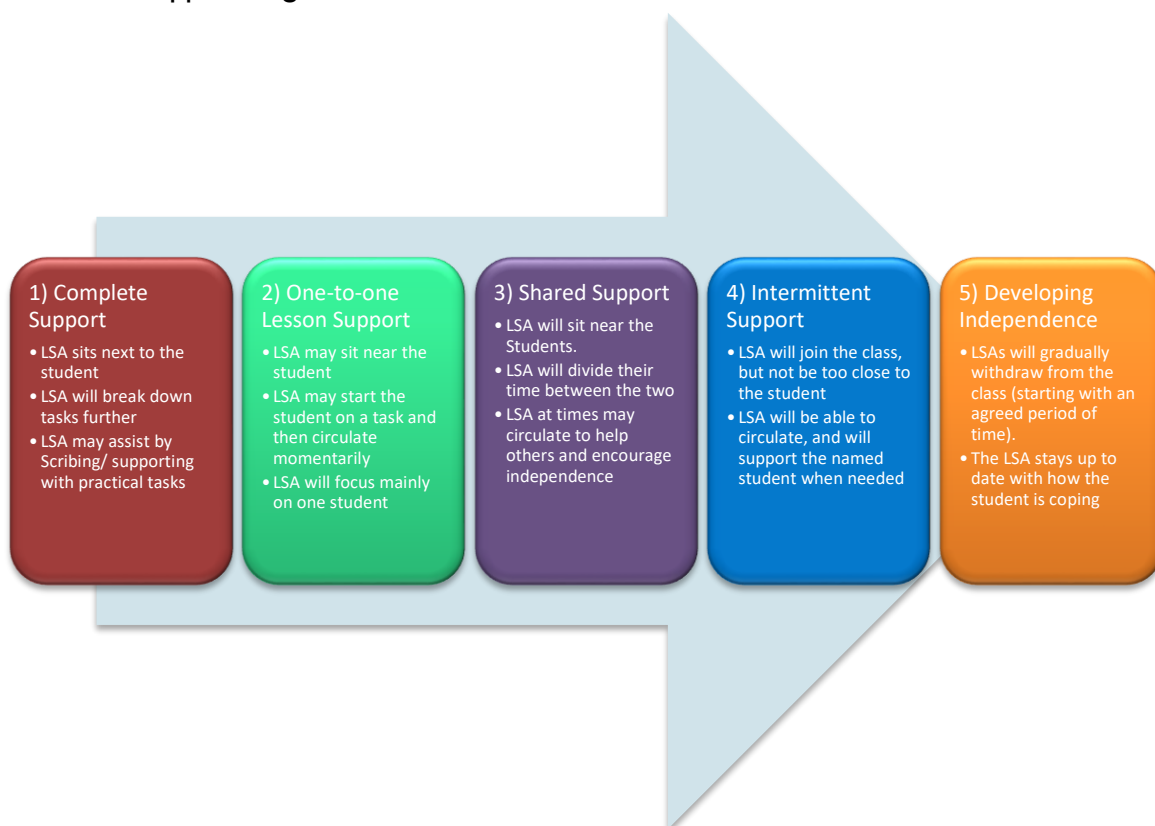


# KAA Skills for independence strategy

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What this Support might look like:



## KAA SUPPORT MAP:

