



SEND

Information Report

2023-24



www.kaa.org.uk

KAA Mission Statement

INTREPIDUS (adj.)

Definitions: Undaunted, fearless, bold

KAA has at its core the pursuit of the very highest standards in education, both inside the classroom and beyond it. We believe all children can exceed their expectations, no matter what their prior attainment and experiences. At our school no child will be labelled; we will treat them all as intelligent and individual. Through our ethos, our extended curriculum and our entrepreneurial approach we will develop students into confident, rounded individuals, equipped for anything that life throws at them. Our motto – INTREPIDUS – will help us to realise our ambition.

As KAA staff we aim to:

- Create a culture of high aspirations, high motivation and high achievement for all
- Build a strong community based on fairness and personal responsibility
- Welcome, value and respect all who come into the school
- Be reflective and committed to our ongoing development as teachers and leaders, in our continuous strive for excellence
- Promote positive dialogue and partnership with our community

Our four core values are:



School Offer for SEND 2023-24

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.
- *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: class work and homework; social, emotional and mental health; speech, language and communication; physical well-being.
- *Early identification* of needs is critical and at KAA we follow a thorough Assess-Plan-Do-Review cycle to ensure that students' needs are clearly understood and appropriately supported.
- *Careful monitoring* of progress to ensure that individuals receive carefully planned and personalised support.
- *High-quality, in-school training programme:* all staff receive regular SEND training so that students are supported both in class through outstanding teaching and out of class through impactful, evidence-based intervention programmes.

The Autism Centre - 'The Grandin'

The Grandin Centre at KAA is the Royal Borough of Kensington and Chelsea's (and Bi-Borough's) mainstream specialist provision for students who have a specific diagnosis of Autism. The purpose of the provision is to enable students who have autism to access a mainstream education and where their autism doesn't prevent them from meeting their potential both academically and socially. The Centre is designed to ensure that students with autism are fully integrated into the school with an individualised package of support that enables them to do this. A sense of belonging to a smaller, more personalised setting with staff who are knowledgeable and ambitious for them makes a mainstream secondary school manageable and successful.

The Autism Centre facility provides an additional source of expertise and support for all students who have a diagnosis of autism but who are not specifically attached to the Centre. Staff in the Centre provide autism awareness lessons to the wider school community, building an ethos of opportunity, tolerance and inclusion. All staff are fully trained in the area of autism and the Centre provides support across the school. The Centre also provides support and guidance for parents and staff who may have more specific questions.

Key Contacts, Responsibilities for SEND and Qualifications

Role	Responsibility	Name and contact	Qualifications
Director of Inclusion	Strategic responsibility for the Learning Support department and Grandin Centre; therapies and medical and outcomes of students with SEND.	Nikki Sullivan n.sullivan@kaa.org.uk	National Award for SEND Coordination PGCE Maths (QTS) MSc Forensic Psychology BSc Forensic Psychology
SENCo (Mon-Weds)	Strategic responsibility for the Learning Support department and outcomes of students with SEND	Nell Webb n.webb@kaa.org.uk	National Award for SEND Coordination PGCE Primary (QTS) MA Art History BA English Literature

	across mainstream provision.		
SENCo (Weds-Fri)	Strategic responsibility for the Learning Support department and outcomes of students with SEND across mainstream provision.	Adam Grace a.grace@kaa.org.uk	National Award for SEND Coordination PGCE English (QTS) BA English Literature
Deputy SENCo	Delegated responsibility for aspects of SEND provision	Maroof Ahmed	BSc Geography and Geology
Head of The Grandin Centre	Strategic responsibility for management of The Grandin Centre and outcomes of its students	Jenny Donaldson j.donaldson@kaa.org.uk	National Award for SEND Coordination PGCE History (QTS) BA History & English
Second in Charge (2 i/c) Grandin Centre	Delegated responsibility for aspects of Grandin Centre provision	Peter Duncan p.duncan@kaa.org.uk	National Award for SEND Coordination PGCE Art and Design (QTS)

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 which you live.

Local Authority Local Offer for SEND

Westminster Local Authority: [SEND Local Offer | Westminster FIS](#)

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.fullloflifekc.com/>

SOME COMMON ACRONYMS AND DEFINITIONS AT KAA

ADHD: Attention Deficit Hyperactivity Disorder – characterised by inattentiveness, hyperactivity and impulsive behaviours.

ASC/D: Autistic Spectrum Condition/Disorder – a condition affecting social interaction, communication and behaviour.

CAMHS: Child and Adolescent Mental Health Services.

DLD: Developmental Language Disorder

DOL: Director of Learning - each year group at KAA has 1 or 2 DOLs

Dyscalculia: A learning difficulty affecting the ability to acquire arithmetical skills.

Dyslexia: A learning difficulty affecting the skills involved in word reading and spelling.

Dyspraxia: A condition affecting fine and/or gross motor coordination.

EP (Educational Psychologist): Works to understand and support a pupil's well-being and learning needs.

EHCP: Education, Health and Care Plan

Grandin Centre: KAA's specialist resource centre for autism.

HI: Hearing Impairment

HLTA: Higher Level Teaching Assistant

Key Worker: LSA who is allocated to individual student/s with EHCPs

LSA: Learning Support Assistant – a member of the school support staff.

Mentor: Supports students with SEMH needs

OT (Occupational Therapist): Works to understand and support a pupil's physical, sensory and self-help needs.

Place2Be: Children's mental health charity offering mental health support in schools

PD: Physical Disability

PHSCE: Personal Health, Social and Citizenship Education

Play therapist: Works directly with a pupil to understand feelings and thoughts.

RSE: Relationships and Sex Education

SALT (Speech and Language Therapist): Works to understand and support a pupil's speech, language and communication needs.

SEMH: social, emotional and mental health

SENCO: Special Educational Needs Coordinator

SEN(D): Special Educational Needs and/or Disabilities

SLT: Senior Leadership Team

VI: Visual Impairment

Frequently Asked Questions

What is the definition of SEND (Special Educational Needs or Disability)?

The SEND Code of Practice (2014) states that a child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs are broadly defined by the following four areas of need:

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

At KAA we are able to offer provision for many types of SEND, including dyslexia, speech and language needs, ADHD, autism and moderate learning difficulties without the need for an Education, Health and Care (EHC) Plan. There are other kinds of SEND that are more specialist, and for which we would need to access training and advice so that these kinds of needs can be fully met. The school currently meets the needs of pupils with an EHC Plan for the following kinds of SEND: autism, ADHD, physical disability; DLD; global developmental delay; social, emotional and mental health needs.

How are students with SEND identified?

Students at KAA are included on the school's SEND register for the following reasons:

- They were identified as having SEND prior to joining KAA.
- They have been assessed by an external professional and have been given a specific diagnosis (eg autism, ADHD or a specific learning difficulty).
- They are working well below age-related expectations in one or more area of need and have not made expected progress despite intervention.

Parents will be informed if their child is included on the SEND register.

Who are the best people to talk to at KAA if I have concerns about my child's learning and/or well-being?

- Your first point of contact is your child's form tutor. If you have any 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 Ms Webb/Mr Grace, the Academy SENCOs.
- You may wish to arrange a meeting with Ms Webb/Mr Grace at a mutually convenient time.
- If your child is part of the Grandin Centre, please contact their allocated LSA keyworker in the first instance, or Ms Donaldson (Head of the Grandin).
- If you continue to have concerns you may wish to contact Ms Sullivan, the Director of Inclusion.

How will the school let me know if they have any concerns about my child's learning or SEND?

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

How will the school consider my views and those of my child with regard to their difficulties with learning or SEND?

- 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 programme.
- Parents will be consulted regarding any major modification to a student's curriculum, changes to their 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.

- Any child identified as having SEND will have an individual pupil profile detailing strengths, needs and suggested support strategies. This is a working document co-produced with students, parents and any professionals involved.
- If your child has an *Education, Health and Care plan* (EHCP) you will have weekly communication with the LSA Keyworker to discuss current progress and any concerns or queries.
- All students with an EHCP have an Annual Review where you and your child's views will be discussed and reported back to the local authority.

How does KAA ensure the teaching staff are appropriately trained to support my child's SEND?

- 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 SEND.
- The SENCo/ Head of Grandin regularly brief all members of staff through the staff bulletin, staff meetings/training sessions and pupil 'workshops' about the specific needs of individuals and how best to support them.
- Students with SEND have pupil 'profiles' that outline strengths, needs and any strategies/resources suggested by external professionals. These are regularly updated and circulated to all relevant staff.
- We liaise regularly with outside specialist agencies to provide the Learning Support and Grandin Centre Support team with specific training in targeted areas of need.
- The school is able to access training from different organisations including the Bi-borough Services To Schools Training programme.

How will the curriculum and the school environment be adapted to meet 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 SEND. For some, this will include adopting specific strategies or resources in line with your child's personal profile.
- 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 Grandin Centre, students have access at key points throughout the day to a lower sensory environment, with 2 classrooms, a soft room, 3 one-to-one rooms, a kitchen and dedicated toilets. The Centre also includes a garden area which provides a secluded outdoor space.
- The Learning Support hub is a room where students can come to socialise, eat and relax at break or lunch times. It is also used for small group interventions and after-school homework

club. There are a further 2 intervention rooms and a 'chill-out' room in the Learning Support area.

- 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.

What types of support are available for my child?

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

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

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

- **Universal** – this is the 'quality first teaching' your child will receive from their subject teachers and include adaptations to match specific learning needs. Many students with SEND will have their needs met through quality first teaching.
- **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, art therapy or support from the bi-borough's autism outreach team.

The current interventions, therapies and support provided at KAA include:

Name	Description
Cognition and Learning Support	
Grandin Centre Homework Club	Low sensory environment, supported homework club for students with ASD
Learning Support Homework Club	Homework club for students identified as needing additional support
Small Group or 1:1 Morning Reading	Reading age appropriate small group or 1:1 reading sessions
Thinking Reading programme	1:1 phonics based reading intervention
Nurture English class (Y7)	Small group lessons (modified curriculum) with additional teaching staff (cohort dependent)
Nurture Maths class (Y7)	Small group lessons (modified curriculum) with additional teaching staff (cohort dependent)
Nurture Science class (Y7)	Small group lessons (modified curriculum) with additional teaching staff (cohort dependent)
In-Class Support	Support from LSAs or HLTAs in lessons
Out-of-class 1:1 or small group intervention (EHCP students)	Post- or pre-teaching of skills and knowledge of core subjects, in line with EHCP outcomes and provision. Delivered by LSAs or HLTAs.
Co-teacher support in class	Additional teacher support in class
Reduced or adapted timetables	Timetable variations in accordance with student's individual needs and through consultation with SENCO, Senior Leadership team and external professionals
Exam access arrangements	Including extra time (assessed by external professional), breaks, laptop use, scribes etc
Alternative provision	Off-site education for a limited period through the Tri-borough Alternative Provision service
Speech, Language and Communication Support	
Out-of-class 1:1 or small group	1-1 or group sessions with LSA or HLTA based on strategies suggested by Speech and Language therapist

intervention (EHCP students)	
Social Skills groups	Targeted Social Skills groups (eg Lego Therapy or Language for Behaviour and Emotions), delivered by LSA or HLTA
Social, Emotional and Mental Health Support	
Learning Support Break and Lunchtime Hub	Supported area for break and lunch times.
Grandin Centre Break and Lunchtime Hub	Supported social activities for break and lunch times
Chill Out Room	Access to quiet spaces in Learning Support or Grandin hubs for identified students
Mentoring	1-1 or small group sessions with school mentor
Future Men Mentoring	Group mentoring sessions from external charity
ADHD Support Programme	Adapted behaviour policy and small group intervention sessions for students with ADHD delivered by SENCO and Learning Mentor
West London Zone support	Individualised support from WLZ link workers for identified students
Autism Advisory Team support	1-1 or group sessions with lead teacher for bi-borough Autism Advisory team
Art Therapy	1-1 art therapy sessions delivered by Latimer Community Art Therapy (LCAT) therapist
MIND Talking Therapy	1-1 talking therapy sessions delivered by MIND therapist
Place2Be Counselling	1-1 counselling delivered by Place2Be counsellor
Physical and Sensory Support	
Time Out passes	Supervised or unsupervised time out passes for students to request breaks during classes
Lift passes	Permission to use school lift to access all areas
Toilet passes	Permission to use toilets based on medical advice
Special equipment	Assistive technology in lessons; sensory 'fiddle' tools

In-School Medical Officer/School Nurse	Advice and Support, as required
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What support will there be for my child's well-being and emotional needs?

- 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.
- Your child will see their form tutor on a daily basis and will (as far as possible) have a consistent form tutor throughout their time at KAA.
- KAA has a strong pastoral team of DOLs, safeguarding officers and a large Inclusion team who are all committed to supporting student well-being.
- Your child is strongly encouraged to participate in after-school enrichments to promote a sense of belonging and motivation.
- See above for a breakdown of the social, emotional and mental health support that is available at KAA.

What is an Education, Health and Care (EHC) Plan and who can request one for my child?

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare for adulthood.

An EHC Plan will contain;

- the views and aspirations of your child
- a full description of their special educational needs and any health and social care needs
- outcomes for your child's progress
- the provision required, and details of 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.

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 KAA 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 key worker who will be their primary contact providing daily operational information and keep you informed on your child's progress and wellbeing on a weekly basis.
- 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.
- Parent-teacher meetings offer an opportunity to discuss ways in which you can support your child's learning.
- You may have an opportunity to meet with other professionals involved in supporting your child.

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 SEND..
- The Director of Inclusion, in consultation with the school Trustees, decides the budget for SEND provision on the basis of the needs of the children in the school.
- The Director of Inclusion, the SENCo and Head of the Grandin Centre discuss the effectiveness of the school's current interventions and provisions and devise 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 needs.
- 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 SEND 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.
- Where intervention programmes have been successful, your child may be removed from the SEND 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.

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 ongoing teacher assessment and termly subject specific examinations. Any intervention programmes your child participates in will be assessed on a termly basis. Progress will be shared with parents and pupils through parent-teacher 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.
- Students with an EHCP have individual support plans, including clear termly targets. These are reviewed with students and parents on a termly basis.
- External agencies and specialists may also review your child's progress against specific outcomes.
- You and your child will be kept informed and encouraged to be actively involved at all stages of the process.

How is my child included in all the same activities as their 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.
- When necessary, the school will make reasonable adjustments to ensure that children with SEND are included in all activities.

How will KAA support my child in transition stages?

- Induction days are scheduled for all incoming Year 7 and Year 12 children to enable a smooth transition to KAA.
- The KAA summer holiday induction programme is open to all incoming Year 7 children.
- We liaise closely with the school your child is transferring from. Members of the Senior Leadership and Inclusion teams visit as many local primary schools as possible. They are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- If your child has an EHC Plan and is due to start Year 7 at KAA, we will make every effort to attend the Year 6 annual review meeting. Your child will also be invited to an additional induction session at KAA in the summer term of Year 6.
- If your child is due to join the Grandin Centre, the Head of Grandin will visit their current school. This is followed by a series of small group visits to KAA, with the other new students who will be due to start at the Grandin.
- Within 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 pupil profiles and recommended support strategies.
- From Year 9, all EHC Plan reviews will have a focus on 'preparing for adulthood', including employment, independent living and participation in society. Our HLTA for Preparing for Adulthood supports students with post-16 decision making and applications.
- KAA's Careers Officer works closely with Year 11 and Sixth Form students to provide guidance around the next stages of their education.

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 SENCos, Ms Webb and Mr Grace
- The Head of the Grandin Centre, Ms Donaldson
- The Director of Inclusion, Ms Sullivan
- The Vice Principal (Pastoral), Mr Bernard
- The Principal, Ms Jordan