

Kirk Balk Academy

SEN Information – 2016-17

Outlined in this document is the SEND offer/Information of KB. This details the support mechanisms for students with SEND. More information regarding SEND information and legislation can be found in chapter 6 of the SEN Code of Practice and in the Barnsley Local Authority SEND Offer.

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

[Barnsley Local Authority SEND Offer](#)

KIRK BALK VISION

One School, One Team, One Vision

At Kirk Balk Academy we work co-operatively and cohesively to support all students to achieve. In order to do this, many steps are taken to support them through their journey. Quality teaching is vital; however for some students there are occasions where further additional support may be needed to help them achieve their targets. The School works with in accordance to the SEN Code of Practice (2014) and the Equality Act. We promote a fully inclusive policy with all students attending mainstream lessons to access high quality teaching and learning under wave one provision in the classroom. We are committed to narrowing the attainment gap between the students with SEND and their non-SEND peers. We are working to achieve this in variety of different ways. Kirk Balk offers equal opportunities for all students with and without SEND.

What is a special educational need?

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Act)' (Draft SEN Code of Practice 2014)

Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO.

At Kirk Balk, intervention for learning and/or pastoral support work supportively alongside each other to provide the best outcomes for students. The leaders of KS3/4 hold responsibility for identifying the students who are referred into the support system and the key member of staff to support. If you feel your child may be having difficulties in school you may wish to contact the relevant member of staff. Staff may also feel it is necessary to discuss a student's needs with their parents/guardians at times. The methods of communication used will be telephone call, face to face meetings, letter correspondence and email.

Kirk Balk SENCO is Mrs Lynn Hoyland

Arrangements for consulting parents of children with SEN and involving them in their child's education.

Kirk Balk offers a very open environment of communication where parents and carers are encouraged to contact the school to discuss their child's needs. Meetings are held on both a formal and informal basis as regularly as needed. Annual Reviews are held for students with statements/EHCP of SEN under the guidance of the Code of Practice. The SENCO is also present at all parents' evenings.

Arrangements for consulting young people with SEN and involving them in their education.

All students at Kirk Balk are encouraged to actively participate in their own learning. SEND students and their parents are encouraged to work with the SEND team to produce One Page profiles. Student views form an integral part of the annual review of Student Profiles and Student Voice surveys are undertaken on a regular basis. As well as this all student views are represented on the Year Group Councils and Student Council.

Arrangements for assessing and reviewing children and young people's progress towards outcomes. Opportunities available to work with parents and young people as part of this assessment and review.

Students identified as having SEND are tracked and monitored in accordance to school policy in all core and non-core subjects. A student's specific need is highlighted and teaching staff are provided with both generic and bespoke guidelines informing them of how to cater for individual needs;

- Monitoring and evaluation of SEN is carried out through lesson observations, learning walks and CSA observations.
- Assessment is on-going as is intervention to address/meet needs. The school uses data collection points throughout the year.
- High expectations are set from KS2 data analysis.
- The SENCO and Pastoral team have regular contact with parents via email, phone call and face to face meetings to discuss any concerns or issues.
- Annual reviews are held for students with statements of SEN. Annual Reviews include all children and their parents/carers in the process wherever possible. Progress towards outcomes is evaluated.
- Students are identified to access extra intervention classes to close the attainment gap.
- One page profiles are created for all SEN students, profiles are reviewed as part of the Annual Review process, and at data collection points when it is felt necessary.
- Kirk Balk Community College engages and works closely with specialist services to assess and support concerns and needs. Specialist information and advice is shared with all relevant parties.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

Transition visits to primary school are undertaken each year. We aim to identify potential barriers to learning and to ensure that all students are fully prepared for what can sometimes be a difficult period of adjustment. Students with SEND and/or vulnerable students are offered additional visit and support before the main transition period. The SENCO visits all primary schools. All Y6 students take part in a transition week in the summer term and identified SEND students also attend 2 additional days. The SENCO and/or Head of Year attend Y5/6 annual reviews at the primary school where possible. From year 9 students with statements/EHC Plans are supported by the TIAGs team. This team gives advice and support for options for post 16 such as college and apprenticeships. All students are offered visits to college.

Approach to teaching children and young people with SEN.

All students attend mainstream lessons to access high quality teaching and learning under wave one provision in the classroom. Teaching staff are responsible for meeting the needs of all students in their lessons. Classes are banded based on ability with Key Stage 2 SATs used as a benchmark. A variety of strategies are employed to provide support for students across the curriculum. These include:

- Differentiated tasks, resources and outcomes. Quality first teaching and high quality differentiated teaching is consistent across the Academy and staff have the ability to cater for a vast range of needs. Resources are adapted to meet the needs of learners with low literacy skills and those with other specific needs.
- One page profiles are written to support student's needs. These are designed to identify barriers to learning and address any gaps in knowledge. These are circulated to all staff, enabling them to plan in an informed way for all groups of learners.
- Access arrangements are put into place in KS4 for students for controlled assessments and exams. Students are identified in KS3 who may need support for future exams and access arrangements.
- TAs support classes with named individuals across the curriculum.
- Reasonable adjustments are made to include all pupils.
- Outside agency support is requested where appropriate to work strategically with the school to support students.
- Targeted intervention – bespoke to students.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN.

In addition to the above in class support mechanisms Kirk Balk operates an intervention programme for students not meeting target grades or that are working below age related expectations. Included in the intervention strand are:

- Small group withdrawal for support in literacy and maths.
- Group and individual support for reading and comprehension.
- Social skills support.
- Support for students with Dyslexia.
- Inference skills intervention, targeted one to one intervention for those SEND students not on track to make their bench mark target.

All provision is monitored and evaluated at regular intervals to ensure it is having a positive impact on student progress.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.

All staff are regular trained through whole school development and well as individualised training programmes and requests. Learning walks and observations ensure that Staff are accountable for planning wave one provision in the classroom. Staff are regular updated on latest SEN legislation. Educational Psychologists and other agencies are consulted for advice and support. Outside agencies are used to support training of staff. SENCO – qualified teacher status and assessment qualification.

Evaluating the effectiveness of provision made for children and young people with SEN.

All provision within school is tracked and monitored to evaluate its impact. Data collection points allow intervention and teaching to be monitored to ensure it meets the needs of all students and enables them to make expected progress. Annual Reviews are specific to SEN students who hold a statement/EHCP. These meetings allow an additional opportunity for the effectiveness of provision to be evaluated.

How children and young people with SEN are enabled to engage in activities available with children and young people in school who do not have SEN.

Extra-curricular events and activities within school are designed to ensure all students have equality of opportunity. Additional and appropriate support for SEN students is available where necessary.

Support for improving emotional and social development. Extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

As well as academic support, systems are in place to support the emotional and social aspects of student's wellbeing. Each year group has a non-teaching member of staff who has responsibility for the emotional and social well-being of students. The SEND faculty has an SEND classroom, The Bridge which is staffed and open from 8am till 3.30pm to support students throughout the day.

How the school involves bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families.

Kirk Balk Academy works openly with all outside agencies. Positive relationships have been built with many of these providers as we share the value of supporting our students by working together. Referrals are made, agencies attend meetings, and we have regular contact via email, post and phone calls

Arrangements for handling complaints from parents of children with SEN about the provision made in school.

Any concerns should be raised with the SENCO in the first instance. Complaints should be directed to the Principal.