



KADER ACADEMY OFFER FOR PARENTS AND CARERS OF CHILDREN WHO HAVE SPECIAL EDUCATION NEEDS / DISABILITIES (SEND)

IDENTIFICATION OF NEEDS

How does the school identify children with special educational needs?

Kader Academy assesses pupils termly and tracks their progress against national expectations and prior attainment. Pupils who do not meet their expectations are identified by teachers as needing extra support. They may receive this help in the classroom through differentiated work, or may receive small group, or individual support through focussed intervention programmes. The pupil will be given an Individual Education Plan (IEP) which will contain a maximum of four targets specific to their needs. In cases where the teacher continues to have concerns or where pupils are not making progress despite interventions, they may be assessed by the school's Learning and Language Teacher (LLT). For children who are experiencing speech and language, visual /hearing impairment and/or social/behavioural problems the teacher will refer them to the Special Educational Needs Co-ordinator (SENCo) who will then contact the appropriate outside agencies.

How do we involve parents in planning for those needs?

Teachers meet with parents /carers formally three times a year to discuss their child's progress. If any concerns arise in the meantime either party may request a meeting at any time to discuss their child, often with the SENCo present. At the parents' evenings the parents are given their child's targets and can discuss with the teacher ways in which they can support them. Parents of children assessed by the Learning and Language teacher are also given the opportunity to meet with the LLT and the SENCo to discuss the assessment, a copy of which is always sent home. The IEP is shared with parents and a copy of the reviewed IEP and the new one are given to the parents.

SUPPORT

Who in the school will support my child and how will this be monitored and evaluated?

The main support of pupils with SEND will be provided by the child's class teacher and the Teaching Assistants, through quality first teaching. The pupils are set in ability classes for English and Maths each morning. In both Key Stages there is a Higher Level Teaching Assistant designated to work with pupils with SEND. Some

pupils with high levels of need can access individual 1-1 support as necessary. Teachers report on every pupil's progress termly. This is monitored by the SENCo, and members of the Senior Leadership Team at termly assessment meetings. The progress made by pupils receiving specific interventions is analysed separately and IEP targets are reviewed four times a year to ensure progress and challenge.

Kader Academy is part of "The Bungalow Project". Pupils with social /behavioural needs are sometimes referred to this for additional support. The Bungalow Project can offer support to pupils and their family. Staff from The Bungalow Project liaise with school staff and parents regarding the progress of pupils with whom they are working.

How are the decisions made about the type and amount of provision a young person will need?

The SENCo, working alongside the class teacher can suggest ways in which the pupils will be supported and the level of support which should be provided. Some children may receive short term interventions, some may require longer periods of support. Support may be within a small group or offered on an individual basis. The SENCo and class teacher will meet with parents to discuss how the parents can assist their child at home. If the intervention has not resulted in progress a different intervention may be tried and the targets on the IEP adjusted. The school's Learning and Language teacher, following an assessment, will make detailed suggestions for both the class teacher and the parents. This advice may relate to details about gaps in learning or to specific provision which is needed. The progress made by each child is tracked carefully and from regular meetings between the SENCo and the class teacher a decision will be made whether the intervention has been effective. Parents are informed about their child's progress as and when necessary and at parent consultation meetings. The SEND register is fluid and pupils are deregistered when deemed appropriate.

CURRICULUM

How will the curriculum be matched to the needs of the young person?

Teachers plan the curriculum so that all pupils are included; this involves clear differentiation which may support the child. Where pupils would benefit from it, aids such as: Alpha smart, overlays, pencil grips, enlarged print, IT programmes, visual aids etc. are provided. The curriculum is engaging and involves many creative, visual and practical activities.

ACCESSIBILITY

How accessible is the school environment?

There are disabled ramps leading into the building at the main entrance, lower school hall and upper school playground. The ground floor and grounds are accessible to all. There is a disabled shower and toilet.

PARENTAL INVOLVEMENT

How will both the school and the parent know how the young person is doing and how will the school support the young person's learning?

Pupil progress is tracked termly. Parent/ Teacher consultation meetings take place in the autumn, spring and summer terms. Parents also receive a written annual pupil report at the end of each academic year. Parents of pupils with SEND may discuss their child's needs at additional meetings with the class teacher, SENCo and Learning and Language teacher. Following the services of the Educational Psychologist parents are given the opportunity for feedback. The SENCo and the school's Parent Support Advisor (PSA) work closely with staff at The Bungalow, and the school offers counselling and practical advice. Parents involved with The Bungalow Project may also be offered parenting courses.

Pupils have weekly homework and a reading diary which parents can access. Pupils with behavioural difficulties may be given an individual behaviour book which is taken home daily so that parents can support targets set by school.

OVERALL WELL-BEING

What support will there be for the young person's well-being?

The school offers a range of pastoral support through the Parent Support Advisor (PSA) and The Bungalow Project which has access to a range of services such as: domestic violence counselling, play therapy and links with CAMHS. The school has a clear policy for medicines and has trained staff who administer first aid. Medicines are stored carefully and pupils needing medicines such as insulin or inhalers are given privacy to administer their own medicines. Other medicines can be administered by staff providing the necessary consent form has been completed by parents/carers. Health plans are devised in conjunction with the School Nurse. Staff receive regular training in the use of epi-pens and basic first aid. All educational visits have a first aider accompanying the visit.

SPECIALIST SERVICES

What specialist services and expertise are available at or are accessed by the school?

There are links with the Schools Nursing Service, Educational Psychologist, Speech and Language, Visually/Hearing Impaired Service and The Bungalow Project. The school has access to Middlesbrough Support Services which offer inclusion support by trained workers. Pupils with specific learning difficulties are assisted by the Cleveland Unit and the school can, and does sign post pupils to the Infant/Junior

Kader Academy

School offer for Parents and Carers with children who have SEND

Support Assessment Bases in Middlesbrough. Key workers from the Visual/Hearing Service offer 1-1 support in school and training for staff as and when required. The school's Vice Principal is the child protection (CP) lead. All staff have regular CP training.

STAFF TRAINING

What training have the staff supporting children and young people with SEND had or are having?

Staff have received safeguarding and first aid training, including CPR, the use of epipens, dealing with diabetes ,epilepsy and the use of inhalers.

ACTIVITIES OUTSIDE SCHOOL

How will the young person be included in activities outside the classroom including school trips?

All pupils can access schools educational visits. The relevant risk assessments are completed and where the child has a specific need sometimes parents may be asked to accompany them on a visit.

TRANSITION

How will the school prepare and support the young person to join that particular school and how will it support the transition to the next stage of education and life?

Visits to Kader Academy prior to enrolment are welcomed. All parents are invited to a welcome meeting before entry to Nursery or Reception. In addition all pupils who are offered an infant/junior support base place are invited to visit the school offering the placement prior to enrolment. The school has close links with the local secondary schools and pupils take part in a transition week before moving to the school. Staff meet with colleagues from King's Academy, Acklam Grange and Macmillan to discuss individual cases and hand over all necessary files. SEND children who are transferring to Nunthorpe Academy and Stokesley School have their files sent to the school.

SEND RESOURCES

How are the school's resources allocated and matched to the young person's special educational needs?

The school endeavours to accommodate every child's individual needs no matter how diverse. The SEND budget is used to provide extra staffing, re-deployment and resources for pupils. Well-trained teaching assistants provide full time 1:1 support, individual and small group support. Training is provided for staff and specific resources are provided when necessary.

FURTHER INFORMATION

Parents can discuss any concerns relating to SEND with the Principal, Mrs Chalk or with the SENCo, Mrs Mitchinson. Both can be contacted via the school office.