

SEND Information Report

Overview Statement

The Skinners' Kent Academy is an independent non fee-paying school funded by the Department for Education and supported fully by its lead sponsor The Skinners' School, a grammar school for boys and the Skinners' Company.

The Skinners' Kent Academy is founded on the principles of a culture of high standards and high aspirations, a culture of active participation, an emotionally rich learning environment and an inclusive environment where every child is known and every learner supported.

The main aim of the Academy is to provide the highest quality of education for students from 11 to 18. However, the Academy is more than a new type of school. The Academy aims to raise and reflect aspirations within the local community and provide educational, social and economic benefits for all.

We aim to find and develop everything that is exceptional in each child and let it flourish within a framework of high expectations. We intend to motivate and inspire our students to achieve of their very best, to fly high and to set course on the brightest of futures.

The International Baccalaureate Middle Years Programme provides the framework for the curriculum at The Skinners' Kent Academy throughout Years 7-11. The programme dovetails with National Curriculum programmes of study and current and future GCSE specifications. It provides the academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. The programme:

- encourages **international-mindedness** in IB students, starting with a foundation in their own language and culture;
- promotes a **positive attitude to learning** by challenging students to solve problems, show creativity and resourcefulness, and participate actively in their communities;
- reflects **real life** by providing a framework that allows students to see the connections among the subjects themselves, and between the subjects and real issues;
- supports the development of **communication skills** to encourage enquiry, understanding and language acquisition, and to allow student reflection and expression;
- emphasises, through the **learner profile**, the development of the whole student – physically, intellectually, emotionally and ethically.
- is exciting, innovative, meeting students' personalised needs, satisfying all National Curriculum requirements and providing a framework for all national qualifications and accreditation, including GCSE.

The Learner Profile at the centre of the MYP identifies the attitudes and attributes that we are seeking to develop in The Skinners' Kent Academy students:

Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, Reflective

Students of all ages and abilities will:

- *Be treated as individuals where their individual needs, interests and aptitudes are recognised.*
- *Be entitled to have an emerging or evident special educational need identified and assessed.*
- *Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.*
- *Receive a balanced curriculum in both content and style of delivery which allow them to make informed choices as they progress beyond the Academy.*
- *Be encouraged to achieve their full potential, whatever their abilities.*
- *Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.*
- *Learn to take an increasing responsibility of their own learning and actions so that they will be equipped to deal with life after school.*
- *Be encouraged to see education as a life-long process to the benefit of all aspects of their life.*

The Learners with Difficulties and Disabilities Policy (LDD) outlines information regarding the ways in which we ensure all students have access to a broad, balanced and relevant curriculum, consistent with the whole Academy curriculum policy, in order to realise their full potential; make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

Each year group has its own 'Provision Resource Map' showing what provision is available to support our range of SEND students and what the 'outcomes' of that provision will be.

Underpinning this provision are the Academy's own Audit Tools for Communication and Interaction (SLCN, ASD), Cognition and Learning and Social, Emotional and Mental Health Needs. These audit tools have been written to include the 'mainstream core standards' and list the effective whole Academy response to inclusive 'Quality First Teaching'.

All referrals to the Local Inclusion Forum Team (LIFT) to seek advice and guidance, as well as a statutory requirement for the application of EHC Plan submissions, ask for evidence of what mainstream core standards have been implemented and what their outcomes were.

| Regulation | Question | School response |
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| 1 | | <p>A child or young person has SEND (Special Educational Needs Disability) if they have a learning difficulty or disability which 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 or disability if he or she:</p> <ul style="list-style-type: none"> • has a significantly greater difficulty in learning than the majority of others of the same age, or • has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions <p>(SEN Code of Practice 2015)</p> <p>Students at SKA have a range of difficulties including: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.</p> |
| 2 | | <p>SKA has a robust transition programme in place; where information gathered from primary schools; together with CAT and reading tests during Year 7 Induction Days, help to identify SEND and other needs. Information also received from parents/carers; specialist colleagues from the Specialist Teaching and Learning Service, as well as external agencies, also supports this process.</p> <p>In collaboration with the AVP Inclusion/SEN Manager, our class teachers, Heads of Subject and Heads of Faculty, closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students will further identify students who may have a SEND that requires further assessment and may then lead to a formal diagnosis of a particular area of need. This process is supported by teaching and support staff; parents/carers; outside agencies and the students themselves.</p> <p>We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teachers, support staff or other colleagues, as well as parents/carers; where despite receiving differentiated learning opportunities, they are not making expected progress.</p> <p>All students with SEND are placed on the Inclusion Profile that is accessible to all staff. Information includes: CAT and reading ages; main areas of difficulty and recommended strategies to support planning and differentiation. Teaching and support staff refer to the Inclusion Profile to ensure their support is appropriate to meet the individual areas of need for each student. Our 'Other Needs Profile' includes students who may need additional support and consideration, but are not considered as having a special education need, which would impact on their progress.</p> |
| 3a | | <p>All students, including those with SEND, are assessed termly, in accordance with the Academy's Assessment Policy. Teachers formally assess and review progress and attainment and this is communicated to parents/carers by a report sent home and during scheduled Target Setting Evenings.</p> <p>All students with an Educational Healthcare Plan (EHC Plan) have an Annual Review where parents and outside agencies supporting are invited in to discuss progress and plan 'outcomes' for the coming year. Parents of students on the Inclusion Profile are notified of their inclusion and are</p> |

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| | | <p>invited to meet with the SENCO/SEND Manager 3 times a year, in line with the New Code of Practice (September 2015).</p> <p>The Academy has a Quality Assurance Process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of Academy life. Additionally progress and attainment data for students with SEND is analysed for effectiveness and value for money; this information is then used as part of the 'High Needs Funding' process.</p> |
| 3b | | <p>The Academy will provide reports each year which will show: expected progress; current - levels; MYP grades; readiness for learning and behaviour for learning. Continuous monitoring throughout the year, with regular review of progress in all subjects, supports early identification of any lack of expected progress. Interventions are then put in place and for SEND students, collaborative working with the -AVP Inclusion/SEN Manager, enables these students to be supported appropriately. The Governing Body receive regular reports of all students' progress; with reviews of the work of all departments, including Inclusion. Governors; including the SEND Governor are provided with a detailed breakdown of students with SEND as part of this review process.</p> <p>The Academy works closely with parents/carers to ensure they are kept up-to-date and are involved in their child's progress. We do this through regular Target Setting meetings and yearly Parent Review meetings; Annual Reviews (for those with an EHC Plan); weekly Parent Newsletter; -; email; telephone calls; appointments made with individual teachers, HOH/AHOH; DSL; AVP Inclusion/SEN Manager (as appropriate).</p> <p>The Academy provides information for parents through the weekly Parent Newsletter; information on the website; Open Day/Evenings; Target Setting and Parent Review meetings and letters and text messages home.</p> |
| 3c | | <p>The Academy's teaching and support staff have high expectations of all students, including those with SEND. All teaching and support staff have access to the Inclusion Profile and Other Needs Profile. Information which includes the following information: CAT and reading ages; main areas of difficulty and recommended strategies to support planning and differentiation.</p> <p>All staff have access to the 'Quick Glance Strategy List' which provides a comprehensive list of strategies to support the following areas of difficulty: ADHD; ASD; specific learning difficulty (dyslexia/dyspraxia) social, emotional and behaviour difficulties; speech, language and communication difficulties as well as students with moderate learning difficulties. These strategies support planning of differentiation for SEND students, as well as enhancing the teaching and learning of all students and ensuring that all students can access the curriculum and reach their full potential.</p> <p>Within the Academy, there are a number of key staff whose role is to support fully the student as well as their parent/carer. Every student is supported daily by their House Tutor as well as the House Team, which includes a Head of House, Deputy Head of House and an Assistant Head of House, whose responsibility it is to monitor academic progress and emotional wellbeing, including attendance and behaviour. Students with an EHC Plan have additional support from the AVP Inclusion/SEN Manager which ensures that appropriate support is in place to fully support their range of complex needs.</p> |

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| | | <p>As part of the Academy’s monitoring process, students are identified from the start of Year 7 who may benefit from accessing exam concessions in the future. The AVP Inclusion/SEN Manager collate evidence from additional assessments and feedback from teaching staff to support the application; and this process continues as they move through Academy.</p> <p>Formal testing to support this process starts at the beginning of Year 10 and applications are then made according to the Joint Council for Qualifications exam regulations, to ensure all students with SEND are supported appropriately during the examination process.</p> <p>If before formal testing students have been identified as needing a lap top or a scribe; the Academy provide support in order that the individuals can begin to practice examination technique; this also provides the additional evidence that is needed to support an application. The AVP Inclusion/SEN Manager work collaboratively with class teachers to ensure evidence is provided as appropriate.</p> <p>Safeguarding is at the forefront of the Academy’s continual drive to ensure that there are rigorous processes in place to ensure that children and young people are protected from abuse or neglect; preventing impairment of their health and development and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.</p> <p>There are a team of staff who have responsibility for safeguarding at the Academy, which includes the Vice Principal Achievement for All (with overall responsibility for Safeguarding and Child Protection), the Designated Safeguarding Lead (DSL); HOH/AHOH/AVP Inclusion who are deputies. The DSL keeps a ‘confidential’ record of all safeguarding concerns which has a restricted access. Ref: (Keeping Children Safe in Education, Statutory Guidance for Schools and Colleges September 2018).</p> |
| 3d | | <p>The majority of our students follow a traditional curriculum, however a small number of our most vulnerable have a more ‘personalised’ curriculum to support their individual needs, interests and abilities. This may include option choices, additional tuition (either 1:1 or within a small group) or a reduced timetable. These students are primarily supported by the DSL/Family Support Manager and the SEN Manager, who monitor attendance, engagement and emotional wellbeing, as well as supporting academic achievement. The parent/carers of these students will be fully supported during this process; which may include referrals to Social Services; WKHNE, as well as an application for additional support from the LA, via the statutory assessment process to decide whether an EHC Plan is appropriate.</p> <p>The Academy building is a safe and accessible building; all safeguarding procedures and risk assessments and Personal, Evacuation and Escape Plans are in place and are adhered to by all staff. All students with a PD have a planned escape route (PEEP) and there are several muster points in strategic places around the Academy. There are a number of lifts to access all areas and students are provided with a lift pass as appropriate. There is a fully equipped Care Suite as well as disabled toilets; ramps; wide corridors; height adjustable tables and adapted equipment available to support all students with SEND who have a PD.</p> <p>The Academy has its own delegated member of staff who works closely with the wider community to ensure the building is utilised as much as possible outside of the normal day.</p> |

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There are key staff available to support students and address additional needs; including students with SEND. They include: HOH/DHOH/AHOH; DSL and Family Support Manager; AVP Inclusion; SEN Manager; Assistant Inclusion Manager; Specialist Teaching Assistants; Teaching Assistants and Learning Mentors.

The Academy has access to support from Early Help and makes referrals when deemed appropriate. Additional support is accessed via CXK Emotional Wellbeing Service/School Nurse team, Kent Police, Addaction, Connect Mentoring, Area Safeguarding Advisor, Local Authority District Officer Team and the School Liaison Officer.

All students with an EHC Plan are supported in the majority of their lessons by a team, which includes Specialist Teaching Assistants and Teaching Assistants in the majority of their lessons. Individual provision plans are written to include personalised 'outcomes' and strategies to support those. These are monitored by the Teaching Assistants and reviewed termly, as well as during the Annual Review process and amended as appropriate.

All students with SEND are included on the Academy's Inclusion Profile to which all staff have access. New staff have a comprehensive induction process which includes supporting students with SEND. There is a designated folder on the staff shared area where they can access materials to support differentiation, which includes a 'task management sheet'; mind/word maps and a 'Quick Glance Strategy List' which provides a comprehensive list of strategies to support the following areas of difficulty: ADHD; ASD; specific learning difficulty (dyslexia/dyspraxia) social, emotional and behaviour difficulties; speech, language and communication difficulties as well as students with moderate learning difficulties. Any changes to the Inclusion Profile and SEND matters in general are included weekly in the Staff Bulletin.

Teaching staff are encouraged to work collaboratively with the SEND team in line with the requirements of the New Code of Practice 2015. Staff are encouraged to attend regular training sessions throughout the year, where the AVP Inclusion/SEN Manager have the opportunity to deliver training on 'best practice' and to recommend strategies to support differentiation. All teaching staff are encouraged to email any concerns they may have in order that advice and supported can be cascaded quickly.

Identified SEND students are included on the Inclusion Profile and are monitored by the team of Specialist Teaching Assistants and Teaching Assistants. Each student has a personalised individual provision plan with 'outcomes' and strategies to support those. The Specialist Teaching Assistants and Teaching Assistants have a selected target group of students and they monitor progress closely and cascade back to the AVP Inclusion/SEND. 'Outcomes' are reviewed and amended as appropriate.

Identified SEND students are supported in small 'focus skills groups' to support their individual need. We offer the following support: Reading (to support low readers); literacy and maths intervention; fine motor skills groups (to support handwriting and presentation); Lego Therapy and Social Use of Language Programme (to support social communication and students on the autistic spectrum), EAL (to support language and understanding). All students will have a base-line assessment and their progress will be tracked throughout the year.

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| 3f | | <p>All students have access to a wide range of extra-curricular activities during the day as well as after school and at the weekends and they are all encouraged to take part.</p> <p>All students including those with SEND are included in all Academy trips and visits; supported with a support when deemed appropriate. Appropriate risk assessments and medical registers are in place to support.</p> <p>All students have access to support with independent learning after school in the Library.</p> <p>Additional revision classes are available for all KS4 students and SEND students are supported appropriately when deemed appropriate.</p> <p>All students have access to a breakfast club before the start of the day; students with SEND are supported appropriately and with a Teaching Assistant when deemed as appropriate.</p> <p>The enrichment timetable is available on the Academy website and around the building.</p> |
| 3g | | <p>At the Academy, we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a House Tutor who for Years 7 & 8 will remain with them. This provides continuity and builds a strong relationship between tutor and students.</p> <p>There are additional key members of staff who are able to provide pastoral support, these include the HOH/DHOH/AHOH; DSL/Family Support Manager; SAVP Inclusion, SEN Manager, Assistant Inclusion Manager, Specialist Teaching Assistants and Teaching Assistants. We also have an excellent relationship with a number of external agencies who we can call upon when appropriate.</p> <p>All Academy staff complete annual child protection and Prevent awareness training. All new staff attending safeguarding training on an individual basis with the Designated Safeguarding Lead as part of their induction programme.</p> |
| 4 | | <p>The Assistant Vice Principal Inclusion and SENCO: Mr Dave Rowe <u>Contact details:</u> email dave.rowe@skidderskentacademy.org.uk SEN Manager: Mrs Sharon Lazenby <u>Contact details:</u> email sharon.lazenby@skidderskentacademy.org.uk The Assistant Inclusion Manager: Mrs Simone Newman Contact details: email simone.newman@skidderskentacademy.org.uk</p> |
| 5 | | <p>We have a strong Special Educational Needs Department which is made up of the AVP Inclusion, SEN Manager; Assistant Inclusion Manager, three Specialist Teaching Assistants; Teaching Assistants. Within this team, we have staff who have a range of experience and training covering various SEND needs.</p> <p>We access support for identified training needs from the Specialist Teaching and Learning Service and this is on going as appropriate.</p> <p>Students with SEND are supported working collaboratively with Gilly Shankland who is the Specialist Teacher supporting students with PD as well as Physiotherapists and Occupational Therapists supporting individual students.</p> <p>We also work closely with colleagues from the Local Authority; Speech and Language Service; Specialist Teaching Service (C&I, C&L SEMH), WKHNE, and CYPMHS.</p> |

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| | | <p>For those students who need additional behaviour support, we can access support from Two Bridges School for KS3 and KS4. We access support from the School Liaison Officer for all students whose attendance is cause for concern.</p> <p>Where appropriate, referrals are made to Social Service and these are monitored by the DSL/Family Support Manager.</p> |
| 6 | | <p>As an Academy we have access from support via the Specialist Teaching and Learning Service; specialist colleagues who support students with visual and hearing impairments, as well as NHS colleagues. These services are contacted when necessary and appropriate, according to the needs of the individual. The Academy is extremely supportive of parents of all students and will guide parents as appropriate if they have any concerns about their child's progress or emotional wellbeing.</p> |
| 7 | | <p>We encourage parents to support the Academy to enable their child to engage fully in learning.</p> <p><u>The Parent Partnership</u></p> <p>Parents and carers are welcomed, informed and involved in their child's education. The three way partnership between parents/carers, student and Academy is built on shared trust, confidence and understanding. Such a way of working in partnership is essential for each student's success.</p> <p>The home-school partnership is underpinned by good communication which includes:</p> <ul style="list-style-type: none"> • welcome meeting in March for those starting in September • a weekly newsletter • regular contact with House Tutors and subject teachers; • progress reports and a full report each year • an early transition meeting with your child's House Tutor. • An annual Parent Review Meeting <p>We ask parents/careers to give support so the focus is on the positive. We have a culture of recognising and rewarding achievement. However, if a student is not doing what is expected we see it as our duty to remind him or her of our expectations and put in place any appropriate sanctions which we expect parents to support. All we ask is that each student does his or her best. We will not tolerate a student who disrupts the Academy experience for others.</p> |
| 8 | | <p><u>Student Voice</u></p> <p>At the Academy, students are supported to develop strong supportive relationships with both staff and peers, as these are the foundation of a happy and fulfilled life. We develop self-respect, self-discipline and self-understanding. They acquire a strong sense of belonging, and know they are valued and feel safe.</p> <p>Learning and enrichment opportunities are accessed regardless of any learning disability or cultural barriers. Teaching is provided that answers the diverse learning, social and cultural</p> |

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| | <p>demands of our students, and overcoming potential barriers to success and stretching and nurturing the talents and gifts of all students.</p> <p>Strong partnerships are built and maintained with parents and carers in order to ensure families are made fully aware of their child's successes and any problems they are facing.</p> <p>The Academy has pride in our students, pride in our teachers and pride in our success.</p> <p>Student Council</p> <p>The way students are represented is through a Student Council. This is made up of representatives from each house group that are nominated each year by their class mates. The representatives meet regularly, once a month, during an afternoon registration period.</p> |
| 9 | <p>Please contact Sian Carr – Executive Principal for further information concerning a complaint.</p> <p>The AVP Inclusion Manager/SENCO, Mr Rowe and the SEN Manager, Mrs Lazenby are the key staff to contact concerning any concerns over the support available for their child.</p> |
| 10 | <p>The Academy can access a range of services including; Child and Young People's/Person's Mental Health Service (CYPMHS; Social Care; School Nurse; Educational Psychology Service; Speech and Language Service, NHS colleagues, including Occupational Therapist and Physiotherapists, and colleagues via the Specialist Teaching Learning Service to support C&L, C&I and SEMH.</p> <p>These services are contacted when necessary and appropriate according to the child's needs.</p> <p>The Academy works closely with the Local Authority to support all students with an Educational and Healthcare Plan, as well as those families supported via Early Help Notification referrals.</p> |
| 11 | <p><u>Information and Advice and Support Kent – a service for SEND.</u> Call: 03000 41 3000 Email: iask@kent.gov.uk Website: www.kent.gov.uk/iask</p> <p><u>Kent County Council SEND – Local Offer</u> Call: 03000 41 41 Email: county.hall@kent.gov.uk Website: www.kent.gov.uk/education-and-children/special-educational-needs</p> <p><u>West Kent Child and Adolescent Mental Health Service (now known as CYPMHS)</u> Call: 01622 356930 Sussex Partnership NHS Foundation Trust</p> <p><u>Young Healthy Minds</u> Call: 01233 224244 Website: www.kcfn.co.uk</p> |

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| | | <p><u>Drop-In sessions to support ASD and ADHD parents</u></p> <p>A number of sessions are available throughout the year. Call: 03000 41 41 41</p> |
| 12 | | <p><u>Refer to question 2 regarding the transition process at the Academy.</u></p> <p>The Academy has its own key members of staff to ensure all students receive advice on careers and their opportunities Post 16 when appropriate. Students are supported with their applications for University and college courses if appropriate.</p> |
| 13 | | <p><u>Kent County Council SEND – Local Offer</u> Call: 03000 41 41 Email: county.hall@kent.gov.uk Website: www.kent.gov.uk/education-and-children/special-educational-needs</p> |
| 14 | | <p><u>Key members of staff</u></p> <p>Executive Principal – Sian Carr Vice Principal, Achievement for All - Helena Read Vice Principal Curriculum Progress and Learning – Hannah Knowles Associate Vice Principal Curriculum Progress and Learning – Karla O’Gormley Associate Vice Principal Achievement for All – John Willoughby Assistant Vice Principal Inclusion – Dave Rowe Associate Assistant Vice Principal/Head of Junior House – James Blake Associate Assistant Vice Principal/Head of Senior House – Ben Flack Designated Safeguarding Lead/Family Support Manager – Sarah Paulus SEN Manager – Sharon Lazenby Assistant Inclusion Manager – Simone Newman Assistant Head of Junior House – Mandy Weller Deputy Head of Senior Houses –Robin Hall and Camille Widdison Assistant Head of Senior Houses – Debbie Hill, Collette Fridge, Natasha Gibson MAT Lead Governor – Julian Metcalf</p> <p>You can contact any member of staff by telephoning the Academy on 01892 534377</p> |