



# SEN Information Report

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Ratified: Thrive Trust

Signed by Thrive Trust

**Date:**

To be reviewed annually:

**Date:**

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## 1. Introduction















The SEN Information Report is a requirement under the Children's and Families Act 2014 and will be updated annually by the Academy in order to reflect any changes that have taken place or are planned to take place. It is intended as a response to specific questions identified within the Act and should be read in conjunction with the Academy prospectus and additional information available on the Academy website. If you have any further questions or would like to seek clarification with regard to the content of this document then please do not hesitate to contact the Academy.

Telephone: 02476 594952

Email: [c.nutt@kingsbury.thrive.ac](mailto:c.nutt@kingsbury.thrive.ac)

Website: <https://www.kingsbury.thrive.ac/>

## 2. School Information

<p><b>What is important to us:</b></p>  <p>Helping you to do your best at school</p>	<p><b>Who we are:</b> Kingsbury Academy</p> 
<p><b>What we do:</b></p>  <ul style="list-style-type: none"> <li>• Value you as an individual</li> </ul>  <ul style="list-style-type: none"> <li>• Help you develop communication skills</li> </ul>  <ul style="list-style-type: none"> <li>• Help you to experience learning outside the classroom</li> </ul>  <ul style="list-style-type: none"> <li>• Help you have exciting and fun experiences</li> </ul>  <ul style="list-style-type: none"> <li>• Help you learn new skills</li> </ul>  <ul style="list-style-type: none"> <li>• Develop life skills to help you prepare for adulthood</li> </ul>	
<p><b>Who we offer this service to:</b></p>  <p>Children between the ages of 4 – 11</p>	<p><b>How and when we do it:</b></p>  <p>Monday Tuesday Wednesday Thursday Friday</p> <p>Our school day runs from 9.00 – 3.10</p>
<p><b>How to contact us:</b></p>  Kingsbury Academy, Kingsbury Road, Coundon, CV6 1PJ  Telephone: 02476 594952  <a href="mailto:Kingsbury Academy – Part of Thrive Education Partnership">Kingsbury Academy – Part of Thrive Education Partnership</a> 	

2.1 What percentage of the school has SEND needs?

All students at Kingsbury Academy have an Education, Health, and Care Plan.

2.2 How many students are in each year group?

This varies across the Academy, and we have no set intake for individual year groups. We are currently commissioned for 120 students and have 101 students on role.

2.3 How many students with statements were in each year group last year?

From April 2018 all students at Kingsbury Academy will have transferred from a Statement of Special Educational Need to an Education, Health and

2.4 How accessible is the setting environment?

Our setting is not accessible for pupils with physical disabilities.

2.5 Can my child's school dinner requirements be accommodated if they have a special diet?

We can accommodate most student's dietary requirements as long as we are made aware of this so we can plan on a daily basis. However, in some instances we request that snack and meals are provided from home.

2.6 What social / out of school opportunities are there?

Kingsbury Academy does not currently provide enrichment activities on a regular basis. The Academy plans an annual residential for up to 10 pupils from KS2. For all enrichment activities appropriate staffing is provided with relevant training to ensure the wellbeing of all children.

2.7 How will the school keep me informed about issues / problems with my child at school?

All issues or problems will be raised with you as soon as we have a concern. Teachers will use the Home School Diary or a telephone call in the first instance to share information.

2.8 How will I know what the school's expectations are for my child's progress?

In your child's Review meeting, we will be checking on progress towards EHCP outcomes. Progress will also be discussed as Parental Consultation Evenings and targets are sent home on a half termly basis.

2.9 Who should I talk to if I have a concern about my child in school?

Initially, if there is a concern please contact your child's teacher. If you have a safeguarding concern please speak to the Designated Safeguarding Leads. We also employ a Pastoral Lead who can support families.

#### 2.10 How will my child's voice be heard?

The views of the pupils and their feelings about Kingsbury Academy are very important to us. Kingsbury Academy Student council consists of pupils from across the academy and meetings are held every half term giving the pupil's regular opportunities to express their likes, dislikes and opinions about how we can improve Kingsbury Academy life. All minutes from meetings are given to the Senior Leadership Team who feedback to the Academy directors.

Students are involved wherever possible, in every stage of their learning and are central in decision making. There is a focus on future aspirations to make sure that as far as possible the provision at Kingsbury Academy not only suits them but is preparing them for adulthood.

#### 2.11 What are the opening times?

Kingsbury Academy starts at 9.00 am and finishes at 3.10 pm.

#### 2.12 What are the facilities like? What do you have? What kind of lessons will I have?

Kingsbury Academy is a small campus with beautiful outside grounds including; allotments, trim trail and forest school areas. Kingsbury has a multipurpose hall for Physical Development and we also have a sensory and Therapy room. There are interactive whiteboards in every classroom as well as access to specialist technological equipment such as iPads and chrome books.

#### 2.13 Are the staff friendly?

Staff are carefully recruited; we pride ourselves on being very friendly and welcoming.

#### 2.14 How would we get to school? This would include directions of where it is and what transport arrangements would we need e.g. taxi, bus, etc.

Most students within the Academy arrive via Coventry transport minibuses minibuses/taxi or some pupils are brought in by parents/carers. We are located at the top of Kingsbury Road next to Coundon Wedge.

#### 2.15 Is there a uniform and what is it like?

Kingsbury Academy has a branded uniform. Should you wish you purchase uniform can be ordered directly through the following website; <https://coventryschoolwear.com/product-category/primary-schools/kingsbury/>

2.16 What do they do about bullying? How is bullying dealt with?

Bullying is treated extremely seriously and is dealt with by your child's class Teacher in the first instance. Please see our Safeguarding Policy for more information.

2.17 Could I meet students who go to the school and speak to them about what the school is really like?

Kingsbury Academy always enjoys meeting students who would like to come to the Academy and their families. The best way to arrange a visit is to contact the school office on 02476 594952

2.18 Does it have a good Ofsted?

Kingsbury Academy Ofsted report can be found on our website.

**3. SEN Information Report Questions:** The following information is published as required by the Special Educational Needs and Disability Code of Practice 0-25 years (June 2014) and The Special Educational Needs and Disability Regulations 2014

3.1 What types of SEN does Kingsbury Academy support?

Kingsbury Academy is a broad-spectrum special school for learners aged between 4-11. Our pupils have a range of needs including Autistic spectrum Disorder, Severe Learning Difficulties, Social and Emotional and Mental Health needs and some learners have additional sensory or behavioural needs.

3.2 How will Kingsbury Academy identify and assess students and young people with SEN and how do I contact the SENCo?

Kingsbury Academy works closely with Coventry City Council in its admission of pupils. Education Health and Care Plan is a condition of entry to the Academy.

[Coventry Send Support Service](#)

All school admissions for Coventry LA are requested via SEND Coventry (024 7669 4307). Please see Kingsbury Admission Policy for further details.

In addition, the Academy uses its own range of assessments to enable us to make accurate assessments and decisions with regards to each individual. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that a student is not making the expected progress, the teacher will decide whether additional and/or different provision is necessary. If you are concerned, you should speak to your child's Teacher or a member of the Senior Leadership Team.

Prior to transfer to Kingsbury Academy the Senior Leadership aim to visit pupils their existing school/setting, wherever possible and will gather information about their needs. We use teacher's assessments and any outside agency reports that may be available. On transfer to Kingsbury, we carry out our own assessments and baseline each student. Throughout your child's time at Kingsbury Academy their progress in the curriculum will be ongoing and formally tracked three times a year.

For all admission arrangements or if you would like to book a visit to see the Academy, please contact the school office to arrange a mutually convenient time.

### 3.3 What are the arrangements for consulting and involving parents and involving them in their child's education?

At Kingsbury Academy we regard it as essential to work in partnership with families, in order to achieve the best outcomes for their child.

Our main communication tool with parents is the Home-School Communication book. This is written in daily in order to communicate essential information and share what activities and achievements there has been throughout the day. It is also used by families to share key information from home. Families are always welcome to make an appointment to come into school and meet with staff.

In addition to the Home-School communication book, we have a school website providing up-to-date and regular information to parents and carers. Regular coffee mornings and events are held for families to attend as well as the learners individual Annual Review Meetings and Parental Consultation evenings.

We have a designated Pastoral Lead whose role is to support and signpost parents to the relevant services. We run various parental



workshops including, Communication, Internet Safety, Emotional Regulation and Behaviour.

Our Academy website <https://www.kingsbury.thrive.ac/> also provides general information about the Academy.

3.4 What are the arrangements for consulting young people and involving them in their education?

At Kingsbury Academy we hold person centred Annual Reviews. Students are involved wherever possible in every stage of their learning. There is a focus on future aspirations to make sure that as far as possible the provision at Kingsbury not only suits them currently but is preparing them for adulthood.

3.5 What are the practical arrangements for assessing and reviewing progress towards outcomes?

At Kingsbury Academy we have assessment systems in place to meet the educational needs of all pupils.

Kingsbury Academy assesses progress against Early Years Foundation Stage, and Kingsbury Aspire and Inspire assessment systems.

Kingsbury Academy has a leadership structure which monitors the effectiveness of the delivery of lessons through learning walks and observations.

Information regarding pupil progress is communicated regularly to all stakeholders via: Weekly Team meetings, Whole Staff meetings, Annual Reviews, Curriculum Directors meetings and Pastoral meetings.

3.6 What are the arrangements for supporting students and young people in moving between phases of education and preparing for adulthood?

Kingsbury Academy recognises that transitions can be a challenging for our children and we take steps to ensure that every transition is a smooth and as positive an experience as possible:

In advance of pupils starting Kingsbury Academy we encourage families to come and visit and where appropriate spend time in the class group they will be joining.

Internal transition: At the start of the summer term, we start preparing pupils for transition to their next class/school. Pupil information and pupil well-being passports will be passed on to the new class teacher in advance and planning meetings will take place with the new teacher.

We arrange transition sessions to enable pupils to meet their new teacher and visit their new classroom environment.

### 3.7 What is the approach to teaching students and young people with SEN?

At Kingsbury Academy we have developed an ambitious and meaningful curriculum that ensures our pupils are able to engage in broad and rich experiences. It is designed to be appropriate for their individual needs and to prepare them academically, socially, and emotionally for their next stage in education and wider life. Running throughout our curriculum are opportunities to embed our golden threads of learning and development – communication and interaction, early maths and English, self-help, physical and personal development, and independence. It is appropriately paced to allow learners to react, respond, assimilate, and generalise their learning. Further curriculum information can be found on the website.

### 3.8 How are adaptations made to the curriculum and the learning environment of students and young people with SEN?

Our class sizes and staffing ratios ensure that we have capacity in the classroom to deliver the curriculum effectively. Class groups range in size from 6 - 14 pupils, children with less complex needs will be in larger groups. We aim to develop skills in order that our pupils will be able to function as independently as possible and not always rely upon others to organise and direct them. It is therefore essential that we establish and maintain ways of working as early as possible. This enables our pupils to be able to organise themselves (over time) and gives meaning and understanding to their world. To do this, we use:

- Visual timetables
- Separate work areas and individual workstations
- Individual daily schedules with a defined start and finish through transitions cues
- Makaton and PECS, Objects of Reference, Communication in Print
- Visual aids for learners to respond appropriately in terms of understanding.
- Highlighted key vocabulary.
- Programmes of work based on TEACCH learning principles.
- Social stories – to promote understanding and improved behaviour/social skill.
- Sensory stories
- Intensive Interaction
- Motivators and incentives
- Movement programmes
- Read, Write Inc and Numicon (mathematics)
- Positive behaviours rewards system
- Workstations

- Work/choice systems

3.9 What is the expertise and training of staff to support students and young people with SEN?

Children in Kingsbury Academy will receive support that is specific to their individual needs.

This is provided by the class teacher, teaching assistants in partnership with: Speech and Language Therapists/Occupational Therapists and Sensory support.

All our staff have thorough induction training followed by ongoing continuing professional development opportunities throughout the year.

3.10 How is the effectiveness of provision evaluated?

Review of your Child's EHCP will take place annually with your child's class teacher and other professionals. Should you or the Academy have any concerns regarding your child's placement at Kingsbury Academy prior to review, an Emergency Annual Review can be requested.

3.11 How are students and young people enabled to engage in activities available to students and young people in school who do not have SEN?

All pupils have SEN and opportunities to engage in additional activities that the academy provides. Opportunities are shared equitably across the school and this is monitored through the whole academy inclusion and enrichment database.

3.12 What is the support available for improving emotional and social development, including pastoral support arrangements for listening to the views of students and young people with SEN and measures to prevent bullying?

Supporting pupil regulation is a fundamental part of the curriculum, we work in partnership with Occupational Therapists, Speech and Language Therapists and Sensory Support to enable pupils individual needs to be met. In addition, pupils develop their knowledge and understanding about 'bullying and positive relationships' and we provide a safe space for disclosures. Furthermore, staff receive training on spotting the signs of abuse so they can raise concerns in a timely manner, enabling pupils to have the appropriate support.

3.13 How does Kingsbury Academy involve other bodies, including health and social care bodies, local authority support services and voluntary

sector organisations, in meeting students and young people's SEN and supporting their families?

Kingsbury works in close partnership with the following external agencies:

Speech and Language Therapists

Occupational Therapists

Coventry School Nursing Team

Educational Psychologists

RISE (Coventry)

Input from these professionals enables the Academy to identify and address individuals' current and changing needs.

- 3.14 What are the arrangements for handling complaints from parents of students with SEN about provision made at the school?

Kingsbury Academy has a three-stage process for dealing with complaints. Further details of each stage together with roles and responsibilities of staff involved can be found within the complaints policy on the Academy website.

The three stages are:

Stage 1 – complaint heard by a member of staff (informal)

Stage 2 – complaint heard by the Head Teacher (complaint which is put in writing)

Stage 3 – complaint heard by the Governing Body (complaint appeal panel)

Kingsbury Academy aims to resolve a complaint at the earliest possible opportunity via informal resolution by way of a discussion with the appropriate member of staff.

- 3.15 What is the additional support for learning that is available to students with special educational needs?

The Academy has specified support according to pupil need and staff training including; Positive Behaviour Support, Positive Behaviour Management, Picture Exchange Communication System, Aided Language Displays, Communication Books Makaton, Intensive Interaction, Objects of reference, 1:1 and small group intervention.

- 3.16. How are equipment and facilities secured to support students and young people with special educational needs?

The Academy receives high needs funding for all pupils, this is used to support us in securing specialist equipment and facilities to meet the needs of all learners. Additionally, individual pupils may receive Exceptional Special Needs funding and this again is used to secure personalised equipment and/or specialist support.

3.17 Who do I contact for advice and support?

Kingsbury Academy has a Pastoral lead to support families and signpost parents to appropriate advice and support where necessary.

3.18 Do you have a Parent Support Group?

Kingsbury Academy does have an active Parent group.

3.19 Is there a safe haven for my child?

Kingsbury Academy aims to provide a safe haven for pupils at all times. Pupils are encouraged to share any difficulties they may be having with their teacher so that personalised solutions may be created.

3.20 What training do staff receive on supporting students with SEND? How is this evaluated / updated?

The Academy has a robust training and continuing professional development programme (CPD) for all staff to enable them to support pupils. This includes; staff induction, weekly inset sessions (compulsory for all teachers and teaching assistants), 5 whole staff inset sessions and extensive external CPD opportunities. Inset sessions and CPD is fully evaluated and updated annually.

3.21 What support will there be for my child's overall wellbeing?

All students have access to a Teacher/ Teaching Assistant. A key aspect of these roles is to ensure the wellbeing of students at all times. Any concerns should be raised with parents through the Home-School communication book, an informal meeting/telephone call or Annual Review Meeting.

#### 4. Contact details for support services

Outlined below are some of the useful sites and contact details for parents/carers of students with special educational needs;

SENDIASS Coventry

Contact a Family: [www.cafamily.org.uk](http://www.cafamily.org.uk)

National Network of Parent Carer Forums: [www.nnpfc.org.uk](http://www.nnpfc.org.uk)

Students' Education Advisory Service: (CEAS)

[www.gov.uk/studentsseducation-advosiry-service](http://www.gov.uk/studentsseducation-advosiry-service)

Family Information Service [www.daycaretrust.org.uk/nafis](http://www.daycaretrust.org.uk/nafis)

National Parent Partnership Network <http://tinyurl.com/IASS-guidance>

Patient Advice and Liaison Service: <http://tinyurl.com/PALservice>

Autism Education Trust [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

Bullying Guidance <http://tinyurl.com/DfE-Bullying-Guidance>

Communication Trust [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)

Dyslexia SpLD Trust [www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)

I CAN (Students' communication charity) <http://www.ican.org.uk>

MindEd [www.minded.org.uk](http://www.minded.org.uk)

National Sensory Impairment Partnership [www.natsip.prg.uk](http://www.natsip.prg.uk)

Specifically for post 16 Disabled Students Allowance (DSA)

<http://tinyurl.com/SFE-DSA>

## **5. Coventry City Council Local Offer**

The requirement for Coventry City Council providing information falls under the Students and Families Act 2014, the SEND Code of Practice 0-25 June 2014 and the SEND Regulations 2014. The Local Offer includes information about provision expected to be available across education, health and social care for students who have SEN or are disabled, including those who do not have Education, Health and Care Plans:

[https://www.coventry.gov.uk/directory/86/send\\_local\\_offer\\_for\\_coventry](https://www.coventry.gov.uk/directory/86/send_local_offer_for_coventry)

## 6. Changes

Description	Date	Page	Section
N/A New document	October 2021		
Commissioned Numbers	December 2022	5	2.2
Assessment information	December 2022	9	3.5
Social/Emotional well-being	December 2022	11	3.12
Complaints removed as process detailed further up in document	December 2022	13	3.22