



THE
KEYSTONE
ACADEMY

Special Educational Needs and Disabilities (SEND) Policy and information report



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The Keystone Academy's Special Educational Needs Coordinator (SENCO) is Ms Kerry Trow.

If you have concerns regarding a pupil's special educational need or disability (SEND) you are invited to contact Ms Trow: admin@thekeystoneacademy.org

1. POLICY AIMS

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. INTRODUCTION

At The Keystone Academy, we adopt a 'whole school approach' to special educational needs. We work together with all stakeholders, including parents /carers and specialist agencies to ensure the genuine inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

The whole team at the academy is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated.

We take our duty to provide equal opportunities for every person in our care very seriously. Together, we provide a safe and fully equipped learning environment which caters to the needs of every child as an individual and we are committed to inclusion within the school curriculum, encouraging participation in all aspects of school life.

Our school is staffed by a team of qualified teachers and support staff. Together, we provide a broad and balanced curriculum within an exciting, creative and effective learning environment, recognising and responding to individual learning

needs. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care. Our environment is safe and stimulating, allowing everyone to achieve, develop, learn and grow.

4. INCLUSION STATEMENT

We endeavour to achieve maximum inclusion of all pupils whilst meeting individual needs. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Local Support Board (LSB) will ensure that appropriate provision will be made for all students with SEND.

5. SCHOOL AIMS

We recognise that many pupils will have special needs at some time during their school life and in implementing this policy, we believe we can support them to overcome their difficulties. We aim to provide the best possible care and education to all of our pupils by ensuring we:

- Strive for high levels of achievement for all
- Are an inclusive school
- Identify all pupils requiring SEN provision, as early as possible in their school career
- Meet individual needs through a wide range of provision
- Attain high levels of satisfaction and participation from pupils, parents and carers
- Share a common vision and understanding with all stakeholders
- Give transparent resourcing to SEND
- Provide curriculum access for all
- Work towards inclusion, in partnership with other agencies and schools
- Achieve a high level of staff expertise to meet the needs of all pupils

6. DEFINITIONS

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

7. ROLES AND RESPONSIBILITIES

The LSB has delegated the responsibility for the day to day implementation of the policy to the SENCO, who has Qualified Teacher Status and the National SENDCO Award. The management of SEND is supported by the administration staff.

All school staff have a responsibility for pupils with SEND in their class, to ensure Quality First Teaching with differentiation and personalisation to meet need.

Staff are aware of their responsibilities towards pupils with SEND, all of whom have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions, although below summarises some key points.

The SENCO

The SENCO is Ms Kerry Trow.

She is responsible for:

- Working with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Overseeing the day-day operation of this policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Managing any learning support assistants
- Overseeing the records on all children with SEN
- Liaising with parents of children with SEN (in conjunction with staff)
- Contributing to the in-service training of staff
- Liaising with external agencies, especially the local authority (LA) and its support services
- Liaising with the relevant Designated Member of staff where a Cared for Child has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Liaising with potential next providers of education to ensure a student and their parents / carers are informed about their options, and a smooth transition is planned

- Working with the Headteacher and Associates of the LSB to ensure that the school meets its responsibilities under the [Equality Act \(2010\)](#) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all students with SEN up to date

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at LSB meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

All staff

All staff are responsible for:

- Working together to effectively support the learning and well-being of all pupils across the academy
- Ensuring they follow this SEN policy

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision

8. SEN INFORMATION REPORT

8.1 Types of SEN

Different types of SEN

The SEN Code of Practice identifies the following 4 categories of SEND:

- Social, emotional and mental health difficulties (SEMH), for example, attention deficit hyperactivity disorder (ADHD)
- Communication and interaction (C & I), for example, autism spectrum condition, speech and language difficulties
- Cognition and learning (C & L), for example, dyslexia, dyspraxia
- Sensory and/or physical (P/I) needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

The kinds of SEN supported at Keystone Academy

Keystone Academy is a specialist academy that educates pupils with an Education Health and Care Plan with identified social, emotional and mental health need(s) with the addition of neurodivergent needs and / or associated diagnosis.

Neurodivergence

What is neurodiversity?

'The neurodiversity movement advocates the idea that our brains are different and that everyone (whether neurotypical or neurodivergent) should be treated equally... The label of "neurodivergent" originally focused on those who are autistic. However, in more recent years it has been used to describe those who think, behave, and learn differently to what is typical in society. Being neurodivergent should not be considered an inherent deficit but simply a difference in processing the world around us.' (University of Glasgow)

At The Keystone Academy, we believe that everyone is unique and as a result we recognise that we all learn and experience the world in different ways, depending upon many things. This can include things such as:

- Our experiences (past and present)
- Our interests
- Our SEND
- The way our brain responds to different types of information
- The way our brain processes information
- The way we think and learn

We recognise that some neurodivergence can cause anxiety and challenges with social skills and aspects of emotional and mental health. This is why Keystone is a specialist school for SEMH.

Different terms, commonly used:

- Neurodiversity – Not all brains think or feel in the same way. We are all different, with neurological differences that influence how we experience the world around us.
- Neurodivergent – This refers to individuals with less typical development and intellectual functioning, with neurological differences that influence the way they think, feel and behave in society. Examples include Autism, ADHD, dyslexia, dyspraxia.
- Neurotypical – This refers to individuals with typical development and intellectual / cognitive functioning.

At Keystone Academy, our pupils have neurodivergent needs / diagnoses that impact on their capacity to be successful within mainstream education. These may include, but are not limited to:

- Identified social, communication and interaction needs, including Autism Spectrum Condition,
- Identified speech, language and communication difficulties e.g. Developmental Language Delay (DLD)
- Other neurological conditions e.g. Tourette's Syndrome / Attention Deficit Hyperactivity Disorder / Attention Deficit Disorder

In addition, we consider the whole child's needs, which may include strengths or difficulties in any of the four main categories of SEND, noted above.

8.2 **Identifying pupils with SEN and assessing their needs**

We accept the principle that pupils' needs should be identified and met as early as possible.

Whilst the four areas of SEN broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on their progress. This could include but is not limited to:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium (PP)
- Being a Cared for Child (CfC/LAC)
- Being a child of a service woman/man.

The SENCO works closely with the senior leadership team, using whole school tracking data as an early tool to identify aspects of SEN. To help us work together with all stakeholders to spot the early signs of SEN, we:

- Analyse data, including entry baselines, SATs, reading ages, annual and termly pupil assessments
- Utilise our local authority SEND criteria
- Follow up concerns raised by staff
- Follow up concerns raised by parents / carers
- Track individual pupil progress over time
- Consider information from previous schools on transfer
- Consider information from other services

Shortly after pupils start at Keystone, we will assess their current skills and levels of attainment in addition to their social and emotional developmental needs. This helps us to identify and clarify specific areas of strength and areas of need, helping to provide a baseline from which to measure progress. Class teachers will make regular assessments of progress and discuss individual needs and areas for development with the SENCO.

We will use this information to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The SENCO maintains a list of pupils identified through the procedures listed, this is called the SEN Register. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

8.3 Monitoring pupil progress

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between a pupil and their peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupils needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour

- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents / carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Record keeping

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of strengths and difficulties
- Information from health/social services
- Information from other agencies

8.4 Targets and Individual Learning Plans (ILPs)

As all pupils at Keystone Academy have an EHCP, provision will meet the recommendations on the plan. This will be supported and reinforced via Individual Learning Plans (ILPs), which will break down the EHCP outcomes into smaller chunks, achievable over shorter periods of time.

Strategies for pupils' progress will be recorded in Individual Pupil Profiles containing information on:

- Short-term targets
- Teaching strategies
- Provision made

The ILP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. Targets set will be focused on academic, personal/social and emotional development. ILPs will be created through discussion with both the pupil and the parent or carer.

ILPs will be reviewed at regular intervals with the inclusion of parent, carer and pupil views.

8.5 **Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils with SEN. In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

A provision map records a graduated response to individuals.

The range of provision may include:

- In class support for small groups with an additional teacher or Teaching Assistant (TA)
- Small group withdrawal with TA or Learning Mentor (LM)
- Individual class support / individual withdrawal
- Further differentiation of resources
- Study buddies/peer mentors
- Individual Learning Plan (ILP) target tutorials
- Interventions
- Provision of alternative learning materials/ special equipment
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Advisory Services, or other support services for advice on strategies, equipment or staff training

Using a graduated response

The school adopts the levels of intervention as described in the SEN Code of Practice.

The Code of Practice advocates a graduated response to meeting pupils' needs.

If the school decides, after consultation with parents / carers, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support further assessment of the pupil. They will then have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents / carers will be closely informed of the action and results.

Where required, external support services may advise on targets for a new Individual Learning Plan (ILP) and provide specialist input to the support process.

In such cases a cycle of assess, plan, do, review will be implemented to identify key concerns and strategies in order to support the needs of the pupil and allow progression.

Parental consent is sought before any external agencies are involved. The resulting ILP may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults

8.6 Adaptations to the curriculum and learning environment

We will make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, e.g. by grouping, 1:1 work, teaching style, content of lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc
- Differentiating our teaching, e.g. giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

For further information on how we adapt our curriculum and the learning environment, see our Accessibility Plan.

8.7 Education, Health and Care Plans (EHCP)

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what a mainstream can offer. The vast majority of pupils attending Keystone will have an EHCP. However, the school may offer a limited number of assessment places. These will be offered in conjunction with the Local Authority and the school will look to support the pupil, parent and the completion of the assessment at this time. If the assessment results in an EHCP for SEMH, with the requirement for specialist provision The Keystone Academy will, where appropriate and feasible, offer a permanent place at the academy. In such cases that the assessment does not result in an EHCP The Keystone Academy will support the pupil and parent to transition to a suitable and agreed educational placement.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term outcomes set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in Individual Learning Plans

- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Review of an EHCP

EHCPs must be reviewed annually. The SENCO will organise these reviews and invite:

- The pupil's parent / carer
- The pupil if appropriate
- The relevant teacher
- A representative of the Shropshire SEND Team
- An Educational Psychologist (if involved)
- Any other person the SENCO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's needs as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year. LA support is also requested for leavers to facilitate progression post 16.
- Consider appropriate targets for post 16 destination if pupil is in Year 11

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

8.8 Partnership with parents and carers

The school aims to work in partnership with parents and carers.

We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome

- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents and carers aware of parent partnership services, such as PACC.
- Involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

8.9 Involvement of pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

In addition, pupils who are identified as having SEND are invited to participate in:

- Individual Learning Plan reviews and setting of individual targets
- Regular meetings with named adults
- Where appropriate, working with learning mentors or Teaching Assistants
- Annual reviews

8.10 Evaluating the effectiveness of SEN provision

All pupils attending Keystone Academy have a SEN, as identified within their EHCP. We evaluate the effectiveness of provision for all pupils attending the academy by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions

- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to monitor progress
- Holding annual reviews for pupils with EHC plans

8.11 **Providing activities for all pupils with SEND**

Pupils who attend Keystone Academy are each unique, with different strengths and SEND. We work tirelessly to remove barriers that might prevent some pupils from enjoying the same activities as others, encouraging everyone to participate with additional support or adaptation, where appropriate.

All of our extra-curricular activities and school visits are available to all pupils, including our after-school clubs. All pupils will be encouraged to take part in special events (such as sports day, performances). No pupil will ever be excluded from taking part in activities because of their SEN or disability.

Our Accessibility Plan can be found on the Keystone Academy website: www.thekeystoneacademy.org

The accessibility plan identifies how the academy ensures the physical environment enables disabled pupils to take better advantage of the education, benefits, facilities and services provided by the school. It also explains steps taken to improve the availability of accessible information to disabled pupils.

8.12 **Support for improving social and emotional development**

As a specialist school for SEMH, we value the importance of supporting our pupils to develop personally, emotionally and socially. All pupils will be encouraged and supported to engage in activities such as:

- Structured breaks and lunch times, encouraging positive social interaction and play
- A variety of extra-curricular clubs, aimed at developing interests and forming relationships with peers
- Forest School / Outdoor studies, allowing team work skills to be developed, promoting physical activities in the outdoors, building resilience
- Participation in the school council

For those in need of more personalised support, our Pastoral Team will be on hand. This may include:

- 1:1 chat, time to offload and be listened to
- 1:1 therapeutic counselling, including 'walk and talk'
- Group interventions targeted at developing resilience

For pupils who have any worries, such as about bullying, our Pastoral Team will be on hand to support them and ensure they feel safe. For more information on how we respond to concerns about bullying, see our Preventing Bullying Policy.

8.13 Supporting transition

We understand that transitions can be turbulent times for pupils. With this in mind, we will carefully support pupils and their families to help them prepare for big transition events, such as joining the academy or leaving to move on to another provision. We will do this by:

- Personalised approach to induction arrangements. Where appropriate, this may include an extended transition period
- Pre-visits at home and / or in their current placement to gradually build a relationship and to inform pupils of what to expect
- Liaison with relevant agencies to gather as much information as possible in relation to strategies and assess, plan, do review cycles that have previously taken place.
- Completion of baseline assessments
- All information will be gathered and cascaded to staff in order for them to be well informed and able to deliver a tailored curriculum with targeted support.

A similar approach will be taken to prepare a pupil when leaving Keystone Academy. Extra visits will take place and, with consent, key information will be shared with staff from the new provision.

8.14 Working with other agencies

We aim to maintain useful contact with support services in school and across Shropshire. For pupils on our SEN Register, any one or more of the following agencies may be involved:

- Educational Psychologist
- Speech and language therapist
- School counsellor
- School Nurse
- Paediatricians

- Social Care
- Youth Support
- CAMHS / BeeU

Effective working links are also maintained with other services, including:

- Substance misuse support teams
- Other Children and Young People's Services
- Community Health Service
- Family support and safeguarding
- Parent Partnership Service

8.15 Staff training

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. Recent courses and in-service training (INSET) opportunities undertaken are detailed in the Headteacher's report to the LSB each term.

8.16 Resources

The provision for SEND is funded through the main revenue budget for the school and pupils who receive additional funding. Funds are deployed to implement the SEND policy and to support individual pupils.

8.17 Complaints about SEN provision

If there are any complaints relating to the provision for students with SEND these will be dealt with in the first instance by the Headteacher/ SENCO. They will then be referred to the complaints procedure. The chair of LSB may be involved if necessary. In the case of an unresolved complaint the LA may be involved. Please see the school's Complaints Procedure (available on the school's website) for more information.

The parents / carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child(ren). They can make a claim about alleged discrimination regarding:

- Exclusions / suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

8.18 Contact details of support services for parents of pupils with SEND

In school:

SENCO – Ms Kerry Trow admin@thekeystoneacademy.org

Pastoral Lead – Miss Liz Heynen e.heynen@thekeystoneacademy.org

Outside of school:

- Shropshire Information, Advice and Support Service (IASS) [Information, Advice and Support Service \(IASS\) | Shropshire Council](#)
- Shropshire SEND Local Offer [The SEND local offer | Shropshire Council](#)
- Parent and Carer Council (PACC) [Parent and Carer Council Shropshire \(PACC\) \(paccshropshire.org.uk\)](#)

8.19 Contact details for raising concerns

If and when a pupil, or parent / carer has a concern about their SEND they should discuss this with our SENCO, Ms Kerry Trow.

Pupils may find it easier to talk to their class or form teacher in the first instance, who will be able to offer advice and recommend who to talk to, if required.

9. MONITORING ARRANGEMENTS

This policy and information report will be reviewed by Ms Kerry Trow, SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the LSB.

10. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to the following documents:

- Accessibility plan
- Behaviour Regulation policy
- Equality information and objectives
- Supporting pupils with medical conditions policy

APPENDIX 1



SEN Information Report for parents and carers

How does the school know if pupils need extra help and what should I do if I think my child may have Special Education Needs?

At The Keystone Academy, we regularly monitor and assess our pupils as a whole school team. We will look at the child's achievement in learning, social, mental and emotional health and any changes in a pupil's behaviour. It is our aim to identify any special education needs as early as possible. There are many ways of identifying a pupil's needs which may include:

- Previous child's history
- Pupil Assessment (including any assessment or testing in a previous school)
- Sharing of information from all staff
- Direction from the SENCO
- Listening to parents
- Listening to the pupils
- Seeking advice and liaising with other professionals

If you have any concerns regarding a particular subject, please contact the subject teacher in the first instance. If your concerns are more wide spread, you may wish to speak to your child's Form Tutor or the SENCO.

How will school/staff support my child's needs?

Once an additional need has been identified there are various ways in which your child may be supported. Pupils will have a One-Page profile which is accessible to all members of staff. Teaching staff may provide additional work to support the pupils learning, and the class material will always be differentiated to ensure that the needs of all children are met. Some pupils may be involved with subject specific intervention work, which will be in small groups or on a 1:1 basis.

The progress of our pupils with SEND is monitored by teachers, the SENCO, Senior Leadership Team and School Local Support Board.

How will the curriculum be matched to my child's needs?

We believe that all pupils, including those with Special Educational Needs, should be offered a broad and balanced curriculum and should have access to all subjects and areas of learning. Through high quality teaching, all pupils will be taught in small classes (no larger than ten) with a class teacher and possibly a Teaching Assistant. Lessons will be differentiated to meet the pupil's needs and to ensure that all of our pupils have full access to the curriculum. In some instances, pupil may be withdrawn on occasion to follow intervention programmes with specialist skills staff and some 1:1 support-based teaching.

How will school know how your child is doing and how will they help me to support my child's learning?

- All of our pupils are assessed and monitored regularly. Parents and carers will be able to monitor their child's progress and behaviour on a daily basis through Class Do-Jo. Rewards for attainment and effort and are also issued to pupil's weekly via the weekly praise assembly.
- Teachers will closely monitor grades against target grades to assess pupil progress.
- Alongside these assessments we also have parents evening/drop in sessions once a year where parents and carers can come into the school, view their child's class work and discuss progress and next steps with class teachers.
- For all year groups there are planned assessment weeks every half term, with one week of catch up following this.
- Pupils work will be checked and monitored regularly. The SENCO will also closely monitor all of our pupils' progress and meet to review targets and progress, this may also be supported by any outside agencies working with the pupil.

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

All of our staff are part of a pastoral support system and this begins with the pupil's form tutor. We have a team of Pastoral Support staff lead by the Pastoral Lead who will work closely with pupils addressing any pastoral issues that they may have. Our pastoral team also work closely with parents to ensure that the best possible strategies are in place.

All pupils with SEND may need extra support and will be assigned a keyworker. This person will work closely with the student, parents / carers and staff, to ensure that the pupil's individual needs are addressed.

We have a trained counsellor on site who is available to work with our pupils on a 1:1 basis, addressing any mental health or wellbeing issues that a child may have. The length and frequency of these sessions will be determined by the counsellor.

Pupils will be encouraged to develop their social skills and The Keystone Academy will offer a wide range of social activities. With the support of all members of staff there will be a range of activities during social times as we understand that a pupil with SEND may face more challenging social situations and will need the extra support to help them overcome these.

We support and encourage our pupils to take on the roles of Peer Mentors and Buddies, to support one another. We have found that generally, our pupils are excellent when supporting other more vulnerable pupils in school.

Our school has a highly qualified, experienced team to support all of our pupils, including those with SEND:

- All teachers hold qualified teacher status and regularly attend training on how best to support our students with SEND e.g. Dyslexia
- Our Safeguarding team ensure they work with all staff to safeguard and promote the wellbeing of all our pupils
- Our Pastoral team consists of a team who are highly experienced when dealing with nurturing and considering the welfare and well-being of our pupils
- We have a highly qualified literacy and dyslexia team within school

We work very closely with outside agencies/professionals; these include:

- Speech and Language Therapy Team
- Educational Psychologist who meets regularly with the school SENCO, parents and pupils
- Child and Adolescent Mental Health Services (CAMHS / BeeU)
- Medical Needs Team
- Social Care
- Sensory Service (hearing and vision impaired students)

How will my child be included in activities outside the classroom including school trips?

All of our students will have full access to extra-curricular activities and school trips. At The Keystone Academy we believe that extra-curricular opportunities enrich the learning of all of pupils.

In some instances, we may need to differentiate the opportunity for pupils with SEND. This may mean that a teaching assistant or another adult will support them during these activities.

If a pupil with SEND wishes to engage in such activities/trips wherever possible we will endeavour to ensure that this is possible.

How accessible is the school environment?

At The Keystone Academy we ensure that the environment does not affect the accessibility for our SEN students. We have stair lifts and a 'stair walker' within the building to enable free movement throughout the temporary school building. We have a fully accessible disabled toilet.

How will the school support and help my child to transfer to the next stage of their education?

During transition to a post 16 destination, we will ensure that annual reviews help to prepare pupils for their next steps. Every effort will be made to support pupils leaving The Keystone Academy and this will include visiting new destinations with pupils and providing support to apply to colleges or for apprenticeships or work.

Our transition process for pupils is always completely individual and will be planned carefully with our staff, parents / carers and the pupil.

Throughout your child's journey at The Keystone Academy, there will be regular reviews, meetings and monitoring to ensure your child is achieving their maximum potential. Any transitions throughout the Key stages will be supported by our staff and SENCO, in collaboration with parents and carers.

How is the decision made about what type and how much support my child will receive?

When a pupil is first identified as needing additional support, parents will be invited in to meet with the SENCO.

During this meeting your child's learning progress will be discussed and all will agree appropriate targets and actions which will be put into place to support your child's needs. Your child will also then be involved in the meeting and their thoughts and opinions will be taken into account.

Outside agencies may also be invited into school and will input into the process of supplying additional support/ resources.

The school will then document your child's target in a One-Page profile which identifies your child's targets, what staff can do to help and what the child wishes to tell staff about their learning. This document is then made accessible to all staff.

How can I become involved in the school?

We encourage parents to be actively involved in the school.

There are opportunities for parents to become involved in the Parent Teacher Association and we also have Parent Associates on our Local Support Board, which is our governing board.

There will be social occasions running throughout the school year to encourage our parents / carers and The Keystone Academy staff to come together.

Who can I contact for further information?

For further information, please contact your child's form tutor, the school SENCO (Ms Kerry Trow) or the Pastoral Lead (Miss Liz Heynen).

Shropshire SEND Local Offer

The Shropshire SEND local offer is a single place for information, services, and resources for children and young people aged 0-25 with special educational needs and / or disabilities, their families, and the practitioners who support them. It's been designed with a family's needs at the heart of the process. Having access to good quality information to help you understand the world of SEND is really important when making decisions about your child's life.

You can find out more about the Shropshire Local Offer here: <https://www.shropshire.gov.uk/the-send-local-offer/about-the-send-local-offer/about-the-local-offer/>

