Special Educational Needs and Disability Information Report 2026-2027

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Signed by LGB:

To be reviewed annually:

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1. What kinds of Special Educational Needs might the pupils at Kitts Green Academy have?

Kitts Green Academy is a specialist academy for pupils with a range of special educational needs and disabilities. Pupils may have needs across the four broad areas of SEND: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. Individual needs are identified through each pupil's Education, Health and Care Plan (EHCP) and ongoing assessment.

1.1. Social, Emotional and Mental Health difficulties (SEMH)

Our school caters for pupils with Social, Emotional and Mental Health, which means that their special educational needs may be underpinned or compounded by the other three areas of need: communication and Interaction, cognition and learning, and Physical/Sensory difficulties. Students with this special educational have severe difficulties managing their emotions and behaviour. These behaviours may manifest itself in inappropriate responses and behaviours to situations around them. Students may be or become withdrawn or isolated, disruptive, and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours. Other students may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder, eating disorder, pathological demand avoidance or PDA.

1.2. Communication and Interaction (C&I)

Students with this special education need will lie on the autism spectrum, Asperger, or have a speech, language, and communication difficulty. Students with autism will experience difficulties with social interaction where they find being with others difficult. This may also manifest itself in a pathological demand avoidance (PDA) behaviour type where students will avoid 'everyday demands and expectations' to an extreme extent. Students with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every student with C&L and SLCN is different, and their needs may change over time. They will also experience cooccurring difficulties which can be found in C&L and SEMH, anxiety with learning and social situations, hyperactivity, self-harming, low self-esteem, language delay.

2. Arrangements for the admission of pupils with disabilities

The Equality Act 2010 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a persons' ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. Steps are taken to prevent any pupils being treated less favourably than other pupils.

In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs.

At Kitts Green Academy, reasonable adjustments are made to the environment and curriculum to support pupils with disabilities and enable them to participate as fully as possible in school life. The school's Accessibility Plan sets out how access to the environment, curriculum and information is developed and reviewed.

- Physical access requirements are considered and reasonable adjustments made according to individual need.
- The school reviews accessibility arrangements and identifies improvements through its Accessibility Plan.
- Accessible facilities and reasonable adjustments are considered in response to pupils' and visitors' needs.
- Personal care arrangements are planned where required by a pupil's individual needs.
- Accessible routes and reasonable adjustments are provided in line with individual pupil needs.
- Access arrangements are reviewed for individual pupils and visitors where required.
- Access to external spaces and school activities is considered as part of individual reasonable adjustments.
- Teaching and regulation spaces are used flexibly to meet pupils' learning, sensory and emotional regulation needs.

- Appropriate spaces and specialist resources are used to support movement, regulation and therapeutic needs.
- Individual and small-group therapeutic support is provided where identified as part of a pupil's provision.
- The learning environment uses communication supports and adaptations appropriate to pupils' individual needs.

2.2. **Accessibility Plan**

The Accessibility Plan can be found on the school website. Hard copies are available on request.

3. How are children with Special Educational Needs identified and assessed at Kitts Green Academy?

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- We use appropriate school-based and standardised assessments, alongside EHCP outcomes and professional advice, to establish baselines and identify next steps for pupils.
- Where pupils' needs are more complex, the school seeks assessment and advice from relevant specialist professionals and external services.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN in this area of need.
When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this 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.

At Kitts Green Academy, we use a range of information to understand each pupil's special educational needs, including their EHCP, previous educational information, school-based assessment, progress monitoring, pupil and parent views, professional advice and liaison with external agencies.

- Screening tests on entry (including in-year admissions) from the GL assessment suite if test.
- School based assessments
- Liaison with primary schools and/or previous educational settings
- Progress monitoring
- Information from parents and carers
- Concerns raised by a student, parent or school staff
- Liaison with external agencies
- Formal diagnoses by a healthcare professional
- Education, Health and Care Plans (EHCP) outcomes and recommendations of support.

Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. High-quality, adaptive teaching is the first response to pupils' identified needs. Staff use EHCP outcomes, pupil profiles, assessment information and agreed strategies to plan teaching and provision.

Our school regularly and carefully reviews the quality of teaching for all students including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students, and their knowledge of the SEN most frequently encountered. In order to decide whether to make special educational provision for a student, the teacher and SLT will consider all of the information gathered from within the school about the student's progress, alongside national data and

expectations of progress. Once a student is identified as having a special educational need, they are placed on the SEN register and a graduated approach to support is taken.

4. Procedures – Graduated Approach

The SEN Code of Practice (2024) sets out a graduated approach response to meeting pupils' special educational needs. This involves a cycle of "Assess, Plan, Do and Review." The student's needs will first be assessed, then support will be planned, carried out and then reviewed. At the review any necessary changes will be made.

When a pupil's progress is first identified as a cause for concern then it is the responsibility of the Class Teachers to adjust their teaching and consider the following: -

High-Quality first teaching - adapting teaching in the classroom to address needs /vary teaching styles / use of access strategies

- Involving the SLT
- Use of relevant material as signposted by SLT to keep up to date re knowledge and understanding of dyslexia, communication and language difficulties, autism and social, emotional and behavioural difficulties
- Involving parents/carers
- Gathering pupil views
- Liaising with colleagues

5. Assessing Needs using the Graduated Response

Each pupil's EHCP, including the provision specified in Section F and agreed outcomes, informs planning and support. Staff monitor pupils' progress and the delivery and impact of provision, with adjustments made through the Assess, Plan, Do, Review cycle and the statutory annual review process.

If the pupil is achieving the targets and making good progress, the support may be adjusted, if not, then the school will look at additional forms of provision to support the identified need.

Additional intervention would be triggered through concerns raised by the teachers, or other staff, about a pupil who despite receiving differentiated learning opportunities is still making little or no progress even when teaching approaches are targeted particularly to a pupil's identified area of weakness. These concerns will be raised through the school's internal intervention process which will highlight further the areas of weakness and may increase the level or change the type of provision being offered.

Kitts Green Academy follows the Assess, Plan, Do, Review cycle. Staff identify and assess need, agree appropriate provision and intended outcomes, deliver support and review its impact. Provision is adjusted where necessary, informed by pupil progress, staff observations, pupil and parent voice, EHCP outcomes and advice from relevant professionals.

6. What needs does Kitts Green Academy cater for? What provision is made for pupils with these needs and how does the school know the provision works?

Area of Need	Provision	How do we assess and review progress?
Communication and Interaction	• Quality first teaching • Differentiated tasks and homework • Small group and/or one to one support where necessary • Adaptations to the environment where necessary • Individual targets • Relevant and specific interventions • Access to additional specialist support as required • Use of specialist equipment where necessary	• Student progress is monitored by the school's assessment tracking system • Monitoring of the impact of interventions • Reviewing of individual targets • Observations • Feedback from students, parents and other staff • Specialist assessments from external agencies
Cognition and Learning	• Quality first teaching • Differentiated tasks and homework • Small group and/or one to one support • Individual targets • Relevant and specific interventions • Access to additional specialist support as required • Use of specialist equipment where necessary	• Student progress is monitored by the school's assessment tracking system. • Monitoring of the impact of interventions • Reviewing of individual targets • Observations • Feedback from students, parents and other staff • Specialist assessments from external agencies
Social, emotional and mental health difficulties	• Quality first teaching • Differentiated tasks and homework • Small group and/or one to one support • Individual targets	• Student progress is monitored by the school's assessment tracking system • Monitoring of the impact of interventions

	• Relevant and specific interventions • Access to additional specialist support as required • Use of specialist equipment where necessary • Individualised SEMH and regulation support where identified • Access to pastoral and therapeutic support as appropriate • Support from relevant external professionals and services where required	• Reviewing of individual targets • Observations • Feedback from students, parents and other staff • Specialist assessments from external agencies • Specialist work with the External providers • Guidance from SLT
Sensory and/or physical needs	• Quality first teaching • Adaptations to the environment where necessary	• Student progress is monitored by the school's assessment tracking system
Additional needs	• Relevant and specific interventions • Access to additional specialist • support as required Use of specialist equipment where necessary Adult support where appropriate Support with mobility	• Student is fully included in all aspects of school life • Monitoring of the impact of interventions • Reviewing of individual targets • Observations • Feedback from students, parents and other staff • Specialist assessments from external agencies

7. Students with medical needs (Statutory duty under the Children and Families Act)

Students with significant medical needs will be provided with a detailed Individual Health Care Plan, compiled in partnership with health care professionals and parents and students themselves. Staff who volunteer to administer and supervise medications, will complete formal training regularly. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting students at school with medical conditions (DfE) 2014 and identified in the school 'Administering Medication in School' policy.

8. How accessible is our school environment for students with physical difficulties?

Kitts Green Academy seeks to ensure pupils with physical difficulties can access the school environment, curriculum and information as fully as possible. Individual access requirements and reasonable adjustments are considered in relation to each pupil's needs and EHCP. The school's Accessibility Plan sets out the actions taken to improve access.

9. How are the school's resources allocated and matched to students' special educational needs?

The school receives funding in the form of place funding and top up funding for each student. Where required additional funding is sought from the placing Local Authority to meet specific needs such as 1-1 support for students.

10. Who do I contact if I have got a concern?

If you have a concern about your child the best person to talk to, initially, is their subject teacher.

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting SLT know as necessary any concerns.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Referring to Pupil Profiles and Therapeutic Needs sheets to inform planning and differentiation as part of high-quality teaching.

The school's leadership team is responsible for ensuring that provision for pupils with SEND is coordinated effectively and that statutory requirements within EHCPs are understood and implemented. Staff work together with families and relevant professionals to review pupils' needs, provision and progress.

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

  Ensuring that you are:

- Involved in supporting your child's learning
- Kept informed about the support your child is getting involved in reviewing their progress
- Liaising with all the other people who may be coming into school to help support your child's learning
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

  If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Headteacher.

The Headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- He will give responsibility to SLT and subject teachers but is still responsible for ensuring
- that your child's needs are met.

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us. However, if, after speaking to the Headteacher, you are still not happy that your concerns are being managed and you would like to take the matter further please refer to guidelines in the school's complaints procedure.

11. If a parent of a child with Special Educational Needs has a complaint about Kitts Green Academy, how does the governing body deal with their complaint?

If you have a complaint about the school please contact a member of the Senior leadership Team in the first instance and we will do everything we can to respond to the complaint. If this does not resolve the issue, the complaint should be directed to our Head teacher. Our school and governing body take complaints seriously and will act upon these on an individual basis.

12. What training do the staff in Kitts Green Academy have in relation to pupils with Special Educational Needs?

In our school we believe that all staff should be involved in supporting students with special educational needs and so we make sure that staff have training to help them do this. This year, our staff have all had training for:

- Teaching and learning, including adaptive teaching
- Safeguarding and child protection
- Relational practice, behaviour and regulation
- SEND and individual pupil needs, informed by EHCPs and professional advice
- Communication, sensory and SEMH approaches relevant to pupils' needs
- Ongoing professional development relevant to the needs of the pupils staff support
- Positive and relational approaches to behaviour support
- Support for emotional regulation and engagement
- Individual communication and interaction strategies where required

13. Who will oversee, plan, work with my child and how often?

Our Senior Leadership Team oversee all support and progress of any child requiring additional support across the school. The subject teacher will oversee, plan and work with each child with SEND in their class to ensure that progress is made. There may be a Teaching Assistant working with your child either individually or as part of a group; if this is seen as necessary by SLT.

14. How are parents of students with Special Educational Needs involved in the education of their child?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We will formally notify parents when it is decided that a pupil will receive SEN support.

Our school has an open-door policy to parents ensuring we are always approachable, so parents feel involved in the education of their child. In addition, our school aims to regularly involve parents in the education of their child through a variety of different ways including:

- Meetings with our SLT, class teachers and support staff (both in person and using online technologies such as Teams and Zoom)
- Parent Forums
- Information on the school website
- Parents' evenings
- Parent drop-ins/coffee mornings
- Signposting to parent groups
- Parents' views on SEN/Annual Review documents
- Parent questionnaires
- Termly Newsletter

Parents are encouraged to arrange an appointment to discuss their child's progress with the subject teacher, the form tutor, head of year, or a member of the Senior Team at any time when they feel concerned or have information, they feel they would like to share that could impact on their child's success.

15. How are students with Special Educational Needs involved in their own education?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

For students with special educational needs, we use a variety of strategies to support this including:

- Person Centred Reviews
- Student involvement in setting their own targets
- Student target review meetings
- Self-assessment
- Having a range of equipment available for the student to choose to use
- Ensuring the student has a designated adult to go to if they need help
- Membership of the school council
- One-page Student Profiles
- Medical alert cards and medication passes
- Visual timetables
- Prompt cards to promote independence
- Time out cards
- Student questionnaires and ongoing student voice though academic mentoring

16. Additional support for learning

Teaching assistants will support pupils on a 1:1 basis when required Teaching assistants will support pupils in small groups when undertaking specific interventions such as Social Skills groups

We will work with appropriate external agencies to support children and will utilise these on an individual needs basis.
As a school we will also employ a range of professionals such as behaviour analysts, occupational therapists and appropriate third parties to support children in school.

17. Who are the support services that can help parents with students who have Special Educational Needs?

Families can access advice and support through Birmingham's SEND services and Local Offer. The school will also signpost families to relevant education, health and care services and independent information, advice and support where appropriate.

18. How does Kitts Green Academy support pupils with Special Educational Needs through transition?

We aim to make transitions into, within and from Kitts Green Academy as supportive and carefully planned as possible. Transition arrangements are personalised to the pupil's needs and may include additional visits, liaison with families and professionals, sharing key information and preparing staff and pupils for change.

Before starting at Kitts Green Academy, we:

- Meet with the pupil and their parents or carers to understand their needs, strengths and priorities and answer questions about the school.
- Meet with staff at the student's previous school or setting
- Provide additional transition visits where appropriate, planned around the individual pupil's needs, so they can become familiar with key staff, routines and areas of the school.
- Read reports from people who have worked with the student

- Share relevant pupil information with staff, including EHCP provision, communication needs, regulation strategies and approaches that help the pupil to learn and engage successfully.

When preparing for adulthood and independent living, we:

- Hold a person-centred review and invite key staff from the new setting
- Talk to key staff at the new setting about things that help the young person to learn well and be happy
- Arrange extra visits to the new setting with a member of staff from our school if that is what the young person wants
- Talk to the young person and their family so we can answer any questions they may have about the new setting

19. How can parents find Birmingham's SEND Local Offer?

Birmingham's SEND Local Offer provides information about services and support available to children and young people with SEND and their families. Home - Local Offer Birmingham

20. Compliance

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

This policy also complies with our funding agreement and articles of association.

21. Linked Policies

This information report should be read in conjunction with the relevant Kitts Green Academy and Thrive Education Partnership policies and procedures:

- SEN Policy
- Curriculum Policy
- Equal Opportunities, Equality and Diversity Policy
- Accessibility Policy

22. Changes

Description	Date	Page	Section