



SEND Local Offer at King's Cross Academy

What is a 'Local Offer?'

Government legislation requires schools to create a 'Local Offer' for children with special educational needs and/or disabilities, abbreviated as SEND. Rather than having a separate SEND Policy, we follow the guidance and directives outlined in our SEND Local Offer.

Our Local Offer serves as a resource for parents and caregivers, providing information on the following:

- Our approach to welcoming children with special educational needs and/or disabilities into our school.
- How we provide comprehensive support for these students in all aspects of school life while eliminating obstacles to their success.
- The measures we take to ensure effective provision for all children with special educational needs and disabilities.
- How we work in close partnership with parents, carers, and children to ensure their needs are met.

Monitoring and Updating Our Local Offer

Our SENDCo, Kay Baxter, ensures that we continuously assess and update our Local Offer. This involves actively seeking feedback from parents and children to identify areas of success and areas in need of improvement. Additionally, we routinely review the Local Offer during our Governors' Conditions for Learning (CFL) Committee meetings.

To get in touch with Kay, you can email her at kay.baxter@kingscrossacademy.org.uk

Kay collaborates with our second SENDCo, Carly Phinikas, who works with us on a part-time basis, specifically on Mondays and Tuesdays. To reach Carly, please send an email to carly.phinikas@kingscrossacademy.org.uk

1. Leadership and Management of SEND including Governance.

Kay Baxter, our SENDCO, spearheads the focus on Inclusion at King's Cross Academy. This strategic choice places inclusion as a central element of our school's mission. Our school is dedicated to fostering an inclusive environment, striving to ensure that children with diverse needs are not only accommodated but also warmly embraced. Our ultimate aim is to see all pupils, regardless of their achievements, gender, ethnicity, or specific requirements,



excel academically and experience a profound sense of happiness and inclusion in their educational journey.

Leaders and staff are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). The school's motto, 'love learning together', underpins school life.
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Both of our SENDCo professionals lead annual reviews, termly reviews, and contribute to pupil progress reviews, and they maintain communication with external experts when it comes to planning.

A wide-ranging team of teaching staff, teaching assistants, and keyworkers provides invaluable support, each with distinct roles within the school and a crucial in-person presence. These team members actively interact with your child, delivering the planned targets established by teachers, SENDCos, and external experts, as well as executing well-structured interventions and assessments.

The Governing Body assumes overarching responsibility for SEND provision, its periodic review, and assessment. The Conditions for Learning (CFL) Committee within our school takes the lead in this regard, addressing pertinent issues in each committee meeting and revising all applicable policies.

During every Governing Body Meeting, the headteacher's reports include an updated section dedicated to special needs, which is presented to the governors.

We maintain a close partnership with Camden's SEND department, as well as all its health and education peripatetic services. You can access Camden's Local Offer by visiting the following link: <http://www.localoffer.camden.gov.uk/>

The SEND Governor at the Academy is: Jane Roberts

2. Inclusive Teaching and Effective Support

From the moment children become part of our school community, we begin our six week settling and assessment process that relies on observations and inquiries, rather than formal tests. We maintain an open-door policy for parents and proactively involve them at the earliest instance if any concerns arise.

In general, the teaching methods and pastoral support that prove most effective for children with SEND are equally beneficial for all pupils. Our classrooms are thoughtfully organised (pupil design), fostering a calming and appealing atmosphere. Teachers meticulously plan well-structured, captivating, accessible, and engaging lessons. The collective effort of our staff is dedicated to ensuring that every pupil derives genuine enjoyment from school, remains motivated, and maximises their learning experience.

As each child enters with unique starting points, varied life experiences, and distinct responses to teaching and learning, we uphold our fundamental values of 'quality first



teaching.' This foundational principle charges the class teacher with the responsibility of ensuring that all pupils, irrespective of their individual requirements, feel included, excel, and can access curriculum materials at their appropriate level. This educational approach compels our teachers to carefully assess group dynamics, adapt lesson plans through various strategies and levels, a practice commonly referred to as adaptive teaching. This adaptability encompasses factors including:

- The degree of adult guidance, which may involve close adult support alongside the child.
- Providing constructive feedback to pupils on their work and engaging in thoughtful inquiries to assess their understanding.
- Furnishing scaffolded support, including prompts for different sections of written work.
- Managing workload expectations, which may involve reducing the number of calculations or tasks for certain pupils.
- Recognising the importance of repetition, acknowledging that some children may require multiple iterations to fully grasp a concept.
- Allowing additional time for specific tasks when necessary.
- Tailoring task challenges and expectations for independence, designing distinct tasks with varying levels of complexity.
- We recognise that effective implementation of these strategies by teachers results in increased success and progress for a greater number of pupils in their educational journey. This emphasis on high-quality teaching ultimately reduces the need for extensive SEND support.

The role of the class teacher in delivering inclusive practice

We are aware that delivering high-quality teaching and adept support can significantly impact the advancement of children with SEND. Ensuring that this takes place in all our classrooms stands as one of our most vital responsibilities as school leaders.

The Academy's Senior and Middle Leadership Teams collaborates continuously with teachers and support staff to enhance effective teaching and support for all children, including those with SEND. Our strategies involves:

- Implementing meticulously differentiated planning to accommodate diverse needs and facilitate progress for all children.
- Ensuring that the class teacher assumes full responsibility for the learning and progress of every child.
- Enabling the class teacher to comprehend the needs identified in previous years and communicate them to the new staff team.



- Utilising a wide range of teaching methods, including guiding learning through demonstrations.
- Creating a stimulating, immersive, and interactive classroom environment.
- Employing regular, clear, and rigorous assessments to aid teachers in planning the next steps, monitoring pupils' progress, and identifying gaps in their understanding.
- Exploring ways to assist all children in honing their skills as learners and in persevering when they encounter learning challenges.

How do we support staff to understand special educational needs?

All our staff possess a strong foundational understanding of Special Educational Needs.

Additionally, we maintain a regular schedule of training and guidance to cater to the unique needs of our students. This training is often delivered by a member of our staff who specialises in supporting our school. For example, we recently received training on 'Trauma-Informed Practice' from Camden's Educational Psychologist team. We've also worked on developing high-quality speech interventions in collaboration with a Speech and Language Therapist and have incorporated video resources provided by our Language and Communication Therapist. Most recently, our support staff received training on managing the physical needs of pupils, delivered by a Physiotherapist and Occupational Therapist.

For those involved in supporting children with the most complex needs, we offer or access specialised training through the Camden Learning CPD program or via hospital professionals, tailored to the roles of Teachers, Teaching Assistants, and Key workers.

New staff members joining our school undergo an induction program that includes comprehensive information about the pupils in their class, personal support, and guidance on delivering top-quality teaching and support. We also leverage the knowledge and insights of parents and caregivers to enhance this process. Furthermore, when we become aware that a child with specific needs is enrolling in our school, we promptly review our provision and provide relevant ongoing training. This includes offering specialised training and guidance for your child's teacher to address any particular requirements.

Each year, we plan and facilitate a transition process and ensure that your child's teacher can access guidance concerning your child's specific needs as relayed by the SENDCO and any other professionals.

3. Identification and Assessment

Even with effective teaching, some children may persist in facing challenges. These concerns may arise from the class teacher, a member of our support staff, or from you as a parent.



Every term, the senior leadership team, in conjunction with middle leaders, holds comprehensive discussions with each class team, focusing on individual pupils. These sessions, known as Pupil Progress Reviews, involve teachers presenting assessment results and work samples. Concerns are raised if:

- There is an absence of notable progress despite the implementation of tailored teaching and support, as previously mentioned or when attainment levels significantly deviate from expected benchmarks and those of their peers.

We define a lack of progress as follows:

- Progress that is significantly slower than that of their peers who started from the same initial point.
- Failure to match or surpass the child's previous rate of progress.
- Inability to narrow the attainment gap between the child and their peers.
- An expansion of the attainment gap.

It's important to note that slow progress and low attainment do not automatically indicate that a child has SEND, nor do they necessarily lead to a child being categorised as having SEND. However, they can serve as indicators of a range of learning difficulties or disabilities.

Conversely, the alignment of attainment with chronological age doesn't imply the absence of a learning difficulty or disability. For instance, some children and young people may excel academically but require additional support in the realms of communication and social interaction. Some learning difficulties and disabilities span the entire spectrum of cognitive abilities and, if left unaddressed, may lead to frustration, which can manifest as disengagement or emotional and behavioural challenges.

The purpose of identifying a need is to determine the appropriate next steps, not to pigeonhole a child into a specific category. However, we broadly consider SEND in four categories:

- **Communication and interaction.**
- **Cognition and learning.**
- **Social, emotional, and behavioural difficulties.**
- **Sensory and/or physical needs.**

4. Support for Teaching and Learning

After conducting observations and assessments, we may collectively decide to classify the child as eligible for 'SEN support,' signalling the initiation of a step-by-step support process.



We begin by sharing our concerns with you as parents. Following this, one of our SENDCo's will arrange a meeting with you and the class teacher to delve deeper into the matter. The SENDCo will then collaboratively develop a preliminary 'Targeted Action Plan,' abbreviated as TAP, with you and your child, delineating the term's objectives.

These targets are crafted to align with the SMART criteria, ensuring they are Specific, Measurable, Achievable, Realistic, and Time-bound. A copy of the TAP will be shared with you and used as a 'working document' in order to foster a collaborative approach.

The 'TAP' serves as the framework for the additional support or adaptations your child receives at school. This may include short reading interventions or longer direct support in class depending on your child's need at this time.

These sessions are time-limited and are adeptly led by a Teacher, Teaching Assistant, Higher-Level Teaching Assistant, or a member of our reading team. On occasion, interventions may also be implemented by one of the SENDCos or the Pastoral Leader.

Our approach encompasses a wide array of strategies, and our core principle revolves around tailoring our methods to suit your child's specific needs, as opposed to relying on standardised packages and programs. This approach extends to include focused literacy support within the classroom, along with one-on-one and small group teaching sessions. We actively engage you in the planning process and provide regular progress updates on your child's development.

We take proactive steps to minimise any disruptions to your child's overall classroom experience, ensuring they do not miss vital parts of a lesson or consistently skip the same class. Teachers maintain continuous communication with SEN/D support staff, and we vary the timing of one-on-one sessions to prevent any repetition of missed subjects or segments of a lesson.

Note: Your child will not miss lunch or playtimes to complete interventions.

5. Evaluating Children's Progress

The provision of SEND support follows a structured four-part cycle (assess, plan, do, review), in which previous decisions and actions are revisited, fine-tuned, and adjusted as our understanding of the pupil's needs and effective support mechanisms grows. This process incorporates increasingly detailed approaches, more frequent reviews, and more specialised expertise in successive cycles, aiming to tailor interventions to the child's requirements.

Review meetings are conducted on a termly basis, but communication remains open at all times, whether in person, via text, or email. Our objective is to actively listen to and integrate parents' perspectives throughout. We also endeavour to ensure that targets and support



strategies are clearly outlined, such as daily practices like word or phonics rehearsals, so that parents feel empowered to contribute as well.

If, at any point, you are concerned about your child's progress, please don't hesitate to engage in a conversation with your child's teacher or any staff member with whom you feel comfortable talking. You do not need to wait for a more formal review meeting to express your concerns.

Here are the kinds of factors, data, and discussions that we consider to ensure that we are effectively addressing the needs of children with SEND. Not all these aspects are examined for every child, but they provide an overview of our areas of focus:

- Academic progress and whether they are making satisfactory advancements.
- Behaviour, including the frequency of incidents during playtime.
- Participation in school life, such as involvement in activities, outings, clubs, and taking on responsibilities.
- Parent feedback, encompassing your confidence and trust.
- Your child's personal sense of achievement and inclusion.
- Their attitudes towards themselves, their peers, and the school.
- Their individual resilience and self-confidence as learners.
- Certain issues may raise concerns and influence progress and attainment but do not necessarily constitute special educational needs. For example:
 - Irregular attendance.
 - Learning English as an additional language.
 - Being a child in the care system.
 - Health-related issues.

At the conclusion of the review meeting, one of three outcomes typically arises:

- We determine that progress is back on track, and there is no need to create a new 'TAP' for the upcoming term.
- We agree upon new targets and update the 'TAP' for the next term.
- We opt to seek the support of specialist services and external advice to address further concerns and provide additional assistance for your child.

Will my child always maintain the SEND Register?

Not necessarily, in some instances, a decision may be made to remove the child from the SEND Register. However, we will continue to monitor their progress.

What information is documented and disclosed?



All meetings, observations and notes are kept on your child's individual school file. During the termly review meetings with the SENDCo, informal notes are taken, and these are saved in their SEND file.

Reports and correspondence with external professionals are stored electronically in your child's SEND file. These are transferred through secure systems when your child moves school or transfers to their secondary school.

All reports and documentation associated with your child are shared directly with you via the professional working with them.

6. Specialised Services and Support

We continue to uphold the assess-plan-do-review cycle each term. In cases where a pupil continues to make less progress than expected, despite support and interventions tailored to their specific needs, we contemplate the involvement of specialists. Being a Camden school, we have access to a wide range of exceptional support services, as detailed below. Additionally, we can seek guidance from the nearby Netley and Kentish Town Resource Bases for insights into supporting pupils on the Autistic Spectrum. We also work closely with the National Autistic Society.

The engagement of specialists and the details of discussions or agreements will be documented and communicated to both parents and the teaching staff providing support to the child, following the same procedures as other SEND support. Parents will always be an integral part of any decision involving specialists.

These services offer diverse forms of support, such as:

- Training staff to work one-on-one and/or with small groups of children.
- Providing professional development for teaching and support staff.
- Assisting us in assessing needs, planning the next steps, and monitoring progress.
- Signposting school or the family to resources, other professionals etc.

If your child requires the services of these specialists, you will be actively involved at every stage of the process. We will request your signature on a referral form before commencing support, and you will have the opportunity to meet the relevant specialist before they interact with your child. Should your child then receive support from a specialist team, you will have the chance to meet a member of the team to discuss your child's progress.

You can access more information about specialist services collaborating with Camden schools on the Local Authority Local Offer website, specifically in the Health and Care Services section:

www.localoffer.camden.gov.uk



<https://www.islington.gov.uk/children-and-families/send-local-offer>

We currently work with the following services:

[Specialist Services SEND](#)

Every service operates with specific referral and eligibility criteria. This ensures that service support is directed toward children with more pronounced needs. Due to constraints on their availability, there might be instances where, following the referral process, a waiting period is necessary. We understand that waiting lists can be challenging, and we are committed to expediting assistance from external professionals as promptly as we can.

7. Accessibility and Support

We persist in our efforts to ensure that our classrooms remain secure, accessible, and engaging environments for learning. We have outlined accessibility improvements over time in our Accessibility Plan. [Accessibility Plan.docx](#)

We provide effective in-class support by meticulously considering the unique needs of individual pupils. This support may manifest as follows:

- Adapted curriculum support within the classroom, including access to one-on-one or small group assistance.
- Adapted resources to support learning such as visual resources including word mats, number squares, and task planners.
- Utilisation of visual timetables and clear task explanations for pupils where appropriate.
- Breaking down information into more manageable segments to assist pupils with working memory challenges.
- Provision of seating aids or wobble cushions to aid with postural support.
- Supplying writing slopes and specific pencil grips to facilitate the writing process.
- Offering 'movement breaks' or 'time out' opportunities for pupils when needed. (ELSA time or within one of our break out rooms)
- Specialised digital technology, encompassing iPads and Chromebooks with bespoke packages of apps according to individual needs.
- We maintain a close working relationship with specialist teams in Camden and Islington who provide guidance on supporting children with specific SEND requirements within the classroom.

8. How will you capture my child's 'voice?'



We understand that the true gauge of a child's well-being, sense of security, and active participation in our school community is our ability to actively listen to the voices of all children, especially those who may be more vulnerable.

To ensure that we genuinely engage with the children in our school and respond to their thoughts and concerns, we have established a range of practices, which include:

- Implementing transparent policies and systems that enable children to express any worries or concerns they may have, including granting them the right to select a preferred adult to confide in. (including ELSA or Music Therapy time)
- Conducting conversations with children or groups of children after lesson observations to gain insight into their experiences during the lessons.
- Inviting children to actively contribute to their Annual Review meetings, possibly through video montages, sharing learning or in person.
- Encouraging children to provide responses to feedback received through developmental marking.
- Collaboratively establishing individual 'next steps' in their learning.
- Ensuring the robustness of our safeguarding procedures and providing thorough training for all staff.

9. Partnership with Parents

We recognise that active parental involvement in supporting their child's education is a fundamental factor in ensuring a child's success and accomplishments. Parents are the primary educators of their child, and their insights are invaluable for effective planning. We are committed to consistently involving parents and children in the planning and progress review processes.

Our dedicated efforts extend to maintaining clear and regular communication with parents and caregivers of children with SEND. This communication encompasses various aspects, including:

How we provide support to our pupils:

- Their children's achievements and well-being.
- Their active participation in the complete life of our school.
- Additionally, we offer assistance and guidance to parents and caregivers on how they can further their children's progress at home, especially in areas like mathematics and reading. We inform parents of the dates for such events through our fortnightly newsletter.



- Our online Seesaw platform contains additional resources and advice for parents regarding supporting their children with home-based learning, including home learning.

We strive to ensure clear communication using plain language, and when language presents a barrier, we will arrange for individuals within the school community who can assist with translation and interpretation.

What if I am dissatisfied with the support my child is receiving?

We are committed to promptly identifying and effectively addressing any concerns that may arise. In the event that you have concerns about the support your child is receiving, we encourage you to take the following steps:

Initiate a conversation with your child's class teacher, who is always available to meet with you, listen to your concerns, and engage in discussions regarding your child's progress in daily lessons, friendships, and personal development.

SENDCOs Kay Baxterl and Carly Phinikas are also available for discussions and consultations. **Appointments can be made via the school office.**

If issues persist and cannot be resolved through these means, we maintain a formal complaints policy, which you can access on the school website or via:

<https://kingscrossacademy.org.uk/parents/complaints-procedure>

Should you prefer to seek guidance from an independent advisor, you have the option to contact Camden's Parent Partnership Advisor at SENDIASS, reachable at 0207 974 6264. Additional information can be found on the SENDIASS website.

<https://sendiasscamden.co.uk/>

10. Transitions to us and beyond King's Cross Academy

We consistently extend an invitation to parents to visit our Nursery or Reception classes before their child's commencement. We meticulously plan to create a secure and comfortable settling-in experience for the children. Each year in July, we arrange visit days for all new children and their parents, offering a valuable opportunity to acquaint themselves with the class team and other families. In Nursery, we implement a gradual start, where parents are encouraged to stay and settle their child into nursery. This approach allows us to build connections with new families. The transition to a full-time schedule is achieved in collaboration with parents over several weeks and up to six weeks.



As children advance to the next class, we organise handover meetings during which teachers and support staff ensure the new teacher and Teaching Assistant (TA) or KeyWorker (KW) possess a comprehensive understanding of all children's needs.

For children with SEND, we facilitate an introduction between parents and their child's new teacher before the school year commences or in some cases as the new school year begins. In cases of specific needs, such as autism, we create a 'transition booklet', a social story featuring new faces and classroom surroundings, which children can take home during the summer to become familiar with their new environment. Pupils are also invited to visit their new classroom in July to identify the seating arrangements etc.

How will you provide assistance for my child during their transition to secondary school?

We maintain close collaborative relationships with all local secondary schools in Camden and Islington. As part of our transition support, we conduct comprehensive handover meetings for every child, with a particular focus on children with additional needs. Additionally, our local schools offer opportunities for children we identify as having additional needs or who may encounter challenges during the transition. If we believe it would be beneficial, we facilitate meetings between parents and the secondary school.

We are dedicated to aiding you in making an informed choice by accompanying you on visits to secondary schools, arranging meetings with secondary staff, and offering guidance from independent organisations. If you require any further information, please do not hesitate to contact [Sali Douglas-Watson](#)- Pastoral Leader at the Academy who facilitates transitions from Year 6 to 7.

During Year 6, we will conduct an early Annual Review of the Education, Health, and Care plan. This is to ensure that the most updated information is shared with secondary school at the time of secondary applications.

We strongly encourage our parents to request a meeting with the secondary school's SENCO as early as possible after their child begins secondary school. The SENCO holds all records on children with SEND who are new to the school, and they will provide you with information about your key contact at the school.

11. Providing Support for Behaviour, Health, Well-being and Attendance

We recognise that some children with SEND may face specific challenges in forming and maintaining friendships. To address these issues, we integrate various strategies into our PHSE (Personal Health and Social Education) curriculum and maintain a Behaviour Policy that emphasises positive behaviour management and our Trauma Informed approach.



We actively promote children's confidence and resilience through our teaching methods, social play opportunities, and targeted support when necessary. We foster positive behaviour as an integral part of our learning philosophy, often through group and paired work. Embracing a "trauma informed approach" we recognise that children communicate behaviour in a variety of ways.

We encourage children to become resilient learners, acknowledging that failure and mistakes are vital aspects of the learning process.

Children with SEND also take on whole-school responsibilities, such as representing the school at inclusive sports events, leading school tours for visitors or prospective parents, serving as sports leaders, acting as Year 6 buddies to Reception children, and participating as assembly monitors. Every pupil at the Academy has a 'leadership' role.

Sali to update regarding absences.

We maintain an up-to-date policy for managing medical needs, ensuring that children with medical conditions remain connected with their learning and friendships when absent from school for an extended period. Our school nurse provides specialised training to staff on areas such as Epipens, anaphylaxis and asthma.

We have a well-trained team of playground assistants responsible for organising games and activities, as well as supervising the playground. Some staff members have specific responsibilities for pupils with SEND. They closely monitor playground interactions during lunch and break times and step in if any child appears distressed or upset. Additionally, we provide a quieter lunchtime environment in our small hall area for pupils with specific needs who require this.

Where else can I get information and support?

Camden funds the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). SENDIASS website

Although it is funded by Camden Local Authority SENDIASS is totally independent in terms of giving advice. You will find information on the website

<http://www.localoffer.camden.gov.uk/template/13/special-educational-needs-and-disability-information-advice-and-support>

Chair of Governors: Robert Evans and Alexandra Woolmore

Headteacher: Stephen Mithcell

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