

SEN Provision Specifications

Kingswood Secondary Academy

Gainsborough Road, Corby, NN18 9NS

Type of Provision

A Unit Provision (UP) within a mainstream secondary academy for 15 students with Autistic Spectrum Disorders who, for a significant part of their day, require a more structured and quieter environment than is normally available in a secondary mainstream setting.



Admission Criteria and Arrangements

All admissions will be determined by the Local Authority in accordance with the 'SEN and Disability Code of Practice', July 2014, if the pupil has an EHC plan or in accordance with the 'SEN Code of Practice', November 2001, if the pupil has a statement of SEN. Consultation with the school will be in accordance with these documents, before the Local Authority makes a decision about placement.

The provision meets the needs of students with a diagnosis of Autism as their primary need as stated on their statement/EHC plan. The statement/EHC plan will indicate significant or profound difficulties within the triad of impairments. Students are considered for this provision if, within their statement of special educational need, the following areas of learning difficulty have been identified.

- A communication impairment
- A social impairment
- Rigidity and inflexibility

The students may have additional learning difficulties as well as behaviour challenges associated with their ASD but these will not be their primary need.

Provision for post 16 will be agreed on an individual basis and could include access to 6th form if the academy criteria is met.

Characteristics of the School

Kingswood Secondary Academy is a larger than average secondary school, which serves students in Kingswood and the area around Corby. It is sponsored by the Greenwood Dale Foundation Trust.

There is a whole Academy approach to meeting special educational needs and the Unit Provision will be one facet of the schools structure of inclusion. Facilities include specialist teaching rooms e.g. science labs that will be made available to the students in the Unit Provision by negotiation between the unit provision and Heads of Faculty.

Description of the Provision

The Unit Provision has two teaching rooms and a large social/life skills room as well as a small withdrawal room. The provision has equipment available to encourage the acquisition of life skills as well as all areas of the students' curriculum. The teaching room will be structured with individual workstations as in accordance with the TEACCH principles. The provision will offer a calm, organised, safe and secure environment supported by visual cues to reduce anxiety and develop independence. This will include designated areas for individual work, group activity, quiet time etc. with reduced visual stimulus and are designed to enhance understanding of the environment and to enable the development of independence. There is also an outdoor area for those who need a quiet space.



Arrangements for Including Students in Mainstream

The UP enables pupils with ASD to succeed in a mainstream setting by removing barriers to learning.

It provides:

- Supportive inclusive opportunities
- Social support
- Structure of TEACCH
- Individual programmes of study
- Advice to whole school on structure and learning style

The provision aims to ensure all students have access to a broad and balanced curriculum, and opportunities to develop communication and life skills.

The majority of curriculum is delivered in the Unit Provision bases. Through carefully planned strategies to promote effective learning there is access to mainstream curriculum for identified activities e.g. a specific lesson or breaktimes. Individual needs and learning style may determine to a great extent the methodology used. Work on the social curriculum takes place either in the base or in mainstream according to need. ICT provides a key to individual work programmes and the development of communication and social development.

Pupils may spend carefully planned limited time in mainstream classes with support tailored to their needs. Periods of quiet time, particularly during less structured times of the day are structured within the base. There may also be opportunities for students to be included in break time arrangements, assemblies and extracurricular activities. Students will have the opportunity to interact with peers within the mainstream classes and within the Unit Provision, where reversed integration will take place to develop social skills for all students involved.

Review arrangements

Role of School:

Review arrangements for pupils with EHC plans and for pupils with statements of SEN are set out in the relevant SEN Codes of Practice. Kingswood Secondary Academy will adhere to these, ensuring that due process is followed and that relevant timeframes are adhered to.

Role of the Local Authority:

The Local Authority will review a pupil's EHC plan and statement of SEN in accordance with the relevant SEN Codes of Practice. The Local Authority will ensure that due process is followed and that relevant timeframes are adhered to.

Monitoring and Evaluation

For students:

Academic progress is tracked and evaluated in line with the whole school assessment procedures and targets are set with the expectation of gaining 3+ levels of progress. Academic data and effort rainbow scores are collected from each curriculum subject six times a year (both target levels and working at levels) and sent home in line with mainstream students. The progress of the students is then analysed and compared to the mainstream students to ensure progression in levels of progress. In addition the Unit Provision uses a SEN tracker which is regularly and routinely updated and used to inform practice, raise concerns and to set academic targets.

The pupil's statement of special educational needs /EHC plan is reviewed in accordance with the requirements of the SEN Code of Practice. All pupils have an Individual Provision Map that creates the basis for planned differentiation to facilitate curriculum access and promote social participation. This is reviewed regularly by the Unit Provision staff/and home depending upon the individual development need of the student.

For the provision:

- The Unit is included within the Local Authority's monitoring cycle undertaken by the Local Authority. A report is written and the school incorporates recommendations within the whole school development plan.
- The Unit is inspected as part of the whole school OFSTED inspection.

Exit Arrangements

If there came a time when the needs of the student are such that a Unit Provision placement is no longer deemed appropriate then an Interim Review would be scheduled following a full re-assessment by other professionals such as the Educational Psychologist.

Future Development of the Provision

The school is working towards liaising with The City of Peterborough Special School to benchmark and compare data to ensure progress and attainment is moderated to inform and advise Teaching and Learning practices.

Staffing Details

The SEN Unit is led by the SEN Unit Manager and is staffed by one SEN Teacher and one HLTA, as well as various Teaching Assistants who are all experienced and trained in working with students with ASD.

For further information about the school, please visit its website:

www.kingswoodsecondaryacademy.org