

Chelsea Academy SEND School Information Report

(Updated December 2024)

At Chelsea Academy we are committed to do all we can to ensure your child fulfills their potential. This includes children with Special Educational Needs or Disabilities (SEND).

A child or young person is defined as have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them, if they have significantly greater difficulty in learning than the majority of others of the same age, or if they have 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 (SEN Code of practice 2015).

There are broadly four types of SEND, all of which are catered for at Chelsea Academy. These are:

Communication and Interaction (CI)	Cognition and Learning (CL)
May include: <ul style="list-style-type: none">• Speech, language and communication needs (SLCN)• Autism (ASD/ASC)• Working Memory Differences	May include: <ul style="list-style-type: none">• Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia• Autism (ASD/ASC)• Moderate Learning Difficulties (MLD)• Profound, Multiple and Severe Learning Difficulties• Working Memory Differences
Sensory and Physical (SP)	Social, Emotional, Mental Health (SEMH)
May include: <ul style="list-style-type: none">• Hearing Impairment (HI)• Visual Impairment (VI)• Multi Sensory Impairment (MSI)• Physical Disability (PD)	May include: <ul style="list-style-type: none">• Depression• Anxiety• Attention Deficit Hyperactivity Disorder• (ADHD)• Eating Disorders

All Royal Borough of Kensington and Chelsea (RBKC) schools have a similar approach to meeting the needs of students with Special Educational Needs and are supported by the Local Authority to ensure that all students, regardless of their needs, make the best possible progress in school. The needs of students with Special or Additional Educational Needs being met in a mainstream setting wherever possible, where families want this to happen, is the Local Authority's preferred model. Chelsea Academy's SEND Offer is detailed below and the RBKC Local Offer for children with SEND can be accessed [here](#):

At Chelsea Academy, we follow a rigorous process to continue supporting or first identify students who need extra help. Before students join us, we consult with the child, their family, and any professionals in the child's previous setting to understand their educational needs. This is done through visits to, and communication with, feeder primary schools and transition interviews with the student and their parent/carer.

1. How are students with SEND identified?

The identification of students with SEND is built into our overall approach to monitoring the progress and

development of all our students. Students may be selected for 'screening' based on:

- information from their previous setting
- parent, student or teacher requests, following discussions and observations
- their performance in academic assessments
- A pattern of concerning behaviour and /or actions. An Educational Psychologist assessment may also have taken place

Our Inclusion team:

- Vice Principal - David Eagleton
- Assistant Principal - David Whitley
- SENDCO - Andrea Lowe
- Student Wellbeing Lead - Hayleigh Fox-Clark
- DSL - Parminder Sidhu
- Heads of Year and Deputy Heads of Year

2. What should a parent/carer do if they think their child may have special educational needs?

We have a robust process for identifying students with SEND. However, if parents/carers have any additional concerns, they should contact the Academy and speak to their child's Learning Coach or Head of Year. Our SENDCO will then contact you to explore further support that is available at the Academy.

3. How will school staff support a child with special educational needs?

At Chelsea Academy, we pride ourselves on inclusive practice. We support all staff in consistently delivering 'quality first teaching'. We know that best practice for young people with SEND is best practice for all. We ensure SEND students are appropriately challenged and follow a broad and aspirational curriculum. All teachers think carefully about scaffolding lessons to ensure they are accessible. Staff receive frequent training and teachers and teaching assistants plan together regularly to support students.

Where students are identified as having specific needs they will be added to the SEND register and this will be communicated to parents and carers. Every student on the SEND register has an IEP which outlines the student's specific needs; strategies to effectively support the child; interventions the child may be receiving; and their own views. These are shared with all staff who support the young person, ensure strategies are implemented and reviewed regularly. This is done within an 'assess, plan, do, review' model. The Inclusion Team and Leadership Team (LT) will support staff to ensure that they implement the strategies appropriately, providing guidance where necessary. The SENDCO will keep the SEND register up to date for students and provide feedback to parents on support and provision in school as appropriate.

In addition to Quality First teaching, there are a range of ways that we offer additional support for learning. Support is allocated based on the assessment of students' needs and in line with our statutory obligations. All our support programmes are evidence based and impact is evaluated in a timely manner and reviewed accordingly. We provide support through the use of additional adults, normally teaching assistants; individual and small group evidence based interventions; access arrangements; expert support e.g. counselling; and speech and language therapy and occupational therapy

4. How does the Academy involve others, including families and specialist services?

We provide support in a way that considers the child's needs within the family context. This could include meetings and workshops for parents/carers, to help them develop the skills they need to support learning at home. We welcome parents and carers into our school wherever it benefits the educational experience of our students.

Data is collected on each child's progress at identified assessment points and is used to inform the support and refine any intervention. Termly meetings with parents/carers are encouraged to review a student's provision. These can be any one of a hybrid of face to face or virtual meetings, telephone calls or general email updates.

For parents/ carers of children with an EHCP, there will also be one annual review meeting with the SENDCO to discuss progress made and to make a plan for the year ahead, along with any amendments to the student's outcomes which can be suggested to the Local Authority to record in an updated EHCP. Additionally, regular phone calls home and meetings will take place in keeping with each child's need/s.

Chelsea Academy regularly accesses special services. We access services in the community such as: RBKC Educational Psychology; the London Children's Practice Speech and Language Therapy; RBKC SEN support, Early Help; Physiotherapists; CAMHS; Let's Talk; Occupational Therapy and the school nurse service. We work in a joined up way with these services. When appropriate they may be invited to meetings to share their expertise.

5. How will the curriculum and learning environment be adapted to meet the child's needs?

At Chelsea Academy, teachers expertly scaffold their lessons to ensure all SEND students can access the curriculum, whilst maintaining a high level of challenge. The Academy has a focus on *every teacher being a teacher of SEND* and has the development of adaptive teaching as a discrete T&L priority. Where significant scaffolding within the curriculum is needed for these subjects, it is likely that the child will be withdrawn for additional intervention usually in a small group. Where students struggle with a particular concept or area, where possible they are taught in a small group with a subject specialist, simultaneously to the rest of the class, to accelerate their progress. We strive to ensure our learning environments are positive and supportive environments. We also carefully guide and advise for a bespoke pathway and curriculum at KS4 to take into account any SEND.

6. What support will there be for a child's well-being and emotional needs?

At Chelsea Academy a child's overall well-being is of paramount importance. We believe that our excellent academic results are a result of the close relationships we have with both children and families, and each aspect of the school day is planned to maximise a positive and safe experience. Coaching time, the Extended Curriculum, activities and residential trips are designed mindfully for students to form positive and trusting relationships with their peers and with staff.

We invest in relationships with our students and their families. As a result, we find that children/families will report well-being concerns to us directly. Teachers regularly speak to all students, and observe their interactions, emotions and behaviour. In cases where there is a well-being concern, staff will act immediately to address this. The child would be supported by their Learning Coach, Head of Year and the Pastoral Team as appropriate, and referred for additional support if necessary.

We offer the following:

- Place2be at Chelsea Academy. These are regular weekly 50 minute counselling sessions, usually

for the duration of one academic year. Students and families can self-refer for Place2Be, and staff can also refer students. As part of the counselling offer, sometimes appointments are available for parents/carers over the period of time the child is being seen

- Our student/family support workers provide individualized support as per students' need, this might include: small group social skills work, one-to-one targeted home-school check-ins to support organization/behaviour at home; support from the family-links parenting program on how families can better meet their child's emotional needs, etc. AllChild Impact are one example of a family support worker
- We also refer to the Child and Adolescent Mental Health Service (CAMHS) where the child needs more specialist support, and liaise with CAMHS professionals as per each child's needs. We work with other providers inside RBKC for e.g. Targeted Youth Support, Intensive Family Support etc

7. How are students' medical needs addressed in and out of school?

A number of staff members are first aid trained, including the SENDCO. Staff members are informed of students with specific medical or dietary needs, and medicines can be kept on the school site for students. A designated member of staff has overall responsibility for this. A link governor works to ensure the Academy is compliant with all legislation. Where a child has complex medical or dietary needs, together with the Student Services officer, parents/carers will create a healthcare plan and where necessary a risk assessment. The appropriate training will be put in place to ensure these needs are met. Please see the Supporting Students with Medical Conditions policy for further information.

8. How are students' communication, learning and literacy needs met in the school?

We have an ambitious curriculum that provides high levels of challenge for every student. To ensure all students are supported to access this, we keep abreast of research and invest heavily in the continuous improvement of the quality of our teaching.

Where students need additional support, beyond that which they received in the classroom, we offer a range of targeted, evidenced based interventions, for example Speech and Language Therapy.

9. What training will the staff supporting children and young people with SEND have had or receive?

Our SEND training has evolved year on year to best meet the needs of our growing school and our students who present with need. Our SEND and Inclusion Team is a critical part of our school, and we have a SENDCO with considerable teaching experience, who holds the NASENDCo qualification. Where children need specialist support, relevant members of staff will be trained in how best to meet their needs.

This might involve liaison with specialist professionals, including NHS and CAMHS staff or external training such as Thinking Reading. We also have a range of professionals with specialist qualifications, e.g. speech and language therapy, occupational therapy or physiotherapy, who come into school to support children.

The SENDCO, Principal, Vice Principals and Assistant Principal (T&L) discuss staff training needs to plan appropriate training sessions, either based on general need, or specifically designed around one student.

10. How will children be included in activities outside the classroom, including school trips?

We aim to include all children who have SEND in all activities outside the classroom and on residential trips. We

are able to do this through ensuring higher staff ratios to support students with additional needs. Out of school learning opportunities are planned with students' needs in mind and risk assessments are completed for all children. Children with severe social, emotional and behavioural needs may not be taken on school trips if their level of anxiety/stress means that they cannot successfully undertake the trip. In such cases, alternative education is provided on the school site, with teachers working on project/enterprise based skills with these students during this time.

11. How accessible is the school environment?

Our purpose-built Academy site opened in September 2009. We have functioning lifts, sufficiently wide corridors, open plan areas and classrooms that are accessible for wheelchair users. Chelsea Academy uses its best endeavours to ensure that the environment for work and learning does not limit persons with disabilities from playing a full and meaningful part in every aspect of school life. These circumstances are discussed with parents and children to ensure that there is full collaboration at all times.

12. How will the Academy prepare and support a child to join the school?

Transition to Chelsea Academy is a carefully planned process. Academy staff visit and meet colleagues in primary schools and collate important information and data. Students with an EHCP are invited to attend a bespoke Induction morning, ahead of the main Induction day at the Academy in July and may be invited to attend a summer school. We know that transitions can be a difficult time for young people with SEND. Some students may require a more individualized program and extra support before they join, and we plan this based on the needs of the individual students. Multi-professional meetings may also take place before transition so that the transition can be planned with expert advice.

13. How will the school prepare and support a child to transfer to a new school or the next stage of education or life?

At Chelsea Academy, we want all our students to be academically successful and lead lives of opportunity and choice. We ensure students have numerous experiences to prepare them for adult life, this includes building their readiness for university, as well as helping students to become independent and responsible young people.

We do this in numerous ways, e.g. setting high expectations within school for our students, taking them on trips to university and residential, inviting guest speakers into school from a wide-range of professions to share their stories and workshops that encourage enterprise and innovation. Students also receive comprehensive careers guidance from our director of Careers and an independent Careers adviser. When a young person leaves us we will pass on any relevant information to their new setting and support them with their transition.

14. How are the school's resources allocated and matched to children's special education needs?

We take care to ensure that resources are allocated appropriately, matching programmes and expertise to students' needs. These resources include; high quality teaching across a diverse KS3 & 4 curriculum, Teaching Assistants, assistive technology, sensory spaces for emotional regulations and onsite counselling / mentoring.

15. Who can parents contact for further information, or to raise concerns?

If parents/carers have concerns about their child's learning and progress within school, they should contact their Learning Coach in the first instance. If parents have any concerns following this communication or need further

support, they should contact the SENDCO - Andrea Lowe. Following this, any concerns should be raised with David Eagleton, Vice Principal. To make a formal complaint, parents/carers can read the 'Complaints Resolution procedure' on our website. To access support services for parents of students with SEN in the local area, parents/carers can contact Full of Life via IASS on 020 8962 9994 or email localoffer@rbkc.gov.uk

16. How does the school listen to students' views?

The school values students' views, and believes that they should actively participate in and take responsibility for their learning. As part of any intervention, professionals (SENDCO teachers, external specialists etc.) will ask the child for their strengths and weaknesses in order to design an intervention that is valuable to them. Professionals will also ask students for feedback on the effectiveness of the intervention. Where any student does not make progress within the lesson, the adult/teacher has a conversation with the child to work out how they could be supported further. Equally where a child is particularly successful, strategies that the student reports as effective will be shared with other teachers.

Often it will be appropriate for children to attend meetings with their parents/carers and other professionals, and they are regularly invited to do so. Children know that they can always speak to any member of staff. They also know the designated adults, for e.g. their Learning Coach/class teacher, Head of Year, SENDCO etc., who are responsible for supporting them in school. In addition, the Academy actively encourages student voice through a variety of ways, such as student surveys, forums with Governors, and participation in the Student Council,

17. How do we evaluate the effectiveness of the provision made for students with SEND?

We follow an 'assess, plan, do, review' model which means we are continually evaluating the effectiveness of this provision for students. We use a mix of quantitative data based on termly assessments, or smaller intervention based assessments, and qualitative data drawing on professional observations and 'student voice' feedback. We respond to this data, changing the interventions as required.

Our ambition is that SEND students will be educated in the mainstream as much as possible, so we seek to keep intervention as targeted and carefully considered as possible.

18. How do Governors monitor attainment and progress of SEND students, ensuring their needs are being met by the school?

The Principal reports on student progress and SEND provision to governors via reports to Student and Curriculum and to FGB at the December board meeting. The governors undertake regular visits to the school to focus on the school priorities and ensure all students' needs are met. Our SEND governor is Hazel Hughes, a former SENDCO and highly experienced practitioner.

19. How do students gain admission to specialist units/provision on the school site?

Chelsea Academy has a specialist ASD/ASC resource provision on site, called the Flourish Centre, which opened in September 2023 to serve up to 12 students in total, all of whom must have an EHCP. The curriculum is personalised, with an emphasis on core subjects and key skills, delivered with the use of adaptive teaching strategies and assessment that take the needs of each student into account. The focus is on both academic progress as well as a social and life skills curriculum.

20. How do we provide arrangements for the admission of students with disabilities?

All students, regardless of disability, go through the normal admission procedures. The school will respond, wherever possible, with reasonable adjustments to meet special requirements for students with disabilities, including the provision of equipment, materials and facilities. As with other students, we would complete visits to any previous educational setting, as well as inviting the child into school, with their parent/carer so that we could work together with the family to best support the child.

21. What steps are taken to prevent students with disabilities from being treated less favourably than other students?

Our curriculum, Coaching Time, assemblies and work with the wider community in RBKC are all used as a means to encourage staff, students and parents to respond positively to the diversity and richness that persons with disabilities bring to our Academy community.