



## SEND Annual Statement

Date Published	January 2023
Version	4
Approved Date	July 2025
Review Cycle	Annual
Review Date	July 2026

An academy within:



“Learning together; to be the best we can be”



## 1. The School

Kenwood Academy (URN: 149427) is a special 11-19 academy, part of Nexus Multi-Academy Trust. Kenwood Academy opened on 1st January 2023, following de-amalgamation from Becton School (URN: 147136). The school is designated for students whose primary special educational need has been assessed as 'Communication and Interaction needs' alongside 'Social, Emotional, and Mental Health needs'.

## 2. The Vision

At Kenwood Academy we are fully committed to enabling achievement for all our young people. We firmly believe that all young people have a right to be safe, healthy and achieve their academic potential. In supporting them towards these goals, we will enable them to contribute meaningfully to society and live fulfilling, enjoyable lives.

## 3. Admissions

The school will admit a young person where the school is named in Section I of the young person's Education Health and Care Plan (EHCP). Prior to naming the school in Section I, a Local Authority must consult with the school in line its statutory obligations. Places will usually be taken up at the start of the school year, though by agreement with a headteacher, places can be accessed at any time of the year. Admissions are generally only agreed if an EHCP has been completed and the needs of the child have been clearly defined in line with the school's designation.

## 4. Areas Served

Kenwood Academy has five campuses, four based within Sheffield Local Authority and one based within Barnsley Local Authority. Typically, young people on roll are from Sheffield or Barnsley or the surrounding areas.

## 5. Planned Numbers

From 9<sup>th</sup> May 2024, Kenwood Academy has 184 planned places, with places commissioned by both Sheffield Local Authority and Barnsley Local Authority. This will reduce to 180 planned places from January 2026.

From September 2025, the school is expected to be full, with all planned places filled.

## 6. School Organisation

Students are predominantly grouped into curriculum and pastoral groups based on their chronological age and curriculum year group. For some parts of their curriculum and timetable, students may be grouped differently for certain subjects, lessons and activities.

### **Staffing Structure – September 2025**

Senior Leadership:

Role	Number
Executive Headteacher	1.0
Head of School	2.0
Deputy Headteacher	5.4
Assistant Headteacher	0.8

Teaching:

Role	Number
Teachers	37.6
Unqualified teacher	0.0

Teaching Support:

Role	Number
Learning Mentors	10.5
HLTA	1.78
TA	29.3

Administration:

Role	Number
School Resources Manager	2.0
Administrators and operational staff	4.87

**The Special Educational Needs & Disabilities Co-ordinator** (SENDCO) for the Broadfield and Clifford Campuses is Mark Connaughton (Deputy Headteacher).

**The Special Educational Needs & Disabilities Co-ordinator** (SENDCO) for the Enterprise Works Campus is Grace Benson (Head of Centre).

**The Special Educational Needs & Disabilities Co-ordinator** (SENDCO) for the Moncrieffe and West Riding Campuses is Nina Sneddon (Deputy Headteacher).

## 7. Curriculum and Assessment

We understand that the priority outcomes for individual children and young people will be different dependent upon their needs, learning styles and aspirations.

Our ambitious and person-centered curriculum empowers every child and young person with the confidence, resilience, wonder, learning and wider opportunities for their future success and happiness. Their lives are transformed through personal development and the rich life of the school, nurturing their social, emotional, mental and physical health and encouraging their unique identity. They are equipped with the knowledge, skills, behaviours, relationships, cultural capital and outcomes to realise their dreams and ambitions, securing their place, their employability and their prosperity as active citizens in their local, national and global communities.

Our curriculum is aligned with the national curriculum. It is fundamentally broad, balanced and inclusive and provides equality of opportunity for everyone, ensuring future success for all our students as they progress into adult life and into future education, employment or training. Further personalisation ensures a meticulous focus on each student's next steps and how to get there, through bespoke and responsive provision.

The progress for all young people is assessed and reviewed (at least) annually through the EHCP Annual Review process: a process which involves the school SENDCO (or other trained teacher), the young person, parents/carers and any other relevant multi-agency professionals. An integral part of reviewing the EHCP is consultation with the young person and all other stakeholders.

Assessment will provide all students with opportunities to show what they know, understand and can do and involve them in determining next steps. We aim to provide a communication rich environment where all modes of communication are equally valued and students are given opportunities to make choices, initiate conversations, and express their own ideas and opinions. Staff are trained to be confident using a wide range of communication strategies that are often unique and personalised to the child.

## 8. Staff Training And Development

All staff follow a programme of Continuing Professional Development which includes mandatory training in safeguarding and a variety of teaching and learning strategies. The school has a number of staff who have specialist knowledge in specific areas of learning or needs and these staff share best practice and lead elements of the school's work.

## 9. Partnerships With Other Schools

As a member of our Multi Academy Trust, the school has positive partnerships with the other schools within the Trust which enables sharing of best practice, knowledge and resources. We also work closely with other local schools, within the Local Authorities' offers for Special Educational Needs and with local mainstream schools.

## 10. Partnerships With Families

We believe that families are key partners in the education of their child. The views of families are actively sought and respected in order that a trusting partnership can be developed in the best interest of the child. It is the policy of this school to actively engage with families and involve them as much as is practical in the life and work of the school.

## 11. Complaints About Provision

Kenwood Academy offers a high standard of education and support, and we welcome comments and suggestions about the education and support provided for our children and young people.

All complaints about provision are seen as an opportunity for the school to evaluate its performance. Complaints can be about any aspect of the services provided at the school.

In the first instance contact should be made with the student's teacher. If the matter is not resolved, then contact can be made with the Special Educational Needs & Disabilities Co-ordinator or any member of the Academy Leadership Team.

## 12. Further Information

Sheffield City Council provide details of their local offer for children and young people with Special Educational Needs and Disabilities at:

<https://www.sheffield.gov.uk/schools-childcare/local-offer>

Barnsley Borough Council provide details of their local offer for children and young people with Special Educational Needs and Disabilities at:

<https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-send/>