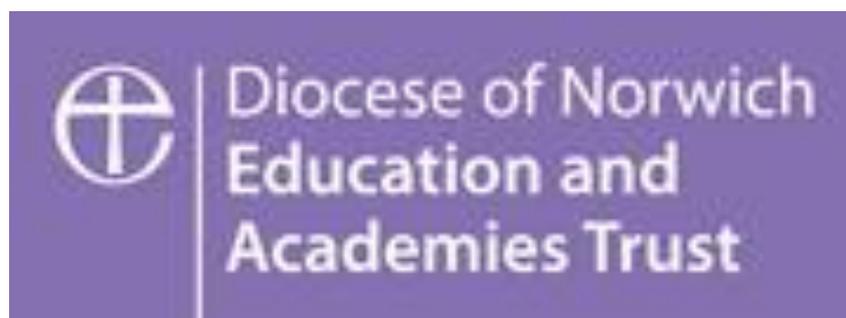


Kessingland  
Church of England  
Primary Academy

**SPECIAL EDUCATIONAL  
NEEDS AND DISABILITY  
(SEND) Information Report**



# Kessingland Church of England Primary Academy 2016-17

## SEND Information Report

### Part of the Suffolk Local Offer for Learners with SEND

#### Introduction

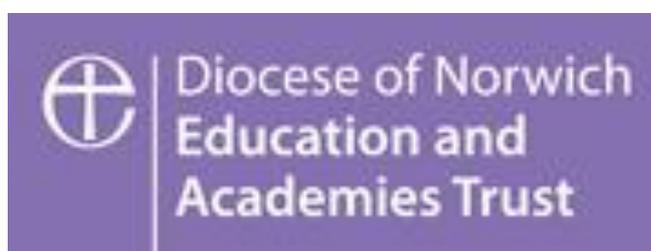
Welcome to our SEND information report which is part of the Suffolk Local Offer for learners with Special Educational Needs and Disabilities. (SEND). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually. The required information is set out in the SEND regulations which can be found here: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

At Kessingland Church of England Primary Academy we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

<b>Name of SEND Governor:</b>	<b>Jill Horne</b>
<b>Name of SENCO:</b>	<b>Miss Sarah Smith</b>
<b>Name of Headteacher:</b>	<b>Mr. Adrian Crossland</b>

#### Concerns and complaints:

Please request a copy of the Complaints Procedure, available from our school website or the school office.



If you have specific questions about the Suffolk Local Offer please look at the Frequently Asked Questions. Alternatively, if you think your child may have SEND please speak to their Class Teacher or contact our SENCO (Miss Sarah Smith).

## Our approach to teaching learners with SEN

At Kessingland Church of England Primary Academy we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We have an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school.

Our School Change Plan is about developing learning for all and continued professional development opportunities for all staff are planned.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and team teaching.

At Kessingland Church of England Primary Academy, our vision is:

- To create a caring school, with high aspirations, where everyone feels happy, safe and valued.
- To ensure that we are a school where high quality teaching enables children to learn and encourages personal development to achieve success.

## How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

**“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, or they may be worried about different things that distract them from learning. At Kessingland Church of England Primary Academy we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all children who have fallen behind with their learning have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for 2016-17 (October Census 2016) shows that we have:

51 (22%) of our children are identified as having SEND, and of these 1 (2%) has a Statement, 4 (8%) of these children have an Education Health and Care Plan)

23 (10%) of our children are identified as having SEND linked to Cognition and Learning;

10 (4%) of our children are identified as having SEND linked to Communication and Interaction;

4 (2%) of our children are identified as having SEND linked to Physical and Sensory;

14 (6%) of our children are identified as having SEND linked to Social, Emotional and Mental Health difficulties

It is important to note, although the children are placed in these categories of SEND, they may also have needs and /or difficulties in the other categories too.

### [Assessing SEND at Kessingland Church of England Primary Academy](#)

Class teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Kessingland Church of England Primary Academy we ensure the assessment of educational needs directly involves the learner, their parents/carers and the teacher.

The SENCO will also support with the identification of barriers to learning.

For some learners we may need to seek advice from specialist teams. In our school we have access to various specialist teams including, but not exclusive to:

- Educational Psychologists
- Learning Advisory Teachers
- Speech and Language therapists
- The Newberry Child Development Centre
- Silverwood and Meridian House (CAMHS)
- Nelson's Journey
- School Health
- Sensory Support Service

We employ fourteen Learning Support Assistants (some part-time) including three Higher Level Teaching Assistants and one Nursery Nurse. They deliver interventions as needed and these are monitored by our SENCO.

### [What do we do to support learners with SEND at Kessingland Church of England Primary Academy?](#)

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Kessingland Church of England Primary Academy are proud of our teachers and their development.

Our teachers will use various strategies to adapt access to the curriculum, which might include using:

- Visual timetables
- Writing frames
- Laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system – (for further information please see our Behaviour Policy, available upon request from the School office or our website.)

Each learner identified as having SEND, is entitled to support that is additional to or different from a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified.

Interventions offered may be run by teachers or teaching assistants. These could focus on phonics, writing, reading, maths, working memory or speech and language amongst others, and these interventions may be run in small groups, or on a one-to-one basis.

This support is described and timetabled on a provision map.

The provision map is shared with the Governors, who are able to ensure that we monitor the impact of these interventions on learning throughout the school.

### [Funding for SEND](#)

Kessingland Church of England Primary Academy receives funding directly to the school to support the needs of learners with SEND. This is described in a SEND memorandum. The amount of funding we received is: £149, 144.95

## How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within our school. Pupils, staff and increasingly, parents, are involved in reviewing the impact of interventions for learners with SEND.

We follow the 'assess, plan, do, review' model. Before any additional provision is selected to help a child, the SENCO, teacher, parent/carer and learner, agree what they expect to be different following this intervention. Baseline, or starting information will also be recorded, which will be carried out again, to demonstrate the impact of the provision.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education, Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole school and monitored by teachers, Senior Leaders and Governors. Our school data is also monitored by the Academy Trust and Ofsted.

## Other opportunities for learning

All learners should have the same opportunity to access extra-curricular activities. At our school we offer a range of additional clubs and activities. Please see our newsletters and website for more details.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the SENCO to discuss specific requirements.

**Please email:** [office@kessingland.dneat.org](mailto:office@kessingland.dneat.org)

**Tel:** 01502 740223

All staff at Kessingland Church of England Primary Academy have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities."

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click below;

<http://www.equalityhumanrights.com/public-sector-equality-duty>

### [Preparing for the next step](#)

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Kessingland Church of England Primary Academy is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of Year 5, to ensure time for planning and preparation.

### [Have your say](#)

Kessingland Church of England Primary Academy can shape and develop provision for all of our learners, thus ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, Governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

### [Useful link:](#)



<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendiass/sendiass-for-parents-and-carers/>

## Provision and Support currently being offered

### Cognition and Learning

#### **Universal Entitlement**

- Differentiated curriculum planning, activities, delivery and outcome.
- Increased visual aids/modelling etc.
- Visual timetables.
- Use of writing frames.
- Dictionaries, thesaurus', word banks
- Access to a word processor.
- In class support from a LSA/ teacher.
- Focused group work with teacher/ LSA eg guided reading/writing.
- Individual reading.
- Read Write Inc. Phonics resources
- Working Walls in every classroom.

#### **Level 1 Intervention**

- Booster Maths Groups
- Booster Literacy Groups
- In class support from LSA.
- Individual reading with LSA at least x2 week.
- Numicon
- High frequency word games.
- Multi-sensory spelling practice groups
- Fine Motor Skills groups

#### **Level 2 Intervention – SaFS support**

- Catch up Literacy
- Beat Dyslexia
- Toe by Toe
- Power of 2
- 1<sup>st</sup> Class Number
- Apples and Pears
- Dancing Bears

## Communication and Interaction

### Universal Entitlement

- Differentiated curriculum planning, activities, delivery and outcome, e.g. simplified language.
- Increased visual aids/modelling etc.
- Visual timetables.
- Use of symbols.
- Structured school and class routines.

### Level 1 Intervention

- In-class support from LSA with some focus on supporting speech and language.
- Clicker 5
- Talking Pegs

### Level 2 Intervention – SaFS support

- Lunch and break time groups
- Friendship groups
- Social Skills groups
- Socially Speaking
- ELKLAN
- Talking Partners
- Talk about the Picture

### Level 3 Intervention – outside involvement

- Support from Speech and Language therapists
- Makaton and British Sign Language support

### Level 4 Intervention – Multi-agency Support

- Support from County Inclusive Resource Team
- Involvement from Intervenor Service
- 1:1 support

## Emotional, Behavioural and Social

### Universal Entitlement

- Whole school behaviour policy
- Whole school/class rules
- Class reward and sanction systems
- Circle time
- Value led Collective Worship programme
- Core Learning Skills
- House Captains and Ambassadors in place

### Level 1 Intervention

- Individualised rewards schemes
- Report Cards
- Peer Mentoring

### Level 2 Intervention – SaFS support

- Social Skills group
- Wishes and Feelings work
- Self Esteem work
- Anger management
- Social groups
- Nurture groups

### Level 3 Intervention – outside involvement

- Behaviour Support Service input in school
- Speech and Language targets
- Behaviour Plan
- Art Therapy

### Level 4 Intervention – Multi-agency Support

- Support from Educational Psychologist
- Support from Speech and Language
- Dual Placement with Behaviour Support Service

## Sensory and Physical

### Universal Entitlement

- Flexible teaching arrangements.
- Staff aware of impairment.
- Medical support.
- Brain gym exercises.
- Uses of pencil grips.
- Modified activities and resources
- Daily handwriting

### Level 1 Intervention

- Fine Motor Skill groups
- Additional handwriting practise
- Additional keyboard skills
- Access to equipment, e.g. sloping boards, pencil grips.

### Level 2 Intervention – SaFS support

- Motor skills programme for small group or individuals.

### Level 3 Intervention – outside involvement

- Guidance from physiotherapists
- Health Care Plans

### Level 4 Intervention – Multi-agency Support

- Individual support in class and PE.
- Physiotherapy Programme.
- Occupational Therapist programme.
- Education Health Care Plans

## Frequently Asked Questions

### **What should I do if I think my child may have special educational needs?**

Talk to us – we are a welcoming school and are committed to maintaining good communication links with parents. If you have concerns, speak to your child's class teacher in the first instance and/or arrange an appointment to speak to our SENCO at a mutually convenient time.

### **How will the School staff support my child?**

Our SENCO will closely monitor all provision and progress of any child requiring additional support. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

### **How will the curriculum be matched to my child's needs?**

All teachers are teachers of children with SEND. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. The quality of teaching and learning is monitored closely by the Senior Leadership team.

### **How accessible is the School?**

We make every reasonable adjustment possible. The school site is on one level and we have ramps to enable access. We also have disabled toilets throughout the school building. Any other resources needed for access may be assessed by Occupational Therapy and Physiotherapy in order for us to ensure ease of access and safety for all.

### **What support is there for improving behaviour, attendance and avoiding exclusion?**

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties, a Positive Behaviour Plan may be written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. Our SENCO and staff will guide the child in reflecting upon his/her behaviour. If needed, a Learning Support Assistant will provide short-term 1:1 support in class if needed.

### **Who can I contact for further information?**

Your main point of contact would always be the class teacher and then following this you may need to speak to the SENCO.

This information is intended for parents of pupils attending Kessingland Church of England Primary Academy from September 2016 and is, as far as we are aware, correct at the time of publishing.

For further information, please contact the school.