



Diocese of Norwich  
Education and  
Academies Trust

# Kessingland CE Primary Academy

## Special Educational Needs and Disability Policy

<b>Policy Type:</b>	Trust Core Policy
<b>Approved By:</b>	DNEAT Board of Trustees
<b>Approval Date:</b>	09/03/2015
<b>Date Adopted by LGB:</b>	09/03/2015
<b>Review Date:</b>	March 2018
<b>Person Responsible:</b>	Academies Executive Officer

## **Roles and Accountabilities**

The Diocese of Norwich Education and Academies Trust (DNEAT) is accountable for all policies across its Academies. All policies whether relating to an individual academy or the whole Trust will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

This Policy is incorporating the Special Educational Needs information in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) and to be read in conjunction with the Academy SEND Information Report (see Appendix 1)

From 1 September 2014, Part 3 of the Children and Families Act 2014, its associated regulation Code of Practice will be in force, and all organisations must have regard to the Code of Practice. Broad areas of SEN are detailed in paragraphs 6.28-6.35 of the Code of Practice:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

This Policy document takes account of the Equality Act 2010 and the regulations under the Children and Families Bill September 2014

## **Policy Statement**

All pupils in the DNEAT family of Academies are entitled to support for their individual needs enabling them to develop skills, knowledge and understanding to ensure they meet their potential.

Kessingland CE Primary Academy believes that:

- All pupils with SEND are entitled to a broad and balanced and differentiated curriculum that satisfies their individual learning needs by employing realistic and achievable methods.
- Pupils learning occurs alongside their emotional, physical and spiritual development.
- All teachers within the Academy schools are responsible for meeting the needs of their pupils using Quality First teaching. Teaching Assistants will provide necessary support to facilitate this. All staff will use their "best endeavours" to meet the pupil's needs.
- Parents/Carers play an important role in each Academy supporting their pupils.
- Pupils are expected to be active learners and will be consulted alongside their parents/carers to secure their success within each Academy.

- Pupils should be educated in a happy, caring and stimulating environment where everyone feels valued and able to achieve the best that they can.

### **What is a Special Educational Need?**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Code of practice September 2014)

### **What is Disability?**

The Equality Act 2010 definition 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 Equalities 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.

### **Inclusion Statement**

Please refer to the DNEAT policy on Inclusion.

### **Aims and Objectives of the SEND Policy are**

- To provide curriculum access for all pupils.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain the high levels of satisfaction and participation from pupils, parents and carers.
- To map provision for all vulnerable learners to ensure that staffing deployment, resource allocations and choice of interventions is leading to good learning outcomes.
- To promote pupils self esteem and emotional wellbeing to help them form and maintain worthwhile relationships based on respect from themselves and others.
- To provide Continuing Professional Development so that staff will feel they have the expertise to meet the pupil’s needs.
- To work in a cooperative partnership with the Local Authority and other outside agencies to ensure a multi-professional approach is utilised for the best interests of vulnerable learners.

## **Whole Academy strategies to support pupils with SEND**

- Pupils will have access to Quality First teaching which includes the use of Wave 1 and Wave 2 interventions (see Appendix 2). Class and Subject teachers will be supported, where appropriate by teaching assistants who provide individual or group support dependent on the identified needs of the learner.
- The four part graduated response, introduced in the Code of Practice 2014 will be utilised to identify those pupils who need Additional SEND Support. The graduated response is a cycle of Assess, Plan, Do, and Review.
- Those pupils who have 'significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions' may have either a Statement of Special Educational Needs (prior to September 2014) or an Education, Health and Care plan (post September 2014). These pupils will have an Annual Review.

## **Roles & Responsibilities**

All staff at Kessingland CE Primary Academy have responsibility for implementing this policy and to maximising the achievements and opportunity of all pupils with SEND and vulnerable learners.

The Headteacher is responsible for ensuring the policy is implemented consistently and effectively. The progress and strategic decision which ensure pupil's reach their potential is the key responsibility of the Headteacher.

Progress of all pupils with SEND and vulnerable learners will be demonstrated through:

- Analysis of the whole academy tracking system
- Consideration of the whole academy provision map
- Pupil progress meetings with individual teachers
- Regular meetings with the Special Educational Needs Coordinator (SENCO)
- Discussions with parents/carers and pupils.

The Headteacher must ensure that the Academy publishes an Academy SEND Information Report (appendix 1) on its website as set out in the Code of Practice.

The Headteacher and local governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO).

This person will complete the following tasks in order to fulfil the Code of Practice 2014:

- Develop a Provision Map which evidences the needs of all pupils with SEND and vulnerable pupils in the Academy.
- Coordinate provision for pupils with SEND.
- Liaise and advise class and subject teachers as necessary.
- Manage teaching assistants employed specifically to support pupils with SEND.
- Oversee the records of pupils with SEND
- Identify and then contribute to in-service training for staff within the school.
- In conjunction with the class/subject teacher liaise with the parents/carers.

- Coordinate the Annual Review for pupils with Statements of SEN or Education Health and Care plans.
- Monitor the Academy's system of Individual Education Plans or Pupil Passports.
- Liaise with the Academy Governors, keeping the link Governor up-to-date with key national and academy based issues.
- Attend meetings or training specific to the role of SENCO as appropriate.
- Liaise with visiting professionals who support the vulnerable learner.

The Class or subject teacher will in consultation with the SENCO

- Agree which pupils are vulnerable learners.
- Identify which pupils are underachieving and need to have access to additional interventions but do not necessarily have SEN.
- Identify which pupils require additional support due to their special needs and therefore need an Individual Education Plan or Pupil Passport.
- Secure good teaching outcomes by providing Quality First teaching using differentiation as a standard classroom technique.
- Ensure pupils have access to appropriate support, including resources and staff, to ensure the barriers to learning are reduced.

### **Staff training**

All staffing appointments to support pupils with SEND and vulnerable learners will be carried out in accordance with Equal Opportunities legislation, employment law, safer recruitment and best practice. Staff training will be offered as needs are identified.

### **Partnership with Parents / Carers**

In line with the Code of Practice 2014 Parents/Carers are vital partners in the pupil's journey through their Academy life. There will be regular parents/carers consultation events which will bring the two parties together to ensure that their pupil's reaches their potential.

The new Code of Practice very much places the parents/carers and their child at the centre of the support and ensures their voices and opinions are heard in the partnership with the Academy.

Parents/Carers are encouraged to speak directly to their child's class or subject teacher if any need arises.

### **Voice of the Pupil**

The Academy recognises the emphasis placed on educational establishments to ensure that pupils are consulted, are part of the monitoring of progress and are involved in decisions around their education.

To achieve this the Academy will encourage pupil's to state their views about their learning, help them to identify their own targets and needs and be part of the Graduated response. This is the cycle of Assess, Plan, Do and Review.

**Monitoring**

The impact of this policy will be monitored through regular review and feedback from parents, children and staff.

The outcome of this monitoring will be reported to Governors and will impact on future development of associated policies and practice.

**Review**

The policy will be reviewed every three years or earlier if relevant.

**Links to Other Policies**

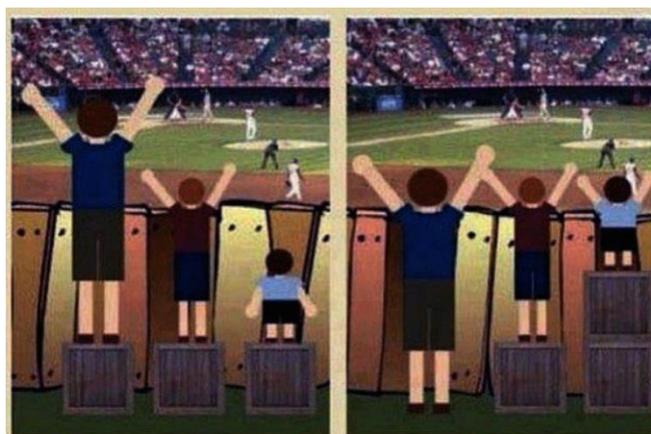
- Behaviour Policy
- Inclusion Policy
- Accessibility Policy
- Safeguarding Policy
- Complaints Policy
- PSHE Policy
- E-Safety & ICT Acceptable Use Policy
- Harassment & Discrimination including Racial Abuse Policy

## APPENDIX 1

### Kessingland Church of England Primary Academy 2017-18

#### SEND Information Report

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



### Introduction

Welcome to our SEN information report which is part of the Suffolk Local Offer for learners with Special Educational Needs (SEN). 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 SEN. The information published must be updated annually.

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:

**Name of SEN Governor**

**Mrs Jill Horne**

**Name of SENCO**

**Miss Sarah Smith**

**Name of Head teacher**

**Mr. Adrian Crossland**

If you have specific questions about the Suffolk Local Offer, you can find out more information on their website. 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 SEND

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 Single Change Plan is about developing learning for all and this includes continuing professional development for all our staff.

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 supportive, inclusive and caring school community, with high aspirations, where everyone feels happy, safe and valued.
- To create an inclusive school environment where all pupils have access to the support and provision needed to ensure they achieve their full potential.
- 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 SEN 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:**

- ❑ **have a significantly greater difficulty in learning than the majority of others of the same age: or**
- ❑ **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. If a pupil is identified as having SEND, we will provide provision that is 'additional to or different from' the normal personalised curriculum, intended to overcome the barrier to their learning. Barriers to learning are identified by Ofsted 2011 as:

- Communication and language
- Poor Attendance
- Parental Experiences of school
- Low Aspirations
- School issues
- Limited experiences of life
- Health issues
- Low Aspirations

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 put in additional intervention. This does not mean that all vulnerable pupils have Special Educational Needs. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Our SEND profile for 2017-18 shows that we have 26% of pupils who have identified SEND.

### [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. The agencies currently used by the Academy are:

- Educational Psychologists
- CISS (County Inclusive Support Service)
- Speech and Language therapists
- The Newberry Child Development Centre
- CAMHS (Child and Adolescent Mental Health Service)
- School Health
- Dyslexia Outreach Service
- Attendance Officers
- Social Workers and Family Support Practitioners
- Sensory and Communication Service
- Suffolk Young Carers

We currently employ 17 Learning Support Assistants (some part time) including 3 Higher Level Teaching Assistants and 1 Nursery Nurse, who support quality first-class teaching in the classrooms and deliver interventions as needed, monitored on the provision map, as coordinated by our SENDCo.

### [What do we do to support learners with SEN 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
- Positive behaviour rewards system
- Thrive strategies
- Referral to our Student and Family Support Team
- In class interventions and support
- Individual support for emotional needs.

Each learner identified as having SEN, 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.

Our 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. We update the provision map regularly, and it changes every year, as our pupils and their needs change.

Children can have access to our Student and Family Support Team to support emotional needs and any family issues. The team is made up of:

Miss Sarah Smith -	SENDCo
Mrs Jane Cooper –	Pastoral Support
Mrs Lynda Hood –	Alternative Safeguarding Lead
Mrs Laura Knowles –	Intervention lead
Mrs Suzanne Downie –	Attendance and Office Manager

We are developing a whole school approach to emotional and social issues via Thrive and our Pastoral Lead is available to support parents and pupils daily.

## Funding for SEN

Kessingland Church of England Primary Academy receives funding directly to the school to support the needs of learners with SEN. This is described in an SEN memorandum. The amount of funding we received is: £144, 103

Kessingland Church of England Primary Academy receives funding directly to the Academy from the Local Authority to support the needs of learners with SEND. This is described in an SEND memorandum.

We also receive funding from the Local Authority which is distributed as 'top up' funding for learners who require support that exceeds that available to the Academy. Our 'top up funding' is applied termly.

## 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 SEN.

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 can be built into the intervention itself, or it can be a formal meeting held, where we 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 SENDCo collates the impact data of interventions, to ensure that pupils are making progress with their learning. This is reviewed through provision mapping.

Progress data of all learners is collated by the whole school and monitored by teachers, Senior Leaders and Governors.

## Other opportunities for learning

All learners should have the same opportunity to access extra-curricular activities. At Kessingland CE Primary Academy we offer a range of additional clubs and activities. Please ask at the school office for further details.

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 SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEN and disability legislation.

### [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, training provider or moving into employment. 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 SEN report declares our annual offer to learners with SEN, 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 SEN.

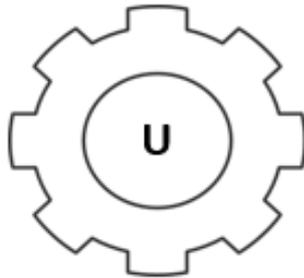
### [Useful links:](#)

[www.suffolklocaloffer.gov.uk](http://www.suffolklocaloffer.gov.uk)

[www.suffolk.gov.uk/SENDIASS](http://www.suffolk.gov.uk/SENDIASS)

**Our Integrated Cog Approach to SEND**

**SaFS at Kessingland Church of England Primary Academy**

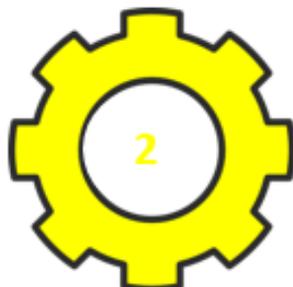
**Universal Entitlement (White)**

- Quality First Teaching and class behaviour management
- Basic needs are met
- Pupils feel happy and listened to at school
- Minimum standards are provided and pupil wellbeing



**Level 1 (Green)**

- Classroom based interventions are put in place
- Children may receive extra support identified on provision map
- Support strategies and extra resources are put in place
- Children may be identified at Achievement Team Meetings



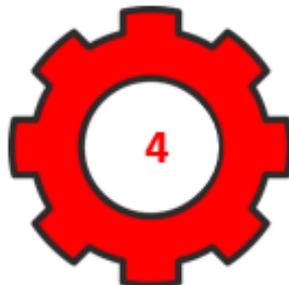
**Level 2 (Yellow)**

- Further support is needed or different strategies put in place
- Children have been referred to the SaFS team and further support or actions have been put in place.



**Level 3 (Orange)**

- Interventions put in place have not provided enough support. Further conversations are needed.
- Outside Agencies might be involved or giving support
- Possible CAF may be put in place



**Level 4 (Red)**

- Children may be subject to child protection.
- Multi-agency discussions may be taking place or a number of agencies are involved.
- Wider support services are being used.
- Formalised support needed including EHC Plans.

**Current Interventions on offer**

**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', wordbanks
- Access to a word processor.
- In class support from a LSA/ teacher.
- Focused group work with teacher/ LSA e.g. guided reading/writing.
- Individual reading.
- Accelerated Reading programme
- 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.
- Springboard maths
- 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
- Apples and Pears
- Dancing Bears
- Nessy

## **Communication and Interaction**

### **Universal Entitlement**

- Differentiated curriculum planning, activities, delivery and outcome, eg 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.
- Talking Pegs
- Communication Books

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

- Lunch and Breaktime Groups
- Friendship Groups
- Social Skills groups
- Thrive
- Lego Therapy
- Talking Partners

### **Level 3 Intervention – outside involvement**

- Support from Speech and Language Therapists
- Makaton and BSL support

### **Level 4 Intervention – Multi-agency Support**

- Support from County Inclusive Resource Team
- Involvement from Sensory and Communication Service
- 1:1 support
- Dual Placement with Vision and Hearing Unit
- Dual Placement with Speech and Language Unit

## **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
- Thrive

### **Level 3 Intervention – outside involvement**

- CISS (County Inclusive Support Service)
- Speech and Language Targets
- Behaviour Plan
- 

### **Level 4 Intervention – Multi-agency Support**

- Support from Educational Psychologist
- Support from Speech and Language
- Dual Placement with Pupil Referral Unit

## 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 practise

### Level 1 Intervention

- Fine Motor Skill groups
- Additional handwriting practise
- Additional keyboard skills
- Access to equipment, eg sloping boards, pencil grips, Captain's Chairs, portable ramps

### Level 2 Intervention – SaFS support

- Motor skills programme for small group or individuals.
- 

### Level 3 Intervention – outside involvement

- Guidance from physiotherapists
- Targets from Occupational therapists

### Level 4 Intervention – Multi-agency Support

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



