



Diocese of Norwich
Education and
Academies Trust

Kessingland Church of England Primary Academy

Special Educational Needs and Disability Policy

Policy Type:	Trust Core Policy
Approved By:	DNEAT Board of Trustees (Standards and Strategic Development Committee)
Approval Date:	11/11/2019
Date Adopted by LGB:	18 th December 2019
Review Date:	2020 (in line with publication of new code of practice due 2020)
Person Responsible:	Academies Improvement Director

Summary of Changes

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

Page Ref.	Section	Amendment	Date of Change
5	Roles and responsibilities	Individual learning plans, which are in addition to or different from typical curriculum provision	01/11/19
6	Staff training	It is an expectation that all SENCOs will have or study for the 'National Award in SEN Co-ordination'.	01/11/19

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 CofE 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 strategies - examples to be referenced within the SEN Information Report. 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 an ongoing 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 CofE 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
- Individual learning plans, which are in addition to or different from typical curriculum provision
- 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:

- Identify pupils with a special educational need and those who are disabled and those with a medical need
- Develop a Provision Map which evidences provision that is 'additional to or different' from the curriculum for all pupils with SEN 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 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 and those who may have SEN or are disabled or have a medical need.
- 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 and reasonable adjustments 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. It is an expectation that all SENCOs will have or study for the 'National Award in SEN Co-ordination'. 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 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 pupils 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

Kessingland Church of England Primary Academy 2019-20

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 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 code of practice, 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:

Name of SEND Governor	Jill Horne
Name of SENDCo	Miss Sarah Smith
Name of Head teacher	Mr. Adrian Crossland

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 SENDCo (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 opportunities for 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 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 SEN

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

- (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 SEN, 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 2019-20 shows that we have:

47 (18.5%) children are identified as having SEN, 4 (9%) of these children have an Education Health and Care Plan.

14 (30%) children are identified as having SEN linked to Cognition and Learning;

12 (26%) children linked to Communication and Interaction;

2 (5%) children linked to Physical and Sensory;

19 (41%) children are identified as having SEN linked to Social, Emotional and Mental Health difficulties

It is important to note that 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 SENDCo 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
- County Inclusive Support Service
- Ashley Outreach Team
- Speech and Language therapists
- The Newberry Child Development Centre
- Silverwood and Meridian House (CAMHS)
- School Health
- Occupational Therapists
- Dyslexia Outreach Team
- Suffolk Family Carers
- Educational Welfare Officer
- Social Workers and Family Support Practitioners

We currently employ 16 Learning Support Assistants (some part-time.) This includes: 3 Higher Level Teaching Assistants/ Cover Supervisors, 2 Apprentice Teaching Assistants and 1 Nursery Nurse, who support quality first teaching and deliver interventions as needed, monitored on the provision map, as coordinated by our SENDCo.

[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
- Thrive Approach
- Referral to our Student and Family Support Team or external agencies
- Additional interventions and support in class
- Individual support for emotional needs
- 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.

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 who support all areas of SEND and emotional needs and family issues. The team consists of:

Miss Sarah Smith -	Student and Family Support Lead Designated Safeguarding Lead SENDCo
Mrs Jane Cooper -	Pastoral Support Officer Thrive Practitioner
Mrs Lynda Hood -	Student and Family Support Ambassador Alternative Safeguarding and Online Safeguarding Lead Young Carers Lead
Mrs Laura Knowles -	KS2 Intervention Support

Miss Megan Draper - KS1/EYFS Intervention Support
Young Carers Support

Miss Katie Thomas - Thrive Support

We are developing a whole school approach to emotional and social needs by using the Thrive Approach. Our Pastoral Lead is available to support parents and pupils daily.

[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 in 2018/19 is: £152,848.80.

[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 SENDCo, 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 SENDCo 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 for more details.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the SENDCo to discuss specific requirements. For further information, please contact the school:

Email: 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.

[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 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.

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 SENDCO at a mutually convenient time.

How will the School staff support my child?

Our SENDCO 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 SENDCO and staff will guide the child in reflecting upon his/her behaviour. If needed, a Learning Support Assistant will provide additional 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 SENDCO.