

Kessingland Church of England Primary Academy 2021-22

SEN Information Report

Part of the Suffolk Local Offer for Learners with SEN

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

Mrs Jill Horne

Name of SENDCo

Miss Sarah Smith

Name of Headteacher

Mr. Adrian Crossland

Concerns and complaints:

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

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 SEN 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.

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.

We believe that each learner is created by God and is unique and special. Our vision is rooted in the idea that everyone as a child of God should be supported and encouraged to flourish and reach their full potential. This vision is supported through our school motto 'Aspire, Believe, Challenge'. We want everyone in our school family to **ASPIRE** to be the best that they can be, **BELIEVE** in themselves and others and **CHALLENGE** each other to achieve more than they ever thought possible knowing that 'With God, all things are possible' (Matthew 19:26)

We are committed to ensuring we develop the whole child, linked to Jesus' promise of "life in all its fullness".

- Life in all its fullness through positive and loving relationships with **compassion** and **respect** for ourselves and others;
- Life in all its fullness through **persevering** and growing as learners;
- Life in all its fullness through a knowledge rich curriculum with high **aspirations**;
- Life in all its fullness through a sense of community and **responsibility**;
- Life in all its fullness through spiritual development.

Just as the Good Shepherd know and **LOVES** each of his flock, we want to know each of our children and their unique and individual qualities, showing **RESPECT** and **COMPASSION**. We aim that like the Good Shepherd, we ensure each of our flock reach the best pastures where they are able to 'Thrive'. Just as the Good Shepherd **PERSEVERED** to look for his 'Lost Sheep', we aim to nurture and support those who may find things difficult and share together when we achieve great things.

As staff, parents and governors, we have a **RESPONSIBILITY** to be loving role models and like the Good Shepherd, reassure and protect our children to feel safe, have high **ASPIRATIONS** and flourish as individuals in our school community and beyond.

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 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 SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

A child has special educational needs if they have difficulties in one or more of the following areas:

- Cognition and Learning
- Communication and Interaction
- Physical and/or Sensory
- Social, Emotional and Mental Health

At Kessingland C of E Primary Academy, we have a clear process for identifying SEN. The school keeps a register of those pupils who have been identified and monitors the profile and progress of SEN learners across the school.

Our SEN profile for 2021-22 shows that we have:

64 (27%) of children are identified as having SEN, 8 (13%) of these children have an Education Health and Care Plan.

15 (23%) children are identified as having their primary need linked to Cognition and Learning;

27 (42%) children linked to Communication and Interaction;

4 (6%) children linked to Physical and Sensory;

18 (28%) 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 the primary category of SEN, they may also have additional needs and /or difficulties in the other categories too.

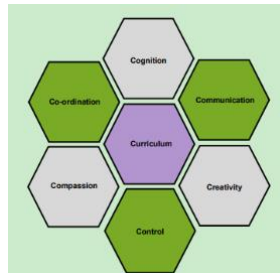
[Assessing SEND at Kessingland Church of England Primary Academy](#)

Class teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. Early identification is vital and we strive to support the needs of each individual in order to plan our support. 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 and work with parents, teachers and learning support assistants to plan an appropriate program of support. This plan is reviewed termly. In line with the SEN code of practice (2015) we use a graduated approach. Within each phase we will implement a cycle of: Assess-Plan-Do-Review.

Language of Assessment

At Kessingland Church of England Primary Academy, we use the 7Cs Learning Portfolio to help identify pupil's strengths and barriers to learning. There are 7Cs that are essential for learning and within each of those areas there are 7 key skills.

Cognition	Communication	Creativity	Control
<ul style="list-style-type: none"> -Working memory -Speed of processing -Inference -Anticipation -Reflection -Evaluation -Analysis 	<ul style="list-style-type: none"> -Expressive vocabulary -Articulation -Language and Understanding -Collaboration conversation -Listening -Social communication -Social interaction 	<ul style="list-style-type: none"> -Generate ideas -Problem solving -Attention -Motivation -Making things -Courage -Trust 	<ul style="list-style-type: none"> -Self regulation -Behaviour for learning -Anxiety management -Confidence -Resilience -Language of emotions -Independence
Compassion	Co-ordination	Curriculum	
<ul style="list-style-type: none"> -Friendships -Turn taking -Empathy -Sense of justice -Self-esteem and wellbeing -Self efficacy -Support for others 	<ul style="list-style-type: none"> -Fine motor skills -Gross motor skills -Sensory -Mobility -Stability and balance -Posture -Sensory processing 	<ul style="list-style-type: none"> -English -Maths -Science -Art and Music -History and Geography -Computing -PE and Sport 	

The 7Cs Learning Portfolio helps to define barriers to learning and inform action. It provides a language of assessment that helps us all to consider 'why' a learner is having difficulties with the curriculum.

If a child is finding Maths difficult, then providing more Maths may not help the child to overcome their barrier to learning. The child may need further support with their working memory, understanding of language or processing. The 7Cs language helps us to identify the next steps.

The 7Cs Learning Portfolio has been taken from a book called 'SEND Assessment – A strengths based approach' by Judith Carter published by Routledge Speechmark 2021.

We currently employ 12 Learning Support Assistants (some part-time) who support quality first teaching and deliver interventions as needed, monitored on the provision map, as coordinated by our SENCO. This includes: 2 Higher Level Teaching Assistants/ Cover Supervisors and 2 members of the Student and Family Support Team.

Children can have access to our Student and Family Support Team who support all areas of SEN and emotional needs and family issues. The team consists of:

Miss Sarah Smith -

Student and Family Support Lead
Designated Safeguarding Lead
SENDCo
Designated Senior Mental Health Lead

Mrs Jane Cooper -	Pastoral Support Officer Thrive Practitioner Mental Health First Aider
Mrs Lynda Hood -	Student and Family Support Ambassador Alternative Safeguarding and Online Safeguarding Lead Young Carers Lead

External Support

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
- Specialist Education Services: Cognition and Learning Team, Communication and Interaction Team, Social, Emotional and Mental Health Team and Sensory and Physical Team.
- Speech and Language Therapists
- The Newberry Child Development Centre
- CAMHS
- School Health including School Nursing Team
- Occupational Therapists
- Dyslexia Outreach Team
- Suffolk Family Carers
- Educational Welfare Officer
- Social Workers and Family Support Practitioners

If a referral to an external agency is recommended, this will be done in conjunction with parents/carers. Referrals may be discussed when a high level of support and intervention has already been in place by the school over a period of time with limited progress being made. In some cases, specialist advice may be sought immediately, dependent on the needs of the individual child.

What do we do to support learners with SEN at Kessingland Church of England Primary Academy?

All children have an entitlement to a broad and balanced curriculum, which is differentiated, to enable children to make progress and experience feelings of success, achievement and enjoyment in their learning. 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.

We respect the fact that our children have different educational and behaviour needs and aspirations. We understand they require different strategies for learning and acquire information at different ranges therefore need a range of different teaching approaches and experiences.

Teachers use a wide range of strategies to meet children's special educational needs. Lessons have clear objectives, work is differentiated and assessment is used to inform the next steps in learning. Our teachers also use various strategies to adapt access to the curriculum. This may 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 it can be found on our website.

The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcoming the barrier to learning.

There are times when to maximise learning, we ask the children to work in small groups or one to one outside the classroom. These will often be pupils who require high levels of support in order to engage with their learning and may be pupils who will require and Education Health Care Plan or will have one in place.

Support for Social and Emotional Wellbeing

We are developing a whole school approach to emotional and social needs by using the Thrive Approach. Pupils will access whole class Thrive sessions each week and some pupils will receive additional one to one or small group Thrive sessions.

Our staff team receive a range of training and support to understand barriers to learning and supporting children to develop their social, emotional and mental health needs to enable them to engage with school life and learning. In addition, our Pastoral Lead is available to support parents and pupils daily.

As a school, we have a very positive approach to all types of behaviour, with a clear reward system that is followed consistently 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 their behaviour. If needed, a Learning Support Assistant will provide additional support in class if needed.

Funding for SEND

Kessingland Church of England Primary Academy receives funding directly to the school to support the needs of learners with SEN. This is described in a SEN memorandum. The amount of funding we receive for 2021/22 is: £166,423.74.

Individual 'top up' funding from the LA is applied for where evidence suggests it is appropriate.

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/carers 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 (EHCP), the same termly review conversations take place, but the EHC plan will also be formally reviewed annually as a minimum.

The SENCO works with staff to collate the impact data of interventions, to ensure that we are only using interventions and support that have a desired impact on progress. 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.

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 SENCO to discuss specific requirements. For further information, please contact the school if you have any specific requirements for extra-curricular activities:

Email: office@kessingland.dneat.org
Tel: 01502 740223

Staff Training

To ensure that we are able to meet the needs of all children within our school all staff have regular opportunities to access CPD.

Staff have opportunities to engage with specialist education services through inclusion surgeries and staff consultations around individual pupils. Adults working with individual pupils also receive support from a range of professionals and this support is always planned to ensure the needs of individual pupils are met.

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, follow this link

<https://www.gov.uk/equality-act-2010-guidance>

Individual medical needs are also identified and with Parents/Carers, a care plan is agreed.

Preparing for Starting School and Moving On

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.

The EYFS team work extremely closely with parents to ensure they have a positive start to their school journey including home visits. Children have the opportunity to spend time in their new classroom environment, experience daily routines and familiarise themselves with the adults they will be working with.

If a child joins us during the year they will have a tour of the school. There will be an opportunity to meet with appropriate staff so we are fully aware of any individual needs before they begin.

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. We work extremely closely with any High School and support any individual transition packages required for pupils.

[Have your say](#)

Kessingland Church of England Primary Academy is part of the community. We 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. Please engage with our annual process to 'assess plan, do and review' provision for SEN and talk to us if you have any concerns or questions.

