



# **Kessingland Church of England Primary Academy**

## **Special Educational Needs and Disability Policy**

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| <b>Policy Type:</b>        | <b>Trust Policy</b>                                                    |
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| <b>Person Responsible:</b> | <b>Deputy Chief Executive Officer</b>                                  |

## **Our Christian Ethos and Values**

All policies within the Diocese of Norwich Education and Academies Trust hereafter referred to as “the Trust”), whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

We have high ambition for all, and we truly value the wider educational experience.

We walk and talk our Christian values. We put people at the centre of the organisation and want to see them flourish and grow. Our schools are inclusive, welcoming those of all faiths and none.

## **Overall accountabilities and roles**

The Trust has overall accountability for all its academies and staff. Through a Scheme of Delegation for each academy it sets out the responsibilities of the Trust, its Executive Officers, the Local Governing Body and the Head Teacher. The Head Teacher of each academy is responsible for the implementation of all policies of the Trust.

All employees of the Trust are subject to the Trust’s policies.

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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 Church of England Primary Academy (hereafter referred to as “the Academy”) believes that:

- All pupils with SEND are entitled to a broad and balanced curriculum.
- 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.
- 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 that requires provision that is in addition to or different from others

- 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.

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

- That all pupils access an ambitious curriculum.
- To provide quality first teaching.
- 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 - examples to be referenced within the SEN Information Report. Class and subject teachers may be supported, where appropriate by teaching assistants or other experts 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 the 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 attainment and progress data
- Analysis of progress through the 7Cs

- Consideration of the whole<sup>e</sup> 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.
- Case sampling

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 Learning 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 a Learning Plan or Pupil Passport.
- Secure good teaching outcomes by providing quality first teaching and reasonable adjustments as a standard classroom technique.
- Ensure pupils have access to appropriate support, including resources, 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 Coordination'. 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 where appropriate, are part of the monitoring of progress and are involved in decisions around their education.

To achieve this the Academy will encourage pupils to express their views about their learning, help them to identify their own targets and needs and be part of the graduated response.

### **Monitoring**

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

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 annually 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 2024-25**

### **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:

SEND Governor: Mr Bruce Gordon  
SENCO: Miss Hannah Drake  
Executive Headteacher: Miss Kellie Egleton

##### **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 line our school vision with the Church of England. The vision is deeply Christian, with the promise of Jesus of 'life in all its fullness.' 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. We want our children to:

**'Be the best they can be' and live 'life in all its fullness'. (John 10:10)**

By exploring the parable of 'The Good Shepherd' we can think more about the vision of 'life in all its fullness'. Just as the Good Shepherd knows 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 reassuring and protecting our children to feel safe, have high **ASPIRATIONS** and flourish as individuals in our school community and beyond. With this in mind we want our children, staff and families to 'Be the best they can be' and live 'life in all its fullness' (John 10:10)

### 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 2024-25 shows that we have:

57 (27%) of children are identified as having SEN, 9 (16%) of these children have an Education Health and Care Plan and 5 (9%) are awaiting assessment.

8 (14%) children are identified as having their primary need linked to Cognition and Learning;

31 (54%) children linked to Communication and Interaction;

4 (7%) children linked to Physical and Sensory;

14 (25%) 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.

We currently employ 18 members of support staff (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: 5 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<sup>e</sup>  
Designated Safeguarding Lead  
SENDCo

Mrs Jane Cooper -                      Pastoral Support Officer  
Thrive Practitioner  
Mental Health First Aider

### **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

- 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.

In school, we also have a member of the team who is ELSA trained.

### **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 2024/25 is: £175,158.91.

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/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 (EHCP), the same termly review conversations take place, but the EHC plan will also be formally reviewed annually as a minimum.<sup>3</sup>

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.

