

KINGFISHER PRIMARY



SEN Information Report

Date: 01/09/23

Review: 01/09/24

The kinds of special educational needs that are provided for in Kingfisher Primary

It is a primary aim of Kingfisher Primary that every member of the academy community feels valued and respected, and that each person is treated fairly and well. The presence of pupils with either a disability or special educational needs is warmly welcomed by our academy and the governing body. Every opportunity will be taken to ensure that these pupils, along with all others, are treated equitably and fairly at all times. This is an inclusive academy which accommodates all kinds of special educational needs and disabilities. These are classified according to 4 main categories as referred to in the reforms to the SEN Code of Practice (Sept 2014):

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Main Contacts

Miss C Skinn (Principal) 01302 349275

Mrs A Parsons (Inclusion)

Mrs C Thornton (SENDCO)

Policies for identifying children and young people with SEND and assessing their needs

SEND Policy

Behaviour Policy

Accessibility Plan

Safeguarding Policy

Equal Opportunities for pupils (based upon the Equality Act 2010)

Procedures for identifying pupils with SEND and for monitoring their progress will be clear, effective and straightforward. All procedures will take account of the new SEND reforms. Parents will be fully informed at every stage and the views of both parents and pupils taken into account. Please see the SEND policy for further information.

Arrangements for consulting parents of children with SEND and involving them in their child's education

- The best results are achieved when everyone around a child works together. In working towards this principle, the academy will:

- Assist parents/carers in their understanding of SEND procedures, provision and support.
- Provide opportunities for mediation and discussion.
- Ensure that the review process seeks and takes account of the parent/carer's view wherever possible.

Wherever possible, there should be pre-emptive action for the child/parents before the child enters the academy if it is known that they have additional needs. This includes:

- visits to the previous setting,
- advice from other professionals,
- discussions with the class teacher and the SENCo.

This support and communication continues when the child is at the academy with at least termly meetings and informal discussions as necessary. Each child on the SEND register has a SEND Support Plan, which contains their targets and how the academy and parents can help them to achieve them.

Arrangements for consulting young people with SEND and involving them in their education

We believe that pupils should understand and be involved in the setting of their own targets where appropriate. Our curriculum is child centred and we place a focus on meeting the needs of every child within the academy and valuing their opinion. We recognise that effective action for SEND students will depend on close cooperation between the academy and other services and agencies.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

After each cycle of SEN support plan we review the child's progress towards their outcomes. Children are involved in their own targets and therefore will be supported in recognising their own progress. Individual outcomes are reviewed and amended or new ones set, based on the needs of the child. in consultation with parents.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

To support the transition from home to Nursery we provide the following: home visits, information packs, nursery meeting, stay and play drop in sessions, transitional meetings for children with additional needs as necessary- involving parents, class teacher, SENCo, PSA and relevant outside agencies. Academy also offer additional transitional sessions where this would benefit a child.

To support the transition from home to F2 we provide the following- information packs, reception meeting, transition sessions, transition days, transitional meetings as necessary- involving parents, class teacher, SENCo, PSA and relevant outside agencies. We also provide a parents information book and a photo booklet for children in both FS1 and FS2.

To support the transition from Y6 to Secondary school and other academies we provide the following:

Extra support is given for children with additional needs and their parents to visit the transition academy- with extra visits available, meetings with key people, and activities for the children in their new environment. Moreover, staff new to the child are given the opportunity to visit Kingfisher Primary and work with the children.

Approach to teaching children and young people with SEND

At Kingfisher Primary our practice is inclusive. All staff, whatever their role within the academy, have a duty to promote the equality of opportunity for all pupils and positive attitudes towards all pupils. Quality First teaching is always personalised and differentiated. Our approach to teaching and learning meets the learning styles and needs of all the children. Suitable resources are chosen which both motivate and are sensitive to children with additional needs.

We support the children within the class to involve and engage them and put in place interventions outside the class to close the gap. These include Letters and sounds phonics, daily 1:1 reading, Rapid Reading, First Class Maths and any other focused support group that meet the needs of the child. We also run social/ emotional groups within the academy to improve attitudes towards learning on a 1:1 or small group basis.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEND

The Disability Discrimination Act requires schools to make reasonable adjustments (according to need but that are practically and financially viable) to ensure that disabled pupils and users of the academy are not put at substantial disadvantage and are able to access the same opportunities as their non-disabled peers. Specifically, that all pupils will have the same access to information, the academy environment and the curriculum (as stated in the Accessibility plan).

Quality first teaching involves differentiation at all levels in all areas of the curriculum. Support is put in place within class and through class interventions (see above). Children may need specific resources to engage them or to allow them to access the curriculum dependent on their needs. At Kingfisher Primary we would ensure every effort is made to allow pupils with SEND to fully access the curriculum.

The learning environment may require physical modifications-for example ramps for wheel chair access or a changing bed. Moreover the classroom layout may need changing to allow

space for a wheelchair or walking frame. We currently have 2 disabled toileting facilities in the academy and a disability lift.

The monitoring and evaluation of the effectiveness of provision to meet the additional needs of students who have special needs covers a range of important and interrelated areas.

In particular:

The allocation and effective use of resources

The performance of LA/Academy support services

The provision for SEND pupils including termly reviews

Individual pupil progress

Use of delegated funds

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

Students with SEND and their families, have the right to be supported by high quality skilled professionals. The academy supports this principle by ensuring that staff have access to relevant professional development which directly addresses the development of expertise in SEND. Some of this professional development will consist of the exchange of best practice between schools including special schools. A comprehensive and appropriate staff development programme will be developed, which addresses the skills and knowledge staff will need to fully support and teach all students who attend the academy. Support staff are trained in delivering interventions (see above). Bespoke training is also put in place to meet the needs of children at the academy e.g.-moving and handling training and managing children with epilepsy in the academy.

Evaluating the effectiveness of the provision made for children and young people with SEND

The SENDCo monitors provision in the academy to ensure the needs of all SEND children are being met as well as individual SEND plans which are reviewed at least termly with parents. Interventions are regularly evaluated and progress measured, through pupil progress meetings. If progress is not sufficient all parties come together and alternative arrangements are made whether it means an alternative intervention or the need to refer on to other agencies. If necessary the SENDCo makes a request for an EHCP to be written (Educational and Health Care Plan).

How children and young people with SEND are enabled to engage in activities available with children and young people in the academy who do not have SEND

Wherever possible, children are taught together with appropriate differentiation and support to allow them access to the curriculum.

The academy also plans continually to increase access to education for SEND pupils in terms of:

Increasing the extent to which all pupils can participate in the curriculum.

Improving the environment in terms of accessibility.

Improving the delivery of information.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

At Kingfisher Primary, we have a thorough PSHCE curriculum throughout the academy. We have a clear behaviour policy followed by all children and staff. We have an Inclusion Team with a dedicated base and staff who provide small group intervention to improve the emotional and social development of those children who need additional support. We have a Parent Support Advisor who supports families and liaises with other agencies as well as working closely with the academy.

Our Anti-Bullying policy emphasises to all members of the academy community that bullying is not acceptable and must be totally discouraged. We aim to produce a consistent academy response to any bullying and incidents of harassment that may occur.

Measures to prevent Bullying

It is important that we create an atmosphere in the academy where anyone who is being bullied, or others that know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying or harassment is likely to continue. The exact course of action will vary with each situation but the main objectives are that bullying and incidents of harassment are brought into the open, discussed and strategies to help solve the problem. It is always important to make clear that:

- The bully's behaviour is unacceptable and the bullying must stop.
- Staff must ensure that everything that happens must be carefully recorded using CPOMs.
- The application of sanctions will depend on the individual circumstances of each incident.
- The academy will work with the parents of all children involved.
- Support will be available for the affected parties.

The academy curriculum

The academy curriculum will be used to:

- Raise awareness about bullying behaviour and the academy's anti-bullying policy.

- Challenge attitudes to bullying, increase understanding and help build an anti-bullying ethos in the academy.
- There are many opportunities within the curriculum to raise awareness, teach relationship management and to discourage bullying or harassment via assemblies.
- PHSE/Drama/English lessons.
- Circle time.
- Close supervision of all areas at all times.
- Anti-Bullying week.

How the academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

The academy involves other agencies such as: the health visitor and nurse; social services; speech and language; specialist support such as Educational Psychology, Occupational Therapy and Physiotherapy as and when it is necessary. Good relationships have been made with outside agencies and special schools. Moreover, the academy supports parents throughout this process led by the SENDCo and Parent Support Advisor.

Arrangements for handling complaints from parents of children with SEND about the provision made at the academy

If parents are unhappy with the provision made for their children they should contact the SENDCo in the first place and then the Principal. We are committed to supporting you and your children and ensuring that the provision meets the needs of children in our care.

Details of the academy's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

All schools have a similar approach to meeting the needs of pupils with SEND and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress. All academies are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible, where families want this to happen.

We aim to ensure that all looked after children expect and experience the same outcomes as their peers. For pupils with SEND who are looked after, we expect the same equal access to all areas of the curriculum. There is a designated governor, who ensures that information about Children in Care is collated. The governor should report periodically to the governing body regarding Children in Care and their achievement. Accurate attendance records are maintained for all Children in Care and regular meetings with social workers and members of the Local Authority Looked After Children service. Children in Care have regular reviews and Personal Education Plans are updated termly and the progress of these children is tracked separately. Extra support is always given and extra funding is available to support children both within and outside academy to allow them to access the curriculum effectively and to

close the gap between themselves and other children. Parents/carers are given support and regular information. Staff are made aware of the difficulties and educational disadvantages faced by Children in Care and they understand the need for positive systems to support them, whilst maintaining high expectations for their educational achievement.