

# SEND Information Report

## Kenningtons Primary Academy



Approved by: *Sarah Lewis*  
CHAIR OF GOVERNORS Date: *12.07.18*

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## 1. Aims

Our information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Kenningtons Primary Academy aims to develop a socially inclusive community where all children's differences are celebrated and where no child is discriminated against because of disability or special educational need.

We aim to comply with all the duties in respect of SEND, including having regard to the SEN Code of Practice (2015). We offer children with special educational needs or disabilities full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum. We expect that all children should be able to 'enjoy and achieve' in line with the aims of 'Help Children Achieve More'.

We aim to be a school where:

- pupils make good progress in academic skills whilst ensuring good personal, moral and spiritual development
- all children are included in all aspects of school life
- all pupils with special educational needs (SEND), whether physical, mental health, intellectual, social, emotional or behavioural, receive an appropriate, differentiated education.
- parents/guardians are encouraged to join us in planning and supporting at all stages of their child's development
- children's needs are assessed and identified early and there is thorough recording and regular review of progress
- we promote individual confidence to overcome challenges
- every child is enabled to experience success and achievement
- there is effective use of support services
- all our differences are celebrated

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

### 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Mrs Alana Branch. To contact Mrs Brach please email [enquiries@kenningtons.thurrock.sch.uk](mailto:enquiries@kenningtons.thurrock.sch.uk).

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### 4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### 4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **5.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

### **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Keep up
- Nessie
- 15 minutes a day reading programme
- Lego therapy
- Gym trail
- Precision teaching

We also find interventions when they are required to meet the needs of the pupils.

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

We have twenty-four teaching assistants who are trained to deliver interventions such as those named under section 5.5.

Teaching assistants will support pupils on a 1:1 basis when they have an EHCP or their needs require it.

Teaching assistants will support pupils in small groups when several children have similar needs.

The agencies used by the school to provide support for pupils with SEND include:

- Educational Psychologists

- CASS (Child and Adolescent Support Team)
- CAMHS (Child and Adolescent Mental Health Service)
- EWO (Educational Welfare Officers)
- Advisory Teachers for Hearing Impairment, Visual Impairment and Speech and Language Difficulties
- Beacon Hill and Treetops Outreach Service (these are both Special Schools)
- Social Services
- Children's Therapy Team (Speech and Language / Occupational Therapy / Physiotherapy)
- Paediatricians and local hospitals
- School Nurse

### **5.9 Expertise and training of staff**

Our SENCO has five years experience in this role. She has completed the required training for SENCOs. She works three days a week. All of her time is focused on SEND.

We have a team of twenty-four teaching assistants, including 3 higher level teaching assistants who are trained to deliver Emotional Wellbeing provision.

We use specialist staff for Speech and Language Therapy, Physiotherapy and Counselling.

### **5.10 Securing equipment and facilities**

Accessible toilets are available in all buildings. All buildings are accessible by ramp. Further modifications may be made to the school site where required for the needs of future pupils.

Resources are purchased on a need analysis basis. They may be requested by an external agency or requested by the class teacher.

### **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All pupils are encouraged to go on our residential trip to Stubbers.

All pupils are encouraged to take part in interhouse events.

Class trips are Risk Assessed so that children may the trip attend safely.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND encouraged to be active participants in areas of Pupil Responsibility to promote teamwork/building friendships etc.
- We have a zero tolerance approach to bullying. Please see our Anti-Bullying Policy.
- We have an Emotional Wellbeing Team, including Pastoral Manager and two Emotional Wellbeing Teaching Assistants.
- The Oasis Room is available throughout the day, including break and lunchtime.

- We provide a Counselling Service.
- Emotional Wellbeing Interventions take place, including social strategies, Lego Therapy e.t.c as named under Section 5.6.

#### **5.14 Working with other agencies**

We believe in multi-agency working. We will always seek your permission to speak to other agencies about your child.

#### **5.15 Complaints about SEND provision**

Complaints about SEND provision are dealt with as per the school Complaints Policy and Procedure.

#### **5.16 Contact details of support services for parents of pupils with SEND**

Whilst we always try to support families whose children have SEND, it may also be beneficial for you to contact the Parent Advisory Team Thurrock. Details can be found here <http://www.patf.org.uk/>

#### **5.17 Contact details for raising concerns**

All concerns to please be put in writing addressed to the headteacher.

#### **5.18 The local authority local offer**

Our local authority's local offer is published here:  
<http://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Behaviour and Discipline
- Equality information and objectives
- First Aid and Asthma
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy

