



# Kenningtons Primary Academy

## *SEND Information Report*

**2020 - 2021**

Date of Approval	17 <sup>th</sup> December 2020
Review Duration	1 Year
Date of Renewal	17 <sup>th</sup> December 2021

# Kenningtons Primary Academy

## SEND Information Report

December 2020



**This SEND Information report has been written to help children and their families understand the support and provision available at Kenningtons Primary Academy for pupils with Special Educational Needs and Disabilities (SEND)**

Our school aims to provide a safe and secure learning environment where children are able to learn the skills they need to succeed in life and prepare them for their future. We understand and celebrate that each child is an individual with their own specific needs. We strive for equality and are committed to meeting our legal duties under the provisions of the Equality Act 2010. All pupils, regardless of their SEN or Disability, will be catered for and reasonable adjustments will be made to ensure that no pupil is treated less favorably than others.

### **What kinds of SEND are provided for at Kenningtons Primary Academy?**

We are an inclusive school that caters for children with a wide 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

### **How do we identify children with SEND?**

Our school regularly monitors your child's learning to ensure they are making good progress. Your child's teacher may raise concerns about his/her progress and if targeted teaching is not meeting their needs, the teacher may then refer your child to the school Special Educational Needs and Disability Coordinator (Mrs Thomas) who will contact you to discuss your views and analyse your child's needs. She may carry out further assessments to identify any barriers to learning.

In line with the Special Educational Needs and Disability code of practice: 0 to 25 years (2015) we identify children as having a learning difficulty if they have ***a significantly greater difficulty in learning than the majority of others of the same age, or if they have a disability which prevents or hinders them from making use of the facilities provided for others in our school.*** When children are identified as having a learning difficulty, special educational provision is provided for them. 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.

### **How will the school let me know if there are concerns with my child's progress?**

If your child is identified as not making expected progress the school will provide additional support and monitor their progress closely. Your views are important to us and we will discuss with you:

- Any concerns you/we may have
- Any further interventions or referrals to outside professionals to support your child's learning
- How we will work together, to support your child at home/school.

### **How can I let the school know I am concerned about my child's progress in school?**

If you have concerns about your child's progress you should speak to your child's class teacher. If you have any further concerns you are welcome to speak to the Headteacher, SENDCO, Pastoral Lead or the school SEND Governor.

- Headteacher: Mrs J Sawtell-Haynes,
- SENDCO: Mrs E Thomas,
- Pastoral Lead: Miss T Dole,
- SEND Governor: Mr A Anzie,

Please ask at reception, or telephone the school on 01708865663 to make an appointment.

Our school aims to work in partnership with parents and carers to provide children with the best possible school experience. If you are unhappy with the support being offered for your child and you have spoken to the above members of staff, please consult our complaints procedure which can be found on the school website.

### **How will my child's views be listened to?**

We always listen to our pupils as their welfare and happiness is important to us. We take into consideration their views, aspirations, preferences and needs. Our children regularly set and review their own learning targets with their teacher. Some children who have specific barriers to learning are involved in writing a one page pupil profile to explain their needs

### **How will you assess and review my child's progress?**

All children's progress is assessed and reviewed each half term so that appropriate provision is provided. This will take place in a variety of ways including, tests, observations, discussions with staff and looking at children's work. The overall strategy we apply is the **Graduated Approach-Assess-Plan-Do-Review cycle**.

**Assess:** The class teacher will work with the SENDCO 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

**Plan:** Outcomes, Interventions and SEND provision are planned and shared.

**Do:** SEND provision is then delivered by appropriately trained staff in the form of additional in-class support or an intervention group to address a particular need, these are time limited. 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.

**Review:** The effectiveness of the provision and the impact on pupil progress will be monitored regularly by the class teacher and will be shared with you.

## **When will I be involved?**

You will be invited to meet with your child's teacher during our parent consultation evenings. The SENDCO is also available during this time to discuss your child's additional needs. We will have an early discussion with you and your child 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 needs
- 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.

Additional meetings may be arranged to discuss our provision for your child. We aim to hold additional person-centered planning meetings for all pupils with higher level or complex needs. Children who have an Education Health Care Plan will also have an Annual review where all of the people involved in their provision will be expected to contribute to their plan.

## **How will we support your child when they are leaving this school? Or moving on to another class?**

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

### **If your child is moving to another primary school:**

We will contact the new school's SENDCO and ensure they know about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible. If your child would be helped by a book to support them while moving on it will be made with them. Additional visits to their new school can be arranged and in some cases staff from the new school may visit your child here.

### **If your child is moving on to secondary school:**

There are many strategies in place to enable your child's transition to Secondary school to be as smooth as possible.

- Secondary school staff visit pupils and speak to current Year 6 teachers before they join their school.
- Secondary schools arrange meetings with the SENDCO to discuss the children with SEND further.
- Children attend transition days/weeks at the particular schools they are going to. For some children, we may book additional visits.
- All SEND reports and information are passed on to the new school as soon as we have received confirmation that they are on roll.

## **How will teaching be adapted for my child with Special Educational Needs?**

All children's' needs are initially met through High quality teaching differentiated to meet your child's needs. Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to learn as independently as possible. Additional support is available for pupils with SEND depending on their level of need. Here are some examples of the type of support some children with SEND currently receive:

#### **Additional adult support**

- Teachers and Teaching assistants provide additional hover support for most pupils with SEND in the classroom.
- Teaching assistants support some pupils with SEND in small groups as part of their additional classroom provision or when delivering a specific intervention.
- Teaching assistants support some pupils with SEND on a 1:1 basis if this is identified on their Learning support plan or Educational Health Care plan.

#### **Different types of therapy is delivered when advised by external agencies**

- physiotherapy
- speech and Language therapy
- occupational therapy
- individual counselling in school

We have 22 teaching assistants (3 of whom are HLTAs) who are trained to deliver interventions such as:

- Phonological awareness
- Toe by Toe
- Phonics
- Precision Teaching
- Colourful Semantics
- Catch up Numeracy and Literacy
- Nessy
- Attention Bucket
- 15 minute read
- Lego therapy
- Dance Mat (Touch Typing)
- Social Stories
- SNIP spelling

#### **What adaptations can be made to support my child?**

Our school encourages inclusivity. Therefore we will ensure that reasonable adjustments are made for your child to access the curriculum. We promote a multisensory approach to learning which is particularly beneficial for children with a variety of needs. 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.

#### **How are adults in school helped to work with children with SEND?**

Our SENDCO has 8 years' previous experience working as an Inclusion Manager and SENDCO. She has completed the required training for SENCOs. She works 3 and 1/2 days a week to manage SEN provision. All of her time is focused on SEND. Part of the SENDCO's job is to support the class teacher in planning for children with SEND. She delivers regular training sessions for teaching assistants and teachers to update their knowledge and skills related to SEND. Whole staff training takes place on a regular basis to improve the teaching and learning of children including

those with SEND. Individual teachers and support staff can attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

### **Which specialist services and expertise are available at or accessed by the school?**

The school has good links with outside agencies who offer a range of specialist services and support. We currently draw on the following:

- Educational Psychologists
- EWMHS (Emotional Wellbeing 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

### **How do you work with other agencies?**

The school liaises closely with a variety of outside agencies and professionals to assess and support children's needs. We host multi agency meetings to support children who have complex needs and their families. We can signpost families to a range of support available.

### **How do you know if things are working?**

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

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after 8 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **How will you make sure my child is included?**

We are an inclusive school that values the participation of all children. We actively encourage pupils with SEND to take part in all school activities and make adaptations where necessary. All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs. All pupils are encouraged to go on our residential trip to Stubbers and to take part in interhouse events. Class trips are Risk Assessed so that children may attend the trip safely. No pupil is ever excluded from taking part in these activities because of their SEN or disability. 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.



### **What emotional wellbeing support is available?**

There are opportunities for children to talk about their feelings in class. We are a 'listening' school and ensure children know who they can talk to if they have particular worries. The school offers a variety of pastoral support for all pupils including those with SEND these include:

- Pupils with SEND are 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

### **What if my child has a medical need?**

If your child has a pupil has a complex medical need then a detailed care plan is compiled by the school and the parents/carer, following advice from a medical professional. The key information is shared with all staff. Parental consent must be obtained in order for children to be given prescription or non-prescription medication at school.

### **How do I make a complaint?**

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **What other support is available for parents of pupils with SEND?**

#### **Parent Advisory Team Thurrock.**

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.patt.org.uk/>

#### **The Local Offer?**

The Children and Families Act requires Local Authorities to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and/or Disability (SEND) aged 0-25. This is the 'Local Offer.' It is also an important resource for parents in understanding the range of services and provision in the local area. The Local Offer can be found at: [Thurrock SEND Local Offer](#)

**For further information please refer to the SEND Policy which can be found on the school website.**

**Written by Mrs E Thomas - SENDCO. She can be contacted via the school office on 01708865663.**





**This Policy was approved by the Pupils, Admissions & Curriculum Committee  
on a yearly cycle and reviewed by the Governing Body.  
It must be signed by the Chair of Governors and Headteacher.**

<p>Signature of Chair of Governors:</p> <p><i>Sarah Seeps</i></p> <p>17.12.20</p>	<p>Signature of Headteacher:</p> <p><i>Bawell-Haynes</i></p> <p>17.12.20.</p>
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