

Kedington Primary Academy SEND Report

At Kedington Primary Academy, we are committed to working together with all members of our school community to support children with SEND. We are an inclusive mainstream setting and we believe in “Every Child, Every Opportunity, Every Day”. We support children with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.

The best people to contact this year are:

Name of SEN Governor: Annette Brooker

Name of SENCO: Hayley Ahlquist

Name of Head teacher: Vicky Doherty

Alternatively, if you think your child may have SEN please speak to their Class Teacher initially. They will then talk to you about next steps.

Our Approach to Teaching Learners with SEND

At Kedington 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 want to create 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 also aim to create a learning environment that is flexible enough to meet the needs of all members of our school community.

Staff continually assess and monitor the progress of all our pupils regularly to enable us to identify any gaps in their learning and intervene early. We continually monitor through ongoing teacher assessment, and discussions are held between senior leaders, SENCO and class teachers during pupil progress meetings.

How we identify SEN

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) (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.

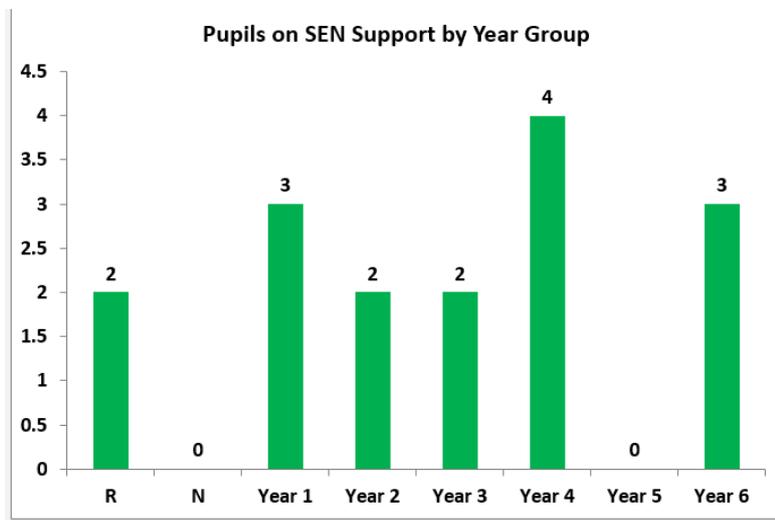
Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all (although this alone may not mean that a pupil has SEN). They may be worried about different things that distract them from learning. At Kedington 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 vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

There are four main categories of need. These are:

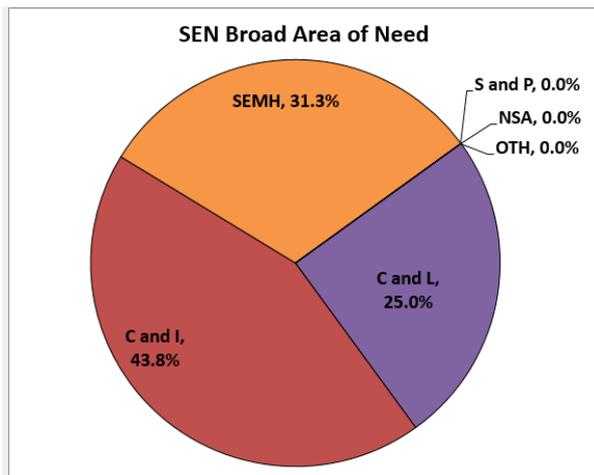
- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Our current SEN profile

Our SEN profile for 2019-20 shows that we have 8% of children identified as having SEN and 1.0% of these children having an Education Health and Care Plan. Pupils with SEND are fairly distributed across year groups as the chart below indicates.



The relative areas of need within school are:



SEMh- social, emotional and mental health

C&L- cognition and learning

C& I- communication and interaction

P& S- physical and sensory

NSA- no specialist assessment

What are the different types of support available?

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. At Kedington, we believe quality first teaching is fundamental to all including children with SEND. Where children may be identified as needing further support, our teachers will use various strategies to adapt access to the curriculum- this might include using:

- Visual timetables
- Writing frames
- Next and now boards
- Positive behaviour and sticker charts
- Tailored curriculum and adaptation to the learning environment
- Use of intervention programmes such as Pixl therapies, extra phonics sessions, Read Write Ink, Pre and post teaching, precision teaching and code
- Social stories
- Clicker & use of iPads
- Sensory boxes and work stations
- Tutoring- small group or 1:1.
- Access to outside agencies upon parent's consent
- ELSA- in school emotional support teaching support
- TRAUMA Informed schools approach and therapies

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This information is detailed on an Individual Provision Plan (IEP) which highlights to parents the support that their child is receiving.

During March 2020, we experienced a national lockdown because of COVID 19. Despite this, we continued to ensure our most vulnerable pupils with SEND were continuing their learning through high-quality remote teaching or key worker care. This also included some individual tutoring and online lessons tailored to their particular needs. We continued to monitor their progress, adjust IEP targets and regularly risk assessed their needs to ensure their educational and well-being needs

were met by our establishment. Our SEND children continued to make good progress during this period of school closure.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Kedington. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. 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. Pupil progress meetings involving SLT, SENCO and class teachers support the monitoring process, as well as measuring the impact of focused targets from children's IEP. Outcomes are shared with parents and new targets set termly.

We believe in strong positive relationships with parents and would encourage parents/carers to discuss their child's progress and any specific needs they may have so that we can work together as a team for your child.

What outside agencies are accessed to support children with SEND?

At Kedington, we have a number of outside agencies we access to support children with special educational needs and disabilities. For example:

- CISS Outreach Service
- Specialist teachers
- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Parent Partnership Service
- School nurse
- Behaviour support
- OM well-being and support

Any referral to these services will always be in agreement with parents.

How do we prepare for the next step?

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. At Kedington Academy, we are committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Before children move classes, their current teacher will meet with their new teacher to share information and records. This ensures that staff are fully informed of children's needs and specific adaptations that need to be made aid a smooth transition. Transition to secondary schools will be discussed in the autumn term of Year 6 to ensure time for planning and preparation. We are fortunate to be part of Unity Schools Academy and therefore have very good links and communication with SENCOs from secondary schools within our trust.

Where can I get further information?

Below is a list of useful websites providing more information to parents of children with SEND.

Suffolk County Council Local Offer www.suffolklearning.gov.uk

National Autistic Society www.autism.org.uk

British Dyslexia Association www.bdadyslexia.org.uk

UK Charity for helping children and young adults with communication impairments
www.scope.org.uk

British Deaf Association www.bda.org.uk

Suffolk Young Carers www.suffolk.gov.uk/children-families.../support-for-youngcarers-in-suffolk

Kedington Primary Academy Special Educational Needs Report updated December 2020.