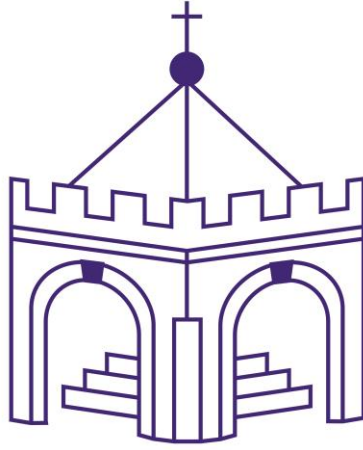


KING INA



CHURCH OF ENGLAND ACADEMY

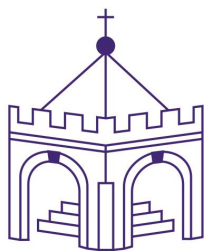
'Developing happy, hardworking learners
who can achieve their full potential in a
secure Christian environment.'

King Ina C of E Academy

Annual Report to Governors and Parents on Special
Educational Needs (SEN) 2016/17

July 2017

KING INA



CHURCH OF ENGLAND ACADEMY

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Annual Report to Governors and Parents on Special Educational Needs 2016/17

King Ina Academy has a duty to report annually to all parents on the provision for children with Special Educational Needs and /or disabilities. (SEND) The Special Educational Needs Code of Practice and Somerset's new Core Standards set out the processes and procedures that all organisations should follow to meet the needs of all children. King Ina Academy's SEND Policy is in line with the current code of practice, and local core standards to ensure a graduated approach that recognises that children learn in different ways and can have different kinds of SEN and /or disabilities. It is very important that we identify any children with SEND as early as possible. The Code of Practice defines SEN as follows:

"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."

Similarly, Somerset's Core Standards for SEND, has this Inclusion Statement at its core:

"All children and young people in Somerset have the right to an inclusive education where they feel they belong. An inclusive education encourages all children and young people to be the best they can be, whilst making learning enjoyable and fulfilling; socially, emotionally and academically."

Somerset has had a positive focus on SEND provision across the county, and have agreed the following aims within their SEND Strategy 2016-19:

- A positive experience for our families, children and young people of the SEND system and support so that they feel empowered and confident to engage and to make decisions
- Timely and accurate assessment and early identification of SEND across education, health and care services
- Inclusive and equitable access to good quality, local education and support
- Smooth and effective transitions at key points for the child and young person
- Creative partnership working which delivers effective, fair and transparent systems and services

At King Ina Academy, we aim to ensure that our SEND provision incorporates all that is required of us, and much more besides. We are very proud to be an inclusive school, and this year we have been awarded Diabetes Friendly Status and the Inclusive Dyslexia Friendly School Award.

Children who are identified as having SEND, are recorded on the SEND Register/Census. This is a tool used in school and county wide, to identify pockets of need and ensure that our children with SEND are achieving and making appropriate progress. Previously there were three categories of SEND:

School Action, School Action Plus and Statements

With the new Code of Practice, and Somerset's Core Standards, children who currently have a Statement of SEND, will have their statement replaced with an Education Health Care Plan (EHC Plan). King Ina Academy currently have no children with a Statement of Need.

The new categories within Somerset, will bring Somerset in line with the majority of the UK, and will consist of:

- UNIVERSAL Provision for ALL children and young people
- SEN SUPPORT for SOME children and young people, who need additional targeted support
- HIGH NEEDS Provision for a FEW children to support complex and long term difficulties

King Ina Academy's Special Educational Needs Coordinator (SENCo) is Mrs Lisa Thompson. The governor with responsibility for SEND is Mrs Ann Faulkner. The SEND policy is being reviewed (July 2017) to reflect changes brought about by Somerset's new Core Standards for SEND.

Total number of pupils with SEND (SEN Support & High Needs) June 2017: 25

Level of Provision	Reception FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
SEN Support (<u>not</u> High Needs)	1	2	3	4	2	6	6	24
High Needs Support	0	0	0	0	1*	0	0	1*
EHC Plan	0	0	0	0	1*	0	0	1*
Total SEN Support	1	2	3	4	2 * Same child	6	6	25 * Same child

The total number of children on the SEND register this year is 25. 14% of children at King Ina Academy receive SEND support and intervention at either the SUPPORT level, or HIGH NEEDS level. This is in line with the National Average, which is 14.4% (this includes children with an Education Health Care Plan EHC Plan). The figure for HIGH NEEDS SEN (this is essentially children who will have an EHC Plan) is 2.8% nationally and 0.5% at King Ina Academy, which is considerably lower than the National Average. The greatest areas of need nationally and locally at KIA, are Moderate Learning Difficulties and Autistic Spectrum Disorder.

*(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/633031/SFR37_2017_Main_Text.pdf)

Types of SEN	Number of children	
	Infants	Juniors
Speech, Language and Communication Need	0	0
Specific Learning Difficulty	0	3
Moderate Learning Difficulty	5	7
Emotional Literacy Difficulty (SEMH)	1	2
Social, Emotional and Mental Health Difficulty (Behaviour)	3	5
Autistic Spectrum Disorder	2	0
Visual Impairment	0	2
Hearing Impairment	0	1
Multi-sensory Impairment	0	1
Physical Disability	0	1
Other Difficulty/Disability	0	2

Please note that the numbers in the table, do not directly relate to the SEND Census as some children have more than one area of need.

Staff and Resources

At King Ina Academy we are very aware that SEND is everyone's business, and that ALL teachers are teachers of all children and young people. Our aim is to ensure that we give the right support - in the right place - at the right time. This is managed by the SENCo; however the class teachers remain responsible for the progress and wellbeing of the children in their care.

The deployment of staff is under constant review to ensure that the right interventions and provision are provided for pupils, in order to have the greatest impact on progress. During the year, additional SEND teaching assistants have been utilised to support the children with SEND in the following ways.

- One to one provision for learning, behaviour or medical needs.
- Carrying out phonic and reading interventions.
- Supporting pupils at play times who have communication and/or social difficulties.
- Supporting children to recognise and manage their feelings.
- Emotional Literacy interventions.
- Social and Communication Skills interventions, and speech and language work.

Through Class Teacher, SENCo & SMT management, Teaching Assistants support the work of ALL children at King Ina Academy, not solely children with SEND.

External Agencies

During the school year these external agencies have supported SEND pupils within the school:

- Speech and Language service (SLCN)
- Educational Psychologist (EP)
- Social, Emotional and Mental Health Advisory Teacher (SEMH)
- Occupational Therapist (OT)
- Physiotherapist (P)
- Parent Family Support Advisor (PFSA)
- Visual Impairment Team (VI)
- Physical Impairment and Medical Team (PIMS)
- Learning Support Services (LSS)

- Autism and Communication Team (ACT)
- Hearing Impairment Team (HI)
- Thrive Practitioners

Parents of children with SEND are kept fully informed of their child's progress, achievements and targets in the following ways:

- Annual Review Meetings
- Annual Reports
- Termly Parent Evenings
- Termly Progress Sheets
- Regular opportunities to meet the SENCo and the external professional that works with their child

In addition to these opportunities, at King Ina Academy we have an 'open-door' policy, and ALL Class Teachers and the SENCo are always available to talk to parents. The SENCo is available Monday to Wednesday at either site. If you wish to make an appointment please contact either school office 01458 272537/01458 272587.

Children with Disabilities and Medical Needs

All children with disabilities or medical needs have access to a full academic and pastoral life at King Ina Academy. When a pupil has a long-term medical need, or has a condition which may require emergency intervention, a Health Care Plan is written in consultation with parents and medical staff, and is disseminated to school staff. As a school we are particularly proud that where it is in the child's best interest, we enable children with long-term medical conditions to lead a full and active school life within their community, without having to travel to 'specialist' schools. Admission arrangements for children can be found on the school website, however if you have any specific questions or queries please do not hesitate to contact the school to arrange a meeting to discuss them.

Report completed July 2017.