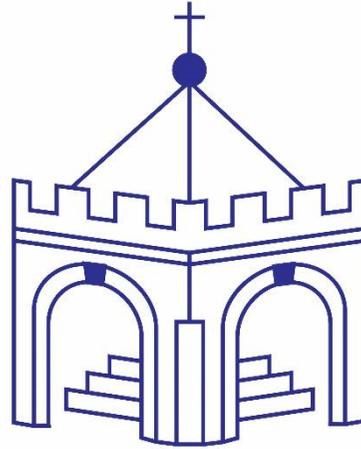


KING INA



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
Owlets, Infants and Junior Site
SEND Information Report
September 2019

KING INA



CHURCH OF ENGLAND ACADEMY

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Date:	May 2019	Review Date:	May 2020
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Special Educational Needs Co-ordinator (SENCO)	SEND Director	SEND Governor
Mrs Laura Ruddle Lruddle@Educ.somerset.gov.uk	Mr Graham Load	Fiona Thomas

At King Ina C of E Academy we believe that... 'Children have special educational needs if they have a learning difficulty, which requires additional or significantly different provision than their peers'.

Within our secure Christian environment, our vision is to develop healthy, happy, motivated learners who aspire to achieve their full potential and who look to the future with confidence.

Our aims are:

- To build on the Academy's Church of England foundation and encourage a way of life which respects the beliefs of others.
- To develop the potential of each child
- To help each child to look to the future with confidence
- To provide a well-managed Academy

This SEND Information report is closely linked with our SEND policy, our school accessibility plan and the Somerset Local offer. Somerset Local Offer includes a framework of core standards which describe the entitlement of children in schools across Somerset. King Ina C of E Academy information that is directly relevant to the Core standards is included in this report.

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The levels of support and provision offered at King Ina Academy

How does King Ina C of E Academy identify pupils with special educational needs?

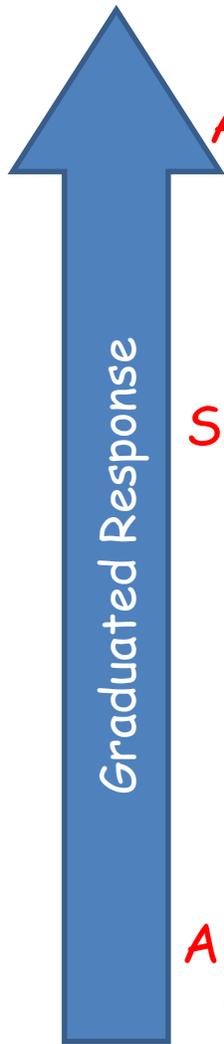
- All children at King Ina C of E Academy are monitored closely by their class teachers. Regular Pupil Progress Meetings are held between the class teacher, Head Teacher/ Deputy Head Teacher to discuss the progress of pupils in that class. Further investigation and support may be considered if a child
 - fails to make age expected progress in Reading, Writing or Mathematics despite additional support
 - falls more than two years below age expected progress in their reading and /or spelling age
 - is experiencing social, emotional, mental health difficulties that are impacting on their learning
- The class teacher is responsible for initiating some additional targeted interventions (booster / catch-up work). This may be in a small group or on a one to one basis and will be focused on a particular aspect of learning. The SENCO may be involved in discussions with the class teacher about progress and support.
- If a child continues to not make the expected progress the class teacher may then request that the SENCO becomes more formally involved. The SENCO may meet with parents/ carers and carry out observations and assessments to help inform their decision as to whether a child needs to be entered onto the SEND Register

The SENCO may contact outside agencies in order to help understand a child's needs more clearly.

Universal (Whole Class) The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision for SEN Support and High Needs
Children's progress is tracked and reviewed throughout the school year.	Additional group work and resources to ensure children are making progress in their learning. Teachers to match their planning to the needs of individual children to ensure all children can access their learning.	Individual assessments are started Observations are carried out Support is sought from SENCo Support is required from external agencies.



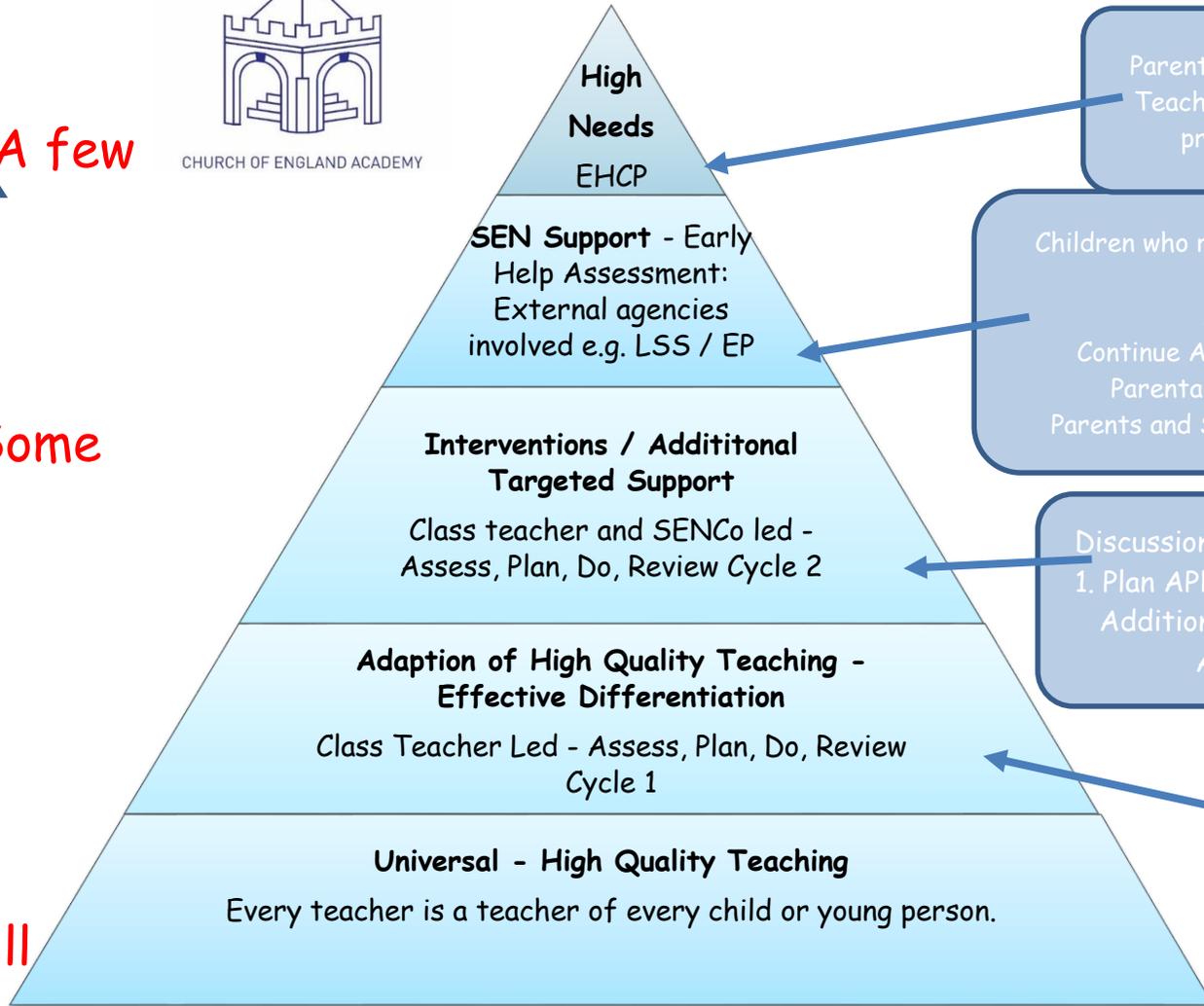
Our Graduated Response Pyramid



A few

Some

All



Parents will have regular meetings with Class Teacher and SENCo plus an annual review of progress, strengths and difficulties.

Children who require support that is additional and different.
 Add to SEND register.
 Continue APDR Cycles with SMART targets.
 Parental permission required for EHA.
 Parents and SENCo meet to discuss APDR cycle.

Discussion with parents to review APDR Cycle 1. Plan APDR cycle 2. Concern form to SENCo. Additional assessments may be required.
 Add to monitoring register.

Initial Concerns - Discussion with parents and begin APDR cycle 1

Who is the best person to speak to if I am concerned about my child's progress or other difficulties in school?

All concerns should be raised with the class teacher, they will be able to share information with you about your child's progress and any difficulties that they think your child might be having. Teachers are responsible for the attainment of all children in their class; if there is a barrier to a child's learning the teacher will work to find ways to help the child overcome this barrier, allowing the children to achieve. Sometimes the teacher will need to make small adjustments to their teaching or provide additional resources, sometimes specialist intervention might be required. These increasing adaptations are known as the graduated response.

Class teacher may recommend that advice is sought from the school SENCo. The role of the SENCo is to help teachers and parents identify barriers the children have to their learning and to support teachers with strategies to help the children overcome these difficulties. The SENCo co-ordinates and plans whole school provision for special educational needs and works with professionals from outside agencies who may be able to offer additional support or advice for individual children. The SENCo also makes sure that all SEND record keeping is up to date and that the children with SEND make progress in their learning.

Appointments can be made with the SENCo if you are worried that the graduated response is not working for your child and you have further concerns about their learning needs. If you have any further concerns or are worried matters are not being resolved, you may wish to speak to Mrs Svenson (Headteacher).

Universal (Whole Class) The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision for SEN Support and High Needs
Teachers and parents should have a positive working relationship. Your child's class teacher is available to talk to you about any concerns you might have. After school is usually the best time for this. Parents evenings are scheduled twice a year.	Class teachers will seek advice and support from the SENCo should the graduated response not be having an impact. If you are still concerned about your child, please make an appointment to meet with the SENCo.	Assess, plan, do and review meetings will be held termly for parents, teachers and the SENCo. Parents' views will be sought at all stages. The SENCo can complete an Early Help Assessment to request support from outside agencies. Parents are involved at all stages of this process and are invited to all meetings. If a number of agencies are involved with your child there may be regular Team Around the Child meetings (TAC meetings) If your child is in receipt of higher needs funding or has an Education and Healthcare Plan (EHCP) there will be an annual review to which all professionals involved with your child will be invited.

How is the decision made about what type and how much support is provided for pupils with SEND?

All teachers are required to offer quality first teaching. This means that they plan and deliver lessons that all children are able to access. Lessons are differentiated to ensure that children working at different levels of ability are able to make progress in their own learning. Teachers are able to make use of a range of teaching and learning styles and different resources to support the children in their class.

Some children in the school have gaps in their understanding or learning of a particular subject. They might also have a physical difficulty that requires some specific intervention. Targeted intervention groups will be run in addition to the learning that is taking place in the classroom, if a child is involved in group they will come out of their class for the intervention. The interventions are planned and reviewed regularly, and their impact is measured. They are designed to help the child make progress in a certain aspect of their learning, this might mean they are included in an intervention for half a term and a different one for the following term. It is important that they are not always withdrawn from the same learning opportunity in their classroom over an extended period of time.

Children on the SEND register are identified as having a special educational need. This means that the child requires some support that is different from or additional to the class as a whole. In order to keep track of the additional support, the child has an individual provision map that identifies specific teaching and learning strategies, resources that may be useful and individual targets based on additional provision. Children on the SEND register usually have support from outside agencies. These agencies provide school and parents with additional advice and individual actions for the child.

Some children have access to higher needs funding as their needs are deemed to be at a level that requires specialist intervention which the school has to provide. In some cases, Teaching Assistants are used to support these children for certain lessons or parts of the day. The role of the teaching assistant is to support learning and to encourage children understand the process of learning, not to do the tasks for them.

Universal (Whole Class) The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision for SEN Support and High Needs
Quality First Teaching, including individual resources that children are able to access independently.	Targeted group interventions Progress for these children is monitored closely	The SENCo co-ordinates multi-professional support. Some children have EHCPs which details specific targets and support, these are reviewed annually. Children have individual provision maps which identifies individual learning strategies and individual targets. These are monitored closely to ensure the child is making progress. Teachers, SENCo and parents have termly assess, plan, do and review meetings.

Which types of SEND does King Ina C of E Academy support?

All teachers are teachers of all children. At King Ina C of E Academy, we work with a number of children with many different types of special educational needs. We provide equal opportunities to all children who attend King Ina C of E Academy.

Special Education Needs are defined in 4 areas:

Cognition and Learning - Children with cognition and learning difficulties may learn at a slower pace to their peers, even with appropriate differentiation. Some children will need additional support with certain aspect of learning such as spellings, reading whilst other have complex learning difficulties such as dyslexia and dyscalculia.

Language and Communication - Children with speech, language and communication needs have difficulties communicating with others. They may have difficulties talking, understanding something or not understanding the social rules of communication.

Social, Emotional and Mental Health - Children may experience a wide range of social, emotional and mental health difficulties. These can show themselves in many ways. We work with children who are withdrawn, disruptive, have lack of concentration and have immature social skills. Some children have diagnosed disorders such as attention deficit or attachment disorders.

Sensory and/or Physical Needs - Some children have disabilities which will prevent them from accessing the educational facilities provided. Most of these children require specialist support and equipment to access the opportunities available to their peers.

Universal (Whole Class) The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision for SEN Support and High Needs
Every teacher is a teacher of every child.	All children have access to relevant equipment and technology to aid access to the curriculum.	The school has an accessibility policy and is accessible to children with physical additional needs. Additional support can be sought from a number of outside agencies.

What type of provision is available for pupils with SEND?

All pupils receive a high standard of quality first teaching through whole class teaching or small groups. Provision that is specific for children with SEND is recorded and monitored through individual targets on the child's provision map. Parents are invited to meet with SENCo and teacher each term to review the provision for their child, the pupils view is an important part of this process. Learning is at the heart of what we do at King Ina C of E Academy but the whole child is equally important. Children's independence and self-help skills are encouraged, and emphasis is placed on safeguarding and health well-being.

<p>Universal (Whole Class) The universal offer to all children</p>	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision for SEN Support and High Needs</p>
<p>All classrooms are well laid out with resources clearly labelled. Children are able to access the resources independently. Daily routines are established to enable children to be independent. Children are encouraged to work independently. There are opportunities for pair and group work in lessons. Teachers have high expectations on children and all teaching is built on what the child already knows, can do and can understand. Teachers regularly check the progress of each child to ensure they are accessing their learning opportunities. The contributions of every child are valued, and we provide a secure and supportive learning environment. We operate a positive behavior policy. Children's achievements are displayed across the school. Children take part in P.E every week. Extra-curricular clubs are offered after school. Our safeguarding policy is in place and is actively supported by our safeguarding team.</p>	<p>Children who are finding some aspects of learning difficult or who are not making the expected progress are included in intervention groups. Children are taken out of class at certain times to take part in group work with Teaching assistants. Interventions might include: additional sessions for reading, writing, targeted maths work, motor skills or social communication work. Children with behavior support plans often need opportunities for social interaction in small groups. These group opportunities are provided. All work completed during interventions is shared with the class teacher. Teachers make use of now and next timetables allowing children to be prepared for what is happening next in their day. Teaching assistants are available to support small groups during lesson time.</p>	<p>If a child continues to find specific areas of the curriculum difficult, individual support may be beneficial such as: -Speech and language -Social and emotional support -Physiotherapy -Individual dyslexia or dyscalculia support. Any specific strategies put in place will usually be the result of involvement from the SENCo or a professional agency. Advice is sought from a number of external agencies such as educational psychologist, hearing support or vision support. Some children make use of visual timetables and now and next boards. The views of the individual child are integral to the SEND process within our school. The SENCo works closely with individual children to identify the ways in which they feel they can be best supported in school. Occasionally children require a substantial amount of 1:1 support; this is available from children whose learning needs are severe, complex and lifelong. This is usually provided for via an Education, Health care Plan (EHCP). Children with SEND have their own Provision map; this identifies the strategies that the child responds well to.</p>

What support does the school offer to parents of children with SEND?

Children make the most progress in their learning when teachers and parents work together. Parents are kept up to date with their children's progress through parents' evenings and reports. If more frequent contact is necessary, this will be arranged based on individual child's needs. The school works closely with the Special, Educational Needs and Disability Information, Advice and Support service (SENDIAS) and also our local Parent and Family Support Adviser (PFSA). The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. Please make an appointment through the school office. All information and advice received from outside professionals will be discussed with you. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

Universal (Whole Class) The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision for SEN Support and High Needs
<p>Parents involved in all stages of their child's education.</p> <p>Teachers are proactive in engaging parents in discussion about their children should they feel that there is something to be aware of.</p> <p>Each year there are annual school reports. Regular newsletters sent home to keep parents up to date with events at school. Advice on how to support learning at home is shared.</p> <p>School and class information is on the school website.</p>	<p>Parents are kept informed at all stages if their child is in need of additional support in the classroom. In the first instance this will generally be in the form of some additional group work outside of the classroom. At this stage parents are welcome to either the class teacher or SENCo.</p>	<p>Parents are invited to meet with the SENCo to review their child's progress and the support that they are receiving in school.</p> <p>Parents are consulted in all aspects of provision for their child, particularly in relation to obtaining additional support from outside agencies.</p> <p>Parents are invited to attend annual meetings with professionals from outside agencies including Annual reviews and TAC meetings.</p> <p>Children and their families are involved in target-setting and decision making.</p>

How accessible is the school environment?

We have worked hard to make both school sites as accessible as possible. If your child has any specific needs, you would be welcome to visit the site to discuss individual needs. All children have the right to access class trips where it is safe for them to do so. You will have the opportunity to discuss your child's specific needs prior to any trip or off site visit.

The SENCo works closely with both the Physical Impairment and Medical Support team and Occupational Therapists to ensure that children in our care are able to access their learning environment effectively.

A current accessibility plan is available on the school website.

Universal (Whole Class) The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision for SEN Support and High Needs
All areas of the school are accessible to children with additional physical needs.	All toilets are at an appropriate height and a disabled toilet and shower is available. Chairs and tables of different heights are available. Specialist equipment in practical lessons can be provided to enable children with additional needs to be independent. Quiet/individual working areas are available.	Individual specialist equipment is used by some of our children and is sourced through outside agency support.

Who will oversee my child's support?

Your child's class teacher will be responsible for your child's daily support. The SENCo will oversee and co-ordinate the provision for your child. The role of the SENCo is to liaise with the professionals involved with your child and to review the effectiveness of the strategies as they are carried out. The SENCo works closely with teachers and parents to plan for the long-term support for your child ensuring that transitions between classes and schools are managed effectively.

Universal (Whole Class) The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision for SEN Support and High Needs
<p>Every teacher is a teacher of every child. The class teacher will review the support provided in the classroom and ensure that all children are making progress in their learning.</p> <p>The class teacher will ensure that there is a graduated response to all children's learning needs.</p>	<p>The SENCo reviews the effectiveness of interventions and resources.</p> <p>The SENCo will liaise with teachers regarding the effectiveness of a graduated response.</p>	<p>The SENCo co-ordinates SED provision and discusses any concerns with parents/carers, children and staff members. The SENCo will arrange review meetings, which include children, their families and involved professionals.</p> <p>The SENCo will arrange and carry out annual reviews for children with EHCPs and will complete the annual review paperwork.</p> <p>The SENCo will arrange and carry out annual reviews for children in receipt of high needs funding.</p>

How will the school measure the progress of my child?

Every pupil's progress is continually monitored by the class teacher through observation and assessment of their work in class. Progress is also reviewed by the class teacher and senior leadership team at termly pupil progress meetings. Some children with SEND are likely to be working below age related expectations, class teachers will continue to measure their progress of learning from wherever their starting point. Children on the

SEND register will have individual SMART targets, these are Specific, Measurable, Achievable, Realistic and Timely targets.

The progress of children with a statement of SEND/EHC Plan is formally reviewed at an Annual Review with the views of the pupil and parents included.

Universal (Whole Class) The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision for SEN Support and High Needs
Regular focused assessments. Marking and feedback via books Verbal feedback in lessons	Feedback on focused intervention work.	Individual assessment based on learning needs. Individual SMART targets linked to additional provision. Pupil perception of progress.

How will I know that my child is progressing?

All parents are invited to attend parent's evening which are held in the autumn and spring terms. An individual report detailing progress is sent home to all parents in the summer term. Parents who have a child who is receiving SEN support will be invited to termly review as part of the assess, plan, do and review process. If the school feels that outside agency support is required to support a pupil, parent permission will be sought and they will be invited to meet with these agencies whenever possible. Parents will always be sent a copy of any written reports. Parents are also welcome to arrange additional meetings with the class teacher or SENCo to discuss progress. On occasions it may be appropriate to set up a home/school communication book to share information regarding progress.

Universal (Whole Class) The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision for SEN Support and High Needs
Parents evenings Termly progress reports Annual report	Additional meetings with teachers.	Assess, plan, do and review meetings. Referrals to outside agencies via Early Help Assessment Meetings with outside agencies

What specialist services are available or can be accessed by the school for children with special educational needs?

Autism and Communication Team	Offers support and intervention for children showing behaviours which indicate that they may have an autistic spectrum disorder or difficulties with communication. They will visit the child at school and talk to you about what you notice at home.
Educational Psychology	Works directly with children with the most complex special educational needs and disabilities. They offer advice and support on the development of the whole child including their learning needs. Educational Psychologists also contribute to Educational and Health Care Plans (EHCP).
Learning Support Service	Comes into school and completes a detailed assessment on the child's learning needs. They advise strategies to support children in their learning.
Parent and Family Support Advisors (PFSA)	Offers a link between home and school. Provides family with additional support on a range of child related difficulties.
Physical Impairment and Medical Support Team	Advises the school on strategies to support children who are physically impaired. They help schools to enable physically impaired children to be as independent as possible.
Occupational Therapy and Physiotherapy	Offers support and advice for children with physical needs. This can be physical disabilities, support with physiotherapy ad conditions such as hypersensitivity and dyspraxia.
Speech and Language Therapy	Work with you and your child to encourage clear speech development. They are also able to help with delayed speech and stammering. We will liaise with therapists and follow guidelines to ensure our practice supports your child's individual needs.
Child and Adult Mental Health Service (CAMHS)	Offers assessments and treatment when children have social, emotional, or mental health needs.
Vision support	Offers support and advice for schools and families with regards to children who have limited or failing eye sight.
Hearing Support	Are able to administer hearing tests and to offer support and advice for children with temporary and permanent hearing loss/difficulties.
School Nurse	The school nurse is available for parents who need support at home with issues from toileting to dietary concerns and to parenting strategies.

Glossary of Acronyms

Acronym	
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
C of E	Church of England
ADPR	Assess, Plan, Do, Review
EP	Educational Psychologist
LSS	Learning Support Service
EHCP	Education, Health and Care Plan
EHA	Early Help Assessment
SMART	Specific, Measurable, Achievable, Realistic, Timely
CAMHS	Child and Adult Mental Health Service
PFSA	Parent and Family Support Advisor
TAC	Team Around the Child
TAS	Team Around the School

This report has been co-produced - 12.07.19