

SEND Information report

Kings Ash Academy

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Name of SEND Governors: Tim Stephens and Jenny Taylor

At Kings Ash Academy we believe in ensuring that all children are supported to achieve their very best. This is achieved through a whole school approach to teaching and learning, targeted resources and swift identification of needs.

Whole School Approach to Teaching and Learning:

- High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- A whole school approach as identified in the Teaching and Learning Policy and agreed non negotiables

Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching
- Identifying and tracking the progress of children/young people that require support to catch up through regular assessment and pupil progress meetings
- Identification of children/young people requiring SEND Support and initiation of “assess, plan, do, review” cycle.
- Consideration of application for Education, Health and Care Plan.
- All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our Record of Need.

How we identify children/young people that need additional or different provision:

- Class teacher refers to SENDCo
- Discussions with phase leaders
- Ongoing curriculum assessments
- Tracking progress using data (school is now using ‘Insight’)
- observation by SENCo
- Further assessments, as needed, by specialists, including those from external agencies

We take a holistic approach to all aspects of a child’s development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Provision Map. Our measures to prevent bullying can be seen in our Anti-bullying policy.

How we listen to the views of children/young people and their parents:

We believe in a partnership approach when working with all children and families to ensure that children achieve their potential and are safe, well cared for and happy at school. The following table sets out the way in which the school works with families and children to ensure that their needs and aspirations are captured, understood and reflected in the school's provision.

| <u>What</u> | <u>Who</u> | <u>When</u> |
|--|----------------------------------|-----------------------------|
| Informal Discussions Daily reflection | All staff | Daily |
| Parents' Evenings | Class teachers | Termly |
| Home-School Book | Class teachers | As required for individuals |
| Assess, Plan, Do, Review meetings | Class teachers, SENDCO | Termly |
| Pupil conferencing | Teachers/AHTs | As required for individuals |
| SEND Parent/Carer drop-ins | SENDCo | Weekly |
| EP / parent/carers drop-in sessions | SENCo / Educational Psychologist | Half -Termly |

The Assess, Plan, Do, Review Cycle – a graduated response

For children/young people on our Register of Need, a cycle of 'Assess, Plan, Do, Review' will be established by the SENDCo in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details.

This year, provision made for children/young people on our Register of Need has been:

- Communication and Interaction – Speech and language support programmes in conjunction with the Speech and Language Therapist, LEGs intervention, role play, small group work, partner talk, focussed intervention groups, Makaton, Lego Therapy, a focus on 'Total Communication' approaches.
- Cognition and Learning – RWI/Fresh Start interventions, focussed intervention groups, targeted reading support, increased use of visuals and retrieval strategies, Educational Psychology advice, Outreach support from Chestnut and Mayfield Outreach service.
- Social, Emotional and Mental Health – Pastoral support, daily check-ins, Draw and Talk intervention, enhanced transition plans. Outreach support has been provided by Chestnut, and Mayfield Outreach. We have accessed alternate provision from Play Torbay, CST, YMCA and Evolve and worked closely with the Mental Health Support Team (MHST).
- Sensory and/or Physical Needs – Advice sought from Occupational Therapist, Physiotherapist and hearing advisory teachers. Safe spaces, planned learning breaks, fiddle toys, ear defenders, sensory rooms, enhanced transition plans.

Year ending July 2025, we have 333 children on roll Years at Kings Ash Academy, of which:

- **125** (38%) children are on the SEND register
- **104** (31%) Children/young people receiving SEND Support
- **21** (6%) children/young people with Education, Health and Care Plans.
- A further **4** children are subject to statutory assessment and a further 2 RSAs are in process.

We monitor the quality of provision by conducting learning walks, drop-ins, formal observations, book scrutiny, pupil and parent conferencing.

We measure the impact of this provision by: analysing data, holding pupil progress meetings, monitoring the impact of intervention, book scrutiny, parental and professional dialogue, drop-ins, reviewing and updating implementation plans, individual learning passports, annual reviews, individual risk assessments, individual learning plans and individual behaviour support plans, working closely with education, health and social care professionals.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- Class based Learning Support Assistants
- SALT/Intervention TA
- HLTAs
- RWI tutor
- Pastoral support staff

Distribution of Funds for SEN:

This year, the SEN funding was allocated in the following ways:

- Full-time SENCo
- Support staff
- External Services (including the Torbay Educational Psychology Service)
- Family Support
- Teaching and Learning resources
- Staff training
- Alternative Education providers (Play Torbay, Evolve, Sound Communities)

Continuing Development of Staff Skills:

The Head Teacher monitors the need and impact of training in partnership with SLT, middle managers and subject leaders.

Partnerships with other schools and how we manage transitions:

We work with a number of schools in the area in the following ways:

- Visits to feeder nursery schools
- Meetings with secondary school staff and SENDCo
- Secondary SENDCo's invited to attend annual reviews for pupils with EHCP in year 6
- Phone conversations with previous school for transient pupils
- Additional transition arrangements (including transition visits to the receiving school)
- Liaison with external support agencies including health and social care
- Planning for Success meetings where the child is cared for by the Local Authority

We ensure that the transition between year groups is smooth by providing opportunities to visit the new class, meeting the teacher and support staff. For children with SEN and emotional needs, we also build in further opportunities to spend time visiting the learning environment and building relationships with their new teacher and support staff.

The transition from year 6 to secondary school is supported through the structures listed above. Additional enhanced transition visits are offered for vulnerable children including those with EHC plans

Parents are included in this process through regular discussion and involvement, parent-teacher discussions and annual reviews.

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan.

This year we have received training from the Educational Psychologist on the use of 'Total Communication Approaches'.

In school we have focussed on further developing visual strategies, including mind-mapping and knowledge organisers.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should follow the complaints procedure which can be found on the school website.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Mrs S. Greenhill
 Deputy Designated Safeguarding Lead is Mr R. Fitzsimmons (Head Teacher)
 The Designated Teacher for Cared for Children (CfC) in our school is Mrs L. Ford

The Local Authority's Offer can be found at: [Torbay SEND local offer](#)

SENDIASS provides information, advice and support for young people & parents/carers of children with special educational needs and/or disabilities aged 0-25. This service can be accessed at: [Sendiass Torbay](#)

The School Development plan can be found on our website.

Our SEN Policy and SEN provision map (our contribution to the Local Offer) can be accessed via the links on our website.

Details about our curriculum, including how it is made accessible to children/young people with SEN, can be viewed from the link on our website.

Our SEN Policy, School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

Date of report July 2025