



SEND Information report

Name of SENDCo: Miss Eliz Brown

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Name of SEND Trust Board Representative: Jeena Johnson

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 (or statement) are on our Record of Need.

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

- Class teacher refers to SENDCO
- Ongoing curriculum assessments
- Tracking progress using data
- Further assessments by specialists, including those from external agencies

We take a holistic approach by 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 Offer. 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 schools 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	As required for individuals

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle will be established by Eliz Brown in partnership with the child/young person, their parents and the class teacher. Please see our SEN Policy for further details.

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

- Communication and Interaction – Speech and language support programme with a specialised teaching assistant, role play, small group work, partner talk, focussed intervention groups, Makaton.
- Cognition and Learning – RWI, small focussed intervention groups, PAT, targeted reading support, Talk for Writing, Educational Psychology advice, Outreach support from Chestnut Mayfield, YMCA, Coast Academies ASD Outreach service.
- Social, Emotional and Mental Health – Pastoral support, daily check-ins, Nurture Provision, enhanced transition plans, Outreach support from Chestnut Mayfield, YMCA, Coast Academies ASD Outreach service. Nurture class provision.
- Sensory and/or Physical Needs – Advice sought from Occupational Therapist and Physiotherapist. Safe Spaces. Planned learning breaks, fiddle toys, ear defenders, enhanced transition plans.

Year ending July 2018, we have **156** Children/young people receiving SEN Support and **26** children/young people with Education, Health and Care Plans or Statements of Educational Need.

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

We measure the impact of this provision by: Analysing data, pupil progress meetings, monitoring the impact of intervention. Updating ISPs and IBPs, EP updates, annual reviews, book scrutiny, parental dialogue, conversations between staff, drop-ins, reviewing individual risk assessments.



Support Staff Deployment:

Support staff are deployed in a number of roles:

- Individual (1-1) support in class
- Class based learning support assistants
- HLTA
- Pastoral support staff
- Speech and Language Assistant
- 'Support Base' Practitioners and Nurture Class Teachers
- Attendance and Welfare Officer

We monitor the quality and impact of this support by formal observations, drop-ins, annual CPD reviews, performance management, and Professional dialogue, data analysis and monitoring of interventions, pupil progress meetings.

Distribution of Funds for SEN:

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

- Support staff
- External Services (See School Offer)
- Teaching and Learning resources
- Staff training
- Outreach services

Continuing Development of Staff Skills:

Please refer to whole school CPD tracking sheet for complete records

Whole school training this year has included: Equality and diversity, Prevent, Health and Safety, Safeguarding.

The Head of School monitors the impact of this 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
- Face-to-face meetings with secondary school staff and SENDCO
- Secondary SENDCO's invited to attend annual reviews for pupils with EHCP in years 5 and 6
- Phone conversations with previous school for transitional pupils
- Additional transition arrangements (including some additional visits to the school)
- Liaison with external support agencies including health and social



We ensure that the transition between year groups is smooth by providing two days in 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 new teacher and support staff.

The transition from year 6 to secondary school is supported through the structures listed above.

Parents are included in this process through regular discussion and involvement and parent-teacher discussions, annual reviews and ISP 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, which includes our SEN Development/Action Plan.

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. <http://www.kingsashacademy.org>

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Laura Kies (Head of School), Sarah Rugeris is the Deputy Designated Safeguarding Lead

The Designated Teacher for Children Looked After in our school is Eliz Brown

The Local Authority's Offer can be found at <http://www.torbay.gov.uk/schools-and-learning/send/send-and-disability-reforms/local-offer/>

The School Development plan can be found on our website.

Our SEN Policy and School Offer (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.