



SEND Information report

Name of SENDCo: Miss Eliz Brown

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Name of SEND Trust Board Representative: Mike Freeman

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 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 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 the SENDCO 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 (training to staff provided by Portage worker - Judith tomas).
- Cognition and Learning – RWI, small focussed intervention groups, targeted reading support, Talk for Writing, Educational Psychology advice, Outreach support from Chestnut Mayfield, and Mayfield Outreach service.
- Social, Emotional and Mental Health – Pastoral support, daily check-ins, Nurture Class provision, enhanced transition plans, Outreach support from Chestnut Mayfield, Play Torbay, Mayfield Outreach.
- 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 2021, we have **156** Children/young people receiving SEN Support including **18** children/young people with Education, Health and Care Plans. A further 6 children are subject to statutory assessment.

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, 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 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:

- Individual (1-1) support in class
- SEN teacher (focussing support around maths and English skills)
- Class based learning support assistants
- HLTA
- Pastoral support staff

Distribution of Funds for SEN:

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

- Support staff
- SEN teacher (focussing support around maths and English skills)
- External Services (See School Offer)
- Family Support
- Teaching and Learning resources
- Staff training
- Alternative Education providers

Continuing Development of Staff Skills:

Please refer to whole school CPD tracking sheet for complete records

The Head of School 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
- Face-to-face meetings with secondary school staff and SENDCO (virtual meetings held during the Covid-19 pandemic)
- Secondary SENDCO 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 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.

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, which includes SEN Development

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. [Kings Ash Academy | Knowing Aspiring Achieving](#)

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 (CLA) in our school is Eliz Brown

The Local Authority's Offer can be found at: [Local Offer in Torbay | Torbay FIS Directory](#)

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: HOMEPAGE](#)

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.