

Kedington Primary Academy
Academy offer for Children and Young People with SEN

How do we know if children need extra support?

- ❖ When children have identified Special Educational Needs and disabilities (SEND) before they start here, we work with the parents/carers and people who already know them to use the information available to identify what their special educational need (SEN) will be in our academy setting and how we can best meet their needs.
- ❖ If you tell us you think your child has a SEN we will discuss this with you and look carefully into the concerns raised. We will share with you what we find and agree with you what we will do next and plan what you can do to help your child.
- ❖ If your child is making limited progress we will assess their understanding of the area in which they are struggling and try to identify any barriers to learning. This may be done through observations and/or assessments, so as to pinpoint what is causing the difficulty.
- ❖ Pupil progress meetings are held every half-term where the class teacher discusses progress with the Senior Leadership Team. This aids the early identification of potential difficulties which are addressed through the review and revision of current provision.

How do we involve children and their parents/carers in identifying SEN and plan to meet individual needs?

- ❖ We are child and family centred and will involve you every step of the way, from identification of additional needs to planning and evaluating provision.
- ❖ When we assess SEN we will discuss your child's understanding and behaviour at home so that we can work together to provide consistent and high quality support.
- ❖ Every child on the SEN register will have support plan written by the class teacher. These short term targets will be differentiated to meet individual needs and will be reviewed three times a year. The outcomes of the review and setting of new targets will be shared with children, TA's working with the children and parents/carers.
- ❖ When appropriate, additional adult support may be given within small groups. This will be provided by teaching assistants or qualified teachers. This provision will be reviewed on a half-termly basis to ascertain effectiveness and to inform future provision.
- ❖ Group or pair support with an adult is beneficial to build children's social skills.
- ❖ Occasionally, additional support may be required from an outside agency. This may include a speech and language therapists, physiotherapists or educational psychologists. Before a referral is made, we will always ask for your consent. Any assessments or programmes of support will be shared with you.

How will the curriculum be matched to my child's needs?

- ❖ When a child has been identified with SEN, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- ❖ When required, additional or personalised resources will be provided to support learning. This may include items such as visual timetables, coloured overlays and/or paper, word banks, word webs, writing frames, pictorial instructions, phonic table mats and the use of ICT hardware and software.
- ❖ On occasions pre-tutoring (time before a lesson begins) will be given to learn and rehearse key vocabulary and strategies, so as to best prepare a child / children for whole class teaching.
- ❖ On occasions a child may receive a personalised curriculum where lessons are planned to their specific need.
- ❖ Teaching assistants and qualified teachers may be allocated to work with small focus groups to target more specific needs.
- ❖ Targets set in individual support plans will be incorporated in teachers' daily planning, to ensure identified areas of need are addressed and assessed on a regular basis.
- ❖ If appropriate, specialist equipment will be provided, e.g. pencil grips, easy to use scissors, posture cushions.

How will I know how my child is doing?

- ❖ We welcome regular contact with parents/carers, as we feel that working together is essential to your child's success. Appointments can be made with the class teacher or SENCO, to discuss progress and address any concerns.
- ❖ Individual support plans will be reviewed three times a year, setting new targets and discussing achievements. There will also be opportunities during this time for a parent drop in session discuss their child with the class teacher.
- ❖ Parent/carers evenings will be held in the Autumn and Spring Term.
- ❖ Reports will be sent out in the Summer Term.
- ❖ Each child will have a learning log and a private account on Class Dojo which will further support communication between the academy and home.
- ❖ The Governors of Kedington Primary Academy are responsible for entrusting a named person, to support and challenge SEN provision, to ensure the academy is as inclusive as possible and that it treats all children in an equitable way. The progress of children on the SEN register is shared with Governors on a termly basis, through the Headteacher's report.

How will you help me support my child's learning?

- ❖ The class teacher and / or Special Educational Needs Coordinator (SENCO) will suggest ways you can support your child at home.
- ❖ If outside agencies are involved, programmes of study will be shared with home to support learning.
- ❖ On the school website, under SEN, parents can find links to helpful websites which offer support and information.

What support will there be for my child's overall well-being?

Medical Needs

- ❖ Care plans are written and reviewed annually for children with medical needs. These are discussed with all staff who are involved with the child. The plans are discussed and agreed with the school nurse.
- ❖ Staff receive annual epipen and asthma training delivered by the school nurse.
- ❖ Staff attend first aid training courses, with training renewed once every three years.
- ❖ Office staff can administer medication providing a medical consent form has been signed.

Pastoral Care

- ❖ Members of staff such as the class teacher and SENCO are readily available to children who wish to discuss issues and concerns.
- ❖ We use the Time to Talk and Socially Speaking programmes to support children with social interaction. These are delivered by a teaching assistant over a six week period to a small group of children.
- ❖ An emotional literacy assessment tool is used to identify and address particular areas of emotional need.

What specialist services and expertise are available or accessed by the academy?

At times it may be necessary to consult with outside agencies to use their specialist expertise. This may include:

- ❖ County Inclusion Support Service (CISS - support for children who are on the autistic spectrum)
- ❖ Early Years Advisors
- ❖ Dyslexia Outreach Teams
- ❖ Speech and language therapist
- ❖ Physiotherapist
- ❖ Occupational Therapist
- ❖ Educational Psychologist
- ❖ Inclusion Team
- ❖ Behaviour Support Services
- ❖ Social Services
- ❖ Child and Adolescent Mental Health Service (CAMHS)
- ❖ School Nurse
- ❖ County Advisors

What training are the staff supporting children with SEN had or are having?

- ❖ Makaton - To support non-verbal communication
- ❖ Elklan Language Builders – To encourage communication skills
- ❖ Autism – How to adapt learning environments to meet the needs of children with ASD
- ❖ Dyslexia – Making learning environments dyslexic friendly
- ❖ Behaviour management – De-escalation techniques
- ❖ General training on SEN and the SEN Code of Practice
- ❖ ADHD – How to structure learning to support attention deficit
- ❖ Gym trail – Supporting fine and gross motor development

Training has also been provided in relation to specific resources and ICT programs and intervention programmes

- ❖ Clicker 7 – Computer program to support literacy and language skills
- ❖ Numicon – Maths programme to support children’s basic understanding of number
- ❖ Nessy – Computer program to support literacy skills for children with dyslexic tendencies
- ❖ Code – Reading programme
- ❖ I pads
- ❖ Talk tiles – recording device to help children rehearse and remember sentences.

Miss Tillmanns is currently studying for the ‘National Award for Special Educational Needs Coordination’ and regularly attends conferences and network meetings to keep up to date with current practice.

How will my child be included in activities outside the classroom including academy trips?

- ❖ Risk assessments are carried out and procedures are put in place to enable all children to participate. If a visit presents an overwhelming difficulty to the child, the academy will talk to the parents/carers to ensure that all options have been considered, and that they are in agreement with the decision made.
- ❖ If it is deemed that an intensive level of support is required, a parent or carer may be asked to accompany their child during the activity / visit.

How accessible is the academy environment?

- ❖ The academy is a single storey building. A portable ramp is available to assist wheelchair access.
- ❖ A toilet in the reception class is suitable for disabled users. An adult disabled toilet is available at the front of the building.
- ❖ There are no steps in the building and only one to the outside environment from one of the exits of the Year 1 classroom.
- ❖ There is a disabled parking bay in the academy car park.

How will the academy prepare and support my child when joining Kedington Primary Academy or transferring to a new school?

A smooth transition to our academy or onwards to a new setting is a key priority. We believe that establishing positive relationships with families, pre-schools and receiving secondary schools are essential and we strive to achieve this in the following way:

- ❖ Before children join the Reception class they are invited to visit the academy with their pre-school providers and parents/carers.
- ❖ When possible, the Reception teacher will visit new children in their home setting during the term prior to them joining our academy.
- ❖ If a child has been identified with SEN, the SENCO will speak to the pre-school to gather information and plan provision. When possible, the SENCO will visit the child at their pre-school and meet their parents/carers to discuss transition and answer any questions.
- ❖ When appropriate, transition passports will be made that will include photographs of key staff and of the learning environment, to aid familiarisation.
- ❖ Additional visits can be arranged for children who would benefit from extra time in the new setting.
- ❖ When a child joins from another school the class teacher and SENCO will speak to the previous setting in order to plan transition and provision. Parents/carers will be invited to the academy to meet staff and talk through arrangements.
- ❖ Before moving onto a new class within the academy, a two day 'move up' experience will allow time for the child to get to know their new teacher and classroom. When needed, additional time will be planned in the Summer Term for the teacher to become more familiar with their needs.
- ❖ When a child with SEN is moving onto secondary school, transition will be carefully planned over a twelve month period to support the child with the changes ahead. The SENCO will liaise with the new school, sharing information so as to ensure that the receiving school knows how to meet a child's needs. Additional visits and activity afternoons can be organised to make the transition process a positive experience.

How are the academy's resources allocated and matched to children's special educational needs?

- ❖ The SEN budget is allocated each financial year. For those children with severe/complex needs, the academy can apply for additional funding on a termly basis. This funding is known as High Tariff Needs.
- ❖ The SENCO writes a provision map on a termly basis for each class that plans provision for children on the SEN register. The provision plan is reviewed every half-term by the SENCO and class teacher. Information on the different provisions will be shared with parents/carers and when appropriate home learning will be sent home to further support progress. Provision may be provided by trained teaching assistants or qualified teachers.

How will I be involved in discussions about and planning for my child's education?

- ❖ The class teacher and SENCO welcome you to make an appointment to discuss your child's education, at any time throughout the year.
- ❖ Individual Support Plans will be reviewed with you and your child three times a year.
- ❖ Parent / Carers evenings are held twice a year.
- ❖ If your child has an Education and Health Care Plan you will be invited to an annual review. For Reception children a review will be held every six months.

Who can I contact for further information?

- ❖ The SENCO will be happy to meet with you to answer any questions or address any concerns. Appointments can be made via the office.
- ❖ On the website under SEN there are some helpful websites with more information for parents.
- ❖ The Parent Partnership Service provides independent information and advice: www.parentpartnership.org.uk