

Kedington Primary Academy
School Offer for Children with SEND

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 school 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 an Personal Learning Plan (PLP) 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 and parents/carers.
- ❖ When appropriate, additional adult support may be given within small groups or on a one-to-one basis. 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.
- ❖ Occasionally, additional support may be required from an outside agency. This may include a speech and language therapists, physiotherapists, educational psychologists or specialist teachers. 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 may be differentiated by the class teacher to enable them to access the curriculum more easily, and through intervention they will have guided support to meet their PLP targets.
- ❖ 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-teaching (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 pupils on a one-to-one basis or with small focus groups to target more specific needs.
- ❖ If appropriate, specialist equipment will be provided, e.g. pencil grips, easy to use scissors, posture cushions, working stations.

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, so as to allow time to discuss progress and address any concerns.
- ❖ Personal Learning Plans will be reviewed three times a year with children and parents / carers.
- ❖ Parent/carers evenings will be held in the Autumn and Spring Term and written reports will be sent out in the summer term.
- ❖ Where appropriate, children will have a home school communication book which will further support communication between the school and home.
- ❖ The Governors of Kedington Primary Academy are responsible for entrusting a named person, to support and challenge SEN provision, to ensure the school 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.
- ❖ We regularly hold parent information sessions on a wide range of subjects to help inform parents/carers.

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.
- ❖ Staff receive online or face to face epipen and asthma training on a three year cycle or more frequently as needed to support individual needs
- ❖ 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 have two ELSA (Emotional Literacy Support Assistants) and two Trauma Informed Practitioners who works with children when a need is identified by teachers or parents.
- ❖ A trauma informed school approach is used to identify and address particular areas of social, emotional and mental health needs, using the online tool, 'Motional'.
- ❖ As a school we use 'Zones of Regulation' to help the children and staff understand their emotions and how to support themselves and each other to regulate their feelings.
- ❖ We have two guinea pigs that are used as emotional wellbeing pets and children are encouraged to visit them when they identify as struggling with their emotions - in the red zone of Zones of Regulation.

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

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

- ❖ County Inclusive Service (CISS)
- ❖ Speech and language therapist
- ❖ Physiotherapist
- ❖ Occupational Therapist
- ❖ Educational Psychologist
- ❖ Behaviour Support Services
- ❖ Mental Health Team

- ❖ Social Services
- ❖ Child and Adolescent Mental Health Service (CAMHS)
- ❖ School Nurse
- ❖ County Advisors
- ❖ Unity Trust SEN advisors

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

- ❖ 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
- ❖ Sensory Circuits – supporting regulation of sensory needs
- ❖ Zones of Regulation – understanding and managing emotions – this is a whole school approach.

Training has also been provided in relation to specific resources and ICT programs and intervention programmes that may be used:

- ❖ Clicker 5 – 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 and phonics intervention
- ❖ Trauma informed school’s approach

Mrs Miller (SENCO) holds the qualification, ‘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 school 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 school 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 one to one is required, a parent or carer may be asked to accompany their child during the activity / visit.

How accessible is the school environment?

- ❖ The school 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 school car park and parents can apply for parking permits to park in the school car park if this is needed.

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

A smooth transition to our school 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 school 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 school.
- ❖ If a child has been identified with SEN, the SENCO/teacher 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 school to meet staff and talk through arrangements.
- ❖ Before moving onto a new class within the school, 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 six month period to support the child with the changes ahead. The SENCO/year 6 teacher will liaise with the new school, sharing information to ensure that the receiving school knows how to meet a child's needs. If agreed by the secondary school, additional visits and activity afternoons can be organised to make the transition process a positive experience.

How are the school'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 school can apply for additional funding on a termly basis. This funding is known as High Tariff Needs.
- ❖ The class teachers, with the support of the SENCO, will write PLPs and provision timetables on a termly basis for each class. This sets out targeted provision for children on the SEN register. This includes support in groups and on a one-to-one basis.
- ❖ 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.

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.
- ❖ Personal Learning Plans will be reviewed with you and your child every term (three times a year). Parent / Carers evenings are held twice a year.
- ❖ If your child has an Education, Health and 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 or contacting Mrs Miller through Dojo.
- ❖ The Suffolk County Council can provide further support and guidance to schools | [An overview of SEN support | Suffolk County Council](#)