

Academy's Offer on Special Educational Needs and Disability.

Academy Transformation Trust Mission statement

The Trust is committed to providing excellence for all pupils and supporting every child within our academies to achieve. As a Trust academy we make every effort to be a truly inclusive school. We welcome everybody into our academy community and aim to support every child to reach their full potential.

We believe that:

- all children deserve a first class education
- all schools can be transformed to being judged as outstanding
- all pupils can and should, leave education well prepared for their life ahead
- everyone has hidden potential to be uncovered and nurtured.

The academy recognises that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the draft 2013 Code of Practice, a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The academy makes provision in accordance with the Code of Practice [2014], the Discrimination and Disability Act [Dec.2006]. Our SEN policy and our practice aim to reflect these principles.

Special Educational Needs are identified in terms of learning, communication, interaction, and emotional health, physical and sensory needs. The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils. The academy believes that each child has a right to be involved in making decisions and exercising choices. The academy is committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.

Our Special Educational Needs and Disabilities (SEND) Offer

Objectives of the Academy's SEND provision:

- to ensure pupils have access to a broad and balanced curriculum
- to provide a differentiated curriculum appropriate to the child's needs and ability
- to ensure the identification of all pupils requiring SEND provision as soon as possible
- to ensure SEND pupils take as full a part as possible as soon as possible
- to ensure parents are kept fully informed of their child's progress and attainment
- to ensure that SEND pupils are involved in making decisions affecting their future SEND provision
- to liaise with specialists and other agencies to access specialist support for pupils and parents.

The Academy's Local Offer will include information on:

- how the needs of special educational needs of pupils are assessed
- what support may be available for their child
- how the curriculum will be matched to their child's needs
- how parents will be informed about their child's progress
- ways teaching may be adapted to meet individual needs of pupils
- training for staff supporting SEND pupils
- transition arrangements
- who parents can contact for further information (SENCO, Link Governor)
- useful telephone numbers e.g. LA SEND team, parent partnership.

How the needs of special educational needs of pupils are assessed

In the Early Years, we use a baseline assessment as children come into school in Reception, using Early Excellence Baseline Assessments. This is continued throughout Reception using Early Years Outcomes. From years 1 to 6, we track progress using a variety of assessments, such as the new Developing, Securing and Mastering assessment sheets, standardized tests such as Rising Stars and QCA assessments. Children's reading and spelling ages are tracked as well, and if they are found to be not making sufficient progress, we may use further assessments or seek specialist advice.

What support may be available for your child

Every half term a pupil progress meeting takes place for each class in the school where the Senior Leadership Team discusses the progress of every child with the class teacher. If a child is not making the progress required, interventions are set for those children. If the child is not already on the SEND register but is causing concern, a form is completed and that child is then tracked with a set intervention until the next meeting. Then they may have a One Plan written with appropriate outcomes which will then involve parents and the child.

According to individual needs, support will be given through Quality First Teaching (QFT), intervention sessions which could be in small groups or 1:1. Support may also be given by Learning Support Assistants in the classrooms.

What if your child has a disability or medical condition?

Children with disabilities are treated inclusively at Kingsmoor; there is access to all areas of the school, including the two storey building, the upstairs areas being accessed by a lift. Care plans for those with medical or physical needs, will be put in place so that we can identify and meet children's needs. Policies can be referred to on the Academy website, and we would welcome and encourage parents to view these prior to application so that you are able to see our facilities to help you make the right decision for your child.

How parents will be informed about their child's progress

During the year, children with SEND will be invited to discuss their progress with their parents, class teacher and keyworker at a mutually convenient time. They will review their outcomes together and decide on next steps.

If your child has a statement/Education Health Care Plan (EHCP), this will take place at a separate review meeting where other professionals or specialist teachers will also attend to discuss your child's progress and outcomes.

Ways teaching may be adapted to meet individual needs of pupils/How the curriculum will be matched to their child's needs

Quality First Teaching is at the core and heart of Kingsmoor and must provide highly differentiated opportunities to support all individual learning styles. Teaching at Kingsmoor must be planned to suit the needs of all children inclusively.

The curriculum is designed to suit each cohort and their needs so that the topic suits the learning of particular children. Often the curriculum is adapted or tailored for individuals to enhance their progress and understanding.

For children with particular needs, specialist teacher advice may be required. We strive to follow the suggestions given and children may use visual resources, e.g. timetables, 'first and then' boards, work stations, differentiated resources and other environmental spaces to support their learning.

Training for staff supporting SEND pupils

Regular internal and external training is provided for staff to ensure we keep up to date with new information. Training so far has included regular updates from the Sendco, Autism level 1, training from the social and emotional specialist teacher team and training in fine motor skills to support handwriting. The Sendco has also provided dyslexia awareness training to staff and LSAs.

LSAs and teachers are advised and guided with regular support from the Educational Psychology team and other specialist teachers in order to provide the best individual support possible.

Transition arrangements.

Transition arrangements take place in various year groups:

When a child is in Year 6, meetings will be arranged with the Head of Year and Sendco of the feeder secondary schools and the Year 6 teacher and Sendco from Kingsmoor. Information about children will be shared confidentially so that you, your child and the school feel best prepared for the transition. Frequently, pre-transition visits will take place with the child's key worker or learning mentor so that the child feel confident and ready for the move to secondary school.

Each year, children on the SEND register will be discuss prior to transition. One Plans and statements will be shared during a handover transition meeting with your child's present and future teacher so that the best provision is ready for when your child moves into the next year group.

Children who join Kingsmoor in Reception will have a pre-visit and a parents' meeting prior to starting school. Any children who may be on the SEND register at nursery or pre-school or those who have involvement with outside agencies, such as Speech and Language, Health Visitors or the Child Development Centre, will have an opportunity to discuss this with the Sendco and the class teacher prior to joining the school.

Who parents can contact for further information (Sendco, Link Governor, Learning Mentor)

Mrs Alev Ozten Martin is the SENDCo

Mrs Jo Gasson is the Learning Mentor/ SENDCo Assistant.

Mrs Andrea Millard is the Nurture Teacher

Mr Robert Lock is the Link Governor for SEND; all can be contacted via Kingsmoor Office.

Useful telephone numbers e.g. LA SEND team, parent partnership

To make a referral call 03330138913 or email send.iass@essex.gov

West Essex (Harlow): 07880 092785