

### **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 we make every effort to be a truly inclusive. 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 academically, personally, emotionally and professionally
- All of our staff feel valued and supported in reaching their full professional potential

The Academy recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the Code of Practice 2014, 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 Children and Families Act [2014], Index for Inclusion [updated 2001] the Equality Act [2010].

Our SEN policy and our practice aim to reflect these principles. Special Educational Needs or disability is identified in terms of learning, communication, interaction, and emotional health, physical and sensory needs. The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils. ATT believes that each child and their parents have a right to be involved in making decisions and exercising choices.

ATT and our Academies are 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. ATT recognizes that there will be occasions when adjustments may be made to ensure full access to the curriculum and other activities.

## The Trust's objectives for SEND provision in all our academies

- 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 in the life of the academy as possible.
- To ensure SEN pupils are listened to, particularly in relation to keeping them safe.
- 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:

- 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. 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 past papers. 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 Teaching Assistants in the classrooms.

### **What if your child has a disability or medical condition?**

Children with disabilities are treated inclusively at Kingsmoor! They have access to all areas of the school, including the two-floored 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 your 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. Teaching may be adapted to meet individual needs of pupils.

### **How the curriculum will be matched to your 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 SENCO,



Autism level 1, training from the social and emotional specialist teacher team and training in fine motor skills to support handwriting. The SENCO 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 SENCO of the feeder secondary schools and the Year 6 teacher and SENCO 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 discussed 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 Nursery or 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 SENCO and the class teacher prior to joining the school.

### **Who parents can contact for further information?**

- ✓ Mrs A Millard: SENCO/Nurture teacher
- ✓ Mrs J Gasson: Learning Mentor, SENCO Assistant and Safeguarding Deputy
- ✓ Mrs L Brennan: Principal and safeguarding lead
- ✓ Mr Robert Lock: Link Governor for SEND

### **All can be contacted via Kingsmoor Office on 01279306136.**

Useful telephone numbers from the West Essex SEND team and parent partnership:

- ✓ To make a referral call 03330138913 or email [send.iass@essex.gov](mailto:send.iass@essex.gov)
- ✓ West Essex (Harlow): 07880 092785