Academy Transformation Trust

SEN Information Report September 2020-21

Improving Education Together.

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 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.

Kingsmoor Academy SEN Information Report

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.

How does the school know if students need extra help and what should I do if I think my child may have special educational needs?

Students may be identified as having Special Educational Need (SEN) at any stage of their education. A student that is lower academically does not necessarily have special needs. It could be that they need extra support to fill in gaps within their learning, to enable them to achieve their best.

Information about your child's special needs may come from a variety of sources:
- Testing from reading and spelling/ any other testing on entry to school
- Observations
- Parental concern
- Teacher / Learning Support Assistant concern
- Transfer information from previous school
- Student self-referral

If you think that your child may have special educational needs that have not been previously identified, then you should contact the school SENCO. The flow chart on the next page describes what happens next:

IT IS VITAL THAT THE YOUNG PERSON AND PARENTS ARE INVOLVED IN EACH PART OF THIS PROCESS.

What happens if my child is not making progress?

ASSESS

Teaching staff will identify that your child is not making progress through assessment and/or observations in class.

PLAN/DO

The school will assess the need of your child and provide appropriate support. Your child will be continually monitored and all feedback will be given at your child's proress meetings.

REVIEW

A review of the progress will be made every half term. If your child is still not making progress, advice will be sought from outside agencies. If your child becomes 18+ months behind, they will be added to the SEN register child and a Personalised Learning plan/Case study will be written together.

EDUCATIONAL HEALTH and SOCIAL CARE PLAN (EHC)

Once guidance has been given from outside agencies and put into place, we will assess the progress made and meet with you each term, to update the PLP. (These meetings are in addition to the parents' consultation evenings). If your child has shown not to make any progress, the school will discuss with you and whether we think an EHC plan is the next plan of action. The EHC plan replaced statutory statements. It is envisaged that most children will make progress using Quality First Teaching (QFT), interventions and guidance from outside agencies, so EHCP's are only applied for if no other action has worked.

What support may be available for your child?

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 is planned to suit the needs of all children inclusively. However, the curriculum is adapted or tailored for individuals to enhance their progress and understanding where needed.

We also have a mental health champion who can support on social, emotional and mental health.

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 will parents be informed about their child's progress?

As an academy, all children are invited in for parents evening with their parents, class teacher and keyworker. Those children on the SEN register will have an additional meeting to discuss their progress the SENCO to discuss their individual targets, which help to build their one plan. They will review their outcomes together and decide on next steps.

If your child has an 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.

Training for staff supporting SEND pupils?

Regular internal and external training is provided for all staff to ensure we keep up to date with new information. Training for supporting children with SEN is considered essential and is always ongoing. The training of our interventions has had a major push this academic year and we can confidently day this is making a positive impact to teaching and learning.

We also liaise with other outside agencies such as Educational psychologists and Speech and language therapist who offer additional training and support plans for individual children.

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

At Kinsmoor, we feel that involving the children in their own learning is the route to success. If they are on the SEN register and have a one plan. During the process of creating the One Plan the child and the child family are heavily involved in creating targets for themselves. This then feeds into all teachers planning.

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

All of our students with additional needs are supported and encouraged to be fully involved in all areas of school life. All clubs and trips are open to them and individual arrangements are planned in advance to ensure that they are able to participate. Any issues around SEN/medical/physical needs will be discussed with parents as necessary.

How will the school prepare and support my child to join the high school, transfer to college or the next stage of education and life?

- ✓ New nursery and reception children receive a home visit
- ✓ Feeder schools liaison with the primary school during the Summer Term.
- ✓ Transition days with extra ones provided for students that are agreed need it.
- ✓ Reports from agencies already supporting the child.
- ✓ Contact with parents/carers.
- ✓ SENCO meetings with secondary school of SEN pupils

Who parents can contact for further information?

- ✓ Mrs C Demetriou KS1 SENCO/ Safeguarding lead
- ✓ Mrs A Millard: KS2 SENCO/Nurture teacher
- ✓ Mrs J Gasson: Learning Mentor, SENCO Assistant and Safeguarding Deputy
- ✓ Miss Lymbouris: Acting Principal
- ✓ Mr David Simmons: 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
- ✓ West Essex (Harlow): 07880 092785
- ✓ Speech and language (drop in sessions) 01279342167