

SEND Information Report 2021-22

Kingsmoor Academy



[#TransformingLives](#)

Contents:

Our vision	P 3
Statement of Intent	P 4
Contact Details	P4
Local Authority Offer link	P4
Academy's Offer	P5
Annual Evaluation Report	
Appendix A – Academy Needs Analysis	

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

Statement of intent

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

We strive to significantly improve the quality of learning and life experiences of pupils in all of our academies, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

Our academies make provision in accordance with the statutory guidance for Special Education Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN Policy

Our academies recognise 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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because their home language is different from English.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Who parents can contact for further information at our academy:

Name	Role	Contact Details
Christine Demetriou	SENCO	Tel: 01279360136 admin@kingsmooracademy.attrust.org.uk
David Simmons	LAC Governor	
Jo Gasson	Assistant SENCO	

Contact details of support services for parents of pupils with Special educational needs:

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
- ✓ Emotional Wellbeing Mental Health Service (EWMHs): 0300 300 1600
- ✓ Info: <https://westessexccg.nhs.uk/health-professionals/referrals-pathways-and-guidance/mental-health-2/children-young-people-mental-health/400-final-new-ewmhs-booklet-011215-1/file>
- ✓ Autism support: <https://www.autism-anglia.org.uk/norfolk-support>
- ✓ NSPCC – Supporting children with SEND: <https://www.nspcc.org.uk/keeping-children-safe/support-forparents/coronavirus-supporting-children-special-educational-needs-disabilities/>
- ✓ Family Action: <https://www.family-action.org.uk/what-we-do/children-families/send/>
- ✓ SENSE. Support for children and parents with complex SEN: <https://www.sense.org.uk/getsupport/support-for-children/send/>
- ✓ Kids. Support: <https://www.kids.org.uk/sendiaass>
- ✓ Sure Start: <http://surestartchildrenscentresnhp.org.uk/support-for-parents-with-children-with-specialeducational-needs/>
- ✓ Foundation Years: <https://www.foundationyears.org.uk/files/2015/05/Guide-for-working-with-parentsof-children-with-SEND.pdf>
- ✓ Family Lives: <https://www.familylives.org.uk/advice/your-family/special-educational-needs/>
- ✓ Government Information: <https://www.gov.uk/children-with-special-educational-needs/special-educational-needs-support>

Information on where the local authority's offer is published:

Essex Local Offer: Information about support services and local opportunities for children and young people with SEND – find what you need all in one place.

<http://www.essexlocaloffer.org.uk/>

Kingsmoor Academy's Local Offer

1. The kinds of special educational needs provided for:

Refer also to Appendix A – Academy Needs Analysis

Children at SEND Support level are placed onto our SEND Register. Children with additional needs not classed as significant or permanent may still receive provision within the school, may not be on the register.

We can make provision for every kind of frequently occurring special educational need with or without an EHCP.

Special Educational Needs and Disability are generally thought of in the following four broad areas of need:

Cognition and Learning: Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. SEN 10 Code of Practice (2015, p. 97)

Communication and Interaction: Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. SEN Code of Practice (2015, p. 97)

Social Emotional and Mental Health: Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. SEN Code of Practice (2015, p. 98)4

Physical and Sensory: Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. 11 These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link). 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. SEN Code of Practice (2015, p. 98)

The academy provides for a range of needs within these areas and works with outside agencies to ensure each child's needs are catered for to the best of our ability.

2. How the special educational needs of pupils are identified and assessed:

When considering whether a pupil has special educational needs any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum
- Has social, emotional or mental health difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme 8
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- Has a communication and/or an interaction difficulty that impedes

Where progress is not sufficient, even if a special educational need has not yet been identified, we putting place extra support to enable the pupil to catch up. Examples of extra support are: interventions focusing on reading, writing, maths or social skills. Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents and carers, we will use a range of assessment tools to determine the barrier to learning. These may include;

- Wellcomm Screening Tool
- Sandwell Numeracy Test
- LG Rapids dyslexia tool
- Boxall Profile (SEMH needs)
- BVPS vocabulary Test (receptive language) 12
- Sensory Processing Assessment
- PHAB Test (Phonological awareness test)
- YARK Reading Test

3. Our academy's approach to teaching pupils with special educational needs:

SEN support should take the form of a four-part cycle where actions are revisited, refined and revised as the understanding of the pupil's needs grow and to ensure good outcomes are secured. This is known as the 'graduated approach' and draws on more detailed assessments, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of the pupil. The graduated approach has four main parts: assess, plan, do and review.

4. Additional support for learning available to pupils with special educational needs:

As a fully inclusive academy, all of our caring, dedicated and well-trained staff are fully committed to enabling your child to reach their full potential in all areas. We believe that this positive belief and the high expectations for all pupils will encourage them to thrive.

All children on our SEN register have a one plan written in conjunction with the child, their parents, class teacher and SENCO. The one plan aims to bring together information about the child's strengths and qualities, as well as what the child feels they need support with and any resources that will help them. Thoughts of the child, parent and teacher are included, as well as pastoral and academic SMART targets agreed and written together.

Class teachers and teaching assistants add evidence as to how the child has met the targets to help plan the next PLP.

Your child's class teacher will plan a range of strategies to help your child learn, including 1:1 teaching, small group work, interventions, pre-learning.

The SENCO and data lead oversee all additional provision made for our pupils. We regularly review provision by monitoring and discussing progress with the child's teacher as well as the support and targets identified on the PLP. If the expected progress is not being made, we will look at other evidence based targeted interventions and update the PLP.

We work closely with Educational Psychologists, school nursing team, occupational therapists, Speech and Language team, EWHMs, and the inclusion partners who we ask to assess and observe children if they are still not making progress.

5. How we adapt the curriculum and learning environment for pupils with special educational needs:

As a fully inclusive academy, we make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, small group learning, 1:1 work, teaching style, content of the lesson and using positive role models.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, writing aids, writing slopes and concentration toys to add focus.
- Differentiating our teaching for individual children, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud or providing post teaching support to repeat and embed learning.
- Colleagues will be aware of targeted areas of specific children and will interleave this learning throughout the school day to support progress.
- Most support staff (LSA, TAs, HLTAs) work as whole class support, mixed ability group support, small group support, intervention support and as a key adult, where required. 1:1 support for children with an identified need will be discussed at Multi Agency Meetings and at a Senior Leadership Team level to ensure strategies are appropriate and will develop independence and progress of children.

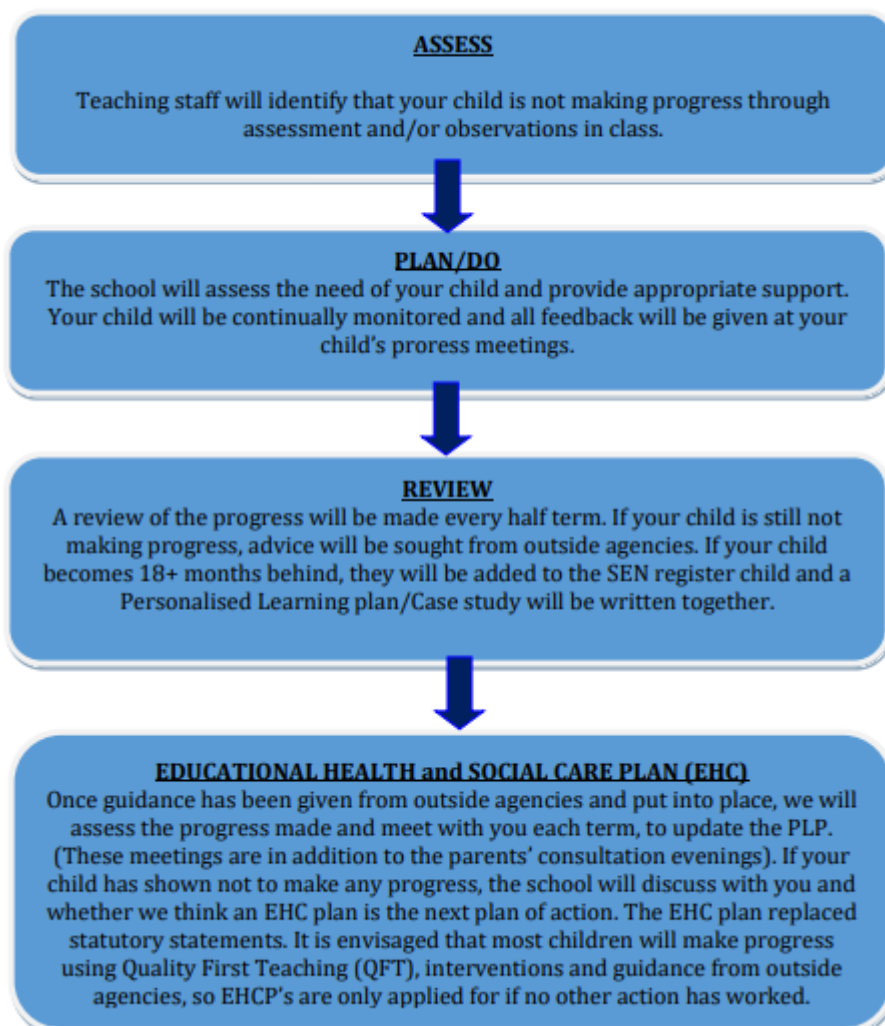
6. What support is available for improving the emotional, mental and social development of pupils with special educational needs:

At Kingsmoor we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils throughout the day. The delivery of the curriculum is underpinned by our Jigsaw PHSE curriculum which is aimed at developing the personal and social skills for life. In addition to this, key staff have received training from a specialist teacher to enable them to deliver Wellbeing support. Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support. For some pupils with the most need for help in this area we can also provide the following: Therapeutic Play, social skills, secondary transition work, or catch up time with a key adult and pastoral support.

There is more information on how we support children with mental health in 'Kingsmoor Academy's Well-Being & Mental Health Strategy'. Please ask for a copy

7. How we assess and review the progress of pupils with special educational needs:

What happens if my child is not making progress?



8. The expertise and training of staff in relation to pupils with special educational needs:

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 say 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.

9. Equipment and facilities to support pupils with special educational needs:

- The SEN LAC member for SEND will meet regularly with the SENCO to ensure pupils needs are being met and that reasonable adjustments are made for pupils when necessary.
- Each academy will publish their 'offer' on the academy website which outlines the support and provision available to help SEND pupils to have full access to the curriculum and academy life. This is reviewed annually and is available on the academy website.
- Resources are allocated using the feedback from staff, parents and the pupil. The impact of the resources, whatever they might be, is regularly reviewed and adjusted or changed as necessary.

10. How we consult with parents of pupils with special educational needs about, and involve them in, the education of their child:

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.

We value your views!

11. How we consult pupils with special educational needs about, and involve them in, their education:

All SEN children are involved within their own graduated approach programme and are consulted within their own one plans. They are also given the same opportunities as all children within school council lessons. Also, all teachers and members of staff have an open-door policy where students are encouraged to give feedback and discuss their learning further.

12. How we support pupils with special educational needs in transferring between phases of education and/or in preparation for adulthood and independent living:

Our school and in particular the Early Years team, work closely with all Early Year settings at the time of transition. We have meetings with all parents and we also visit the children in their home setting before they enter the school system. Extra visits can be arranged for children with SEN. In the same way our Year 6 staff work closely with secondary schools to ensure a smooth transition and transfer of relevant information. We are able to arrange additional visits for children with SEN.

13. How we involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils:

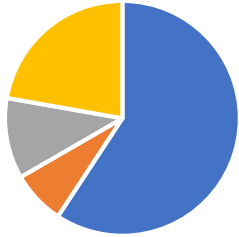
Our SENDCo has strong partnerships with a range of professionals such as: educational psychologist, Inclusion partner, family support workers, speech and language therapist, occupational therapists, social care services and local SEND cluster groups. This team can sign post the school should we need advice and support and we are unsure of where this can be found. In order to make referrals to these services children must meet particular criteria. Expertise is shared within the school through sharing knowledge and best practice at Staff Meetings and at other staff Insets. Parents are also able to access other services through their General Practitioner, for example The Communication Disorder Clinic (CDC).

14. How we deal with any complaints from parents of pupils with special educational needs:

Please refer to our complaints policy for details of how we aim to resolve any concerns or complaints.

15. How we evaluate the effectiveness of our provision:

Our evaluation of provision is published annually and forms the second part of this document.

This evaluation report reflects academic year ending July 2021					
SEND profile					
Total Number of pupils on SEND register					
SEND Support		Education, Health and Care Plans		% of academy population SEND support EHCP	
28		2		1% 0.006%	
% boys and girls		SEND and Pupil Premium % of SEND cohort		SEND needs breakdown should be shared with Governors using needs analysis template	
Boys 20 71%	Girls 8 29%	7 PP 25%		<p>Needs breakdown</p>  <p>■ SLCN ■ SEMH ■ SLD ■ MLD</p>	
Progress made by pupils with SEND					
Average Intervention progress breakdown: This data was collated from a variety of interventions throughout the year and provides the average progress.					
Year group		Pupils		Average outcome	
Nursery		5		+4	
Reception		3		+3	
Year 1		4		+1.6	
Year 2		5		+3	
Year 3		3		+3.3	
Year 4		2		+2.8	
Year 5		2		+1.7	
Year 6		4		+1.1	
Attendance and exclusions					
Overall attendance %		% of pupils PA		% and number of SEND pupils FTE or PEx	
Non SEND	SEND	Non SEND	SEND	Non SEND	SEND
96%	94%	68 children 24%	8children 3%	N/A	N/A
Effectiveness of targeted interventions (outline successes and interventions not so successful and why)					
15 MINUTES A DAY			We currently have 2 members of KS2 staff who while schools were open were facilitating this in groups of 3. With the help of the SENCO,		

	resources were adapted to fit with the school's maths mastery approach.
Number box	Year 3 and 4 TA's have used this with some targeted children. Progress was good.
5-minute box	5-minute box is an excellent KS1 resource. Once children have completed their cycle of 5-minute box they are very quickly moved on to a phonics intervention.
Finger Gym	Intervention has shown a great resource for children with poor fine motor skills who need support with handwriting. Results were positive and where children did not make progress an Occupational therapist referral has been made.
Tiger teams	Select children were selected to participate in gross motor skills activity on a 1:1. This was because of our covid-19 risk assessment but we hope to increase this to group work this academic year.
Wellcomm	Although this was previously used staff were not using it consistently. This year every child in Nursery and Reception were screened and needs were identified. This had a positive impact on children but also allowed us to identify serious needs quicker for S&L referral.
Spring into speech	This was a new Speech and language intervention that a member of staff was trained on. This showed excellent progress when done consistently.
Leap into language	This was a new Speech and language intervention that a member of staff was trained on. This showed excellent progress when done consistently.
Memory fix	This intervention has supported children with Phonological areas of need.

(outline successes and interventions not so successful and why relating to attendance and exclusions)

Our school Attendance officer is in constant contact with children who are absent daily and school assemblies take place for 95% and 100% attenders.

Effectiveness of targeted interventions

Successes

- Outside agency support has continued despite the pandemic
- Strong progress made in the speech and language interventions. All children have made progress across the year from baseline.

- Many of the children requiring Speech and Language interventions are now age appropriate and no longer require the support.

Other initiatives in the last 12 months to improve the quality of SEND provision leading to improved outcomes including any external specialist support services that work with the academy and the impact they have.

- Both teachers and TA's have had targeted observations where SEN teaching and learning were observed.
- Book looks have taken place.
- SENDCo support during lockdown.
- SENDCo support during PPA for more targeted support.
- CPD provided on speech and language for all TA's as this is the primary area for need within the school.
- External referrals continued throughout lockdown leading to 3 new diagnosis of children and 5 new speech and language support plans.

Outline how the specific targets, objectives and learning needs of SEND pupils will be addressed through quality first teaching and how this will be reflected in your curriculum intent.

- Specific targets are allocated set intervention times by class teacher and TA if they are not able to be addressed with quality first teaching. This is monitored by the SENCO during observation week where folders are checked.
- It is also monitored during book looks and planning harvest to check that needs are being met.

SEND Objectives for 2021-22

- Embed the use of provision map from Edukey.
- Ensure all teachers are equipped with the knowledge of Quality first teaching techniques to enhance SEN teaching and learning.
- Ensure the mental and physical health and well being of pupils are identified and catered for, in order to improve outcomes for pupils (KLI4)

Academy Needs Analysis: 44 children on the SEN register				
Type of Need		No. of Pupils	% of SEND pupils	% of all pupils
Communication and Interaction	Speech, Language and Communication Needs (SLCN)	28	63%	10%
	Autistic Spectrum Disorders (ASD)	2	4%	0.7%
Cognition and Learning	Moderate Learning Difficulty (MLD)	4	9%	1%
	Severe Learning Difficulty (SLD)	0	0%	0%
	Profound and Multiple Learning Difficulty (PMLD)	1	2%	0.3%
	Specific Learning Difficulty (SpLD)	1	2%	1%
Social, Emotional and Mental Health (SEMH)		6	14%	2%
Sensory and/or Physical Needs	Visual Impairment (VI)	0	0%	0%
	Hearing Impairment (HI)	0	0%	0%
	Multi-Sensory Impairments (MSI)	0	0%	0%
	Physical Disability (PD)	3	7%	0%

