

SEND Information Report

Academic Year 2023-2024



Review Date

September 2023

Ratified

7 March 2023

Next Review

September 2024

Responsible Colleagues

Christine Franklin, Director of Safeguarding

Our Vision



Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

Commitment to Education

Transparency and Integrity

Innovation and Improvement

Dedication to Inclusivity

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

SEND Information Report

This information report has been prepared by Principal, Miss Lymbouris and SENDCO, Mrs Demetriou and the board of Governors for publication on the website.

The Special Educational Needs (SEN) Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here. In particular, it should be read alongside the academy's Special Educational Needs and Disability (SEND) policy.

The academy makes provision for the following kinds of SEN

Refer also to Appendix A – Academy Needs Analysis

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 but may not be on the register.

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 such as:
including

- Moderate learning difficulties (MLD),
- Severe learning difficulties (SLD)
- Specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia

Communication and Interaction:

Children and young people with

- Speech, language and communication needs (SLCN) have difficulty in communicating with others.
- Autism Spectrum Disorder (ASD)

Social Emotional and Mental Health:

- Mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder

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. Many children and young people with:

- Vision impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)

The academy provides for a range of needs within these areas and works with outside agencies as quality first teaching and/ or adaptive teaching strategies and physical support such as

- Building mutual respectful relationships
- Visual support
- Chunked vocabulary
- Pre teaching of vocabulary
- Scaffolded learning
- Tactile support
- Now and next boards
- Providing extra time
- Use of questions to promote alternative questioning
- Talk partners
- Use of Physical equipment such as cubes, tactile letters
- Chair bands
- Wobble cushions
- Movement breaks
- Accessible scissors, pencil grips or pencils
- Visual timetables: Now and Next
- Sensory breaks
- SEN morning meetings to support transition into school

This is monitored through Classroom observation which are done both formally and informally. The leaders at Kingsmoor also do regular book looks where we can see how much progress your child has made as well as to give guidance for future planning.

The academy identifies and assesses SEN by:

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
- 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 his/her education.

Where progress is not sufficient, even if a special educational need has not yet been identified, we place extra support in 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)
- Sensory Processing Assessment
- PHAB Test (Phonological awareness test)
- YARK Reading Test

Please see appendix B

The academy supports SEN in accordance with its policy framework which is set out at:

All [Kingsmoor Academy policies and procedures](#) can be found on our website under Our Academy, then Policies or Procedures.

This includes our SEND Policy, Equalities Policy and Objectives, Attendance Policy, Behaviour Policy, Curriculum Policy and Assessment Policy. They are to be read in conjunction with the SEND Code of Practice 2014 (updated 2020).

These policies set out the academy's approach to:

- Assessing and review of the progress of children with SEND
- Teaching children with SEND
- Adapting the curriculum and learning environment for children with SEND
- Making decisions on additional support in relation to children with SEND
- Ensuring inclusion of children with SEND with children without such needs across all academy activities
- Supporting the emotional, social and mental development of children with SEND (Please see **appendix C**)

	<ul style="list-style-type: none"> Evaluating the effectiveness of our provision for our children with SEND. 	
<p>The academy's SENCO's details are:</p>	<p>SENCo:</p>	<p>Mrs Christine Demetriou</p>
	<p>Email:</p>	<p>kin-admin@attrust.org.uk</p>
	<p>LINK Governor</p>	<p>AnitaThornberry</p>
<p>The academy's staff have been trained and have expertise in the following areas:</p>	<p>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 SEND 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 therapists who offer additional training and support plans for individual children.</p> <p>All staff at Kingsmoor Academy receive training on how to meet the needs of all learners and in particular strategies to support students with ASD, ADHD, Autism, Dyslexia and Visual and Hearing impairments.</p> <p>The SENCo has completed the Nationally accredited qualification required to be in the role of SENCo. 4 members of staff have completed the Mental Health First Aid qualification and 1 member of staff is completing the Lead mental Health training.</p> <p>We have also received external training on colourful semantics and precision training this year.</p>	
<p>The academy will secure equipment and facilities for children with SEND by:</p>	<p>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.</p> <ul style="list-style-type: none"> Planning through its annual budget Applying for Higher Tier Funding Pupils Premium Funding Applying for grants/additional funding 	

<p>The academy aims to involve the parents/carers of children with SEND in the education of the children and will do so by:</p>	<p>As an academy, all children are invited in for parents evening with their parents or class teacher. Those children on the SEND register will have an additional meeting to discuss their progress with the Special Educational Needs Co-ordinator (SENDCo) and/ or class teacher 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. The SENDCo is available in the school hall during parents evening to discuss any concerns or to discuss successes.</p> <p>Our SENDCo also prides herself on having an open-door policy where she encourages parents to make contact with her for any form of discussions relating to SEND. This year we have also started SEND parent coffee mornings which we are very excited about.</p> <p>We value your views!</p>
<p>How we consult pupils with special educational needs about, and involve them in their education:</p>	<p>All SEND children are involved within their own graduated approach programme and are consulted within their own one plans where possible. 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. Our school SENDCo also gathers feedback termly from the children.</p>
<p>Any concerns or complaints raised by a parent/carers of a child with SEND will be dealt with by the academy by:</p>	<p>Please refer to our complaints policy for details of how we aim to resolve any concerns or complaints.</p>
<p>The academy works with other agencies to support children with SEND and their families:</p>	<p><u>Family liaison</u> Our Family liaison officer is outsourced from Harlow Education Consortium. Our officer is Direct Family Support, tailored to the need of the family working with the family, Safeguarding and SENDCo to build bespoke support such as sleeping support, behaviour support, parenting and boundaries etc.</p> <p><u>Private YCT Play Therapist</u> Counselling provides an opportunity for children to talk, in confidence, about things that are worrying them or affecting their day-to-day life. What children choose to talk about with YCT counsellors is completely up to them, but common</p>

issues are bullying, parental separation, stress, friendships, change, bereavement, traumatic events, and anger.

Essex Education Psychologist

A setting, school or the local authority may ask for an EP to become involved. This is usually to investigate needs in more depth or to help plan support. Parents and young people will always be asked for permission and involved in all steps of this process.

The EP will work in a person-centred way to plan how to support a child or young person depending on his or her needs. Their work might include talking with the child or young person, psychological testing, observing in class and speaking with key staff and family members. This information will be used to plan what to do next.

Sometimes an EP will support in other ways, for example, by training the staff in the setting that the child or young person attends.

Inclusion Partner

Inclusion Partners (IPs) will work in close partnership with colleagues in SEND Services, and in particular, Educational Psychologists, to support early years settings, schools and colleges to develop their inclusive practice and deliver improved outcomes for children and young people with SEND. IPs are involved in delivering the Essex SEND Training Offer at a central, quadrant, cluster and individual school/early years setting model.

IPs all have extensive experience in working to support children and young people with SEND from birth to 25 years, and their families. Their knowledge, skills and experience come from a range of backgrounds and draw upon evidence-based practice to inform their support to early years settings, schools, colleges and families.

Essex young carers

The service offers:

- Confidential one-to-one support with a dedicated key worker in the area you live, including telephone support.
- Information, advice and guidance and assisting you to access other services to support you as a young carer.
- Training opportunities e.g. moving people safely, building

confidence and self-esteem, fire safety and access to counselling services if needed.

- Recreational activities to take you away from your caring role and meet other young carers and make new friends.
- Transition to adult carer services as you come up to 18.
 - Whole school assemblies

NHS SALT Therapist

The West Essex Children's Speech and Language Therapy Service provides support and assistance to children and young people who are experiencing difficulties with speech, language, understanding, talking, communication and with feeding & swallowing.

Occupational therapist

Occupational therapists work with children and young people, parents/carers and teachers to find solutions that minimise the difficulties children face, because we recognise that you know your child best.

After assessing we will help you identify goals with your child to work on, we will use play and various activities to work on a variety of skills. We will also provide parents/carers with strategies to work towards achieving these goals. Where appropriate we will assess for equipment that may be needed to maximise independence and postural development.

The academy acknowledges that parents/carers of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:

- ✓ To make a referral call 03330138913 or email send.iass@essex.gov
<https://www.essexsendiass.co.uk/>
- ✓ West Essex (Harlow): 07880 092785
- ✓ Speech and language (drop in sessions) 01279342167
- ✓ Emotional Wellbeing Mental Health Service (EWMHs):

0300 300 1600

<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>

	<ul style="list-style-type: none"> ✓ National Autism support: https://www.autism.org.uk/what-we-do/branches/nas-essex-branch ✓ NSPCC – Supporting children with SEND: https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/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 ✓ Foundation Years: https://foundationyears.org.uk/2019/08/child-development-and-early-learning/ ✓ 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 ✓
<p>The academy works on transition arrangements for children joining or leaving the academy by:</p>	<p>We follow our local authority’s admissions policy. The link below provides more information: https://www.essex.gov.uk/schools-and-learning/schools/admissions/admissions-booklets-policies-and-forms</p> <p>Parents are encouraged to visit the academy with their child before they start to meet staff and see their classroom, toilets and ask any questions. If your child is disabled, we will write a personalised learning plan so we can plan reasonable adjustments to make sure we are ready for your child’s first day, making the transition an enjoyable experience. Our admissions policy is available on our website.</p>

	<p>Transition to EYFS: Our teacher visits the local nurseries to read books and spend time with the children, as well as talking to staff. Home visits are also conducted. A welcome to school visit for parents and children have the opportunity to visit to discuss our setting. If a child at nursery has SEN, the EYFS teacher and SENCO will meet with them and the parents to discuss any reasonable adjustments that need to be put in place, as well as anything that will help the child to settle, such as likes, dislikes, routines etc.</p> <p>Transition to the next class: All children move into their next year group before the end of the summer term. This gives them the opportunity to get to know their teacher and peers. If a child has SEN, we will plan an individualised transition plan for them. Teachers also complete a visual transition booklet to support the children over the summer holiday.</p> <p>Transition to Secondary School: The SENCO holds an annual review in year 5 to discuss what school parents would like their child to attend so that they can consult if they will accept the child based on their needs. After Easter, some of the local schools do an assembly to the school to support transition. We also plan an individualised programme for pupils who need it, in conjunction with the child, parents and high school. The SENDCo also meets the secondary school SENDCo to discuss the children’s needs.</p>
<p>The Local Offer produced by the Suffolk Local Authority is available at:</p>	<p>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. https://send.essex.gov.uk/</p>

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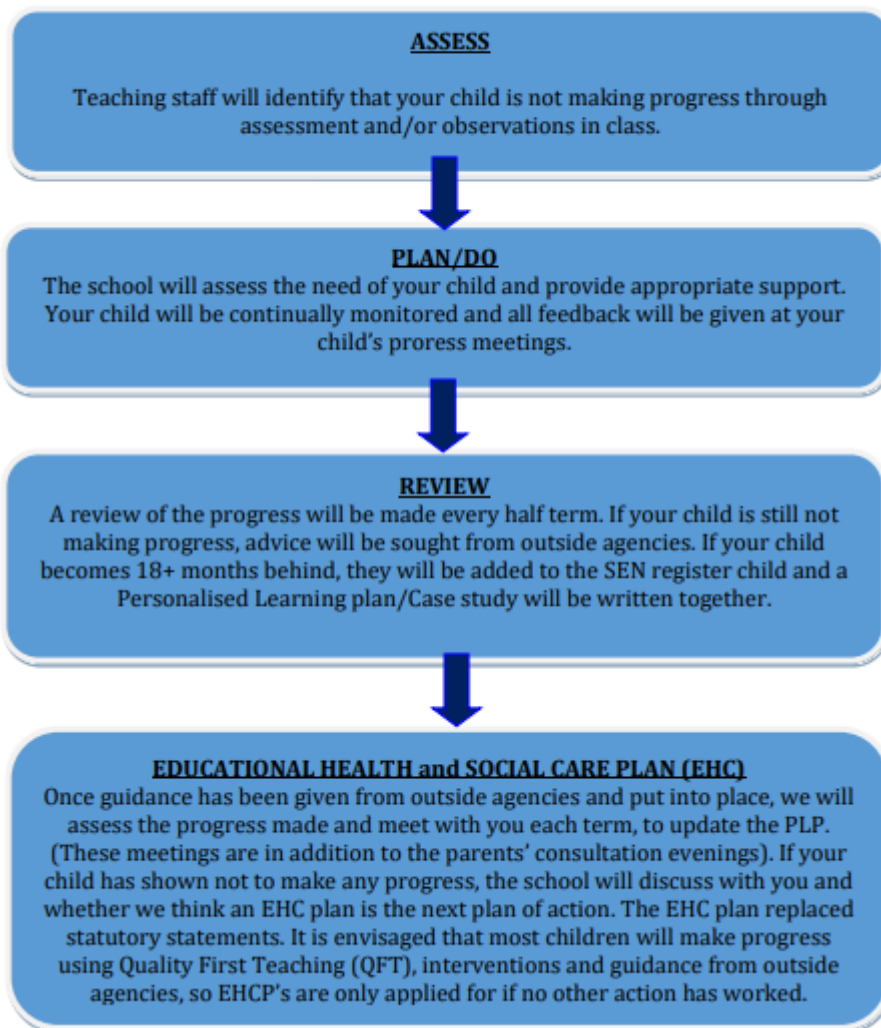
Appendix A

Academy Needs Analysis 2022-23 (End of academic year): 46 children on the SEN register				
Type of Need		No. of Pupils	% of SEND pupils	% of all pupils
	Speech, Language and Communication Needs (SLCN)	23	55%	6%

Communication and Interaction	Autistic Spectrum Disorders (ASD)	1	2%	0.2%
Cognition and Learning	Moderate Learning Difficulty (MLD)	6	14%	1.5%
	Severe Learning Difficulty (SLD)	0	0%	0%
	Profound and Multiple Learning Difficulty (PMLD)	2	5%	0.5%
	Specific Learning Difficulty (SpLD)	5	12%	1.3%
Social, Emotional and Mental Health (SEMH)		4	10%	1.1%
Sensory and/or Physical Needs	Visual Impairment (VI)	0	0%	0%
	Hearing Impairment (HI)	1	2%	0.2%
	Multi-Sensory Impairments (MSI)	0	0%	0%
	Physical Disability (PD)	0	0%	0%

Appendix B:

What happens if my child is not making progress?



Appendix C: Kingsmoor Academy Provision map

Social Emotional Mental Health (SEMH)

Assessment:

- Boxall Profile
- Pupil self referral- worry jar/box
- Star analysis- Trigger observations
- TOPS (Assessment 101) Social situations assessment
- Rosenburg self-esteem (assessment 101)
- LOLA Assessment
- Talk about assessment
- Strengths and difficulties questionnaire

Wave 1- QFT	Wave 2- Targeted provision	Wave 3- Personalised provision
<p>Clear and consistent boundaries</p> <p>Positive reinforcement and praise</p> <p>Positive reward system- whole school approach</p> <p>Behaviour triangle- consequence map</p> <p>Celebration assemblies</p> <p>Teaching of mindfulness techniques.</p> <p>Jigsaw PSHE curriculum.</p> <p>Opportunities for team building</p> <p>Assemblies linked to growth mind-set and resilience.</p> <p>Adaption to class layout</p> <p>Structures class routines</p> <p>Worry box/jars- to share concerns in each class</p> <p>Specific behaviour skills taught- e.g what is good listening</p> <p>Strategies for independent work taught and modelled.</p> <p>Calming box with fidget toys available when needed.</p> <p>Visual timers for children needing focus techniques- provided and taught.</p> <p>Wobble cushions or chair bands in place to allow children to focus during learning.</p> <p>Books around SEMH</p> <p>Diamond club- Lunchtime support</p>	<p>Behaviour plan</p> <p>Star analysis- To identify triggers</p> <p>Individualised positive behaviour chart</p> <p>Visual prompts</p> <p>Agreed area for calm time</p> <p>Key adults allocated for regular check ins</p> <p>Social stories to address any concerns.</p> <p>Specific group interventions:</p> <ul style="list-style-type: none"> • Calming cats • Lego therapy • Resilience • Emotional literacy • Positive relationships • Talk about • LOLA- listening skills 	<p>Boxal Profile</p> <p>Family support/ TAF</p> <p>Risk assessment, care or support plan</p> <p>Specific 1:1 interventions:</p> <ul style="list-style-type: none"> • Mentoring • Check ins • Social skills- adapted to child's needs. • Emotional awareness • Bereavement • Self esteem <p>Support, guidance, referral and target setting from external agency:</p> <ul style="list-style-type: none"> • Inclusion partner • MIND • Healthy families • Educational Psychologist consultation • SET-CAHMS

