

At Kingfisher CE Academy we welcome everybody into our family. We endeavour to create a happy, welcoming place where children and adults flourish to achieve their full potential and develop as well rounded, confident individuals. We strive to provide a learning environment that enables all our children to make the greatest possible progress in a caring, supportive, and fully inclusive environment. Having good attendance is key, and we are proud to say that pupils feel happy and safe and want to come to school to experience this.

We understand that every child is different and has individual educational needs. We are committed to inclusion and providing a high-quality education that enables all our children to thrive. Our SEND provision allows pupils the opportunity to follow a curriculum specifically tailored to their needs but is also broad and balanced. We aspire to enable all our pupils to be fully included in all aspects of school life.

This SEND Information Report and Contribution to the Local Offer are provided to comply with the 'Special Educational Needs and Disability Code of Practice 0-25 years' (January 2015)'.

### 1. What kinds of special educational needs are provided for at Kingfisher CE Academy?

Kingfisher CE Academy is an inclusive mainstream academy. Admission of children with special educational needs is considered in line with our admissions policy, which relates equally to all children. We also recognise that some children may have needs beyond those which we cater for. We work with parents/ carers and specialists to facilitate the appropriate placement of children with special educational needs.

We refer to the term "Special Educational Needs" if a child:

- Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.
- Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- behavioural, emotional, and social development
- sensory or physical conditions

Special Educational Provision is that which is additional to, or different from, that which is made generally for most children in school. Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Nursery through to Year 6. If a child is not making the expected progress, then we identify a need and determine the reasons why.

Adequate progress is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or is better than the previous rate of progress and ensures that a child has full access to the curriculum in line with their peers
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in a child's behaviour allowing them to be receptive to learning.

We use our best endeavours to ensure that necessary provision is made for any individual who has special educational needs (SEN), in cooperation with the local authority. We make reasonable adjustments to ensure that children are not at a substantial disadvantage compared with their peers. We constantly strive to improve the accessibility of our school and curriculum. Our school is on two levels with a lift so is easily accessible to children with gross motor difficulties and those with wheelchairs. Advice from outside agencies is implemented to increase accessibility and if specialist equipment or adaptations to our teaching is required.

## **2. How does Kingfisher CE Academy know if a child needs extra help?**

At Kingfisher we carefully and continually monitor the progress of all pupils. All staff are involved in monitoring and gathering evidence of progress from the moment a child starts with us including:

- Observations and assessments of learning, social, emotional, and behavioural development
- Progress measured against the Early Learning Goals in Reception and the objectives in the 2014 Primary National Curriculum
- Standardised screening and assessment tools
- Observations by professionals from external agencies e.g. Educational Psychologist, Behaviour Specialist
- Regular meetings held between class and SLT to monitor the progress of all children

Interventions are put into place for any child that needs support or challenge beyond Quality First teaching and provision. If there is evidence over a period of time that shows expected progress is not being made either academically, socially, or emotionally, then we consider the possibility of a child having Special Educational Needs (SEND). Following a graduated response, the class teacher will meet with the SENCO to discuss further support to help the child. The decision may then be taken to gather further evidence by looking at work, making observations or carrying out assessments to help identify any special educational need the child may have. At this stage, the SENCO will meet with the child and parents/carers, and they may be put on the SEND Register. Parents and carers are fully involved in this process as this way of partnership working is vital.

The school holds Parents' Evenings in terms 2, 4 and 6 after the written end of year report. More regular meetings are instigated by both parents and staff if the need arises. The school actively uses the Swindon Core Standards, Early Help Process and Team Around the Child meetings to identify needs, share information and work closely with families and other professionals.

If you have any concerns about your child's progress, please speak to their class teacher initially. If you have further concerns or require further information or support, please speak to our SENCO, Sally Telling.

## **3. How will Kingfisher CE Academy support my child?**

At Kingfisher we use our best endeavours to ensure all children receive the appropriate support they need, whether that is academically, socially, or emotionally. We deliver high quality first teaching which is suitably adapted to meet the needs of our pupils. We are committed to narrowing the attainment gap between SEND and non-SEND pupils.

Where children require extra support to make expected progress, or have been identified as having special educational needs, they will receive additional targeted support aimed at closing this. If they are currently working beyond their peer group, we aim for children to make progress at a suitable rate to their needs.

The amount, type and frequency of support will depend on the needs of the child. This personalised learning may include:

- Targeted individual support
- Targeted intervention programmes
- Visual/kinaesthetic supports
- Support to mediate language needs
- Use of advice and strategies from outside professionals e.g., Speech and Language Therapy
- Therapeutic interventions e.g., Trauma Informed Practice
- Additional adult support in class
- Sensory Support
- Rest / movement breaks

Sometimes this will be done in class, either by the class teacher or the teaching assistant. Sometimes the child might be learning outside of the classroom using a specific programme either 1:1 or in a small group. Children may be part of group keep up (short term targeted intervention in small groups); have an Early Help Assessment (EHA); a Provision and Outcome plan; or be considered for an Education Health Care Plan (EHCP). All additional support for a child, whether at an early-intervention stage, or when a child is on the SEND Register, is monitored and reviewed regularly following a graduated response cycle. For children on the SEND Register, SEND Reviews take place three times a year (terms 1, 3 and 5) and involve teachers, parents / carers, and the child. These reviews and associated amendments are documented on the child's Provision and Outcome Plan depending on the child's level of need.

The SENCO works to support, monitor the impact of and advise with this work. They also work with the assigned Academy Council Member for SEND to monitor the impact of the additional support in place. Whatever stage they are on, you, as parents and carers, will be fully informed and involved.

#### **4. What specialist services and expertise are available at or accessed by Kingfisher CE Academy?**

Within the school, individual staff expertise and experience includes supporting pupils with Autistic Spectrum Condition (ASC), trauma-related emotional needs, Emotional Literacy Support, and sensory processing needs. Interventions currently offered to targeted pupils include ELSA, NELI, and Trauma Informed Practice.

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services. We are not limited to these professionals and will seek external specialist support to meet the ongoing and developing needs of our children.

We currently have access to:

- an Educational Psychologist
- a Behaviour Specialist
- Brunel Autism Support Inclusion Service outreach
- The ARC (Autism Resource Centre)
- So to Speak, Speech and Language therapists
- NHS Speech and Language Therapy
- NHS paediatricians
- School Health Nurse Team
- a Play Therapist

A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching staff
- provide additional assessment for evidence gathering
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child
- provide support to parents and carers

#### **5. What training are the staff supporting children with SEND having?**

Class teachers are supported in planning for children with SEND by the SENCO. If necessary, experienced professionals from outside agencies advise and make specific recommendations to the school.

Whole school SEND training on areas relevant to our school needs such as Autistic Spectrum Condition, Attention Deficit Hyperactivity Disorder and speech and language difficulties are regularly included in staff CPD. This training is delivered by a range of people including experts within DBAT and other external professionals.

Staff also attend bespoke training either internally or externally if it is needed for them to more effectively support the needs of their children.

#### **6. How will both you and I know how my child is doing and how will you help me to support my child's/young person's learning?**

At the beginning of each term a newsletter and overview of learning is sent out to all parents/ carers. This can also be found on the class page of the website. We use and regularly update Tapestry to share your children's learning during the term.

We are always happy to discuss your child with you. A member of staff is usually available at the end of the day or appointments can be made. We hold Parents' Evenings in terms 2, 4 and 6 after the written end of year report. Children on our SEN register have SEN review appointments in addition to this in terms 1, 3 and 5. The first meeting is to set targets and the following two to review. As part of our transition process in term 6 we have four Discovery Days for all children. In some circumstances, we will, in agreement with you, set up additional communication sessions or home-school books to help support your child.

As explained in Q2, if your child is identified as not making progress over a sustained period of time, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

### **7. How will the curriculum be matched to my child's needs?**

Our team at Kingfisher CE Academy strive to ensure the curriculum is adapted to your child's needs so they are challenged in everything they learn. All the teaching and learning is adapted to meet the needs of our children. This could be through outcome, support provided, or the resources used. Whatever the adapted teaching is, it is aimed at the child making the next step they need in their learning within that specific part of the curriculum.

We will ensure all staff are supported to deliver high quality teaching and learning to each child so they can achieve the best possible progress. They will be made aware of each child's individual needs and what specific adjustments or provision is required to enable them to be included and make progress in their learning.

### **8. What should I do if I am concerned about how my child is feeling or about their learning progress?**

We are always happy to discuss your child's feelings and progress with you at any time. The staff are available for brief discussions after school and a member of our Senior Leadership Team is usually available on the gate too. If you need a longer discussion, then please book an appointment with the class teacher in the first instance and then if needed with the Headteacher or the SENCO. Although we have regular parent meetings, we always prefer you to contact us as soon as a concern arises so that we can work together to resolve a situation.

### **9. How is my child involved in this process?**

Children are at the heart of all we do and their understanding of their own needs and skills is key to our ethos here at Kingfisher CE Academy. All the children are involved in target setting and assessment, contribute to SEN Review meetings and their own reports at the end of the year. Children are also included as a central part of the Annual Review process in an appropriate way for their age / stage of development. The ethos of our school encourages all children to celebrate their own and others' achievements of the next steps in learning – 'Discovering and Learning Together, so all can Flourish'.

### **10. What support will there be for my child's overall wellbeing?**

Your child's well-being is paramount, and all staff will do their utmost to ensure your child's social and emotional needs are met.

Our staff team are trained to identify and raise any concerns at an early stage so that support can be implemented at an early stage. The Senior Leadership Team meet regularly to discuss pupil well-being, behaviour, attendance, and progress.

Parents will be invited to meet if it is felt further support would be beneficial in any of these areas. We will also gain your consent if it is felt the pupil would benefit from additional support. Children can have 1:1 ELSA or Trauma Informed support to talk through their feelings and find ways of dealing with things that have happened to them. These members of staff are highly skilled and experienced in supporting the social and emotional needs of our pupils. They are always happy to discuss any concerns you may have. External professional support can also be provided with referrals to outside Health and Education agencies e.g., School Health Nurse Team, Play Therapy, Educational Psychology.

## 11. How will Kingfisher CE Academy prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?

### **Starting school in Reception:**

In the summer term before your child begins at Kingfisher, we visit your child in their current Early Years setting to introduce ourselves and have a handover meeting with the staff. This allows us to carefully plan your child's transition to our reception class. We also offer four Discovery Days where your child can stay and play with their new friends. If you feel additional visits will support your child, these can be arranged. If you have any concerns about your child starting school, then please contact the school at any time to discuss them with the SENCO. We will contact your child's Early Year's setting's SENCO for a comprehensive handover.

If your child has medical needs, we will discuss a care plan with yourselves and our school nurse.

If your child has identified SEN an enhanced transition programme takes place with a photo book of key people and places within the school and additional visits including visits to our school with their current Early Years keyworker. We can also hold a team around the child style transition meeting with the family, current setting, and ourselves for a comprehensive handover.

### **Transitions:**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- We will work with the child to prepare them as fully as possible e.g., supporting visits to the new school, creating picture books of the new school.

If your child is moving to our school:

- We will liaise closely with the previous school or placement and parents to ensure a smooth transition. If necessary, a gradual and enhanced transition programme will be implemented to ensure the child is supported to settle calmly into Kingfisher.
- We will contact the current school's SENCO and ensure we know about any special arrangements or support that need to be made for your child.
- We will meet with you to discuss your child's needs and what you feel needs to be put in place before joining us and once they have started.

## 12. How will my child be included in activities outside the classroom including school trips?

Reasonable adjustments are made to enable every child to be included in every aspect of the curriculum, and we aim for every child to be included on school trips or any extra curricula activities they would like to attend.

We ensure all educational visits are inclusive by planning and, where possible, visiting the site in advance. In accordance with school policy, to ensure the health and safety of all individuals, risk assessments are carried out in advance of all trips and visits. Where necessary, this includes individual risk assessments for pupils. Additional provision and reasonable adjustments to enable all children to be able to access the trips, including additional adult support, will be made whenever possible.

**13. How are Kingfisher CE Academy's resources allocated and matched to children's special educational needs or disabilities?**

The school budget includes money for supporting children with SEND. The Headteacher, SENCO and Finance team discuss all the information they have about SEND in the school, including children currently receiving additional support and the children needing additional support. They then decide how resources should be allocated across the school.

All resources, training and support are reviewed regularly, and changes made as needed. If a child needs additional support above that which the school can meet within its SEND budget, and if the child continues not to make expected progress despite appropriate support, provision and interventions by the school, an application for an Education Health and Care Plan is made by the school (see Q14).

**14. How is the decision made about what type and how much support my child will receive?**

Children who are on the SEND Register have individual Provision and Outcome Plans which are written by the school in partnership with the child and parents / carers. These outline the provision and support that the school will provide and sets expected outcomes for the year ahead. These are reviewed with the child and parents / carers at SEND Reviews three times a year additional to Parent's Evenings.

If progress is still not being made, despite 'relevant and purposeful action', then Kingfisher will consider requesting an Education, Health, and Care Needs assessment (EHCNA). This process will take up to 20 weeks to implement. Throughout this process, parents and the child will be involved.

If the child qualifies for an Education, Health, and Care plan (EHCP), the assessment of the child's needs may identify something that is significantly different from what is usually available, there may be additional funding allocated to the school to enable them to implement this provision. Any EHCP will be reviewed annually.

**15. How are parents involved Kingfisher CE Academy? How can I be involved?**

We believe in developing a team around each child to support them holistically, and parents are a vital part of this process. As a parent we believe you are the expert on your child, and we welcome your knowledge to assist in a successful induction to our school. We offer you the opportunity to fill in an 'All About Me' for your child and attend a Meet the Teacher at the beginning of the academic year to build relationships from the start.

You will be invited to three parents evening each year and a written response to your child's written end of year report. If your child is on the SEND Register, you will have three further SEN Review meetings to discuss and contribute to regular reviews of your child's additional provision and support. On occasion it may be necessary to arrange a multi-agency meeting to support your child. If your child has an Education Health and Care Plan or is in receipt of Higher Needs funding, an Annual Review meeting will be also held.

We welcome parent volunteers in our school, so please let your child's class teacher know if there is any way you could help. You can also join our Friends of Wichelstowe Trinity Learning Campus.

### Who can I contact for further information?

Within school:

**Ms Sharon Bishop** - Headteacher, Designated Lead for Looked After Children and Designated Safeguarding Lead

**Miss Sally Telling** – Assistant Headteacher, SENCO and Deputy Designated Safeguarding Lead

**Mr Andrew Smith** - SEND link Academy Council member

Advice outside of the school:

Details the Local Offer for Swindon

<https://localoffer.swindon.gov.uk/home>

The SEN Code of Practice issued by the government is available at

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Swindon SEND Family Voice- Gives advice and support to parents.

<https://swindonsendfamiliesvoice.org.uk>

### Other Policies Linked to SEN

- Kingfisher SEND Policy
- DBAT SEND Policy
- Admissions Policy
- Accessibility Policy and Plan
- Equality objectives