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Living Well Together

Vision Statement

Growing confident and aspirational children who believe in themselves and contribute positively to their community and the wider world.

Mission

Our Mission is to ensure that:

- All children develop the **knowledge, skills and character** to live happy, healthy and successful lives
- All children are respected and treated with **equity**
- All children are taught to be **resilient** and **aspirational**, encouraging them all to achieve their full potential
- All children know that they have a positive role to play in the world and that their contributions are valued in the **community**
- All children are encouraged in their **personal, moral and spiritual** development within a Christian framework.

Our Core Values

Kindness

Learning respectfully alongside each other, helping each other to grow through our acts of kindness.

"Do for other people the same things you want them to do for you."

Matthew 7 v 12

Friendship

United as a family we bring light to our community and the wider world.

"A sweet friendship refreshes the soul."

Proverbs 27 v 9

Faith

Aspiring to learn with courage and faith, believing in God, ourselves and each other so that we can live life in all its fullness *"Faith can move mountains"*.

Matthew 17 v 20





SEN Information Report

1. What should I do if I think my child has special educational needs?

- Discuss your initial subject concerns with class teacher.
- If you are concerned about a number of issues discuss with your child's teacher and teaching assistant. This member of staff will then discuss the concerns with Colette Jeffery (Deputy Head Teacher /SENCO)
- The academy works to the definition of special education needs outlined in the SEN Code of Practice 2014 which states :

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 them. A child of compulsory academy age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or*
- (b) 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 academies or mainstream post-16 institutions.*

2. How will the academy respond to my concern?

- A member of staff will listen to and investigate your concerns.
- We will get back to you by phone or e-mail within five days.
- If needed, we will set up a meeting in academy to discuss your concerns.

3. How will the academy decide if my child needs extra support?

- Within a single subject, the class teacher and Leader of Key stage will decide.
- If the concern is across a number of subject areas, the Deputy Head Teacher will decide in conjunction with the Leader of Key Stage based upon the evidence brought to them.
- Where possible, the decision will be based on data about your child's attainment in comparison to other children and their progress, as outlined in the definition of special educational needs from the 2014 Code of Practice.

4. What will the academy do to support my child?

- If additional support is needed across a number of areas, your child will be placed on the SEN register.
- Provide additional support where possible from the class teacher and/or class teaching assistant who will work as a Key Worker, under the supervision of the class Teacher and Deputy Head Teacher, oversee and plan a programme of support with you and your child, which may include in class support from TAs



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The support will be based on the cycle of: assess, plan, do and review

- All additional support will be recorded on the academy's provision map.
- The Key Worker may also work with you and your child to put together a profile to ensure that comprehensive information is shared with your child's teacher or other professionals they may come into contact with to enable them to maximise progress, this is reviewed with your child every half term. Students on the SEN Register have specific targets relating to their needs. This will indicate the nature of the support, how often it takes place and its effectiveness
- Refer to "Nurture" for additional emotional support to meet social, emotional and mental health needs

5. Who will support my child within the academy?

Where the academy decides it is appropriate, your child may be supported by the following:

- Class Teachers
- Leaders of Key stage
- Teaching Assistants
- Senior Leaders
- Deputy Head Teacher
- Academy's pastoral and Welfare Officer

6. What training and experience do staff have for the additional support my child needs?

Within the special needs support staff there is a wide variety of training, experience and qualifications including:

- Dyslexia screening
- The use of radio aids for students with hearing impairments
- safe handling for students with physical disabilities
- Speech and Language Therapy
- ASD
- Motional

All staff have recent training in meeting the needs of students with ASD, Dyslexia and differentiation to ensure quality first teaching.

7. Who else might be involved in supporting my child?

Depending on the needs of your child, the following agencies may be involved:

- Family SENCO
- Educational Psychologist



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- CAMHS worker



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Healthy Families Team

- PDSS (Physical Disabilities Support Service)
- SFSS (specialist services for academies) • Sensory Education and Support Service
- Speech and language therapists.
- Targeted Support – access to a range of agencies
- Communication and Interaction Team
- Social Care
- Health Related Education Team (HRET)

8. What support will be there for my child's emotional and social well-being?

- Pastoral support will be provided by your child's class Teacher, supported by the relevant the Leader of Key Stage, 'Teaching Assistants' who they will see on a daily basis.
- It is the responsibility of all staff to be available for any child to talk to, in most cases this will be the class teacher or teaching assistant.
- Several members of staff have been specifically trained in this area and may be asked to work with a child.
- Students on the SEND register receive additional pastoral support from class teaching assistant as will those classified as vulnerable learners
- Referral to 'Nurture' who provide a range of interventions for students with social, emotional and mental health needs
- Colette Jeffery, Deputy Head Teacher, has overall responsibility for support within the academy and liaises with Rachel Moffitt, Attendance/pastoral Officer,
- The academy's behaviour for learning policy outlines how the academy promotes positive behaviour The Teaching Assistants play a large role in promoting positive behaviour and avoiding exclusion
- The first port of call if your child feels they are being bullied is their class teacher or their Leader of Key Stage and the class Teaching Assistant (if on the SEND register) who will deal with the incident in line with the anti-bullying policy
- If your child requires prescribed regular medication, medicines are stored in a lockable cabinet and are administered as per your instructions or care plan, this is overseen by trained first aiders
- If your child has diabetes, epilepsy or other more serious conditions, or might need to use an EpiPen, then staff will receive additional, specific training and a medical profile will be shared with all staff
- If your child feels unwell, they will be spoken to by an appropriate adult and further escorted to designated first aiders if required.

9. How will my child be involved in the process and be able to contribute their views?



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If your child is on the SEND register they will have an allocated Keyworker who will build up a good relationship with them. This member of staff will review their profile with them each term and update all staff with this information

- Children will be given the opportunity to share their views during Child Centred Reviews which are completed termly with the class teacher and carers.
- The Teaching Assistant or Class Teacher will meet your child to discuss their progress update when they are issued

10. How will the curriculum be matched to my child's needs?

- Provision of our curriculum is a priority and we work closely with other specialist to ensure provision is as bespoke as possible.
- We aim for your child to study a broad and balanced curriculum.
- Teachers/HLTAs will try to prepare materials and teaching approaches to meet the individual needs of students.
- All staff have access to baseline data for your child and a profile, outlining needs and strategies, for all students on the SEND register to ensure effective differentiation is in place.
- A teaching assistant may be in some of your child's lessons to help with their learning.
- In some circumstances your child may be withdrawn from lessons in order to concentrate on the development of key skills, such as literacy, numeracy or communication needs.

11. What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

- In addition to the termly progress updates via parents evening and reporting process, SEND reviews will provide the opportunity to discuss support, attainment and achievement on a half termly basis.
- Where possible, The Deputy Head Teacher, Class Teacher and/or teaching assistant attends termly Parents' Evenings to discuss progress alongside their class Teacher.
- You will be able to contact your child's class Teacher to discuss progress.
- Other forms of contact may be used, such as planners and monitoring cards

12. How does the academy know how well my child is doing?

- Half termly update led by the academy leaders using the data system to monitor whether students are making expected progress. Your child's numeracy, writing and comprehension attainment will be formally tested throughout the year.



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- Moderations, in academy and cross collaboration with others within the Newark area and SNAMT take place.

Students receiving additional literacy or numeracy interventions have their reading tested prior and post interventions

- Assessment for learning strategies ensure that your child is involved in monitoring their own progress and setting targets.
- If appropriate, students with SEND can be assessed, and their progress tracked, using PIVATS. This is an assessment tool used to monitor the progress of students whose performance is below national expectations.

13. How will my child be included in activities outside the classroom including academy trips?

- We will work with you and your child to ensure that, where possible, they are able to take part in all planned activities outside of the classroom.
- This may include preliminary visits, reasonable adjustments and the preparation of risk assessments.
- If you are concerned about how your child will access an out of classroom activity or academy trip, contact the trip organiser in the first instance who will seek support from the Deputy Head Teacher or key worker.

14. How accessible is the academy environment? How accessible is the curriculum?

- The academy is mostly wheelchair accessible, including disabled toilets.
- The academy is all on one level.
- Teachers differentiate their lessons in order to make sure that students can access the learning.
- Students who require additional support may receive that through the Nurture Group or data analysed interventions.

15. How will the academy prepare and support my child to join the academy?

- Your child will have the opportunity to attend additional visits to the academy prior to starting.
- Your child will meet the Deputy Head Teacher and the TAs on these visits
- If your child is transferring from another academy mid-year, a member of the SEN team will either speak to or visit your child's previous academy to gather information. In this situation, contact the Deputy Head Teacher to arrange a visit for you and your child

16. How will the academy prepare and support my child to transfer to a new Key Stage/setting

- At the end of an academic year, when transitioning from one year group to another, a transitional period usually lasting 1 week is undertaken to familiarise your child with their new Class Teacher, Teaching assistant and potential new class, should they be mixed.



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- At Key stage 1 to 2 transition staff will meet to discuss your child's needs and look at the provision required to continue to make progress.
- In Year 6 your child will choose their next educational setting. Support will be in place to help with applications and transition where required

We will support your child with visits to their new setting.

17. How can I be involved in supporting my child?

- Check your child's planner on a regular basis (at least weekly) to monitor homework.
- Provide your child with an appropriate place to do homework and encourage them to complete it at a regular time.
- Support your child with the organisation of their equipment.
- Attend parents' evenings, review meetings and engage with the team around your child.
- Encourage your child to read on a regular basis. If your child finds reading difficult, we can provide ideas about how to work with them, for example paired reading.
- Promote online learning through specific websites which can be found on planners (TT Rockstars, Languagenut, Nessy etc).

18. How can I access support for myself and my family?

- A good source of information is the Local Authority local offer website.
- Contact the Deputy Head Teacher/family Liaison officer who can support referral to Targeted Support or raise the case with the Inclusion Education Service (Springboard)
- If a number of agencies are needed to support your family, you may be asked to complete an Early Help Assessment form, possibly leading to setting up a Team Around the Child (TAC)

19. Who can I contact for further information?

- For further information, contact Colette Boness (Deputy Head Teacher) cboness@kings.snmat.org.uk or call 01636 680284
- The Chair of Governors is Catherine Davis, contactable at CDavis@kings.snmat.org.uk

For more information about the local offer please visit www.nottinghamshire.sendlocaloffer.org.uk

Our SEN policy is also available on our policies webpage.



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Signed (Headteacher)

ST Clarke



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September 2022

To be reviewed September 2023