



SEND Information Report

Reviewed: September 2024 – By Mrs Harris

Next review: September 2025

At King's Ford Academy, our primary belief is that every child is an individual with limitless potential and, working in partnership with yourselves, it's up to us to unlock those talents and confidence. At King's Ford Academy, our values are

Leadership - Initiative – Resilience - Community – Organisation

We believe in high expectations for all pupils, in an inclusive environment where all pupils can achieve with the right support.

Our SEND Information Report provides details about how we support children and young people with special educational needs (SEN) in our school and forms part of the Essex County Council local offer: <http://www.essexlocaloffer.org.uk/categories/education>

1. Aims

Our SEND Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs & Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and guidance

See SEND Policy

<https://iceni-academy.secure-primariesite.net/send/>

3. Definitions

See SEND Policy
https://iceni-academy.secure-primariesite.net/send/

4. Roles and responsibilities

4.1 The SENDCO – Mrs Louise Harris

See SEND Policy
https://iceni-academy.secure-primariesite.net/send/

4.2 The SEND Trustee

See SEND Policy
https://iceni-academy.secure-primariesite.net/send/

4.3 The head of school – Mrs Karen Jackson

See SEND Policy
https://iceni-academy.secure-primariesite.net/send/

4.4 Class teachers

See SEND Policy
https://iceni-academy.secure-primariesite.net/send/

5. Our approach to SEND Support

5.1 The kinds of SEND that are provided for

<ul style="list-style-type: none"> Our school currently provides additional and/or different provision for a range of needs, including: Communication and interaction, for example, Autistic Spectrum Disorder, Pathological demand Avoidance, speech and language difficulties Cognition and learning, for example, severe persistent literacy difficulties (dyslexia), dyspraxia, global learning delay Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), depression and various other mental health issues caused by trauma or loss Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy Moderate/severe/profound and multiple learning difficulties Behaviour difficulties
Note this list may not be exhaustive

5.2 Identifying pupils with SEND and assessing their needs

As stated in the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years', the benefits of early identification are widely recognized. We have systems in place to enable us to identify children's needs at the earliest point and this then enables us to make effective provision.
We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:
<ul style="list-style-type: none"> Is significantly slower than that of their peers starting from the same baseline.

<ul style="list-style-type: none"> • Fails to match or better the child's previous rate of progress. • Fails to close the attainment gap between the child and their peers. • Widens the attainment gap
This may include progress in areas other than attainment, for example, social and/or emotional needs.
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.
When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed above and beyond quality first teaching.
Following this, if considered necessary, a detailed One Planning document, setting out long term outcomes for the child will be produced in liaison with all parties.
If the child continues to not make progress with the agreed provision and interventions in place for two or more cycles of the One Planning (usually over a period of two terms), the school will seek further professional advice, and consideration will be given to applying for an Education Health and Care Needs Assessment (EHCNA).

5.3 Consulting and involving pupils and parents
We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:
<ul style="list-style-type: none"> • Everyone develops a good understanding of the pupil's areas of strength and difficulty. • We take into account the parents' concerns. • Everyone understands the agreed outcomes sought for the child. • Everyone is clear on what the next steps are.
Notes of these early discussions will be added to the pupil's record. We will formally notify parents when it is decided that a pupil will receive SEND support usually through a face to face meeting.

5.4 Assessing and reviewing pupils' progress towards outcomes
We will follow the graduated approach and the four-part cycle of assess, plan, do, review .
The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:
<ul style="list-style-type: none"> • The teacher's assessment and experience of the pupil. • Their previous progress and attainment and behavior. • Other teachers' assessments, where relevant. • The individual's development in comparison to their peers and national data. • The views and experience of parents/carers. • The pupil's own views. • Advice from external support services, if relevant.
The assessment will be reviewed regularly.
All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood
We will share information with the school, or other setting the pupil is moving to. We will agree with

parents/carers and pupils which information will be shared as part of this.
We will ensure that suitable opportunities are available for the pupil to visit the new setting and have a number of visits to ensure they are familiar with it before moving on. We as a staff would send a familiar and trusted adult with the pupil during these visits.
Therefore, below are the clear details of what we provide as a school:
Key Stage 1 to Key Stage 2
<ul style="list-style-type: none"> • Transition booklet for individual pupils as identified in terms of need • Transition visits • Liaison between teachers • Liaison with SENDco
Key Stage 2 to Key Stage 3
<ul style="list-style-type: none"> • Transition visits • Induction day/s • Liaison between teachers, SENDco and Inclusion Team • Transition group/individual support • Transition booklet • Parents/carers encouraged to visit a range of secondary schools to ascertain right secondary provision for their child • Secondary school staff to visit children in primary school
Moving between schools
<ul style="list-style-type: none"> • Liaison between SENDcos • Paperwork to be forwarded • If child is out of county Education Health Care Plans to be re-written in Essex format • Transition visits (if possible)

5.6 Our approach to teaching pupils with SEND
‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.’
Code of Practice 2014:6.36
High Quality Inclusive Teaching as detailed in the Ordinarily Available is our first step in responding to pupils who have SEND. This will be adapted for individual pupils and involves the use of the Targeted Ordinarily Available.
<ul style="list-style-type: none"> • High Quality Inclusive Teaching as defined by the Ordinarily Available Strategy. • Graduated approach: linked to assess, plan, do and review. • Provision which is ‘additional to and different from’. • Research based intervention programmes . • 1:1 / small group support as school decides is appropriate, in consultation with parents including in some cases after school tuition • Consultation and/or referral to specialist outside agencies
This list is not exhaustive because we ensure support is personalised to the individual needs.

5.7 Adaptations to the curriculum and learning environment
We make the following adaptations to ensure all pupils’ needs are met:
<ul style="list-style-type: none"> • Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. • Adapting our resources and staffing

• Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
• Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
• Changes and adaptations to the physical environment/site accessibility
• Toilets adapted for disabled users
• Use of technology
• Visual supports
• Inclusion Team support
• ELSA / Drawing and Talking support
• Personalised learning opportunities/resources
• Advice from professionals
• Specialist resources
• Parents recommendations
• Playtime provision
This list is not exhaustive because we ensure support is personalised to the individual needs.

5.8 Additional support for learning
We have learning support assistants who are trained to deliver a wide range of interventions such as precision teaching, toe by toe, various speech and language programmes, to name but a few.
Learning support assistants will support pupils on a 1:1 basis when it is thought to be appropriate to enable the pupil to develop emotionally, academically and physically.
Learning support assistants will socially support pupils in small groups when this is felt appropriate by SENDco and teaching staff.
We work with the following agencies to provide support for pupils with SEND:
• Speech and Language
• Educational Psychologist
• CAMHs (Mental Health support)
• Inclusion Partners
• Paediatricians
• Family Solutions
• Social Care
• School Nurse Team
• Occupational Therapy
• Education Access
• MIND
• Hearing Specialist
• Vision Specialist
Along with anyone else who is required at the time to ensure the full personalised support of the pupil.

5.9 Expertise and training of staff
Our SENDCO works Monday - Thursday to manage the SEND provision for Iceni Academy School.
We have a team of learning support assistants who are trained to deliver SEND provision.
We use specialist staff from outside agencies and from the Local authority to give us extra support and guidance to ensure the best possible education and experiences are being provided for each individual SEND pupil.
• In house staff training sessions on specific areas of SEND.

<ul style="list-style-type: none"> • Access to other training by other providers where required.
<ul style="list-style-type: none"> • SENDco is currently completing the National SENDco coordination training award (a legal requirement from 2008).
<ul style="list-style-type: none"> • SENDco attends regular update meetings and further specific training where needed in order to develop school practice.
<ul style="list-style-type: none"> • Educational Psychologist advice.
<ul style="list-style-type: none"> • Inclusion Partner advice.
<ul style="list-style-type: none"> • Speech and language therapist advice.
<ul style="list-style-type: none"> • Occupational therapist advice.
<ul style="list-style-type: none"> • Physiotherapists advice.
<ul style="list-style-type: none"> • Advice from CAMHs or mental health issues.
<ul style="list-style-type: none"> • School Nurse and community health services including paediatrician's advice and support
<ul style="list-style-type: none"> • Other health specialists and supporting services in individual cases

5.10 Securing equipment and facilities

Any equipment or resources which have been recommended by outside agencies or specialists will be ordered by the SENDco through the school's procedures of sourcing the items required and putting in the order to the school office to ensure this is authorised by the finance manager and then the head of school. If changes are required to allow access to certain rooms etc. discussion would be had with the Site Manager who would then action this to ensure access is possible for every pupil.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a specified number of weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Regular SLT meetings exploring progress
- Specialist reports
- Parents views
- Regular assessments by teaching staff
- Ofsted
- Termly meetings with the SENDco, Inclusion Partner and E.P.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and-after-school clubs.
- All pupils are encouraged to go on our residential trip each year.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc and staff are expected to ensure these events are fully inclusive.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:
<ul style="list-style-type: none"> • Pupils with SEND are encouraged and supported to play a full part in school life, including after school clubs to promote teamwork/building friendships and Pupil Voice to ensure that their voices are heard
<ul style="list-style-type: none"> • We use the Boxall assessments to help our pupils develop communication skills as well as develop their own emotional well-being and mental health
<ul style="list-style-type: none"> • We have a zero tolerance approach to bullying. Along with an active Anti-Bullying policy and procedures, national anti- bullying week participation
<ul style="list-style-type: none"> • Inclusion Team support
<ul style="list-style-type: none"> • Gym Trail
<ul style="list-style-type: none"> • Pupil Voice
<ul style="list-style-type: none"> • Attachment Awareness approaches used
<ul style="list-style-type: none"> • Curriculum opportunities including Personal, Social, Health Education (PSHE)
<ul style="list-style-type: none"> • E-Safety
<ul style="list-style-type: none"> • Positive Behaviour Policy
<ul style="list-style-type: none"> • Lego therapy
<ul style="list-style-type: none"> • Social/Friendship skills groups
<ul style="list-style-type: none"> • Attention Autism Bucket
<ul style="list-style-type: none"> • Recognising and managing feelings – Zones of Regulation
<ul style="list-style-type: none"> • Social stories
<ul style="list-style-type: none"> • Lunchtime Support – Nurture Hut
<ul style="list-style-type: none"> • Trauma Informed Practice throughout the school
<ul style="list-style-type: none"> • ELSA / Drawing & Talking
This list is not exhaustive because we ensure support is personalised to the individual needs.

5.14 Working with other agencies
<ul style="list-style-type: none"> • Invites to Team around the Child/ Team around the Family meetings
<ul style="list-style-type: none"> • Referrals as appropriate to:
<ul style="list-style-type: none"> • General Practitioner/community paediatrician
<ul style="list-style-type: none"> • Speech and Language Therapist (SALT)
<ul style="list-style-type: none"> • Social Care
<ul style="list-style-type: none"> • CAMHs
<ul style="list-style-type: none"> • Educational Psychologist (EP)
<ul style="list-style-type: none"> • Health Visitors and School Nurses
<ul style="list-style-type: none"> • Inclusion Partner Team
<ul style="list-style-type: none"> • Statutory Assessment at County
<ul style="list-style-type: none"> • Occupational Therapy
<ul style="list-style-type: none"> • Young Carers
<ul style="list-style-type: none"> • MIND
Family Support to include:
<ul style="list-style-type: none"> • Family Solutions
<ul style="list-style-type: none"> • Relate
<ul style="list-style-type: none"> • Parent groups/ parenting sessions
<ul style="list-style-type: none"> • MIND
<ul style="list-style-type: none"> • Young Carers

5.15 Complaints about SEND provision

See SEND Policy

https://iceni-academy.secure-primariesite.net/send/

5.16 Contact details of support services for parents of pupils with SEN
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Please contact the SENDco on telephone: 01206 573807
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Or email: louiseharris@inspiresmat.co.uk
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Or postal: Icen Academy, Gloucester Avenue, Colchester, CO2 9AZ

6. Monitoring arrangements

This information report will be reviewed by the SENDco every year. It will also be updated if any changes to the information are made during the year.
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It will be approved by the governing body.
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7. Links with other policies and documents

https://iceni-academy.secure-primariesite.net/policies/
