Kennington CE Academy SEND Information Report 2023-24



This SEND Report has been written in accordance with the requirements set out in the Special Educational Needs and Disability Regulations 2014.

This SEND Report includes:

* The kinds of SEND which are provided for in school
* The SEND Report links to the SEND Policy
* Arrangements for consulting parents of children with SEND and involving them in their child’s education
* Arrangements for consulting pupils with SEND and involving them in their education
* Arrangements for assessing and reviewing children and young people’s progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
* Arrangements for supporting children in moving between phases of education and in preparing for adulthood
* Kennington CE Academy’s approach to teaching children with SEND
* The administration of medicines
* How adaptations are made to the curriculum and the learning environment of children and young people with SEND
* The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
* How we evaluate the effectiveness of the provision made for children and young people with SEND
* How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND
* Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying
* How Kennington CE Academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEND and supporting their families
* Arrangements for handling complaints from parents of children with SEND about the provision made at the school
* How the governing body involves 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
* A link to the Local Offer is on the school website

**The name of the school SENDCo and Inclusion Lead in school is:**

**Mrs Rachel Harris**

To contact Mrs Harris please email: office@kennington.school or phone: 01233 623744

**Mrs Harris** holds the National Award for SEND Co-ordinator

At Kennington we value all our pupils equally whilst promoting an inclusive ethos and our objectives are as follows:

* To ensure that all pupils have an equal opportunity to engage in the curriculum and provide a curriculum, which is accessible to the individual needs of our pupils
* To develop practices and procedures, which will aim to ensure that all pupils’ with special educational needs, are identified and assessed and the curriculum planned to meet their needs
* To work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child’s education
* To make every effort to involve the parent and child in decision-making about their special educational provision

The school follows the guidance contained in the SEND Code of Practice (January 2015). The Code does not assume that there are hard and fast categories of special educational need, but recognises that children’s needs and requirements may fall within or across four broad areas. These are: -

* **Communication and Interaction;**
* **Cognition and Learning;**
* **Social, Emotional and Mental Health difficulties;**
* **Sensory and/or physical.**

**Identification**

Many of the children who join us have already been in early education and infant school. In many cases children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning and ascertain their baseline of achievement. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

The Special Educational Needs and Disability Code of Practice: 0 - 25 years (2014) makes it clear that ‘all teachers are teachers of pupils with special educational needs.’ All teachers at Kennington CE Academy are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEND provision.

Our school will use appropriate screening and assessment tools, and ascertain pupil progress through:

* Evidence obtained from teacher observation/assessment
* Their performance judged against age appropriate National Curriculum objectives
* Standardised screening diagnostic tests and/or assessment tools
* Reports or observations
* Pupil conferencing
* Records from feeder schools etc
* Information from parents
* National curriculum results
* Well-being scales
* Behaviour logs

All evidence is discussed each seasonal term in pupil progress meetings, where concerns can be raised with the SENDCo, subject leaders and the SLT.

**Provision**

Teachers respond to children’s needs by:

* providing support for children who need help with communication, language and literacy;
* planning to develop children’s understanding through the use of all their senses and of varied experiences;
* planning for children’s full participation in learning, and in physical and practical activities;
* helping children to manage their behaviour and to take part in learning effectively and safely;
* helping individuals to manage their emotions and to take part in learning.

For those children who require more intervention, teachers create a Class Provision Map, which states all provision in place for groups or individual children. This normally includes interventions, which are above those expected through Quality First Teaching (QFT).

The provision maps are developed in partnership with teaching assistants to clearly state:

* The name of the child provision
* Objective prior assessment
* Evaluation next steps
* Provision maps are reviewed informally every six weeks and formally at Pupil progress meetings every seasonal term.

Your child may require a more detailed Individual Learning Plan (ILP) outlining support strategies and barriers to learning. These are created for all children who are on the SEND register.

Children who require intervention above the Mainstream Core Standards where Quality First Teaching is not aiding the child’s progress, a Personalised Provision Plan may be required to record specific interventions and additional support outside of the classroom core offer.

For a child who requires high levels of support and are considered to have ‘severe and complex needs’ an application may be made for High Needs Funding, with parental consent. It is not necessary for the child to have an Education and Health Care Plan to be considered for such funding. The funding application identifies the support given and is agreed at the discretion of Kent County Council. The intention is that High Needs Funding is for one academic year. In very few cases the funding may be agreed for consecutive years.

Specified Individual support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education and Health Care Plan (EHC Plan). This means that your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child may need specialist support in school from a professional outside the school, details of this will be specific to your child’s needs and identified in their EHC Plan. Obtaining an EHC Plan is for the most severely affected 3.7% of pupils, the majority of which have complex needs and many of whom seek places in Special Schools. The 26 week process of assessment and final decision to award an EHC Plan entails information gathering from children, parents and professionals, including school. All parents have the right to appeal if they disagree with the outcome of such statutory assessment.

We also work closely with any external agencies that we feel are relevant to individual children’s needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Behaviour Support Service, the Child and Adolescent Mental Health Service (CAMHS), Kent County Council SEN and Social Services. Further information can be gained from the Local Offer from Kent LA.

The Children and Families Act 2014 requires the Local Authority (LA) and schools to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities (SEND) aged  0-25. The LA refers to this as the ‘Local Offer’.

The intention of the Local Offer is to improve choice and transparency for families. It will help parents and young people to understand the range or services and provision in the local area and contribute to a more equal partnership in planning for the needs of children with SEND. Follow the link below for more details:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Provision that the local area expects to be made available for children and young people with Special Educational Needs and/or disabilities attending mainstream schools is known as The Mainstream Core Standards. Guidance for schools, parents and carers is contained in the link below:

<https://www.kelsi.org.uk/special-education-needs/inclusion/the-mainstream-core-standards>

**Partnership with parents**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school website contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents.

We have regular meetings each seasonal term to share the progress of special needs children with their parents; two at parent consultation and one at transition with the SENDCo in preparation for a new class or to secondary school. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

**Assessment and reviewing progress**

* You are welcome to make an appointment to meet with the class teacher, in the first instance, or the SENDCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home
* Frequent family sharing activities are held for all parents at a variety of times throughout the year
* Your child may have an Individual Learning Plan (ILP) that will have individual/group targets. This is discussed with you on at least a seasonal termly basis and parents are provided with a copy on request. The conversation will also provide suggestions as to how you can support your child’s learning at home.
* When the child’s ILP is reviewed, comments are made against each target to show what progress the child has made
* If your child has complex SEND they may be part of an EHCP review. In such instances a formal meeting will take place to discuss your child’s progress and a report will be written annually.

**Pastoral Support**

The Pastoral Lead’s role is to liaise with teachers and other staff addressing the needs of the children who need help to overcome barriers to learning both inside and outside school, in order to achieve their full potential.

Importantly it also includes supporting vulnerable families. The role is very broad and needs to be flexible to respond to a variety of needs and situations.

* Provide support and guidance to children by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve their potential.
* Promote effective transition of pupils between our infant feeder school and secondary school.
* Monitor attendance levels from time to time, carry out class observations assessing the need for pupil referral throughout the school.
* Develop and maintain appropriate contact with the families and carers of children who have identified needs.
* Negotiate, establish and maintain working partnerships with the Inclusion Leader, SENDCo and other networking agencies.
* Contribute to the work of the school regarding safeguarding children through work with Social Care and through the Common Assessment Framework (CAF) process

Working with pupils, parents, the Pastoral Lead and school staff to;

* Establish effective and supportive relationships with pupils and those who work with and care for them,
* Develop, agree and implement a Learning Mentor programme for individual pupils after an assessment of their individual needs,
* Agree on ways of working together to maintain trust and up-to-date information on pupil progress,
* Provide regular opportunities to liaise with families or carers to keep them informed, and involved in, their child/children’s progress,
* Liaise with appropriate outside agencies to provide additional support for individuals and groups of students,
* Establish and maintain effective links with relevant community and voluntary organisations that could offer extended support for pupils,
* Develop effective exit strategies for students so that they continue to feel supported and sustain progress made.

**Emotional and social development support**

Our strong Christian ethos provides and secure and caring environment where the well-being od children can be supported in a range of pastoral and nurturing ways.

Kennington CE Academy prides itself on The Hub. It incorporates 4 well equipped rooms that provide a therapeutic approach to wellbeing and emotional regulation. We have a cosy and calm nurture room that creates a feeling of homeliness, a fantastic sensory room for children who need space to explore their feelings through a sensory approach, a play therapy room full of toys/games to allow the children to be themselves and communicate through play. Lastly, a fully functioning kitchen area for nurture snack time, group cooking sessions and messy play.

Mrs Kennett is able to offer play therapy (she holds a Level 3 Certificate in Play Therapy with TDUK), completes all nurture sessions along with Mrs Murray (who are both qualified nurture practitioners, level 8) and oversees all therapeutic inventions such as draw and talk, Lego therapy, ELSA and forest school nurture.

The school has 4 qualified Emotional Literacy Support Assistants (ELSA), Mrs Gray, Mrs Webb, Miss Barnett and Mrs Murray.

Our forest schools lead, Mr Perkins and Mrs Hearn, can provide small group therapeutic sessions in our forest school for children who may be finding the classroom environment overwhelming and in need of time in the outdoors.

Mrs Harris is the school’s Designated Teacher for Children in Care (CiC) and is an experienced SENDCp, overseeing all provisions that support the children in school.

**Administration of medicines**

* The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. (First aid and supporting medical conditions)
* Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day and complete the appropriate form stating dosage and times.
* Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child’s name and administration information clearly shown. A health care plan must also be completed by the parent, pastoral lead and first aid lead.
* A health care plan must be carried out if a child has a serious medical condition and their needs must be outlined in depth and shared with relevant staff.
* As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations
* The vast majority of staff hold first aid qualifications, which are updated regularly.

**Continuing Professional Development (CPD)**

Through the monitoring and evaluating of our provision, the SENDCo and headteacher will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school’s improvement plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings or department/faculty meetings. The effectiveness of such professional development will be monitored and evaluated by the SENDCo, and information provided during the annual evaluation of the school’s overall SEN provision.

**Admissions**

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

* have different educational and behavioural needs and aspirations;
* require different strategies for learning;
* acquire, assimilate and communicate information at different rates
* need a range of different teaching approaches and experiences.

**Special Educational Needs Coordinator**

The SENDCo, who coordinates day to day SEND provision at Kennington CE Academy is **Mrs Harris,** who also manages the day-to-day operation of the policy;

* Co-ordinates the provision for and manages the responses to children’s special needs,
* Supports and advises colleagues,
* Oversees the records of all children with special educational needs,
* Acts as the link with parents,
* Acts as the link with external agencies and other support agencies,
* Monitors and evaluates the special educational needs provision, and reports to the governing body,
* Manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs,
* Contributes to the professional development of all staff.

The SENDDCo works closely with the **SEND link Governors, Olwen Jones**, to discuss SEND provision within the school context. The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

**Child centred approach**

* Children who are on an ILP or PPP discuss their progress and targets before a review meeting/parents evening is due to take place.
* If your child has an EHCP, their views will be sought before any review meetings (as is age appropriate) through Voice of the Child.
* Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey
* All children are provided with the opportunity to be voted onto school councils, as well as hold other positions of responsibility, by their class or teachers.

**Accessibility**

* Our school has an adopted accessibility policy
* With the exception of the play therapy room, all areas of the school are accessible by wheelchair.
* Accessible toilet facilities are available by the office and in the year 6 block.

If you have specific access queries or concerns please speak with us.

**Learning outside of the classroom**

* All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child’s individual needs
* A risk assessment is carried out prior to any off site activity to ensure everyone’s health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
* In addition to Kent Play Clubs independently providing after school care, we offer a variety of school clubs during lunchtimes and after school. We aim for these to be as inclusive as possible. Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. The Hub is available at lunchtime for those who find lunchtime challenging. Each child’s needs will be considered on an individual basis. The school provide a breakfast club and early arrivals.

**Complaints procedure**

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher in the first instance. If this proves unsuccessful the matter should be referred to the SENDCo, Inclusion Lead or Headteacher. Should the matter still be unresolved the parents/carers should contact the named governor detailed above. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority.

The school Complaints Policy has a clear process and this should be followed.

*This report was compiled during the Autumn term 2023.*

 *The Governing Board ratified this document for publication during the Autumn term 2023.*

This policy has been agreed by staff and governors of Kennington CE Academy.

All staff are responsible for implementing this policy. However, all staff, all pupils and their parents have an active part to play in the active development and maintenance of this policy and in its success.