



With God by our side, we can
move mountains

SEND Information Report 2019 - 2020

Kensworth CE Academy

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting pupils, including LAC, with SEND, which must be updated annually. Information reports need to be accessible for all pupils and parents, and should be presented in clear, plain language. It's important that schools have due regard to the statutory information they need to publish and the need to make the information easy to digest.

This SEND Information Report has been developed in accordance with the 'Special educational needs and disability code of practice: 0 to 25 years' 2015 to ensure all statutory information is included, as well as 'Keeping children safe in education' (KCSIE) 2020 which addresses specific areas and additional risks staff members should be aware of for pupils with SEND. Kensworth CE Academy upholds an ethos of transparency and we wish to demonstrate how our school is meeting its duties in all areas relating to SEND.

Our Vision

We carry God's love in our hearts as we aspire to greatness, achieve our goals and stretch our limitless imaginations. Our Christian values empower us to love learning; are the foundations that shape our school community and create future citizens. Feeling happy and safe, we will progress. 'For nothing will be impossible with God' Luke 1:37

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Our school's approach to supporting pupils with SEND

Kensworth CE Academy (KCEA) is a fully inclusive school. We firmly believe that all children can make great individual progress and do so in a supportive, happy community.

We work closely with families and actively encourage parents and carers to come into school to meet with class teachers and Mrs Bates or Mrs Cowell.

We believe the best way that the majority of children make the best progress is through high quality first teaching. All our teachers are highly trained and have continuous support from our multi academy trust and school leaders. Our planning reflects this and we ensure that all children's needs are met, making sure that learning, for the most part, happens in class or closely assessed homogeneous groups with a trained teacher or TA. This way we can quality assure the experiences of all children. We fully understand at KCEA that not all children are at the same place in their learning and development and adapt our plans accordingly.

For children that have an additional special educational need we hold 'My plan' meetings termly (at each half term October, February and May/June), when small achievable targets are set with you and your child. Our open door policy means we can meet more regularly if your child's needs are greater (in the current climate this may be over Zoom). If in partnership we believe your child needs further support from outside agencies and a higher level of support in school together, we can move your child to 'My Plan Plus'. This is a more in-depth document that demonstrates how you at home are supporting your child's development, how school are supporting above and beyond what would usually be expected and how outside agencies are supporting your child's development both at home and school. If your child needs a higher level of support and requires an Educational, health and care Plan (EHCP) we can make this application with you. At all points in the My Plan, My Plan Plus and EHCP assessment process we refer to the local authority graduated response and all our practice from lessons plans right through to EHCP is underpinned by the principle of Assess, Plan, Do and Review to ensure that the maximum amount of progress (whatever that means and looks like for your child) is achieved.

You can find more information on the school's SEND policy.

- Assess – meet and discuss with parents/ carers the needs. Set short achievable targets from home and school through the possible implementation of a My Plan, My Plan Plus or start the application process for an EHCP needs assessment.
- Plan – teachers and support staff to adapt planning to work towards targets.
- Do – Teachers and support staff work with you to meet the target's set.
- Review – Meet at half term (or before if needed) to review progress towards targets.

Catering for different kinds of SEND at KCEA

Communication and interaction

Difficulties with speech and language can be a normal part of child development or they can progress to a delay or disorder. We can work support you with attending the Speech and Language, commonly known as SALT, drop in service and then with you work on the advice they give. For older children we can make a SALT referral with you and again work on the targets set by SALT to ensure progress is made. SALT intervention happens with a set TA at various points in the week detailed on our whole school provision map.

Cognition and learning

Not all children work at the same pace, comprehension level or learn best using the same learning style. We will ensure we adapt our teaching to best meet your child's individual needs, within the confines of a lesson. If outside agencies are involved with your child we will use their advice to help your child learn best. We work closely with the educational psychologist, ASD out reach team and occupational therapists where appropriate. However, you are your child's first teacher and in school we will need to hear how you have noticed your child learns best.

Social, emotional and mental health

The national picture is that difficulties surrounding SEMH are becoming a large issue in primary schools across the country. At Kensworth we can support in a variety of ways. We try to hold a social group each term if there is a need. Depending on the age of the children staff will tailor the sessions to look at emotions, and understanding that they are all ok to have, and how to deal with them in a positive way. They can explore turn taking through games and if needed and teach specific social norms. We also have a nurture group that runs 2 afternoons a week where a group of 2 TA's with up to 8 children spend each session using the nurture principles, see our SEND page on the web site for more details. There is usually a waiting list for these sessions as children can spend anything from 2 – 8 terms in nurture. A mini nurture report will be sent home each term, as well as a catch up afternoon tea (in the current situation this may be over Zoom). We have worked closely with the Jigsaw behaviour team to ensure the best practice.

Sensory and/or physical needs

Kensworth is mainly on 1 level with accessibility for wheelchairs into the majority of the school. We are not a specialist school and therefore cannot provide high level support for children that require specialist equipment above and beyond what can be applied for though the SEND team and local authority, for example we cannot provide in school Physio therapy or hoists for toileting needs. We can however, adapt our teaching to ensure that sensory overload is reduced and that day to day physical needs can be met.

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), Masters)
Mrs Bates	Accredited SENDco	BA Ed (Hons) PE & History (University of Exeter) SENDco qualification Herts for Learning
Mrs Cowell	Assistant SENDco (training being undertaken for full SENDco accreditation)	PGCE (Liverpool Hope University) BA (Hons) History (John Moores University)
Mrs Cersell	General SEND SALT group work	HLTA
Mrs Rooney	SEMH Nurture	L3 TA
Miss O'Hara	SEMH	L3

	Nurture Early Help	
Mrs Whitmore	General SEND Forest school (training) SALT group work	L2 TA
Mrs Price	General SEND SEMH ASD SALT group work	L2 TA
Mr Oldham	General SEND	HLTA

The SENDCO

Name of staff member	Email address	Phone number
Mrs O Bates	obates@dsamat.co.uk	01582 872336

Securing and deploying expertise

Each half term the class teacher along with the head teacher and assistant SENDco holds a pupil progress meeting. It is at these meetings all pupils are discussed and from these meetings we are able to track and monitor the progress of all pupils as well as those with SEND. We can assess how well pupils are working towards achieving targets, but also identify pupils who may need support in other areas. Following these discussions, a provision map is created that shows all the interventions and pupils attending these interventions. The staffing is allocated where strengths and interests are held. Our provision map is flexible and tailored to meet the needs of our pupils. If a pupil completes a cycle of intervention and has not made the progress we would have expected we will reevaluate and speak to parents and carers as to the possible reasons why.

Equipment and facilities

As part of quality first teaching we expect all teaching staff to be utilizing adaptations to their classroom to meet individual needs. These could include pencil grips, writing slopes, coloured paper or overlays. It can be slightly larger items like wiggle cushions, large elastic/ exercise bands for chair legs or the use of the computer for writing. These types of adaptations do not necessarily mean your child has a Special Education

Need. These are adaptations we would expect staff to use to help your child learn the best they can in the classroom environment. We can also adapt our environments slightly as we have areas within the classroom that children can access to have a desk away from others for some quiet time (this is NOT a reprimand and all pupils are invited to choose to sit quietly if they feel the need to self-regulate, we want our pupils to manage their emotions confidently on their own).

Identifying and assessing pupil with SEND

You as parents and carers know your children best but sometimes it can be difficult to gauge if your child is displaying a possible Special Education Need or whether they are simply displaying normal age appropriate traits. If you have any concerns please contact your class teacher in the first instance. They love talking about your children and will enjoy telling you where you can help at home and discussing any concerns you have. Following this initial meeting there can be a number of outcomes. You may decide to 'watch and see' waiting another half a term to see if progress or behaviours change over time. At any point we can also make an Early Help Referral with you which you might find beneficial.

You may together decide to invite the SENDco to observe the pupil in class/ at play to ascertain if they see what you are seeing. You may meet with the SENDco to decide if your child would benefit from a My Plan. In school we DO NOT 'diagnose' special educational needs. We can, with your permission, make referrals to a number of professionals who make recommendations that we can use in school. Referrals can be made to the Educational Psychologist, ASD outreach (you do not need to have a diagnosis of ASD for this referral), The Edwin Lobo Centre (Community Pediatrics) or Jigsaw behaviour support.

Consulting with parents and pupils

You can ask to meet with your class teacher after school at any time. Please make an appointment with the school office. This may be over Zoom at this current time rather than in person. For children that are on a My Plan, My Plan Plus or have an EHCP your class teacher and possibly the SENDco/ Assistant SENDco will arrange to meet with you at each half term, October, February and May/ June. If it is appropriate your child will be asked to join you for that meeting. If it is not appropriate (possibly due to age) their thoughts and wishes will be sought in school at another time and shared at this meeting. Children, regardless of age or ability, will be asked about how they feel about school and the things they enjoy or find a challenge. We will record these on a one-page profile. Each child takes responsibility for their one-page profile, designing it with an adult they feel happy with. This one-page profile can be shared with new staff so they know how your child learns best, this is especially important if your child's class is being covered that day. You can also have a copy of this for home to help you talk to your child about what they like and find more difficult at school.

At these meetings you will review targets, assess the progress towards each one, plan what will happen next and start to implement these both at home and school. Your thoughts and wishes about your child will be recorded on the My Plan or My Plan Plus during these meetings. The class teacher will be able to guide you through how you can help at home to ensure your child successfully meets their target.

For children that have an EHCP they have the same meetings at each half term, as well as their annual review of the EHCP.

Involving key stakeholders

At any point, regardless of whether your child has an SEND you can speak to your class teacher to make an Early Help referral with you. This can be for a multitude of reasons and varies from support for Young Carers (and yourself), Parenting Support to support groups for a variety of family related issues. We will work our hardest to help you access and signpost you to support for you and your family.

If your child has a health condition, we also like to work closely with your child's allocated health professional. We work with our school nurse and access support for a number of health needs in school. Where possible we will attend meetings with you.

If your child has an allocated social worker, we actively take part in these meetings and welcome social workers into school to support you and your child.

At Kensworth we very much believe in joined up thinking and want to ensure we know as much about your child as possible in order to support them the best we can at school.

Teaching approach

We believe the best way that the majority of children make progress is through quality first teaching. All our teachers are highly trained and have continuous support from our school leaders and our multi academy trust (DSAMAT).

Our planning reflects this and we ensure that all children's needs are met, making sure that learning, for the most part, happens in class or closely assessed homogeneous groups with a trained teacher or TA. This way we can quality assure the experiences of all children. We fully understand at Kensworth that not all children are at the same place in their learning and development and adapt our plans accordingly. We will discuss the strategies used in class with you at the My Plan meetings, or sooner if you would like an appointment.

Transition support

Children that attend Kensworth Pre School will find the transition to their Reception year at Kensworth incredibly smooth. In fact we have very little transition issues reported by parents or children. This is because our Pre School is an integral part of the whole school ethos. We expect our older pupils to care for and nurture our younger pupils as soon as they join us. Pre School children play and learn in the Reception class as part of their daily routine and they share an out door space, choosing their learning together. As children progress through the school their My Plans will follow up with them. As a small school all staff know all the pupils well, which means transition between classes is excellent. For the child that needs a little more help with transition, we have created social stories, books about their new class or school and have uploaded videos to our home learning platform 'class dojo' where the current and new class teacher and TA's can welcome the child to the new class for them to watch as many times as they need at home with parents and carers. For our older children moving up to secondary school we work closely with the new SENDco and handing over all documents in a timely fashion as well as attending transition meetings (or virtual ones).

Inclusivity in activities

We expect all pupils to actively participate in all activities as far as is reasonably possible. Adaptations can always be made to any activity or event. All pupils are invited to attend residential visits, educational visits and in all in school events and activities. Risk assessments can be coproduced with you as parents and carers to ensure your child is safe at all times. Some examples of adaptations we have made in the past are, adapting races at sports day so that everyone joins in and experiences a level of participation and success, inviting parents to be part of the staff team or residential visits or educational visits and ensuring everyone's successes are acknowledged at star award assemblies.

Social and emotional support

As an inclusive school all children are taught that we are all different and we all need support in different areas of our daily lives. Understanding our needs and the needs of others makes us a rich community. No child at KCEA will be disadvantaged for having a special educational need or disability Our Anti-bullying policy is very clear that this will not be tolerated. Anti bullying work is started with recognising anti bullying week each year but is then is part of our curriculum throughout the year to ensure that all children understand that our Christian value of kindness unites us all. For some children as they get older they start to recognise the differences between themselves and others and this can be an unsettling time. We can provide access to social groups and for some children there is the option of the nurture group, The Willows, which runs 2 afternoons a week. Listening to all pupils is key for them in order that they then make good progress and so we ensure their voice (opinions, thoughts and feelings) are recorded on their one-page profile. This will be shared with you at your 'my plan' meeting.

Online safety

Online safety is an important part of our IT curriculum. You will find full details in our online safety and IT and computing policies. Pupils with SEND can be more susceptible to online bullying, grooming or radicalization. Through our anti bullying and computing lessons we ensure that all pupils including those with SEND are aware of what to do if they ever feel uncomfortable with things they see read or hear on the internet, we always encourage children to tell an adult immediately.

Blended learning (self-isolation and lockdown)

2020 saw the unprecedented arrival of Covid-19 and lockdown. For many children and especially children with additional needs this was a very difficult time where they had reduced opportunities to attend school. Kensworth CE Academy remained open to key worker and vulnerable children at our sister school at Totternhoe. During this time support and daily learning were posted to our on-line learning platform, Class Dojo. For children on the SEND register teachers and assistants were also able to make contact through the pupil's 'portfolio' uploading videos and messages so that important links were not lost. Pupil engagement during this time was high. Once pupils returned to school there is now the added complication of parents, families and children, needing to self-isolate for periods of time. If this happens at Kensworth we will again upload links to daily set work and interact with pupils on Class Dojo.

Evaluating effectiveness

We constantly want to improve our provision at KCEA and welcome support and challenge from a wide range of sources. Our Academy counsel has a linked member with responsibility for SEND and within our academy trust the lead practitioner for teaching and learning is a qualified SENDco. We perform a SEND Audit each year using the NASEN evaluation tool. The SENDco and Assistant SENDco meets half termly with SENDco's within the DSAMAT to share best practice and discuss up to date research and studies they have read about. All teaching staff that attend CPD are asked to evaluate their training and how it has impacted on their teaching and learning and thus impacting on the pupils with SEND in class. Each term the HT reports to the RHB on the progress and attainment of pupils on the SEND register.

Spending the budget

For the academic year 2019 – 20 KCEA used 5% of AWPU (income) which resulted in a budget of £12,020 to spend on SEND. The vast majority of our SEND budget is spent on TA time which is used for all interventions that benefit children on the SEND register. These include Nurture, social groups, RWI 1:1 Daily phonics, math's interventions, time to talk and SALT amongst others. Without our highly trained TA's our children would not make the progress towards their individual targets. We are a RWI school, which is a systematic phonics teaching programme. We use this to ensure every child learns to read and keeps reading. This is highly successful for all pupils including those with SEND. By ensuring that all our pupils can be successful readers we can change everything!

17											
18	SEND INCOME	5% of AWPU = £12020									
19											
20		Kagan training				£75.00					
21		SEND training Sarah C				£25.00					
22		Tapestry licence				£63.60					
23		RWI Bundle (SEN Children x 5)				£227.50					
24		Interventions TA support				£11,628.90		1253 hours of TA support			
25						TOTAL	£12,020.00				
26											
27											

Local Offer

You can find Central Bedfordshire's Local Offer here:

https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer

Named contacts

Name of individual	Email address	Phone number
Mrs O Bates – Head teacher/ SENDco & DSL	Obates@dsamat.co.uk	01582 872336
Mrs S Cowell – Deputy Head Teacher/ Assistant SENDco & DDSL	scowell@ken.dsamat.co.uk	01582 872336
SENDIASS	sendiass@centralbedfordshire.gov.uk	0300 300 8088 – 9am to 3pm, Monday to Friday

Handling complaints

The first step of any complaint is to speak to your class teacher. We hope that but talking through the issues you will be able to resolve a complaint at this stage, If this is not the case please make an appointment to speak to the SENDco/ Head Teacher. If you are still unsatisfied with the schools response the link to the complaint's procedure and complaints proforma can be found on our website here: <https://www.kensworthacademy.com/policies--gdpr.html>