



Kinson Academy SEND Information Report – Updated September 2020

	Our Academy	<p>At Kinson Academy our aim is to ensure every pupil has the opportunity to achieve his or her best. We do this by always placing our school's mantra at the forefront of everything we do:</p> <p style="text-align: center;">'High Expectations lead to High Achievers.'</p> <p>We are committed to providing an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. We aim to provide a broad, balanced and suitably differentiated curriculum relevant to children's needs, through all staff sharing responsibility for SEND.</p> <p>We implement an approach to the early identification and assessment of children with additional special educational needs as well as recognising and responding to the changing needs of pupils. At Kinson Academy we ensure access to a challenging, relevant and differentiated curriculum for all children through the provision of appropriate resources and support.</p>
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1.	<p>How do you know if children need extra help and what I should do if I think my child may have SEND?</p>	<p>The SEND Code of Practice 2015 identifies four broad areas of need. These are:-</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health • Sensory or Physical <p>Children’s learning in the classroom is constantly monitored by the Class Teacher through questioning, assessment for learning, discussion and rigorous marking and feedback. Half-termly Pupil Progress Meetings, involving the Class Teacher, Senior Leadership Team and the Inclusion Team, are arranged in order to identify children who are not making expected progress and also to discuss any emotional, social or mental health issues.</p> <p>If the Class Teacher has any concerns regarding your child’s progress or well-being, they will talk to you and also liaise with the Inclusion Lead and or SEN Lead. A meeting would then be arranged to discuss the next steps to meet the needs of your child and with your agreement and permission, we will put into place any necessary strategies or assessments.</p> <p>If you have any concerns regarding your child’s needs then your first contact is with the Class Teacher who is responsible for:-</p> <ul style="list-style-type: none"> • Ensuring all children have access to high quality teaching and that the curriculum is differentiated to meet your child’s individual needs • Monitoring the progress your child is making and for planning and implementing agreed additional support • Liaising with the Inclusion Lead and or SEN Lead to ensure recommendations from outside agencies are delivered effectively • Planning, sharing and reviewing Pupil Passports with both you and your child. <p>The Class Teacher is available at the end of each school day. You can also telephone the school and the Class Teacher will call you back.</p> <p>The Inclusion Team (Inclusion Lead, SEN Lead, Attendance Lead) are also available for you to talk to. You can telephone to speak to a member of the team or to make an appointment to discuss your concerns.</p> <p>The Inclusion Lead with support from the SEN Lead is responsible for:-</p>
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2.	How will your staff support my child?	<p>Kinson Academy is an inclusive school so our main provision is through quality first teaching which matches the learning to the needs of each child. All staff working with your child will be aware of your child’s individual needs and receive relevant training so as to give the maximum support to your child to enable them to be included and to make maximum progress.</p> <p>Every classroom has a visual timetable, clearly labelled resources and displays and consistent expectations. The school is fully accessible for children in wheelchairs or with mobility needs.</p> <p>The Inclusion Lead and SEN Lead monitors all classes making sure that all children’s needs in the class are being met. This may be ensuring strategies or resources are being implemented and that the classroom and seating plans are organised effectively. Feedback information, from spending time in the classes, is shared with the teacher and helps implement any necessary changes. The SEN Lead or a Teaching Assistant may also spend time 1:1 with your child working on a need that has been identified. Information from these sessions is shared with Class Teachers.</p> <p>Your child’s needs can be met in school through the following intervention pathways:-</p>

		<ul style="list-style-type: none"> • Wave 1 -This is through classroom and teacher differentiation known as Quality First Teaching and includes such things as visual timetables, differentiated learning outcomes, targeted questioning and visual cues. This is available to all children within the school. • Wave 2 - This is for children that require additional support with their learning or with their social and emotional needs. Your child may join an intervention group- this is usually a small group of children who need extra support with a specific area of their learning. An intervention group can take place in class and be led by the Class Teacher or a Teaching Assistant. The Teaching Assistant will have a specialist skill for that intervention, for example, extra phonic support or Maths. The Inclusion team/ Class Teacher monitor the interventions. Wave 3 – This is for those children who need specific, individualised support in order that their needs are being met effectively. This may mean seeking advice from and/or making a referral to an outside agency, such as the Community Paediatrician or the Speech and Language Therapy Service. Their recommendations are then carried out in school. These children are issued with a Pupil Passport or, in some cases, an EHCP. <p>Wave 2 and 3 interventions involve an 'Assess-Plan-Do-Review' cycle as outlined in the SEND Code of Practice 2015 in order to ensure they are effective and allowing your child to make best progress.</p>
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3.	<p>How will the curriculum be matched to my child's needs?</p>	<p>Kinson Academy follows the National Curriculum to teach all subjects. Read, Write Inc. is used to teach phonics in Reception, Year 1 and Year 2.</p> <p>Every child who has additional educational needs is issued with a Pupil Passport. This describes the child as a whole: their likes, strengths and needs, as well as strategies to assist them and how they are progressing. The passports are reviewed termly with yourself, your child and the Class Teacher.</p> <p>In some year groups certain subjects are set, this means that the children of similar abilities are grouped together so that teaching can be more focused on the needs to the child.</p> <p>Year 1 are set for Phonics. Year 2 are set for Phonics and Reading Comprehension. Year 6 are set for Mathematics.</p>
4.	<p>How will you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Your child's progress is continually assessed by the Class Teacher and is shared with you at Parent Consultations and in your child's school report or Learning Journey. Half termly assessments are recorded and analysed very closely at Pupil Progress Meetings to see if your child is making the progress they should be.</p> <p>There will be times meetings will take place including Team Around the Child (TAC) for children with identified needs where strategies, planning and progress is discussed. You will be involved in all aspects of your child's education at these meetings.</p> <p>If appropriate, home/school books are used to work together in supporting your child's needs.</p> <p>Pupil Passports are reviewed every half term in school and shared termly with you. You will be updated on specific areas of need being supported, the impact of strategies used and how you can further support these at home.</p> <p>If your child is issued with an Education and Health Care plan you will be invited to attend an annual review.</p>

5.	<p>What support will there be for my child's overall wellbeing?</p>	<p>We have a dedicated Pastoral Team that works closely with our children and parents. Our Inclusion Lead oversees this support including directing our trained Emotional Literacy Support Assistant (ELSA). This support can include both 1-1 work as well as pastoral groups. Support can focus on areas such as self-confidence, anxiety, fear, anger and social skills. We also have staff trained in Drawing and Talking, a programme that enables children to express their emotions and worries through therapeutic drawing.</p> <p>We run a Pupil Attitudes survey on a yearly basis, and this helps us monitor and track the 'emotional' progress of the children and also identifies children who may need some additional support.</p> <p>There are worry boxes positioned around the school where children can 'post' any anxiety or concern they may have. All issues are dealt with discretely.</p> <p>The Attendance Officer and Inclusion Lead work closely together by monitoring attendance, meeting with parents/children and visiting families at their home and providing support with any issues that may be preventing your child from coming into school.</p> <p>The school follows the Zones of Regulation to support children's mental wellbeing. Children learn to identify their mood and are encouraged and enabled to express themselves. Children learn to identify triggers which alter their mood, and strategies to help them return to the optimum mood for learning.</p> <p>Children can talk to any members of staff if they have concerns. The majority of our Teaching Assistant team are on duty every break and lunch time. Children know the Teaching Assistants well and feel safe sharing their concerns with them.</p> <p>Our Enrichment Co-ordinator supports 'friendly playgrounds'. Our Enrichment Co-ordinator supports the development of a range of games which promote a range of social skills.</p> <p>Children with a medical need or who are unable to go to the playground for any reason can spend break/lunchtime with an adult in school.</p>
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6.	<p>What specialist services and expertise are available at or accessed by your setting?</p>	<p>As part of the Ambitions Academies Trust we have access to specialist behavioural trained staff.</p> <p>There are also a range of local specialist services that we access, for example:</p> <ul style="list-style-type: none"> • LSS offers us assessments for either Literacy or Numeracy and recommends strategies that we can use in the classroom and also programmes that will work well. • The Educational Psychologist is experienced with the knowledge of specific difficulties (for example dyslexia or autism) and is able to help by suggesting teaching and learning strategies. • We support programmes provided by the Children’s and Adolescence Mental Health Service (CAMHS). • The Speech and Language Therapy Service works with children in clinic and also at school. The report of assessments is used to put into place the recommendations for teaching strategies, resources and specific words/sounds a child may need. • We have a school nurse who offers a half-termly drop in. We also work closely with her for any concerns. • We access BCP Outreach Service when additional guidance on targeted support is needed. • The Hearing and Vision Support Service offers us support for our children who have hearing impairments.

		<ul style="list-style-type: none"> • We access the support of the Community Paediatrician based at Shelley Road and also the Consultant Paediatrician at Poole Hospital. • For physical needs we work with Children’s Therapy Services which may include programmes from the Occupational Therapist. • The Inclusion Team works closely with staff from Children’s Social Care, attending meetings and putting into place any recommendations.
7.	<p>What training do staff supporting children with SEND receive?</p>	<p>All teachers in the academy are highly trained teachers (or in the process of obtaining QTS) who have access to a range of support and training opportunities. This includes from Specialist teachers and the Educational Psychology Service for supporting children with barriers to learning such as Dyslexia or Dyscalculia and for children with emotional or social difficulties such as Attachment Disorder or Autism.</p> <p>We have staff who are qualified to:</p> <ul style="list-style-type: none"> • run SpLD screenings • carry out speech and language programmes • carry out Drawing and Talking sessions • run Read, Write Inc catch up programmes • run the Turnabout Programme • lead ELSA sessions • carry out Precision Teaching • run ‘Learn to Move, Move to Learn’ intervention programme • run 1st Class @ Number intervention <p>Where we feel it is necessary, or where an Education Health Care Plan states that a child requires additional help, then the 1-1 Teaching Assistant is carefully chosen to suit your child’s needs. The Class Teacher and 1-1 TA are given any specific training that is required. We want to ensure that your child receives the correct amount of support whilst still promoting their independence.</p>

		We have 6 members of staff who have completed the full Safeguarding training ensuring that there is always someone on site who is able to deal with anything that occurs during the school day. All staff have annual safe-guarding training.
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8.	How will my child be included in activities outside the setting including trips out?	<p>The Associate Principal/Class Teacher/Inclusion Lead will talk to you about the suitability of an activity for your child.</p> <p>A risk assessment is completed by the member of staff responsible for an activity. This is then passed by to the Educational Visits Coordinator and provision is put in place to ensure inclusion of all children.</p> <p>The Enrichment Co-ordinator can provide advice on extra-curricular activities for your child and ensure any necessary provision is put in place so that all after school clubs are inclusive.</p>
9.	How accessible is the setting environment?	<p>The school is fully accessible for children in wheelchairs or with mobility needs. We have ramps for access to classrooms and hall facilities and there are three disabled toilets spread around the school as well as shower facilities.</p> <p>We can access information from the Local Authority in different languages or use translation software packages.</p>
10.	How will the setting prepare and support my child moving on to the next stage of education/life? How will you	<p>We work closely with the feeder nurseries during the Summer Term; our Reception Team liaise with the settings and attend transition meetings.</p> <p>The children also have the opportunity to visit the school and attend a Transition Meeting during the Summer Term where they can meet the Reception Team as well as other parents. During the first two weeks in September the Reception Team hold home visits.</p>

	<p>increase their independence?</p>	<p>We liaise with secondary schools, inviting SENCO's and Inclusion Leads to meetings held at Kinson Academy and arrange extra visits for Year 6 children to their new educational setting.</p> <p>The Year 6 Teachers and our Pastoral Lead share relevant information during an information day which is organised by the Local Authority. The Inclusion Lead or SEN Lead attends the Special Educational Needs Coordinator handover day which is also organised by the Local Authority.</p> <p>If a child joins us and it isn't the start of the new school year, we work closely with the child's previous school, attending meetings and inviting children to spend time with us. If your child has additional educational needs please do not hesitate to contact the Inclusion Lead so that a meeting can be arranged prior to entry.</p> <p>If your child leaves our school, we will liaise with the new educational setting so that they are aware of your child's needs and the transition is made as smooth as possible.</p> <p>Reception children that do not start at the beginning of the school year will have a staggered entry into their new class, initially attending part time until they are settled and familiar with their new surroundings.</p>
11.	<p>How are the school's resources allocated and matched to the children's SEND?</p>	<p>Funding/resources are allocated on an individual basis and they change yearly. Funding is used to access all services and interventions previously mentioned.</p>
12.	<p>How is the decision made about what type and how much support my child will receive?</p>	<p>If your child needs additional help (Wave 2 and 3) with their learning this is known as 'SEN Support'. The Class Teacher, the Inclusion Lead and or SEN Lead, and if appropriate yourself and your child, will review the provision as set out in the Pupil Passport. The provision is monitored by the Class Teacher, Phase Leader, Associate Principal and Inclusion Lead. The Class Teacher also meets with the Inclusion Lead and or SEN Lead to discuss the effectiveness of the support your child is receiving and if there needs to be any changes made to the provision. You will be invited to share your thoughts during parent consultations.</p> <p>If your child requires an increased level of support, an Education, Health and Care Plan (EHCP) may be issued by the Local Authority the purpose of which 'is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.' SEND Code of Practice 2015</p>

		<p>Reviews for children with an Education, Health and Care Plan take place annually. You will be consulted for the best time for you to attend the review. Your child, the SEND Case Officer from Bournemouth Borough Council, as well as other professionals involved with your child, are invited to attend the meeting. All reviews are child-centred so as to give the best possible outcomes for your child.</p>
13.	How can I be involved?	<p>You can work at home on specific areas of need which are identified on your child's Pupil Passport or Educational, Health and Care Plan targets. Please do not hesitate to contact the school if any concerns arise or if any situations change that may affect your child in any way.</p> <p>You can become a volunteer in school.</p> <p>You can join the Kinson Academy Parent, Staff and Families Association (PSFA) which organises fundraising events and activities. You will be working alongside the school community (other parents, children and staff).</p>