

SEND Information Report for Kingfisher Partnership Academy 2020-2021

Part of the Norfolk Local Offer for Learners with SEND

Last Review December 2020

Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and disabilities (SEND.) All governing bodies of maintained schools, maintained nursery schools and Academies have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually.

At Kingfisher Partnership we are committed to working together with all members of our Academy community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Mrs Heather Brand	Headteacher.
Mrs Maria Adcock	SENCO
Mrs J'Anne Robertson	SEND Governor

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions can be found on the Norfolk County Council, SEND changes web site [http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_\(SEN\)/SEND_changes/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_(SEN)/SEND_changes/index.htm)

Alternatively, if you think your child may have SEND please speak to their Class Teacher or contact our SENCO on 01986 893277 or 01502 713425

Our Approach to Teaching Learners with SEND

At Kingfisher Partnership we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our Academy and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the Academy. For more information on our approach please see our teaching and learning policy on our website.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our Academy community. We monitor progress of all learners, staff continually assess ensuring that learning is taking place. Our whole Academy system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

At Kingfisher Partnership, we value:

Learning for all.

How we identify SEND

At different times in their Academy career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEND 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.”**

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in the Academy for lots of reasons. They may have been absent from the Academy, they may have attended lots of different Academies and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distracts them from learning. At Kingfisher Partnership we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for 2020-2021 at Ditchingham shows that we have 9 children identified as having SEND.
1 child are identified as having SEND linked to Cognition and Learning
8 linked to Communication and Interaction

Our SEND profile for 2020-2021 at Gillingham shows that we have 6 children identified as having SEND, and
4 children are identified as having SEND linked to Cognition and Learning
1 linked to Communication and Interaction
1 linked to Physical and Sensory

Assessing SEND

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Kingfisher Partnership we ensure that assessment of educational needs, directly involves the learner, their parents/carers and of course their Teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning. We have a range of assessment tools available within Academy.

For some learners we may want to seek advice from specialist teams. In our Academy and cluster we have access to various specialist services but may have to be commissioned from our Academy budget. We have access to services universally provided by Norfolk County Council, which are described below:

The agencies used by the Academy include:

ASD specialist support assistant team,

We have limited access to an Educational Psychologist

CAMHS (Child & Adolescent Mental Health Service)/Point One

Attendance Officers

ATT, Access through technology services. (Profession or medical referral only)

Virtual Academy for Sensory support, to support pupils with hearing/visual Impairment
Children's Therapy Team (Speech & Language/Occupational/physiotherapy therapy)
Service Level Agreements can be purchased from the Douglas Bader Short Stay Academy.

What we do to Support Learners with SEND

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Kingfisher Partnership are proud of our Teachers and their development. The Teacher standards are at <https://www.gov.uk/government/publications/teachers-standards>

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- I-pads, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions that we undertake Kingfisher Partnership to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change. The provision map for 2020-2021 is at the bottom of this page.

At Kingfisher Partnership we share the provision map with our colleagues in the Loddon cluster so we can learn from each other, and demonstrate what we offer for learners with SEND. We are also able to promote consistent practice across all the Academies/ Schools in our cluster ensuring equality of opportunity.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the Academy.

Funding for SEND

Kingfisher Partnership receives funding directly to the Academy from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum. The amount of funding we received for this academic year for £49,900.

Individual 'top up' funding from the LA is applied for where evidence suggests it is appropriate.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Kingfisher Partnership. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held, where we all discuss progress and next steps. If a learner has a Statement of Special Educational Need or an Education Health and

Care Plan (EHC plan) the same review procedures take place, but the Statement or EHC plan will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole Academy and monitored by Teachers, Senior Leaders and Governors. Our Academy and cluster data is also monitored by the Local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra curricular activities. At Kingfisher Partnership this academic year we are offering a range of additional clubs and activities. These can be found on our Academy web page or by contacting our Academy Office.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head teacher or SENCO to discuss specific requirements.

All staff at Kingfisher Partnership work within the Equality Act 2010. This legislation places specific duties on Academies / Schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please follow this link

<https://www.gov.uk/equality-act-2010-guidance>

Individual medical needs are also identified and with Parents/Carers, a care plan is agreed.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in the Academy, having a new teacher, or moving on to another Academy, training provider or moving in to employment. Kingfisher Partnership is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with the parents and child at their summer term review meeting. Transition to a secondary Academy of children with statements of EHC will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Have your say

Kingfisher Partnership is part of the community. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

Useful links

www.norfolk.gov.uk/SEND

Parent Partnership

www.dfe.gov.uk

Provision Map of Interventions we may use in school:

Talk boost

Dyslexia Gold

Emilie maths intervention

Precision teaching

Working memory activities

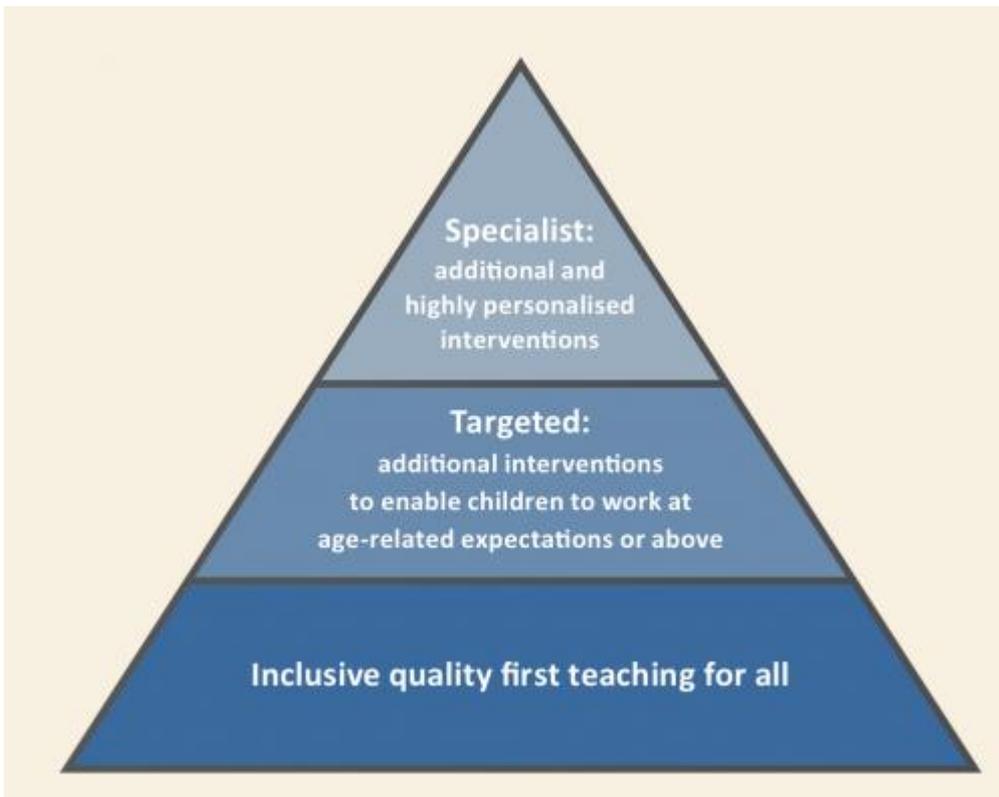
Use of Pixl Therapies (Pixl is our assessment package that we use)

Social skills

Building Blocks to Communication

Speech and language where needed following speech and language therapy guidance

A Model of SEN provision



[<http://www.interventionsforliteracy.org.uk/home/parents/sen-provision/>]