



## SEND Report 2018

### Policy Monitoring, Evaluation and Review

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V0.3	19.08.18	FN	Annual review

## Knighton Fields Primary Academy SEND REPORT 2018

<b>Academy Name</b>	Knighton Fields Primary Academy
<b>Age Range</b>	3-11
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<b>Local Offer Webpage Link</b>	<a href="https://www.leicester.gov.uk/schools-and-learning/special-educational-needs-sen/">https://www.leicester.gov.uk/schools-and-learning/special-educational-needs-sen/</a>

### Introduction

At Knighton Fields Primary Academy, we provide education for all pupils through a variety of strategies; including, appropriate differentiation, resources and facilities as necessary. All pupils' individual needs are considered and we implement a range of strategies to meet and develop their diversity.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners; whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners. All pupils are entitled to receive, within a suitable peer group, a broad, balanced and relevant curriculum. The school will, within the context of services and resources available, seek the relevant support and advice from the LA, in order to facilitate inclusion.

At Knighton Fields Primary Academy, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve their full potential. This includes children with SEND.

## SEND

The Code of Practice 2014 states that:

*'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'*

The Four broad areas of need identified within the SEND Code of Practice 2014 are:

- Communication and Interaction (e.g. speech articulation, stammering, speech and language delay, autism, etc.)
- Cognition and Learning (e.g. global learning difficulties, dyslexia, dyscalculia, etc.)
- Social, Emotional and Mental Health Difficulties (e.g. anxiety, depression, eating disorders, obsessive compulsive disorder (OCD), etc.)
- Sensory and Physical Needs (Visual impairment, hearing impairment, sensory needs (e.g. autism, dyspraxia, toileting issues, physical disability, etc.)

**The following table identifies the types of SEND and examples of the type of provision offered at Knighton Fields Primary Academy.**

Type of SEND	Type of Provision
<b>Communication and Interaction</b> (e.g. speech articulation, stammering, speech and language delay, autism, etc.)	<b>-Fun Time (Early Years small group intervention to develop social, communication and interaction skills)</b> <b>-Play Interaction (1:1 / small group intervention for children who struggle with their peers)</b> <b>-1:1 Speech Therapy with Elklan trained TA</b> <b>-Small language group with Elklan trained TA</b> <b>-Communication and Interaction programme specified by ASD team</b> <b>-Strategies taught to manage stammer as recommended by external Speech and Language Therapist</b> <b>-Individual visual timetable</b> <b>-Visual aids to help learning</b>
<b>Cognition and Learning</b> (e.g. global learning difficulties, dyslexia, dyscalculia, etc.)	<b>-Every Child a Counter (1:1 Maths intervention with Specialist Maths Teacher)</b> <b>-BRWP (1:1 Reading and Writing intervention)</b> <b>-Recommendations from external agencies (Learning, Communication and Interaction / Speech and Language Therapy, Hearing</b>

	<p>Impairment Team, Visual Impairment Team and Educational Psychologist)</p> <ul style="list-style-type: none"> <li>-Writing task lists</li> <li>-Writing frames</li> <li>-Coloured overlays / paper as recommended by Specialist Optometrist</li> <li>-Read Write Inc. (1:1 and small groups to help develop phonic , spelling and reading skills)</li> <li>-Talk boxes to help children with memory difficulties</li> </ul>
<p><b>Social, Emotional and Mental Health Difficulties</b> (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD), etc.)</p>	<ul style="list-style-type: none"> <li>-1:1 Emotional check ins with our Learning Mentor</li> <li>-Positive People group (to develop positive relationships and social skills)</li> <li>-Play Therapy via external Specialist</li> <li>-Support from Social, Emotional, Mental, Health link Teacher</li> <li>-Pastoral Support Programme Meetings every 6 weeks with Social, Emotional, Mental, Health link Teacher and parents/carers</li> <li>-Nurture provision led by qualified Nurture Lead in school (small groups of children learn strategies to manage and regulate emotions and develop positive relationships)</li> <li>-Parent Link Worker supports parents/carers in school</li> <li>-Advice from School Nurse / Health will be implemented</li> <li>-Children are given resources to ‘fiddle’ to help maintain and develop attention and concentration</li> <li>-Bubble Time (all classes have a system set up where children can talk 1:1 with an adult of their choice)</li> </ul>
<p><b>Sensory and Physical Needs</b> (Visual impairment, hearing impairment, sensory needs (e.g. autism, dyspraxia, toileting issues, physical disability, etc.)</p>	<ul style="list-style-type: none"> <li>-Sensory resources</li> <li>-Sensory breaks for children with Autism who require them</li> <li>-ASD specific room to help children who require a quiet environment</li> <li>- Pencil grips</li> <li>-Adapted cutlery as recommended by Occupational Therapists</li> <li>-Advice from School Nurse / Health will be implemented for children with toileting issues</li> <li>-Trained staff support children with toileting issues</li> <li>-<i>Write from the Start</i> intervention for children with handwriting difficulties</li> <li>- Pre Writing exercises delivered by teaching staff to get children ready to write and strengthen core stability</li> </ul>

	<p>-All resources/ strategies recommended by external agencies/ Health will be implemented</p> <p>-Worksheets will be printed in recommended font for children with a visual impairment</p> <p>-Regular Support from HI team for children with Hearing Impairment</p>
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**Knighton Fields Primary Academy's approach to teaching pupils with SEND:**

**What expertise and training of staff do Knighton Fields Primary Academy provide to support pupils with SEND?**

At Knighton Fields Primary Academy, we are very lucky to have the following skilled people to support pupils with SEND:

- Specialist Numeracy Teacher
- Specialist Reading Teacher
- Staff trained to deliver Cognitive, Behavioural Therapy
- Staff trained to deliver Play Interaction
- Staff trained to teach a Nurture group
- Speech and Language Support (ELKLAN)
- Several staff trained in strategies to support Autism, Dyslexia, Dyspraxia, Social and Emotional difficulties and ADHD

Staff regularly have training as required via external professionals or delivered by staff in school with the expertise.

**What support services are available?**

If your child requires support from external agencies, then a referral will be made with the consent of parents.

We use the following people / agencies:

- Early Years Support Team
- Learning, Communication and Interaction Support Team
- Primary School Social, Emotional and Mental Health Team
- Educational Psychology Service
- Hearing Support Team
- Vision Support Team
- Speech and Language Therapy Service
- School Nurse / Health Professionals

- Family Support Officers

Further information can be found on our website. There is also a link to the local offer to access services and support available across the city.

### **How does Knighton Fields Primary Academy adapt the curriculum and the learning environment for pupils with SEND?**

Each class teacher will plan and teach lessons so that each child's work will be at the correct level for them. Sometimes, the activities will be different for children of different abilities and sometimes the activities will be the same. Extra resources and additional support will be provided where needed. Advice from external agencies will be implemented for children with SEND to ensure their needs are met.

Specific individual or group interventions are used to support children with difficulties. These will be discussed with parents during review meetings.

### **What are the admission arrangements for pupils with SEND at Knighton Fields Primary Academy?**

All children will be treated fairly so Parent / Carers must go through the admissions process via the local authority. Children with extreme complex needs will have an initial meeting to ensure we can meet their needs and ensure we are a suitable school for the child.

### **What facilities are provided to assist access to the academy?**

On Wednesday 9<sup>th</sup> April 2014 Ash Field Academy visited Knighton Fields Primary Academy to conduct a disabled user survey.

Please read to find out what they thought!

[S:\24 - Health and Safety\Accessibility\Knighton Fields Primary School User Survey Report.pdf](#)

Knighton Fields Primary Academy recognises its requirement under the Equality Act 2010 for schools to have an accessibility plan. Our accessibility plan has three aims, improving Education & related activities, improving the Physical environment and improving the Provision of information. This plan can be found on our website.

### **What equipment and facilities do we have to support pupils with SEND?**

Children who require additional resources or interventions will be funded through our allocated SEND budget. If a child with complex needs requires greater than average adult support, then an Element 3 funding application will be made by the SENCo to the local authority with support from all agencies involved in the child's education.

### **How does Knighton Fields Primary Academy ensure that pupils with SEND are enabled to engage in activities available with pupils in the academy who do not have SEND?**

Knighton Field Primary Academy is an inclusive school and ensures all children can access and engage in all activities. Adaptations will be made, extra adult support will be provided as well as any necessary prior work being carried out to ensure all children have equal opportunities.

### **What steps are taken to prevent pupils with SEND from being treated less favourably than other pupils?**

Through PHSCE and R-TIME, all children are taught to respect everyone and each other. Our 'Good to be Green' system, ensures all children of all abilities are treated and rewarded fairly. Adaptations are made for children with SEND to ensure their needs are met and they still receive house points for their successes and their achievements are celebrated.

**How does Knighton Fields Primary Academy consult parents of children with SEND and involve them in their child's education?**

The Early Monitoring Process is used initially to pin point the child's difficulties. Consent will be sought from Parents /Carers if their child is to be placed on the SEND register.

Parents will then have 3 review meetings with the class teacher or the SENCo throughout the year where targets and provision will be shared.

Children with complex needs will have other meetings; such as, Pastoral Support Programme meetings every 6 weeks or School Contract meetings which occur termly where parents/carers will be present alongside school and relevant external agencies.

Children with an Education, Health and Care Plan will have annual Person Centred Reviews where parents/carers will need to be present.

Additional review meetings with parents/carers will also be arranged for children who are a cause for concern.

**How does Knighton Fields Primary Academy consult pupils with SEND and involve them in their education?**

We value pupil voice; therefore, all children with SEND have an individual Passport which identifies their views.

Children with School Contracts, regular PSP meetings and EHCPs always contribute to their meeting either prior to or during the meeting.

**How does Knighton Fields Primary Academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupil's SEND and supporting their families?**

The SENCo has two joint planning meetings (September and February) with all external agencies to discuss support required for children with SEND. Work for each cycle is then planned then external agencies will either carry out 1:1 work with pupils or attend meetings depending on the child's needs. Consent will always be sought from parents/carers for work to be implemented via an external agency.

Sometimes, parents will be advised to seek help from other organisations outside of school to support their child further.

At Knighton Fields Primary Academy, we always work collaboratively to ensure that all identified needs are addressed.

**How does Knighton Fields Primary Academy assess and review a pupil's progress towards outcomes?**

At Knighton Fields Primary Academy, every child's progress is closely tracked. The leadership team hold meetings 5 times a year with class teachers to discuss each child's needs. Concerns about

individual children will also be discussed with the SENCo who will advise on the best strategies to adopt. If we feel a child needs to be placed on the SEND register, then we will discuss the matter with parents and seek their permission.

Individual work / assessments will be carried out via relevant staff or external agencies which will also contribute to the child's progress. Review meetings will be held termly with parents and the class teacher or SENCo.

### **How does Knighton Fields Primary Academy support pupils with SEND in the transfer between phases of education?**

At Knighton Fields Primary Academy, we plan ahead and provide extra transition visits to the child's new school (if required) and hold several meetings to ensure staff at the new setting / class are aware of the child's needs. All external agencies will be involved in this process if applicable.

### **What support for improving emotional and social development does Knighton Fields Primary Academy offer?**

We ensure pupils with identified SEND are supported but it is also important that we provide them with basic independent personal, social and learning skills.

At Knighton Fields, we use the following to support all children:

- R-TIME – helps children to co-operate with each other in pairs
- Bubble Time – provides a chance for children to talk 1:1 with an adult
- Assemblies – teaches children social skills, understanding and the importance of respecting everyone and their achievements
- Meet and greet – Children will be greeted by a familiar adult each day to ensure the child is happy and ready to learn and achieve
- Nurture intervention– Specific intervention for a group of children who require intensive support with their social and emotional well-being
- Pastoral Support Lead – Mrs Chudasama provides targeted support to children who are struggling during the school day

Please also look at our Behaviour and Anti-Bullying policy for further information.

### **What are the arrangements for supporting pupils with SEND who are looked after by the local authority?**

Looked After Children (LAC) with SEND have a Pupil Passport alongside a Personal Education Plan which is reviewed termly and at Looked After Children's Reviews which happen every 6 months. They are treated equally and fairly. Sometimes, a Learning Mentor from the Virtual School will also be allocated if their needs are complex. Pupil Premium Plus money will be used to support the child accordingly.

### **How will Knighton Fields Primary Academy evaluate the effectiveness of the provision made for pupils with SEND?**

Interventions will be tracked by the class teacher and monitored by the SENCo to ensure that the support is effective and the child is making progress. External agencies / SEND Governor will also look at the impact of interventions across the school.

Where an intervention has not been successful, then next steps will be taken to identify the reasons for this and the next stage of support will be implemented.

**What are the arrangements for handling complaints from parents of children with SEND about the provision made at Knighton Fields Primary Academy?**

Parents should initially talk to the class teacher. If the issue has not been fully resolved, then please contact the SENCo, Miss Nurgat to discuss the matter in more detail. If you still feel the issue has not been resolved, please arrange a meeting with either the phase leader or the Principal, Mr Aldred.