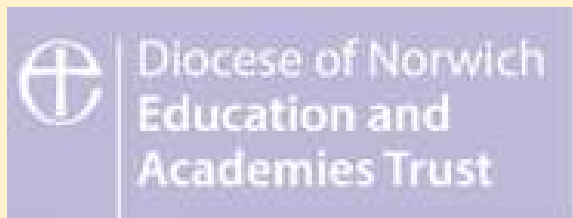




# Kingfisher Partnership SEN Information Report

Last Reviewed: October 2022



# 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 Bridget Keeble	SEND Governor

# **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.

## **How we identify children with 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**

Our SEND profile for 2022-2023 at Ditchingham

There are 4 children identified as having SEND. A child can have SEND in more than one area.

2 children are identified as having SEND linked to Cognition and Learning

2 linked to Communication and Interaction

1 physical and sensory

Our SEND profile for 2022-2023 at Gillingham

There are 4 children identified as having SEND. A child can have SEND in more than one area.

3 children are identified as having SEND linked to Cognition and Learning

1 linked to Communication and Interaction

1 EHCP

# **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, including reading age tests, Sandwell Maths assessment, vocabulary assessment and our whole school assessment called Pixl.

For some learners we may want to seek advice from specialist teams. In our Academy we have access to various specialist services but may have to be commissioned from our Academy budget.

# External Agencies we can access

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.

Dyslexia Outreach Service

Makaton Hub

School 2 school support

Just One Number

# **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
- Word banks
- Pre-teaching of vocabulary
- Coloured overlays and exercise books
- Instructions written out
- Working walls
- Concrete resources



# **What we do to Support Learners with SEND**

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 2022-2023 is on the next slides, along with strategies we use for scaffolding, support and intervention.

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.

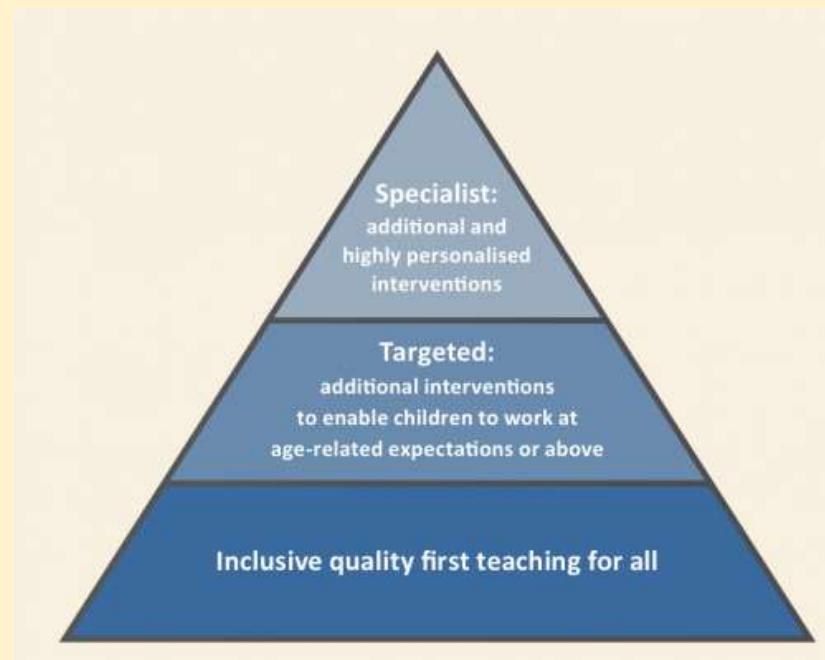
Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the Academy.

## **What scaffolding, interventions and support could you offer to overcome the following barriers to learning?**

Barrier to Learning	Scaffolding (Quality First Teaching)	intervention (individual or group)	Support (Resources)
Reading	<ul style="list-style-type: none"> <li>Minimise amount they have to read</li> <li>Partner to support with reading</li> <li>Ensure have a range of texts to read</li> <li>Pre-teaching vocabulary for guided reading</li> </ul>	<ul style="list-style-type: none"> <li>Pixl reading therapies to support</li> <li>Dyslexia Gold</li> <li>Precision Teaching</li> <li>Sound discovery</li> </ul>	<ul style="list-style-type: none"> <li>Peer/Adult to support when needing to read in class</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Reduce the amount they have to write</li> <li>Clicker 7</li> <li>Use of talking tin to record what they want to write</li> <li>Pre-teaching vocabulary</li> <li>Use of word banks</li> <li>Staff to think aloud when modelling writing</li> <li>Ensure children have access to a range of texts</li> <li>Use of word explosions eg said in middle what other words could we use</li> <li>Opportunities to orally rehearse what to write</li> </ul>	<ul style="list-style-type: none"> <li>Hand writing</li> <li>Pixl SPAG therapies</li> <li>Sound discovery</li> <li>Precision teaching</li> </ul>	<ul style="list-style-type: none"> <li>Adult to scribe for them</li> <li>Talking Tins</li> <li>Word banks</li> </ul>
Maths	<ul style="list-style-type: none"> <li>Mastery approach</li> <li>Use of manipulatives</li> <li>Pre-teach vocabulary</li> <li>Staff showing a positive attitude to maths – don't say this might be difficult</li> <li>Use of sentence stems</li> </ul>	<ul style="list-style-type: none"> <li>Pixl therapies</li> <li>Pre-teach vocabulary</li> <li>Numicon intervention</li> </ul>	<ul style="list-style-type: none"> <li>Manipulatives</li> <li>100 squares</li> <li>Number lines</li> </ul>

Listening and attention	<ul style="list-style-type: none"> <li>• Now and next board</li> <li>• Reduce length of instructions</li> <li>• Reduce the amount of instructions</li> <li>• Ask child to repeat back to you what they need to do</li> <li>• Fiddly toys</li> </ul>	<ul style="list-style-type: none"> <li>• Practise with adult giving instruction and child follows it.</li> <li>• Overtime make the instructions more complex</li> <li>• Overtime give more instructions at once</li> </ul>	<ul style="list-style-type: none"> <li>• Now and next board</li> <li>• Adults to check in with child that they know their instruction</li> <li>• Use visual prompts</li> <li>• Partner support</li> </ul>
Avoidance of work/Fear of Failure	<ul style="list-style-type: none"> <li>• Positive praise to celebrate what they are doing well in lessons</li> <li>• Give them smaller tasks</li> <li>• Give them limits on how many times they can have a drink in a lesson (as this can be an avoidance tactic)</li> </ul>	<ul style="list-style-type: none"> <li>• Adult to meet child regularly to celebrate the successes</li> <li>• Take work to another adult in school to celebrate the success.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults to check in with child.</li> <li>• Break tasks into smaller chunks.</li> </ul>
Working Memory	<ul style="list-style-type: none"> <li>• Reduce amount of information to remember</li> <li>• Visual summary &amp; prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Memory games</li> <li>• Use of working memory book of activities</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal scaffolding of tasks</li> <li>• Use of a whiteboard to write what they need to do.</li> </ul>
Receptive Language (understanding)	<ul style="list-style-type: none"> <li>• Minimise use of complex language &amp; model or use visual prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Pre teach vocabulary for a lesson</li> <li>• Matching games to match words to definition</li> </ul>	<ul style="list-style-type: none"> <li>• Use of word mats/ displays to remind the child of vocabulary</li> <li>• Partner support</li> </ul>
Friendships	<ul style="list-style-type: none"> <li>• Careful seating within the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Use social skills book of interventions</li> <li>• Building blocks to communication</li> </ul>	<ul style="list-style-type: none"> <li>• Partner them up with someone at break times if needed</li> </ul>
Co-ordination	<ul style="list-style-type: none"> <li>• Minimise the amount they have to cut out, draw tables etc.</li> <li>• Bigger equipment in PE</li> </ul>	<ul style="list-style-type: none"> <li>• Fine motor skills activities</li> <li>• Gross motor skills activities</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil grips</li> <li>• 'Squeezy' scissors</li> <li>• Wiggle cushions</li> </ul>

# A model of SEN Provision



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

# **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 £51083

The funding is spent on a variety of things, this includes, TA support, computer programmes, aids for the classroom such as wiggle cushions, coloured overlays once identified and access to external services.

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, staff will share the one page profile progress with parents. If a learner has an Education Health and Care Plan (EHC plan) 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 is also monitored by DNEAT, the Local Authority and Ofsted.

## Equality Act

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 school. 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.

If they are moving classes we plan transition meetings between staff to pass on information and the children have transition days. If needed we will make transition books with photos of their new class.

If a child is moving schools within primary phase we will ensure there are transition meetings with staff at the new school and support necessary transition days.

When transferring to high school the children are offered additional transition days and there will be meetings held with the new school. 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.



# **Useful Links**

## **The Norfolk Local Offer**

If you would like to find out more about the Norfolk Local Offer or have specific question , please click here to view the Norfolk Local Offer.

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

There is also the Norfolk County Council Ofsted Written Statement of Action (WSoA) with specific actions relating to their currency, quality and the involvement of children, young people and their families in their review and development.

<https://www.norfolk.gov.uk/what-we-do-and-how-we-work/policy-performance-and-partnerships/policies-and-strategies/education-and-learning-policies/send-policies/send-statement-of-action>

# **Norfolk SEND Partnership Information Advice and Support Service (SENDIASS)**

Norfolk SEND Partnership Information Advice and Support Service (SENDIASS) provides free and impartial information, advice and support about special educational needs & disabilities (SEND) for children, young people, parents and carers.

If you would like for more independent support and information around SEND, feel free to contact or visit the website for Norfolk SEND Partnership Information Advice and Support Service (SENDIASS)

<https://www.norfolksendiass.org.uk/>

# **Useful Policies**

SEN Policy

Equality and diversity Policy

Accessibility Policy

Complaints policy

The policies are all on our website <http://www.kingfisherpartnership.co.uk/>

## **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.