

SEND INFORMATION REPORT 2024–2025

Annual SEND Information Report to Parents from the Governors on the Provision for Special Educational Needs and Disabilities (SEND) at Kingfisher CE Academy 2024-2025

Background and Context

This annual report should be read in conjunction with the Special Educational Needs and Disabilities (SEND) Policy, the Equalities Policy, the Behaviour Policy and the Accessibility Plan.

Special Educational Needs (SEND) Staff

Headteacher and Designated Safeguarding Lead – Sharon Bishop

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Legislation

Children with SEND have significantly greater difficulty in learning than the majority of others of the same age, or 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 schools. The Special Educational Needs Code of Practice 2015 lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of such children.

SEND Curriculum Intent

To have high aspirations and expectations for all pupils with Special Educational Needs and Disabilities, and to focus on outcomes for children with SEND **since all teachers are teachers of children with Special Educational Needs and Disabilities and teaching such children is therefore a whole school responsibility.** Every pupil with SEND has their own unique educational needs, and at Kingfisher CE Academy we are committed to providing a tailored curriculum where adaptations and support are provided without limiting the breadth of students' curricular experience. Kingfisher CE Academy is ambitious for all pupils with SEND and we believe that appropriate assessment of need and then appropriate planning with parents and carers leads to effective support and interventions for: Communication and interaction; Cognition and learning; Physical health and development; and Social, emotional and mental health. Regular review and re-assessment mean that we are able to ensure there is a focus on preparedness for the next stage of their lives and this drives high aspirations for the future, which in turn ensures that students with SEND will achieve exceptionally well when they leave the school in year 6.

SEND Curriculum Objectives:

- To identify as early as possible, and then monitor, the needs of pupils with SEND so that appropriate provision can be made and their attainment raised.
- To enable students who have Special Educational Needs and Disabilities to reach their full potential through the identification and provision of successful interventions.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To work towards successful outcomes through a whole-school approach in the management and provision of support for SEND.
- To provide advice and support for all staff working with students with SEND.
- To provide a broad, balanced, and relevant curriculum, and ensure access to extra-curricular activities and school trips.
- To involve children and their parents/carers in the identification, planning, and reviewing of objectives and outcomes.
- To work in co-operative and productive partnership, where appropriate, with outside agencies.
- To involve and listen to each student's voice in all matters concerning them.
- To record, monitor, and assess outcomes that inform the 'assess, plan, do and review' cycle for each individual student, and those that inform the planning of the school development plan.
- To provide an education that enables all children and young people to make progress, so that they achieve the best possible outcomes, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education, or training.
- To ensure all pupils are able to achieve exceptionally means achievement across the board that is at least similar to that of non-SEND counterparts, that matches or better the child's previous rate of progress, and that closes the attainment gap between the child and their peers. All students can and should achieve their very best.
- To ensure that all students are able to share in all aspects of the life of the school.
- To enable the enhancement of pupils' self-perception as learners.
- To ensure that all students are inspired and motivated, fostering a curiosity to learn.

SEND Implementation

Our Approach to Teaching Learners with SEND

We are fully committed to the inclusion of pupils with special educational needs into mainstream lessons. We seek to ensure that the individual needs of pupils are fully met. We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess to ensure that progress is being made.

How we identify SEND

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

“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 school 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 schools or mainstream post-16 institutions.”

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

Learners can fall behind in school for lots of reasons. They may have been absent from school or they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, or they may be worried about different things that distract them from learning. At Kingfisher CE Academy, we are committed to ensuring that all learners have access to learning opportunities and, for those who are not making progress, 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.

SEND PROFILE 2021-2024

	July 2022	July 2023	July 2024
SEND Support	4	4	27
EHCP	1	1	1
SEND Total	5	5	28
Total NOR	72	84	101
%	7%	6%	28%

July 2024	Number of pupils	% of whole school	National %
SEN Support	27	27%	13.6%
Education, Health and Care Plan (EHCP)	1	1%	4.8%
Any High Needs Funding (HNF) or EHC needs assessment applications currently in process?			
1			
Any significant changes in the SEND profile since last year?			
A clear and more robust system in place for identifying SEND needs. More children identified as SEND Support across the school and evidence now being			

collected for 5 EHC needs assessments.
Children continually joining the school in all year groups with SEND needs due to the school having small classes and spaces in all years.

Number of permanent exclusions where the student has SEND

0

Attendance of pupils with SEND

96% (School) 96.2% (SEND)

Breakdown by area of need 2023-24

Area of Need	Number of pupils	% of SEN pupils
Cognition and Learning	5	18%
Communication and Interaction	11	39%
Social, Emotional and Mental Health	10	36%
Sensory and/or Physical	2	7%

Not every child identified in the census by disability meets the criteria to be in the SEN Support or EHCP categories.

Assessing SEND

Progress data for all students is collated over the course of the year. The data is reviewed and those pupils who have made no progress, show a severe decline in progress, or a major difference to their peers across English and Maths, are identified and discussed.

All students have Maths, Reading and Writing assessments/teacher assessment three times a year. These results are then analysed alongside other assessments and interventions are implemented if necessary.

In addition to the arrangements for assessing and reviewing all children’s progress, pupils with SEND have (where appropriate):

- A rolling review of targets and outcomes specific to the individual on a Provision and Outcome Plan. These are discussed with parents three times per year additional to Parents’ Evenings.
- Early Help Assessment and Team around the child (TAC) meetings.
- External agency involvement i.e. Educational Psychology, Speech and Language Therapy (SALT), Occupational Therapy and other support service reviews.

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 Teaching Standards and the SEND Code of Practice expect Quality First Teaching to be provided and stipulates that every teacher is a teacher of SEND. The Teaching Assistant Standards document details the expectations for all TAs. Staff will use various strategies to adapt access to the curriculum. Advisory Teachers are utilised where necessary.

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 identified barrier to learning.

Special exam arrangements are put in place for those pupils who qualify.

The Park Academies Trust have two specialist teams who support pupils across the Trust. These are the School of Solutions who support children with Social, Emotional and Mental Health needs and the TPAT Mental Health support team who offer talking therapies to children to work through developing or existing needs. Teaching Assistants carry out recommendations made by the therapists e.g. Speech and Language, Autism Support Outreach as appropriate, under the supervision of teachers and the SENCO.

How do we Find Out if Support is Effective?

Monitoring progress is an integral part of teaching and leadership. 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 informed of any planned interventions. Parents are contacted to discuss their child's progress in Provision and Outcome Plan meetings and Parents' Evenings. A baseline is recorded which can be used to compare the impact of provision. Those students with an Education Health Care Plan will receive an Annual Review and or an interim review.

The SENCO attends regular cluster meetings where impacts of interventions, training outcomes and updates on local procedures/provisions are discussed and shared.

Graduated Response to Needs

During the academic year students with SEND are supported through our graduated response. Wave one students have needs that can be met through adaptive Quality First Teaching. Wave two students have additional support. For Wave three students the school has requested support and advice from outside agencies and individualised interventions are put into place. This may be through the Early Help Record procedure or directly with individual agencies or specialists. For a few students, whose needs are significant, an Education, Health, and Care Plan is issued with additional funding beyond the standard sum delegated to the school for Special Educational Needs and Disabilities.

Some students with disabilities and medical needs are entitled to access arrangements for statutory tests. Most commonly this is the use of a reader, additional time, or the use of a scribe/word processor. Students with these arrangements use them as part of their normal provision in school as far as it is practically possible. Students choose to take advantage of these arrangements with guidance from the school and their parents or carers.

Where appropriate students with an Education, Health, and Care Plan (EHCP) attend their annual reviews, where their views are sought both as written contributions prepared in advance, and verbal contributions during the meeting.

Arrangements are made for all students with disabilities and medical needs to attend the full range of extra-curricular activities and school trips.

Categories of Students at Wave 1

- Students who are able to make good progress supported by Quality First Teaching in lessons.

Categories of Students at Wave 2

- Students who attend interventions.
- Students who require support with social skills.
- Students who require additional support with English or Maths.
- Pupils with an individualised Provision and Outcome plan
- Some students for whom the school has sought educational advice and support from outside agencies such as the educational psychologist, the speech and language therapist and other advisory services.
- Students who require support to address issues with self-esteem.

Categories of Students at Wave 3

- Students who are supported by significant interventions or targeted programmes designed to meet their needs.
- Some students who are receiving regular support from outside agencies.
- Students who are educated at an alternative educational provision but remain on the school roll.
- Students with an Education Health and Care Plan (EHCP).

Preparing for the Next Step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Planning for transition is part of our provision for all learners. We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Starting school in Reception:

In the summer term before your child begins at Kingfisher, we visit your child in their current Early Years setting to introduce ourselves and have a handover meeting with the staff. This allows us to carefully plan your child's transition to our reception class.

We also offer four Discovery Days where your child can stay and play with their new friends. If you feel additional visits will support your child, these can be arranged.

If you have any concerns about your child starting school, then please contact the school at any time to discuss them with the SENCO. We will contact your child's Early Year's setting's SENCO for a comprehensive handover.

If your child has medical needs, we will discuss a care plan with yourselves and our school nurse.

If your child has identified SEN an enhanced transition programme takes place with a photo book of key people and places within the school and additional visits including visits to our school with their current Early Years keyworker. We can also hold a team around the child style transition meeting with the family, current setting, and ourselves for a comprehensive handover.

Transition between year groups

All children take part in four Discovery Days in term 6. These are morning and afternoon sessions held in the child's new classroom with their new adults. Children with SEND have photograph transition books with their key adults, key places within the classroom and school as a reminder. Additional transition times are also put in place throughout term 6.

If your child is moving to another school or provision:

- We will contact the school SENCO and ensure they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- We will work with the child to prepare them as fully as possible e.g., supporting visits to the new school, creating picture books of the new school.

If your child is moving to our school:

- We will liaise closely with the previous school or placement and parents to ensure a smooth transition. If necessary, a gradual and enhanced transition programme will be implemented to ensure the child is supported to settle calmly into Kingfisher.
- We will contact the current school’s SENCO and ensure we know about any special arrangements or support that need to be made for your child.
- We will meet with you to discuss your child’s needs and what you feel needs to be put in place before joining us and once they have started.

SEND Impact

The progress of children on the SEND register is monitored and reviewed at pupil progress meetings three times a year.

The following charts show the outcomes for pupils with SEND.

	July 2022	July 2023	July 2024
Early Years GLD	47% school 0% SEND	69% school N/A SEND	65% school 9% SEND
Year 1 Phonics Screening		56% school 0% SEND	80% school 100% SEND

The marked improvement in the Phonics Screening Check result in July 2024 shows the impact of following Little Wandle with fidelity for two full years. This has been implemented across the school since September 2022 as our chosen DfE validated Systematic Synthetic Phonics programme.

Liaison

Swindon Borough Council has created a Strategic SEND Board with representatives from Education, Health, and Social Care across Children’s and Adult Services. David Williams (Director of Inclusion, The Park Academies Trust) attends all the meetings. The Board also includes representation from the parents and carers group, and the voluntary and community sector. The board is chaired by the Director for Education for Swindon and includes Director of Children’s & Adult Services as one of the members, who in turn reports to Corporate Board and the Cabinet. As a Trust we are working with Swindon to streamline the Statutory assessment process ensuring that process happen during term time to ensure the very best quality of assessment.

Professional Development

The Trust offers SEND online training through two platforms - National College and Nimbl.

There have been a number of SEND-related training sessions for staff:

- Trauma Informed Approaches
- Behaviour Management
- SEND Conference
- TEEP training
- Adaptive Teaching
- TEEP Training

Staff have worked alongside advisory staff and outreach workers who have visited the school and/or attended meetings, which has developed knowledge, understanding, and expertise.

Staff training is monitored by line managers through Performance Management.

Parent/Carer Involvement in Provision for Students with SEN, Disabilities, and/or Medical Needs

Annual Reviews, Early Help Assessments and Records, TACs, e-mails, phone calls, and meetings take place. Parents and Carers are fully included in the review process for students with SEND and they are encouraged to develop the students' learning at home, supporting them with homework, interventions, and/or reading. This partnership has a significant positive impact on student progress, all parents have the option to talk formally about their child's progress every term; Provision and Outcome Plan meetings take place in terms 1, 3 and 5, and Parents' Evenings in terms 2, 4 and 6 following the written end of year report.

Deployment of Staff and Resources

During the academic year 2023-2024 staff were deployed to provide for students with Special Educational Needs and Disabilities in the following ways:

- Teaching Assistants support high needs pupils working alongside classroom teachers to take small groups or individual students for additional support.

External Agencies

The advice and support of the following agencies has been sought:

- Educational Psychology Service (EPS)
- Speech and Language Therapy
- Occupational Therapy
- Community Paediatricians
- School Nursing Service
- Young Carers
- Swindon Information Support and Advice Service (SIAS)
- Education Welfare Officer
- Early Help Hub
- Swindon Autism Support Service (SASS)
- Virtual School (for children who are looked after by the Local Authority)
- Brunel Autism Support Inclusion Service outreach
- Swindon Borough Council Early Years Consultants

Trust support

School of Solutions - our in-Trust Alternative Provision

We provide an inclusive environment for pupils where they remain part of the mainstream school and to belong both to their school and the Trust family as a whole. We add to the mainstream curriculum through a therapeutic approach, by offering activities, learning and skills practise that involves the development of emotional quotient skills. These are the foundation for being able to be ready to learn.

We want to ensure that these students have access to creative and innovative approaches to learning and will use programmes that support and promote the facilitation of the 'finding of meaning', in everything that is offered, whilst preparing them for learning and life beyond the school. It will promote cooperative relational interactions.

For pupils to be ready for their futures in the work place and world, there are fundamental steps in their emotional intelligence that must be developed and sustained. These will be the foundation of positive relationships and experiences, that will mean they can go into the world as well-rounded adults, who can positively contribute to society and lead fulfilling lives. The School of Solutions aims to address developmental gaps that may exist for pupils in order to support this foundation.

Mental Health Support Team

The Mental Health Support Team (also known as the MHS) offers targeted therapeutic interventions and support; to enhance the well-being and mental health of students within the Trust.

The Mental Health Support team work with a broad range of youth mental health difficulties including (but not limited to); anxiety, low mood, depression, self-esteem and body image, bereavement, phobias, school-based anxiety/avoidance.

We adopt a solution focused, student centred approach using evidence-based methods such as; talking/listening, cognitive behaviour, mindfulness techniques, positive strategies and mechanisms, restorative relationship support, psychoeducation.

We aim for the work to be a targeted 12 session support programme and will review the support offered to each student every 6 weeks.

Arrangements for Consulting and Involving Children

The arrangements for consulting and involving children vary according to the age, maturity and capability of each individual. However, in addition to the arrangements offered to all pupils, individual views will be actively sought through:

- Reviewing individual Provision and Outcome Plans
- EHAs and TAC meetings
- EHCP Annual Reviews
- SEND specific appointments with the SENDCo
- Young Inspectors

How children with SEND are enabled to engage in activities alongside children who do not have SEND

Children with Special Educational Needs and Disability (SEND) have accessed the same clubs as children without SEND. Reasonable adjustments have been made to enable pupils with SEND to access school trips. Full risk assessments have been carried out in advance.

Local Offer

For further information on services available within Swindon, please see the Swindon Local Offer at <https://localoffer.swindon.gov.uk>

Parents are offered and encouraged to access the support of the Swindon SEND Information, Advice and Support service ([SIAS](#))

Tel: 01793 466515 or email: SIAS@swindon.gov.uk

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

In the event of a parent having cause for complaint in relation to their child's needs being met they should, at first, express their concerns to their child's teacher. If concerns or queries remain unanswered, then matters can be discussed at a further meeting with the class teacher and/or the SENCO.

If matters cannot be resolved, parents can speak to the Head Teacher. The Complaints Policy is available on the school website or as a hard copy from the school office.

Contact Information

Parents with enquiries regarding Disabilities and/or Special Educational Needs are invited to contact the school by phone (01793 379521), email, or letter. Appointments can be made with:

Sally Telling; SENCO tellings@kingfishercofe.org.uk

David Williams; Director of Inclusion williamsd@theparkacademiestrust.com

Mark Glennerster; SEND TIB Link glennersterm@kingfishercofe.org.uk