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**KNOWLEDGEABLE – SAFE – HEALTHY – EQUAL**

## Special Educational Needs Information Report for King Offa Primary Academy 2020-2021

SENCo: Christine Bishop  
Contact: 01424 211548

SEN Governor: Anne McWilliams

Dedicated SEN time: Tuesday, Wednesday, Thursday.

Local Offer Contribution: (website link): <https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/>

### Whole School Approach:

At King Offa Primary Academy we believe in Inclusion: that all children should be given the opportunity to learn and be the best that they can be regardless of any educational need. All children at our school are assessed, monitored and discussed regularly to ensure they are making progress. In this way we regularly review and record what we offer EVERY pupil in our care and what we offer additionally. For all children we aim to identify gaps or difficulties in their learning and carefully plan the provision that will best address this. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Some children may require additional provision. "We, at King Offa Primary Academy, will do our very best to ensure that teaching is highly effective and that learning lies at the heart of all we do for children and other members of our school community. (Reference: Teaching & Learning Policy Sep 2020)

Underpinning ALL our provision in school is the **graduate approach** cycle of:



**Assess:** We have a planned monitoring and assessment cycle. We assess each pupil's skills and level of attainment when they start at the school. We continually assess each child's progress. Class teachers, supported by members of the senior leadership team make regular assessments of all pupils. We then identify any pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

**Plan:** The curriculum at King Offa is broad, balanced and ambitious for all pupils. It is always carefully reviewed so that it continues to develop and helps our pupils to be well prepared for their transition to secondary and beyond. We aim to improve levels of progress with good quality first teaching and carefully planned lessons. Our curriculum is a strength and staff follow the long and medium term plans (See Teaching and Learning Policy Sep 2020 for more

details on planning) Staff then plan each lesson accordingly, using knowledge about each class, each individual within the class and assessment data gained from daily and termly assessments. Some children will need provision which is additional and extra to these plans, whether it is in the form of extra support within a lesson from staff or resources or a one to one or group input to practice and retain skills. Staff will liaise with the SENCO around additional provision.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. All information available about a child is considered when planning personalised provision for pupils, including school data and formative assessment, parent/carer and pupil views (including Pupil Voice) and observations. For higher levels of need, the school has arrangements in place to draw on more specialised assessments from external agencies and professionals. The level of provision is decided and planned to match the needs of each individual child.

**Do:** Lessons and interventions are carried out by staff in school: Class teachers, Teaching Assistants, Support Staff or Nurture practitioners. Outcomes are set and monitored.

**Review:** Progress is assessed by class teachers and discussed with the SENCO. Adults running or supporting additional provision will feedback to the class teacher. Provision is adapted as necessary. If the progress is still less than expected then the class teacher, along with the SENCO will consider whether the child has any Special Educational Needs. We use the East Sussex SEN Matrix <https://czone.eastsussex.gov.uk/inclusion-and-send/sen-matrix/the-matrix/> as guidance to help identify and ensure good provision for children with SEND.

#### **SEN Needs:**

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

#### **Communication and interaction**

High Quality Teaching teaching promotes good attention, listening and communication skills. For any children with difficulties we subscribe to the speech and language link package. All children are screened using the language link package in Foundation Stage and those who have difficulties with some speech sounds are screened using the speech link package. Any difficulties are highlighted and the suggested interventions followed and monitored. If children do not make expected progress following the cycles of support then a referral can be made to i-send for further support.

#### **Cognition and learning:**

"Effective lessons are well planned, interactive, meet the needs of all the pupils in a class and progress at the correct pace." (Teaching and Learning Policy Sep 2020) Where children need support that is extra to, or different from their peers then staff work together to plan. This may take the form of booster groups, 1:1 support, group work, additional targets or extra resources.

#### **Social, emotional and mental health:**

It is important to us that we can meet the SEMH needs of all our pupils, especially after an unsettled period of lockdowns over the last two academic years. We believe that children learn best when they feel happy and confident. We follow the Academy Trust 'Paragon' curriculum which addresses children's sense of self and awareness of others both in their own environment and throughout the world.

We have a successful "Nurture Provision" run by trained members of staff, where a small number of children can access intensive support as necessary. We have a Pastoral Manager and a pastoral team who support children across the school as well as through nurture.

Assemblies address current issues or issues arising that might affect our children.

As well as tracking academic progress we monitor children for social skills, conversational skills and friendship skills and have a range of interventions that we can consider if we see any children underachieving in these areas.

For a small number of children in our school who are particularly vulnerable to emotional and mental health difficulties we have a mentor system, where that child will spend some time with a designated adult away from the curriculum where they can build up a relationship, relax and talk through anything they wish to.

In some cases we may work with outside agencies.

This year all staff at King Offa have attended the half day Mental Health First Aider Course. We have a caring, nurturing environment and children know who they can go to talk to if they need to.

**Sensory and/or physical needs**

Individual provision is made for children with sensory needs within classrooms – i.e. ear defenders, sensory cushions and calm boxes. We also use sensory circuits, jump ahead and zones of regulation as necessary. For physical difficulties we liaise closely with parents and medical professionals to ensure the best provision.

As at July 2021, we have 46 children who are on the SEND register. However, we also have a range of children who do not meet criteria against the East Sussex SEND Matrix for inclusion on the SEND register but who still receive some form of extra provision or support, whether short term or ongoing.

**Consulting with children, young people and their parents**

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who’s involved	Frequency
Parents Evening	Staff and parents	Two formal meetings per year plus a report and drop in session
Annual Reviews	Parents of children with an EHCP, Staff and SENCO	1 x yearly or earlier if necessary.
SEND Report for parents	Written by Class staff, shared with parents	3 x yearly

**Staff development**

We are committed to developing the on-going expertise of our staff. We have current expertise in our school:

Initial of person	Area of expertise	Level (as per p68-9 of SEND Code of Practice 2015)
NE, HF, SB	Nurture	Specialist
CB	SEND	Specialist
KG	Speech and Language	Enhanced
All staff	Epilepsy	Awareness
All staff	Mental Health First Aid	Awareness

This year, we have put in additional training into Mental Health First Aid for all staff. Staff have accessed training about Dyslexia, Selective Mutism and Speech and Language Needs.

**Staff deployment**

Considerable thought, planning and preparation goes into utilising our staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

We are very proud to have a dedicated team of trained nurture staff who run carefully planned nurture groups as well as supporting across school.

We have a TA who runs speech link sessions for children and supports other staff to run Language Link groups.

**School Partnerships and Transitions**

Our academic assessment for children is moderated through our cluster of schools/neighbouring partners.

This year, we worked with our feeder partners to welcome two children with identified special educational needs and we supported three children with a special educational need to transition to the next phase in education.

We closely monitor children and young people’s destination data and share relevant and pertinent information across settings, liaising with outside agencies if there is involvement.

## Complaints

Informal complaints can be dealt with through discussions with the class teacher (as the first point of contact), the SENCO, Assistant Headteacher, Deputy Headteacher or the Head of School. Informal complaints will be dealt with as soon as possible. The LAB (Local Authority Board) has clear procedures for making a formal complaint, should it need to be made. These details are available on the school website. The complaint would be dealt with in the time allocated according to LAB procedures. The school will endeavour to deal with any complaints as speedily and efficiently as possible. This year we have had no formal complaints following the procedures laid out by the LAB.

## Challenges this year

Challenges for our school have included our strong desire to keep supporting pupils and families through the partial school closures due to COVID – 19. During partial school closures teaching approaches for pupils with SEND were adapted to a home environment where necessary. Lessons were taught through a mixture of work packs and pre-recorded videos. Working from home, many were able to work at a slower pace and benefitted from having one-to-one support from their parents. All pupils with EHCPs at the time of school closure in this academic year were accessing education in school. Other students with SEND needs, who were in school were supported in the best manner possible, given social distancing guidelines. This was reviewed regularly. Risk assessments were completed for all pupils with SEND, whilst they were learning at home or in school.

Additional support during the return to school phase was carefully planned and monitored. Factors affecting support such as staff absence and government guidance were carefully handled. Interventions were adapted to meet guidelines and risk assessments, for example sensory circuits could not run in the same way so individuals and classes were taught strategies that could be done in class. Teaching staff continued to deliver support and interventions, where possible. Students were monitored and observed, as capacity would facilitate.

During Lockdowns staff working from home used additional time to upskill themselves in effective learning methods online. In addition, many staff attended online courses on speech language and communication needs, and epilepsy training. Staff kept a record of what training they undertook, and this was shared with their respective line managers, as part of the appraisal process.

Provision for pupils during lockdown was monitored through regular communication with families. All families were contacted weekly by class staff in the first instance and people were signposted to speak to the SENCO if necessary. The SENCO then signposted for further support from outside agencies where necessary. Nurture staff and the SENCO sent additional information home to relevant families i.e. sensory circuits ideas, fine motor support packs, calming activities.

After fully opening staff meetings continued in appropriate ways. Additional training was provided for staff in terms of their wellbeing and how to support social emotional needs, during a time of change and uncertainty.

Priority on return to school was to consider emotional wellbeing of students and staff, during this time of change. Effectiveness was measured through regular check-ins and touch base sessions. Initially most pupils were keen to be back in school, however as the routine set in, it was clear to see how many had been affected by the lockdown process.

## Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include further embedding our Nurture support and the systems we use to support children's SEMH needs. We are also part of an academy wide SEND development project.

## Relevant school policies underpinning this SEN Information Report include:

Teaching and Learning Policy  
Behaviour Policy  
Child Protection and Safeguarding Policy  
Complaints Policy  
KOPA Medical Conditions Policy

## Legislative Acts taken into account when compiling this report include:

Children & Families Act 2014

Equality Act 2010

Mental Capacity Act 2005

**Date presented to/approved by Governing Body:**