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Special Educational Needs Information Report for King Offa Primary Academy

1. About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEND. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report can be read in conjunction with our SEND policy.

We will review this report every year. If you want to give us your views about the report, please contact the school office.

Signed.....Chair of Governors

Date.....

2. Who do I contact?

If you are thinking of applying for a place, contact east.sussex.gov.uk.

If your child is already at the school, and you have any questions or concerns about your child you should talk to the child's class teacher in the first instance, or any member of the Senior Leadership Team. School phone number is 01424 211548.

The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care (EHC) plans. The SENCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.

The SENCO at King Offa Primary Academy is Christine Bishop. She can be contacted on the school number 01424 211548, or ask at reception.

3. Which children does the school provide for?

We are a Mainstream Primary School run by Aurora Academy Trust. We admit pupils from age 4 to 11.

If you want a place for a child who has a statement or Education Health and Care plan, contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.

For more details:

- [The King Offa Primary Academy admissions policy can be found on the policies section of the school website.](#)
- [School admissions - East Sussex.gov.uk](#)
- Contact Information for Families for admissions advice 0345 60 80 192

4. Summary of how the school meets the needs of children with SEN and disabilities

All children at our school are assessed and monitored regularly to ensure they are making progress.

For children on our SEND register we aim to identify gaps or weaknesses 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 support that is best offered outside of the classroom. This may be provided through 1:1 sessions or group work. We work closely with a range of external agencies to provide support and advice where necessary.

5. How does the school identify children's special educational needs

We aim to identify children's special educational needs (SEN) as early as possible, so that the child achieves the best possible outcomes.

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

Children may have one or more broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and Autism
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or physical needs**- including visual and hearing impairment,

dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

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

We will aim to improve these levels of progress with good quality first teaching and carefully planned lessons. 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. Other support will be planned in, with outside agencies being consulted if necessary.

We will also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

6. How does the school teach and support children with SEN?

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.

Provisions are carefully planned and monitored for impact, with changes made where necessary.

7. How will the curriculum and learning environment be matched to the child's needs?

All pupils will have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils.

We adjust the curriculum for each child with SEND to make sure that they can access the

subjects at their own level and make progress. This is called 'differentiation'.

We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will talk with children and parents as part of the SEND support cycle.

8. How are parents and carers involved in reviewing children's progress and planning support?

At King Offa Primary academy we provide an annual written report at the end of the school year.

We hold two parents' evenings throughout the year where progress is discussed.

Parents of children with SEND are invited to meet regularly with the class teacher and SENCo where necessary to discuss progress and next steps.

For Children with a School Based Plan there will be termly meetings with the SENCo, parents and the class teacher to review and update the plan in addition to parent's evenings.

Parents are welcome to arrange a time to discuss progress with the class teacher and SENCo.

9. How are children involved in reviewing their progress and planning support?

Children are involved in reviewing their progress and planning their next steps in a variety of ways.

- *Self-assessment in class against learning outcomes*
- *Pupil voice*
- *SEN support review meetings*
- *School Based Plan review meetings*
- *Annual review (statements and EHC plans only)*

10. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?

At King Offa we realise the importance of supporting children with transition to the next phase of their education.

There are a range of transition arrangements in place for all children and additional ones can be implemented depending on individual need.

For children entering Foundation Stage there are two visits in the term before they start. The class teacher and the TA will also visit their nursery, and visit them in their home

environment. Children who attend King Offa nursery will make regular visits to the school in the time leading up to their start, becoming very familiar with the environment, rules and routines.

When transferring across year groups children will meet their new teacher and teaching assistant in the term before they change.

Our nearest secondary provider is Bexhill Academy. We liaise closely with this school and all SEND children are discussed in a meeting with the SENCO. In addition to these vulnerable children are invited to attend two extra sessions where they meet staff, other children and work through some activities. For other schools we will speak to the SENCO about children on the SEND register and arrange for them to visit school where possible. In all cases all records are passed up with the children.

11. What training do school staff have?

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET training session.

Our TAs have had an array of different training, for example Jump ahead, speech link, Better Reading Partners, talking maths, on line epilepsy training.

Our teachers attend INSET and professional development meetings on a regular basis. Individuals will attend specific training as necessary, for example ASD awareness, managing behaviour, training relevant to specific medical needs.

Our SENCO has attended and passed the training for the National Award in Special Educational Needs Co-ordination at Canterbury Christ Church University.

12. How does the school measure how well it teaches and supports children with SEN?

We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We send home a parent questionnaire every year then summarise the results and feedback to parents. This information helps to inform the school improvement plan.

We also invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website. <https://parentview.ofsted.gov.uk/>

13. How accessible is the school and how does the school arrange equipment or facilities children need?

As a school we are subject to the Equalities Act and should make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged.

Our school is all on one level with accessible facilities for wheelchair users, including a disabled toilet. We also make every effort to ensure children with SEND are included in activities outside the classroom such as clubs and trips, including residential trips.

14. How are children included in activities with other children, including school trips?

Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND engage fully in the life of the school and in any wider community activity.

15. What support is there for children's overall well-being and their emotional, mental and social development?

We believe that children learn best when they feel happy and confident. Children's wellbeing and emotional, mental and social development are important to us. 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.

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

As well as tracking academic progress we monitor all 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 (see below)

16. What specialist services does the school use to support children and their families?

As part of the cycle of SEN support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.

Linked services we use frequently are Speech and Language Therapy Service (SALT), Child and Integrated Therapy Services (CITs) My Time Too and Dragonflies through the FSN charity, Education Support, Behaviour & Attendance Service (ESBAS), Child and Adolescent Mental Health Services, Early Help services to support children, the School Nurse Service and the Child Development Clinic at The Conquest Hospital.

16. Where can I get information, advice and support?

The 'local offer' on the internet

www.eastsussex.gov.uk/localoffer

SEND information, advice and support service

Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers.

0345 60 80 192 informationforfamilies@eastsussex.gov.uk

www.eastsussex.gov.uk/sendadvice

Amaze SENDIASS – Special Educational needs and Disability Information, Advice and support Service 01273772289

18. What do I do if I am not happy or if I want to complain?

Informal complaints can be dealt with through discussions with the class teacher (as the first point of contact), the SENCO, Deputy Headteacher or the Headteacher. 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 for access at the school. An appointment should be made to discuss a formal complaint. 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.

