

Special educational needs (SEN) information report

King Offa Primary Academy

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Aurora Academies Trust
Each Child, Every Day

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. This report outlines the provision available in our school and how we meet statutory SEND requirements.

If you want to know more about our arrangements – including our approach and ethos - for SEND, read our SEND policy.

You can find it on our website [[King Offa Primary Academy - Policies](#)]

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Children with a wide variety of needs (as outlined below) have been supported throughout the school year following the process outlined in our [special educational needs policy](#). Children's needs are outlined on their individual support plan and reviewed at least three times during the academic year. The most common area of need on the SEND register at King Offa is communication and interaction, which is in line with schools nationally. There is, however, a continued and notable increase in the number of children who fall into the social emotional and mental health category.

Our school has previously provided for pupils with the following needs:

AREA OF NEED	DIAGNOSES/CONDITION/TYPE
Communication and interaction	Autism
	Speech, language and communication needs
	Situational mutism
	Developmental Language Disorder
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Attachment needs
	Anxiety



Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment and/or disability

We are fully inclusive, making provision for all frequently occurring special educational needs mentioned above with or without an Education Health and Care Plan. There are other kinds of special educational needs which do not occur as frequently and with which the school may be less familiar however training and advice would be accessed so that those needs can be met.

2. Which staff will support my child, and what training have they had?

At King Offa Primary Academy, all staff are considered responsible for supporting the needs of children with SEND. There are key staff within the SEND provision at our school:

Our special educational needs co-ordinator, or SENCO

Our SENCO is Tess Gale 2025/26 and then Merial Whale 2026/27

Class Teachers

Class teachers are responsible for the progress of all learners in their class – including those with SEND. All our teachers receive in-house SEN training, Trust SEN training and are supported by the SENCO to meet the needs of pupils who have SEN. We also liaise with or refer to external agencies for additional training for teachers where required. Class teachers should be the first port of call if you have questions or concerns about the development or progress of your child.

Teaching assistants (TAs)

We have a team of 10 TAs, including 2 higher -level teaching assistants (HLTAs), who are all trained in-house to deliver SEND provision.

TA training has recently included:

- ❖ Vocabulary Builders
- ❖ Speech and Language Link
- ❖ Self-Awareness and Interoception
- ❖ Colourful Semantics
- ❖ Emotional Literacy (ELSA)

External agencies and experts

Sometimes we need to seek support from external services to offer our pupils the provision that they need. These may include:

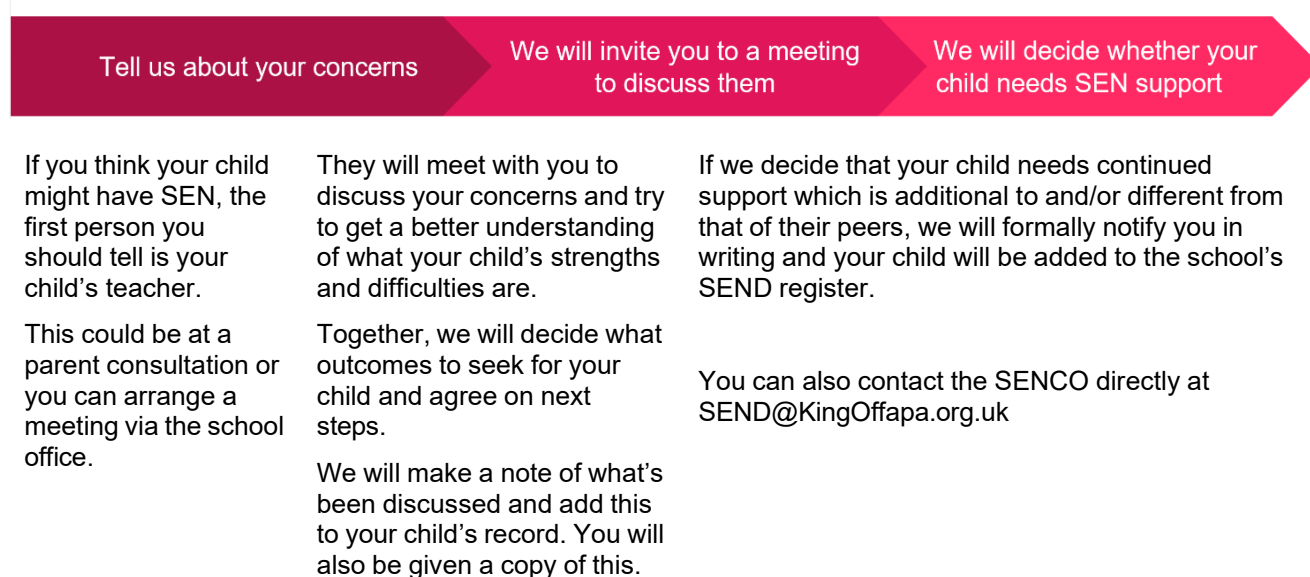
- Speech and language therapists
- CLASS (Communication, Learning and Autism Support Service)
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses



- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations



3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

We follow a graduated response, as outlined in the SEND Code of Practice and in our policy, in response to a child's needs. We assess each pupil's skills and level of attainment when they start the school year using baseline assessments. We can then identify any pupils making less than expected progress given their age and individual circumstances at assessment points through the year and/or in the resulting pupil progress meetings.

This is characterised as 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

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning or lagging skills. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If this is not the case, the class teacher will meet with parents/family to discuss the plan for moving forwards. As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. We will often plan 'targets' which will be small steps towards the planned outcome. Ideally, this will be created collaboratively with both the child and their family.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

At the next review, if the progress has still been less than expected, the SENCO may observe the pupil in the classroom or in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational



psychologist, or a paediatrician. The SENCO may also conduct or arrange further in house assessments, such as the British Picture Vocabulary Scale or the Dyslexia portfolio.

Based on all of this information, the SENCO will decide whether your child needs SEN support. If your child does need SEN support that is additional to or different from their peers, their name will be added to the school's SEN register. This provision will be reflected in either a pupil profile or an individual support plan, depending on the level of support required.

We will continue to track your child's progress towards the outcomes and the impact the interventions are having. This process will be ongoing and cyclical. If the review shows a pupil has made progress or reached the desired outcome, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

We follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



5. How will the school measure my child's progress?

At King Offa Primary Academy we track attainment and progress data using a range of assessments for reading, teacher assessment across the curriculum, end of block assessments in Maths and we use comparative judgements to assess writing. This assessment data is prepared by teachers three times a year. Following this, the SENCO will review the progress alongside the Assistant Headteacher for Teaching and Learning. Pupil Progress meetings enable discussions between class teachers and SLT.

Progress is also measured at the beginning and end of interventions so that we can ensure these provisions are supporting children to reach their outcomes. This is recorded on our ProvisionMap software. The SENCO will have oversight of this data and advise class teachers on any changes needed.

Individual Support Plans are reviewed with parents at least three times a year. The class teacher and family will discuss the child's progress towards their targets and outcomes. Attainment data may inform this conversation, as well as more holistic measures of progress such as engagement with learning or greater wellbeing. The SENCO may attend these meetings if required.



6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress

If your child is on the SEND register, your child's class teacher will meet you at least three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Review the support we have put in place to help your child make that progress in the form of either a pupil passport or provision plan in terms 2, 4 and 6
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

The SENCO may attend some of these meetings to provide extra support. The SENCO will also be available at parents' evenings. There will also be SEND Drop In sessions or parent workshops for the school community to discuss SEND provision at both the individual child and whole school level.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can arrange a meeting by emailing the school office.

If your child has an EHCP, you will be invited to a review annually. The invitation for this will be sent out at least two weeks before, with any professional reports for consideration at the meeting. You will have opportunity at the annual review to share your thoughts regarding your child's progress towards their outcomes and the provision in place.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and communication level. We will make reasonable adjustments to ensure your child's voice is heard. We will discuss your child's one page profile or ISP with them to ensure they are able to advocate for themselves as part of person-centred practice.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Share their views using a talk mat or communication board
- Discuss their views with a member of staff who can act as a representative during the meeting
- Share their accomplishments in the form of completed tasks or photos

8. How will the school adapt its teaching for my child?

Your child's teacher(s) are/is responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will adapt how we teach to ensure your child's access to their learning. We work on a case-by case basis to make sure the adjustments we make are meaningful to your child. We may also provide specific interventions, however,



high quality teaching is the most important consideration for the progress of all learners, including those with SEND.

Some examples of these adaptations and strategies include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, ensuring there are a range of scaffolded tasks, using dual coding to support processing
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their outcomes/targets at least three times a year
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO – learning walks, book looks and pupil panels.
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority. If your child has an EHCP, the LA has a duty to provide funding to ensure the provision set out in Section F can be delivered.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All clubs, trips and activities offered to pupils at King Offa Primary Academy are available to pupils with special educational needs. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included, subject to safety and risk assessments.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



Children are admitted to the school through the Local Authority processes, either through school allocation in Reception, or an In-Year transfer at other times.

Children will be admitted to our school if we are the named placement on their EHCP and this is a separate route to the usual admissions process. For this route, please speak to (SENCO) and/or your LA caseworker. Children with an EHCP entering the school in Reception will have their place allocated before any others. This is supported by the LA's phase transfer process. Children with an EHCP can be admitted to a class, even if this takes the cohort over PAN.

For further information, please see our Admissions page on the website [[Admissions | King Offa Primary Academy](#)] and advice on the Fair Access Protocol from East Sussex [[Fair Access Protocol | Czone \(eastsussex.gov.uk\)](#)]

13. How does the school support pupils with disabilities?

For detailed information on our plan to ensure accessibility for all, please see our accessibility plan here: [[Accessibility Plan](#)]

At KOPA, our values include Opportunity and Achievement for all pupils and this underpins our desire to ensure accessibility to our curriculum and core offer. Examples of this include: supporting a range of communication styles, such as using Makaton and visuals; PE planning that ensures activities are inclusive to support the participation of all learners as well as physical adjustments to our school site to ensure all can travel safely.

When necessary, the school will contact external agencies such as CLASS and the Sensory Needs Service for further advice and/or resources.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND when co-producing one page profiles and ISPs
- We have a pastoral lead to oversee our wellbeing curriculum, which is taught in all classes.
- We have a trained ELSA to deliver interventions.
- We have a Mental Health Practitioner who works with the school on a referral basis.
- We have a 'zero tolerance' approach to bullying. Please see our Anti-Bullying policy for more information, which can be found on our [policies page](#).

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed and a plan for the following year is made
- Schedule a transition morning with the incoming teacher towards the end of the summer term
- Prepare social stories and transition documents that the child can return to over the summer holidays



Between schools

For children on the SEND register, our SENCO will contact the new school directly to organise a handover, and share the SEND information we hold.

Between phases (for primary schools)

We will invite the SENCO of the secondary school into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Preparing social stories for any areas of concern identified by the child, such as transport, making new friends or finding their lessons

16. What support is in place for looked-after and previously looked-after children with SEN?

Our Safeguarding lead is the designated teacher for looked after children. This role is to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy [[Complaints policy](#)].

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. East Sussex use Global Mediation [<https://www.globalmediation.co.uk/>]

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at East Sussex's local offer. East Sussex publishes information about the local offer on their website: [East Sussex Local Offer](#)



Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Amaze SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) are a local charity. They offer free, independent, and impartial advice for all matters relating to SEND. You can get their support throughout this process but we recommend you access their advice or support from the very start of the process. Contact Amaze SENDIASS by:

- Phone - 01273 772 289
- Email - sendiass@amazesussex.org.uk
- Visit the [Amaze SENDIASS web page](#)

Local charities that offer information and support to families of children with SEND are:

[Aspens](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **CLASS** – Communication, Learning and Autism Support Service
- **Differentiation/adaptation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil



- **Individual Support Plan** – a document which brings together outcomes for a child, along with shorter term targets and the provisions, strategies and resources that will be provided to support that child's progress. These are reviewed at least three times a year.
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **LA** – Local Authority (East Sussex)
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **PAN** – published admission number
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

