

# KING INA



CHURCH OF ENGLAND ACADEMY

## SEN Information Report



*“You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in Heaven”*

Matthew 5:14-16

**April 2026**

Special Educational Needs Co-ordinators (SENCO's)

Mrs Jodie Stock & Mrs Laura Ruddle

Chair of Governors - Linda Smallwood

SEND Governor - Graham Load

## Introduction

At King Ina C of E Academy, we believe that:

*"Children have Special Educational Needs and/or Disabilities (SEND) if they have a learning difficulty or disability which requires special educational provision that is additional to or different from that made generally for others of the same age."*

Within our secure Christian environment, our vision is to develop healthy, happy, and motivated learners who aspire to achieve their full potential and look to the future with confidence.

Our aims are to:

- Build on our Church of England foundation and respect the beliefs of others
- Develop the potential of every child
- Support children to look to the future with confidence
- Provide a well-managed and inclusive Academy

This SEND Information Report is written in line with the SEND Code of Practice, the Children and Families Act 2014 and the Equality Act 2010.

It should be read alongside:

- Our SEND Policy
- Our Accessibility Plan
- The Somerset Local Offer

## How does the school identify pupils with SEND?

All pupils are closely monitored by their class teachers through ongoing assessment and observation.

- Additional support may be considered if a child:
- Is making less than expected progress despite high-quality teaching
- Is significantly below age-related expectations
- Has difficulties in communication, interaction, or understanding
- Experiences social, emotional or mental health needs impacting learning
- Has sensory or physical needs affecting access to learning



We also use:

- Pupil Progress Meetings
- Information from parents/carers
- Liaison with previous settings

- Advice from external professionals

Parents are informed at the earliest opportunity and involved in all decisions.

## What should I do if I am concerned about my child?

- Speak to your child's **class teacher** first
- If needed, request a meeting with the **SENCo**
- Further concerns can be discussed with the **Headteacher**

We work in partnership with families and value your knowledge of your child.

## How is support decided? (Graduated Approach)

We follow a graduated approach:

**Assess** → **Plan** → **Do** → **Review (APDR)**

All children receive **high-quality teaching (Quality First Teaching)** as the first level of support.

If needed, additional support may include:

- Targeted interventions
- Small group or individual support
- Specialist strategies or resources

Provision is:

- ✓ Evidence-based
- ✓ Time-limited
- ✓ Regularly reviewed for impact



## What types of SEND do you support?

We support all four areas of need:

### Cognition and Learning

Difficulties with learning, including dyslexia or dyscalculia.

### Communication and Interaction

Speech, language and communication needs, including autism.

## Social, Emotional and Mental Health (SEMH)

Emotional regulation, anxiety, behaviour linked to underlying needs.

- ❖ We recognise that behaviour is not a SEND need in itself but may reflect underlying difficulties.

## Sensory and/or Physical Needs

Including visual, hearing or physical impairments.

## What provision is available?

### Universal (for all pupils)

- High-quality, adaptive teaching
- Differentiated curriculum
- Clear routines and structured classrooms
- Positive behaviour support
- Inclusive environment

### Targeted Support (SEN Support)

- Small group interventions
- Teaching assistant support
- Visual timetables and scaffolds
- Social skills or emotional support groups

### Specialist Support (High Needs / EHCP)

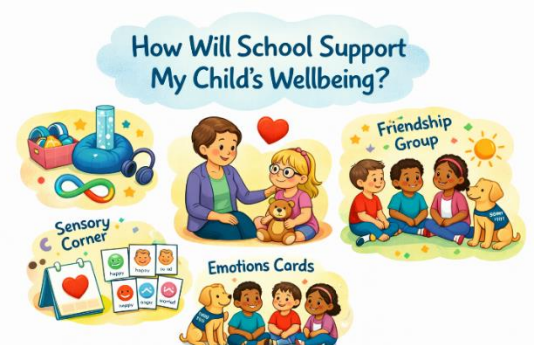
- Individualised provision
- Input from external agencies
  - Specialist equipment
  - Personalised programmes
- All pupils with SEND have an **APDR (Learning Plan)** with clear, measurable targets.

## How will the school support my child's wellbeing?

We provide:

- A safe and nurturing environment for all pupils
- Pastoral and emotional support
- Access to trained staff (ELSA)
- Support for SEMH needs
- We take a relational trauma informed approach, recognising that emotional wellbeing underpins learning.

## How will I know how my child is doing?



You will be informed through:

- Parents' evenings
- Annual reports
- Annual SEND/EHCP reviews
- APDR Reviews
- Ongoing communication with staff

Additional meetings can be arranged at any time.

## How do you measure progress?

We monitor progress through:

- Ongoing Teacher assessment
- Termly Pupil Progress Meetings
- Intervention reviews
- Individual targets (SMART targets)

Progress is measured from each child's starting point.

## How are parents involved?



We work in partnership with parents by:

- Involving you in planning and reviewing support through the APDR process
- Sharing strategies to support learning at home
  - Inviting you to all relevant meetings
  - Termly parents evenings with class teacher
  - Termly progress reports

We also work with SEND Information, Advice and Support Services (SENDIAS).

## How are pupils involved?

We ensure pupil voice is central by:

- Listening to their views and feelings
- Involving them in reviews where appropriate
- Supporting independence and self-confidence



- **Who oversees my child's support?**

- **Class teacher** - day-to-day provision
- **SENCo** - coordination and oversight
- **Headteacher** - overall responsibility

The SENCo also:

- Liaises with external professionals
- Monitors progress and provision
- Leads reviews and EHCP processes



### What specialist services are available?

We work with a range of professionals, including:

- Educational Psychologists
- Speech and Language Therapists
  - Occupational Therapists
- Mental Health Support Team (MHST)
- Child and Adolescent Mental Health Services
- Access and Assistive Technology Team
- Vision and Hearing Support Services
- Parent and Family Support Advisor
  - Family Intervention Service
  - Specialist Outreach Teams

Support is always discussed and agreed with parents

### How accessible is the school?



We are committed to accessibility through:

- Adapted classrooms and resources
- Accessible facilities (including disabled toilet/shower)
- Specialist equipment where needed
- Inclusive trips and activities

Please see our Accessibility Plan for further details.

## How do you support transitions?

We support transitions by:

- Sharing information between staff and settings
- Providing additional visits where needed
- Creating transition plans for vulnerable pupils



## What if my child needs more support?

If a child has complex needs, we may request an:

### Education, Health and Care Needs Assessment (EHCNA)

This may lead to an **Education, Health and Care Plan (EHCP)**, which:

- Is a legal document
- Outlines provision and outcomes
- Is reviewed annually

## How do I make a complaint?

If you have concerns:

1. Speak to the class teacher
2. Contact the SENCo
3. Follow the school complaints procedure

Independent support is available via SENDIAS.

## Glossary of Terms

Acronym	Meaning
SEND	Special Educational Needs and Disabilities
SENCo	Special Educational Needs Coordinator
APDR	Assess, Plan, Do, Review
EHCP	Education, Health and Care Plan
EHCNA	Education, Health and Care Needs Assessment
SEMH	Social, Emotional and Mental Health
MHST	Mental Health Support Team
CAMHS	Child and Adolescent Mental Health Services

<b>Acronym</b>	<b>Meaning</b>
SMART	Specific, Measurable, Achievable, Realistic, Time-bound
SENDIAS	SEND Information, Advice and Support Service
FIS	Family Intervention Service

This report has been co-produced

Review Due - April 2027