



Kingswood Parks Primary SEN Information Report 2020 To be reviewed September 2021

At Kingswood Parks Primary School, we value all children equally whatever the differences in their abilities or behaviours and believe that every child matters. We cherish this diversity and recognise the benefits to everyone in having an inclusive education system. At Kingswood Parks Primary School we ensure all pupils, regardless of their specific needs are supported to make the best possible progress. We believe that pupils with SEND and their parent/carers should be at the heart of planning and decision making. We aspire to the HET vision of a person-centred approach. We aim to provide opportunities for pupils with SEND and their parent/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014.

School Information:

SENDCO Mrs Elizabeth Stubbs

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What kinds of special educational needs are provided for in the school?

Kingswood Parks Primary School currently supports children with a range of special educational needs (SEN) and disabilities. The Code of Practice 2014 describes four broad areas of SEN:

1. Communication and Interaction, including Speech, Language and Communication needs (SLCN) and Autism Spectrum Disorder (ASD)
2. Cognition and Learning, including Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of Physical Difficulties (PD) as well as Hearing Impairment (HI), Visual Impairment (VI) and Multi-sensory Impairment (MSI).

The school has direct experience of supporting children with SEN and disabilities covering all 4 broad areas of need

We currently have 4 children with an Educational Health Care Plan, 1 child with a Support Plan and 50 children at school support.

Speech language and communication needs (SLCN) – 21

Autistic Spectrum Disorder (ASD) – 3

Hearing impairment (HI) – 1

Physical difficulties (PD) – 4

Visual impairment (VI) – 2

Specific learning difficulty (including dyslexia) SpLD – 21

Moderate learning difficulty (PMLD) – 1

Social, emotional and mental health (SEMH) – 2

What are the school's policies for the identification and assessment of pupils with special educational needs and disabilities?

Class teachers and/or parents may raise concerns about progress at any time. This supports us with the identification of any child whose progress:

- is significantly slower than that of their peers starting from the same baseline
- is working below their age-related expectations
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers

High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of pupils who have or may have SEND. Some pupils may continue to make limited progress despite quality first teaching and/or targeted intervention. At this point, the class teacher will raise a concern with the SENDCO. The SENDCO will begin an information gathering process, which can include observations and discussions with the class teacher, outside agencies, parents and the child. Once an analysis of the child's needs is completed, if they require additional support a one page profile will be completed stating the next steps and a review date. If a child continues to make limited progress, a further planning meeting will be held with the child's parents and the child will be placed on the SEN register.

Further information about the ways we identify pupils with Special Educational Needs can be found in our Special Educational Needs and Disability (SEND) Policy that can be found on the school website. Paper copies are also available on request from the school office.

Other policies that describe our regulatory responsibilities include.

Accessibility Plan

Admissions Arrangements

Safeguarding and Child Protection policy and procedures

Complaints procedures

Early Years Foundation Stage

Equality Information

Data Protection

Health & Safety

Home-school agreement document

Behaviour

Sex & Relationships Education

Supporting Children with Medical Conditions

Government guidance about SEN can be found on the DfE Website: www.gov.uk/government/organisations/department-for-education

Guidance on supporting pupils at school with medical conditions: <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medicalconditions--3>

Equality Act, Advice for schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Equality and Human Rights Commission guidance on Reasonable adjustments: <https://www.equalityhumanrights.com/en/publication-download/reasonable-adjustmentsdisabled-pupils>

For further information parents should also reference the SEN Code of Practice, in particular Sections 6 (Schools) and 9 (Education, Health and Care Plans) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?

Kingswood Parks recognises the significant contribution parents/carers can make to the education of their child and as such, the school seeks to work in full partnership with parents. We aim to keep parents fully informed and involved during their child's time at Kingswood Parks. We take into account the wishes, feelings and knowledge of parents/carers and encourage them to make an active contribution in their child's education and in identifying outcomes that will make a difference to them and their child.

The class teacher is the key person to support parents/carers. If a parent/carer has information or concerns they wish to share about their child we encourage parents/carers to share this with their child's class teacher first. Where a child is receiving SEN support, we provide feedback to parents more regularly. We also contact parents by phone when we have specific feedback or need to discuss specific achievements, concerns or observations.

Review meetings for all children with an IEP take place three times a year – this meeting takes the form of a discussion regarding the children's progress and identifying new targets that need to be set. The review involves the child, the family and other professionals, when appropriate. They are used to:

- discuss what is working well and not working well
- review the child's progress towards their targets and longer-term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- Identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the child, the school, the local authority and other partners

We hold Pupil Centred Planning meetings for pupils going through the EHCP process and support parents through their contributions to this process. We also meet parents for EHCP Annual Reviews and seek their views and feelings about their child's progress over the course of the previous year.

When required we hold Team around the Family meetings (TAF) to ensure concerns or arrangements for pupils with SEND are addressed.

What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?

Ensuring pupils' representation is of significant importance to the person-centred planning process we follow here at Kingswood Parks. The views of pupils are sought routinely and at regular intervals to ensure that, a pupil's voice is heard in decisions relating to them. This can take the form of:

- Termly SEND review meeting where pupils are given time to talk with their teacher, look through their books and identify their successes over the last term. Pupils are asked what support they feel they need to move their learning forward
- One page profiles are used to gather information about pupils, parents, support and medical needs

- Pupils are represented in the wider curriculum committees such as house leaders, school council and eco committee.

What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?

The majority of our children with SEND have their needs met as part of high-quality teaching. In the majority of cases, this is facilitated by teachers adapting their planning to include a range of approaches to meet different learning styles, personalised learning arrangements for different children and a range of interventions - normally facilitated within school.

If a child is identified as, having special educational needs their teacher and SENDCO will consider everything we know about the child to determine the support that they need and how this can be provided.

When the decision to put a child on the school's register for Special Educational Needs has been made, it is necessary to identify how best to support the child's needs. A one-page profile will be produced about the child and small step achievable targets, which aim to move a child forward in their learning are identified on an Individualised Education Plan (IEP). An IEP will identify the provision that is in place for the child in the classroom. The IEP is reviewed regularly and is contributed to by the child, class teacher and parents. Copies of the IEP are sent to parents.

Any provision that is delivered outside of the classroom is recorded on the school's provision map – this is a document that is used to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum.

If it is felt that insufficient progress has been made, despite the school's best efforts, a decision to begin to apply for an EHC plan may be made. The first step in the process is for the SENDCO, class teacher, parent and child to contribute to the development of a support plan. The support plan will identify long-term and short-term outcomes and targets will be set for the child. The support plan will be reviewed after an agreed period. At the review meeting, the progress made by the child will be discussed and new targets will be produced if required. If it is felt that the child still needs further support after two support plans, an application for an EHC plan can be submitted.

The Local Authority issues education Health and Care Plans. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the child agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their need

What are the arrangements for supporting children and young people in moving between phases of education and preparing for adulthood?

Early Years – Primary Transition

For those children entering our Foundation Stage settings, children are offered a transition visit. During this visit, the child will have the opportunity to meet the Foundation Stage staff and experience the activities and facilities so they become familiar. Transition meetings will also be held for children transitioning from another setting. Staff may visit children in other settings and talk to key workers. Pupil centred meetings may also be held with all agencies and adults involved with the child to plan and prepare effectively for their transition into the school.

Primary-Secondary Transition

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to transition to secondary school. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools to help make an informed choice. The Local Authority SEN team will administer the process following any request by the parent.

Transition to secondary school for vulnerable pupils is planned carefully and might include additional visits, use of social stories, transition books, communication passports and / or transition meetings to support new pupils. Some secondary providers to help children to settle earlier into new routines are also using early admittance policies.

All children with an Education Health Care Plan must have their secondary transfer placement confirmed by 15th February in Year 6.

Transition within the school

Each year we hold a transition week in the last week of the summer term. During this week all, the children transition into their new class. They become familiar with their new classroom, routines and staff prior to the six weeks holidays to ensure they are comfortable and confident in their new classes. During this week, transition meetings are held between staff. Some children with SEN may need extra preparation for their new class. This can include: Transition books, visual supports and additional visits to the next setting

What is your School's approach to teaching children and young people with SEND?

Pupils are in the first instance supported through 'Quality First Teaching' within their age appropriate year group

Pupils are given an Individual Education Plan (IEP) that aims to close gaps in basic skills for Literacy and Mathematical development skills and may include outcomes to develop social skills and learning behaviour. Teachers are responsible for updating Individual Education Plans and setting the next steps on their learning journey. Pupils requiring an IEP will be given additional support within the classroom during Literacy and Mathematics sessions and or when needed; for example: during PE sessions if a pupil has a physical disability.

All pupils' outcomes in their IEPs are addressed daily or when appropriate depending on the nature of the outcome. Some pupils are withdrawn for additional specific learning programmes such as Phonics and spelling Intervention Programme (specifically for pupils with dyslexia or dyslexic tendencies provided by our specialist dyslexia teacher), Speech and Language programmes (overseen by NHS SALT), Phonological Awareness training (developing early phonological skills), 1:1 Reading intervention, small group Mathematical instruction, as well as delivering any physiotherapy or physical intervention support; such as fine or gross motor skills development.

Some pupils also require support within the classroom for specific learning difficulties. All pupils follow the Graduated Approach and where a pupil isn't making the expected progress on the outcomes in their IEP over two terms, it may be considered appropriate to start a SEN Support Plan. This might lead to an EHC Plan if the SEN Support Plan is showing an increasing level of need to support a pupil to make expected progress. EHC Plans are reviewed annually. Pupils with an EHC plan are given support dependent on their level of need. All pupils receive additional top up time from the school budget to ensure all Literacy and Mathematic lessons are supported and PE sessions (for pupils with a physical disability) and support in unstructured times is given for some pupils. .

Pupils with a physical disability are given physiotherapy (if needed) on a daily basis and are overseen by the appropriate physical intervention services. The SENDCO is responsible for ensuring all physiotherapy sessions are carried out.

How are adaptations made to the curriculum and the learning environment of children and young people with SEND?

The curriculum is adapted for pupils when necessary, through either support, differentiated learning challenges, adaptations to furniture (e.g., pencil grips, foot blocks for the classroom, and quiet learning zones for children who may need time away from the classroom) and ICT resources to support alternative recording methods.

- Pupils with dyslexia or other reading/writing diagnosed conditions if needed will be provided with reading and writing overlays and coloured books. These will be dependent on each individual child's need. Teachers will be provided with guidance from our Dyslexia teacher and he will ensure that staff are made aware of the correct position in the classroom to reduce the glare from the sunlight. When required, some pupils with identified Dyslexia will also follow a specialist intervention programme provided by our dyslexia teacher.
- All pupils with ASD, when required, will be provided with a quiet learning space for 1:1 learning activities
- Learning environments are assessed for ease of access and appropriateness for pupils with physical disabilities and or learning disabilities – environments are adapted as far as possible without taking away from the school environment policy – if environments are deemed unsafe, due to physical disabilities then they will be adapted. Where necessary Risk Assessments are completed by staff to ensure children are safe and can access the school environment safely.
- All pupils who are visually impaired will have access to larger print materials (appropriate to the required print). The school works closely with IPASS to provide the necessary learning materials.
- All pupils who are hearing impaired will have access to subtitled media clips. The school works closely with IPASS to provide guidance and support with the environment

and use of hearing equipment.

- Access to and from the school/classroom is reviewed when a specific need arises through the school year or prior to transition – access is adapted when and where needed.
- Staff are trained on use of Evac chairs
- At times some children may require additional support from the school 'Emotional Literacy Support Assistants' Children needing this specialised support will be given a personalised plan and have regular check-ins and time to talk about their feelings/behaviour and personalised situations.

What expertise and staff training is in place to support children and young people with SEN?

Kingswood Parks Primary places high importance on staff development and training. We have a programme of staff development sessions on a range of topics and themes as appropriate.

Training takes place both within school and externally on topics including managing behaviour, dealing with medical issues, sharing good practice and how to raise and deal with concerns. All staff are trained in Safeguarding and Equality and Diversity.

Over the past year, staff have had specific training to help support children with ASD, dyslexia, speech and language, using ICT, behaviour strategies, supporting children with physical needs and emotional needs and ELSA.

How is the effectiveness of the provision made for children and young people with SEND evaluated?

Kingswood Parks is an inclusive school and takes action to remove barriers to learning, making reasonable adjustments, wherever possible. Teachers take account of a child's special educational needs and make provision where necessary to support individual or groups of children and thus enable them to participate effectively in curriculum activities.

The effectiveness of a child's provision is discussed in relation to progress against pupil outcomes and will be discussed in line with the views and wishes of children and parents. Parents are invited into school to hold these discussions three times a year.

How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

All children, including those with SEN, have access to a broad and balanced curriculum. Teachers plan lessons carefully considering the wide range of different needs in their class and use the information from assessments and progress reviews to set targets, which are deliberately ambitious to encourage children to aim high. Teachers plan their lessons with the SEN of children in mind, which means that children with SEN are able to study the full curriculum along with their peers.

The type of SEN support provided can include, but is not restricted to, additional adult help in a smaller group; pre-loading (preteaching) e.g. vocabulary/ maths concepts; visual cues; tick lists of instructions; practical resources to aid e.g. when solving maths problems; using ICT such as iPad's and keyboards, scribing for the child; different tasks and more time to complete work.

When arranging any form of educational visit, the needs of all children are taken into consideration. We strive to include all children and will, where necessary, involve parents of children with SEND in the planning of school visits to assess the benefits and risks and identify how the needs of individual children can be met.

A variety of clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible. We also participate in the Hull Active Schools inclusive games and competitions.

What support is in place for improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying?

Kingswood Parks Primary has a proactive pastoral support system. Every class follows the Jigsaw programme as part of their PSHE. This programme addresses various issues throughout the year to allow children to develop and understand their value Furthermore; at times, some children may require additional support from the school 'Emotional Literacy Support Assistant.' Children needing this specialised support will be given a personalised plan and have regular check-ins and time to talk about their feelings/behaviour and personalised situations. We also have access to a Time to Talk therapist who works with specific children to support their emotional needs.

Those children with medical needs have a medical care plan. These detail what the medical need is, any medication needed and what to do in a medical emergency. These plans have been written in conjunction with the child's parents. They are reviewed regularly and a copy is stored in the child's classroom. Any medication brought onto the school premises must be done so via the school reception. A log of when, how much and who administered the medication is completed.

Children who require other medical support, such as physiotherapy, work with staff who have received the appropriate training and follow the guidelines and procedures given by the healthcare professionals.

How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

We have experience of supporting children with SEND. Within school we provide a variety of support including:

- Provision of specialist equipment
- Assistance with personal care
- Additional Support within the classroom
- Specialist learning materials
- Counselling and emotional support for students with Emotional and/or Mental Health Needs
- Extra KS2 SATs time as required
- Dyslexia Support

At times, it may be necessary to consult outside agencies to receive their more specialised expertise. The governing body understands the value of this support for pupils.

Services include:

- City Psychological Service - Educational Psychologist
- Applied Psychology – Educational Psychologist
- Northcott Autistic Spectrum Disorder Outreach Service
- NHS Speech and Language Therapist service
- IPASS – Integrated Physical and Sensory Service
- Pupil Referral Unit – Support for pupils with behavioural difficulties
- Physiotherapist service
- Occupational Therapist Service
- Tweendykes & Ganton Outreach Support Service (SLD and ASD support)
- J. Medcalf – SEND Specialist teacher
- KIDS
- Virtual School – Looked After Children
- Social Care and Early help
- Child and Adolescent Mental Health Services (CAMHS)

Additional links are also provided on the Hull Local Offer website.

The Hull Local offer can viewed at <http://hull.mylocaloffer.org/s4s/WhereILive/Council?pageId=3018&lockLA=True>

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

We are committed to providing a quality and bespoke education for all of our children and we believe the best way to do this is to listen to what a parent has to say and to respond to their concerns. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet – we have an open-door policy and invite any parent to contact our SENDCo to discuss the provision that is in place to support the needs of their child.

Should the need arise for a parent to make a complaint relating to the SEN provision for their child, please tell us promptly by contacting the following people in this order through the school office; admin@kingswoodparks.hull.sch.uk Telephone numbers: 427870

- The class teacher
- The SENDCO (Mrs E Stubbs)
- The Additional Needs Lead (Mr S Harris)
- The Head Teacher (Mrs H Miller)
- The SEN governor (a letter can be submitted through the school office)

The Hull Local Offer



The Hull Local offer can viewed at <http://hull.mylocaloffer.org/s4s/WhereILive/Council?pageId=3018&lockLA=True>

Useful Websites



<http://www.parentsforinclusion.org/>



Bringing Families Together
OFFERING FRIENDSHIP & SUPPORT

<http://www.specialkidsintheuk.org/>



<http://www.scope.org.uk/support/families/parents-carers>



<http://www.councilfordisabledchildren.org.uk/>



<http://www.youngminds.org.uk/>



<http://www.nasen.org.uk/>



<http://www.ipsea.org.uk/>



<http://www.parentsforinclusion.org/>



<http://www.bibic.org.uk/>



<http://www.ican.org.uk/>



<https://www.gov.uk/children-with->



<http://www.dyspraxiafoundation.org.uk/>



<http://www.dyslexiasparks.org.uk/>