

# **Kingswood Parks Primary School**

## **SEN Information Report for Academic Year 2023/2024**



# **Kingswood Parks**

## **PRIMARY SCHOOL**

**This policy was approved by Trustees on Monday 30<sup>th</sup> September**

..... **Chair of Trustees**

**Adopted on 1<sup>st</sup> October 2023**

**This policy will be reviewed annually on or before 1<sup>st</sup> October 2024**



This information report has been prepared by Liz Stubbs (SENCO) and approved by the Local Governing Body on 25th September 2023 for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here. In particular, it should be read alongside the academy's SEN policy.

<p><b>The academy makes provision for the following kinds of SEN</b></p>	<p>Kingswood Parks Primary School currently supports children with a range of special educational needs and disabilities (SEND). The SEN Code of Practice (2014) described 4 main areas of SEND. These are:</p> <ul style="list-style-type: none"> <li>• Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).</li> <li>• Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SPLD), including Dyslexia.</li> <li>• 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.</li> <li>• 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)</li> </ul> <p>We currently have 58 children in total on the SEN register. The register consists of : 12 children with an Educational Health Care Plan, 2 children with Early Years Funding and 44 children at school support. Of these we have:</p> <ul style="list-style-type: none"> <li>• 20 children with a speech, language and communicating need including 8 children with a diagnosis of Autistic Spectrum Disorder</li> <li>• 16 children with a specific learning difficulty associated with dyslexia or working memory issues</li> <li>• 3 children with social, emotional, and mental health difficulties</li> <li>• 11 children with physical difficulties including medical needs, hearing or visual impairments</li> </ul>
<p><b>The academy identifies and assesses SEN by:</b></p>	<p>Teachers are supported by the Senior Leaders to assess children's progress regularly. This supports with the identification of any child whose progress:</p> <ul style="list-style-type: none"> <li>• is significantly slower than that of their peers starting from the same baseline</li> <li>• is working below their age-related expectations</li> <li>• fails to match or better their previous rate of progress</li> <li>• fails to close the attainment gap between them and their peers.</li> </ul> <p>Those that could be a possible cause for concern in the future are also identified and an expression of concern from is completed by the class teacher after a discussion with the child's parents. The SENCO will hold a discussion with the class teacher and analysis, or assessment of the child's needs will be carried out to identify if they need additional support.</p> <p>For those pupils who have been identified as having a Special educational Need (SEND) the provision they received in school is described as SEN support. This</p>

	<p>support uses a graduated response and follows an assess, plan, do, review cycle.</p> <p><b>Assess:</b> The class teacher working with the SENCO is responsible for carrying out a clear analysis of a pupil’s needs, drawing on teacher assessments and experience of the pupil.</p> <p><b>Plan:</b> Where it is decided to provide a pupil with SEN Support, their parents must be notified. A pupil passport and an Individual Education Plan (IEP) is written identifying the targets a pupil will work towards and the teaching strategies that are required.</p> <p>All teachers and support staff who work with a pupil should be made aware of their needs, the outcomes sought and the support to be provided</p> <p><b>Do:</b> The planned interventions to support a pupil’s needs should then be put into place. The class teacher will work closely with any teaching assistants or specialist staff involved. The SENCO will also provide support to class teacher to ensure the pupils provision meets their need.</p> <p><b>Review:</b> A review of the child’s progress and provision takes place on a termly basis. This review meeting involves the pupil, parents and the class teacher. The decision to involve specialists can be taken at any time by the SENCO and will always involve parents.</p> <p>If a child continues to experience difficulties reaching their potential even with an extensive plan of provision and support, a request for an Educational Health Care (EHC) needs assessment can be made by either the school or the parents.</p> <p>An Education, Health and Care (EHC) needs assessment is an assessment of a child or young person’s education, health and care need, and it is carried out by Hull City Council. It is the first step to getting an Education, Health and Care plan (EHC plan) An EHC plan can result in additional support and funding for a child or young person with special educational needs (SEN).</p>
<p><b>The academy supports SEN in accordance with its policy framework which is set out at:</b></p>	<p><i>See policies (SEN, Equalities, Accessibility). A general paragraph may assist in the provision of further information – “These policies set out the academy’s approach to</i></p> <ul style="list-style-type: none"> <li>• <i>Assessing and review the progress of children with SEND;</i></li> <li>• <i>Teaching children with SEND;</i></li> <li>• <i>Adapting the curriculum and learning environment for children with SEND;</i></li> <li>• <i>Making decisions on additional support in relation to children with SEND;</i></li> <li>• <i>Ensuring inclusion of children with SEND with children without such needs across all school activities;</i></li> <li>• <i>Supporting the emotional, social and mental development of children with SEND; and</i></li> <li>• <i>Evaluating the effectiveness of our provision for our children with SEND.”</i></li> </ul>

<p><b>The academy's SENCO's details are:</b></p>	<p>The SENCO at Kingswood Parks Primary School is Mrs. Liz Stubbs. She can be contacted by telephone on 01482 427870 or by email at <a href="mailto:admin@kingswoodparks.het.academy">admin@kingswoodparks.het.academy</a></p>
<p><b>The academy's staff have been trained and have expertise in the following areas:</b></p>	<p>The SENCO has a Diploma in Inclusive Education (DIPSE) and a Certificate of Competence in Educational Testing (CCET)</p> <p>At Kingswood Parks Primary, we place a high importance on staff development and training. We have a programme of staff development sessions on a range of topics and themes as appropriate.</p> <p>Training takes place 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.</p> <p>Over the past year, staff have had specific training to help support children with</p> <ul style="list-style-type: none"> <li>• Dyslexia,</li> <li>• Sensory Processing Disorder</li> <li>• ADHD</li> <li>• Supporting pupils with autism delivered by Northcott Outreach Service</li> <li>• Supporting pupils with Tourette's syndrome delivered by T.I.C</li> <li>• Speech, language and communication needs delivered by Speech and Language Therapy Service</li> <li>• Behaviour strategies delivered by Whitehouse Outreach Service</li> <li>• caring for pupils with specific medical needs delivered by NHS</li> <li>• Supporting children with severe learning difficulties delivered by Tweendykes Outreach Service</li> </ul>
<p><b>The academy will secure equipment and facilities for children with SEND by:</b></p>	<p>At Kingswood Parks we ensure children have the correct resources needed to support their needs. If a specific piece of equipment is required to either access the environment or the curriculum, we will ensure it is purchased.</p> <p>We also have excellent relationships with outside agencies such as Integrated Physical and Sensory Service (IPASS) who make regular visits to school to support children with disabilities and provide pieces of equipment such as communication aids, sensory aids and sport equipment to support their needs.</p>

<p><b>The academy aims to involve the parents and children with SEND in the education of the children and will do so by:</b></p>	<p>At Kingswood Parks Primary we offer an open-door policy for all parents and carers. Teachers can keep in contact with parents via face-to-face discussions before and after school or telephone calls. All parents are encouraged to attend parents' evenings which are held throughout the year.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• discuss what is working well and not working well</li> <li>• review the child's progress towards their targets and longer-term outcomes</li> <li>• discuss and agree clear outcomes for the future</li> <li>• discuss and agree the support needed</li> <li>• share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress</li> <li>• identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the child, the school, the local authority, and other partners</li> </ul> <p>Those children with an Educational Health Care Plan also have an annual review meeting. This is either held annually or when it is felt a review is needed to address a child's changing needs and difficulties. Parents, staff, pupils and outside agencies involved in the support and provision for the pupil are invited to attend the meeting.</p> <p>In the meeting, the progress towards the child's long-term and short-term goals are reviewed and plans are made to ensure the child's needs will be met for the next year and to ensure the provision in the plan meets the current needs of the pupil. The short-term goals set in these meetings link closely to the targets set in the child's Individual Education Plan.</p>
<p><b>Any concerns or complaints raised by a parent of a child with SEND will be dealt with by the academy by:</b></p>	<p>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 SENCO to discuss the provision that is in place to support the needs of their child.</p> <p>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.</p> <ul style="list-style-type: none"> <li>• the class teacher</li> <li>• the SENCO</li> <li>• The head teacher – using the main school number</li> <li>• The SEN governor (a letter can be submitted through the school office)</li> </ul>
<p><b>The academy works with other agencies to support children</b></p>	<p>We have experience of supporting children with SEND. Within school we provide a variety of support including:</p> <ul style="list-style-type: none"> <li>• Provision of specialist equipment</li> <li>• Assistance with personal care</li> </ul>

<p><b>with SEND and their families by:</b></p>	<ul style="list-style-type: none"> <li>• Additional Support within the classroom</li> <li>• Specialist learning materials</li> <li>• Counselling and emotional support for students with Emotional and/or Mental Health Needs through the ELSA program</li> <li>• Extra KS2 SATs time as required</li> <li>• Dyslexia Support</li> <li>• Delivery of physical programs</li> <li>• Access to ICT</li> <li>• Adapted provision for pupils working on the engagement model.</li> </ul> <p>We also access support from a range of outside agencies. These agencies work closely with school and parents to provide support for children. They include:</p> <ul style="list-style-type: none"> <li>• Educational psychologists</li> <li>• Child and Adolescent Mental Health Services (CAMHS)</li> <li>• Therapists (including speech and language therapists, occupational therapists and physiotherapists)</li> <li>• Northcott , Tweendykes, and Ganton Outreach Services</li> <li>• IPASS – Integrated Physical and Sensory Service</li> <li>• Early Help</li> <li>• Whitehouse Outreach Service</li> <li>• Police and the local PCSO</li> <li>• The Language Unit</li> <li>• School Nursing Team</li> <li>• Hull Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS)</li> <li>• Parent / Carer forums</li> <li>• SEND mediation services</li> <li>• Humber sensory processing service</li> </ul>
<p><b>The academy acknowledges that parents of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:</b></p>	<p>If you would like further help, information and advice on a range of SEND issues for your child you can access support from Hull Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) by:</p> <p>Telephone on (01482) 467541  Email on <a href="mailto:hullsendiass@kids.org.uk">hullsendiass@kids.org.uk</a>  Online: <a href="#">Hull SENDIASS Online Contact Form</a></p>
<p><b>The academy works on transition arrangements for children joining or leaving the academy by:</b></p>	<p>Transitions are an important part of school life. At Kingswood Parks Primary School, we prepare children for any important transitions well in advance.</p> <p>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 other setting. These meetings will include staff from the setting, parents, Early Year SENCOs, and the pupils new class teachers. Staff also visit children in other settings to meet with the pupil and their key workers.</p>

	<p>Each year we have transition days. During this time all the children within school transition into their new class. This allows them to become familiar with their new classroom, routines, and staff prior to the six weeks holidays. It helps to ensure pupils are comfortable and confident in their new classes. Transition documents are also written, and meetings are held between staff to ensure information about pupils needs and provision are shared. Some children may need extra preparation for their new class. This can include a transition book which provides details of their new year group, class teacher and classroom, visual supports, and additional visits to the next setting.</p> <p>Older children leaving primary school to transfer to secondary school have a program of transition put into place for them. This includes completion of the Local Authority SEND transition document which is sent to the secondary school in the Spring term. After that discussions with the secondary school SENCO and transition leads can take place and a transition plan will be agreed this can include additional visits to the secondary school, visits into school from the transition leads or SENCO to meet pupils Staff will also be invited to attend EHC plan annual reviews, for children with physical disabilities such as visual impairment transition visits may be supported and lead by outside agencies such as IPASS.</p>
<p><b>The Local Offer produced by Hull Local Authority is available at:</b></p>	<p>If you would like further information regarding local services to support children with Special Educational needs, this can be found on the Hull local offer. Access can be made via this link:</p> <p><a href="https://hull.mylocaloffer.org/">https://hull.mylocaloffer.org/</a></p>