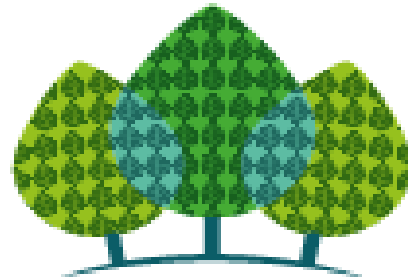


SEND Offer



Kingswood Parks
PRIMARY SCHOOL

2024-2025

<p>Who is the SEN coordinator?</p>	<p>The SENCo at Kingswood Parks Primary School is Liz Stubbs. She can be contacted by telephone on 01482 427870 or by email send@kingswoodparks.het.academy</p>
<p>Who is the SEN Governor</p>	<p>The SEN Governor is Jamie Pearce. She can be contacted through the school.</p>
<p>What range of needs does Kingswood Parks have?</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"> • Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD). • Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia. • 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. • 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) <p>We currently have 70 children in total on the SEN register. The register consists of: 19 children with an Educational Health Care Plan and 51 children at school support.</p> <p>Of these we have: 36 children with communication and interaction difficulties 16 children with cognition and learning difficulties 10 children with social, emotional, and mental health difficulties 8 children with Sensory and/or physical needs</p>
<p>How are children with SEND identified?</p>	<p>Teachers are supported by the Senior Leaders to assess children’s progress regularly. This supports us with the identification of any child whose progress:</p> <ul style="list-style-type: none"> • 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.

	<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>What should I do if I am concerned my child has Special Educational Needs?</p>	<p>Section 19 of the Children and Families Act 2014 states that a student has SEND if they have a significantly greater difficulty in learning than the majority of children of the same age, or if they have a disability which puts barriers in the way of making use of educational facilities of a kind generally provided for children of the same age in schools within the Local Authority.</p> <p>If you feel your child has an unidentified Special Educational Need or Disability then you should contact the SENCo (see above for contact details) at Kingswood Parks Primary and arrange a discussion about your child. Assessments, testing and/or observations can be arranged and appropriate support may be put in place.</p>
<p>How are children with SEND supported?</p>	<p>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 environment or 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.</p> <p>If a child is identified as having special educational needs their teacher and SENCo will consider everything we know about the child to determine the support that they need and how this can be provided.</p> <p>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 on a termly basis and is contributed to by the child, class teacher and parents. Copies of the IEP are given to parents.</p> <p>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.</p> <p>If it is felt that insufficient progress has been made, despite the school's best efforts or a pupil needs additional support, a decision to apply for an EHC plan or Early Years Funding (for pupils in FS1 only) may be made. The first step in the process is for the SENCo, class teacher, parent, and child to contribute to the development of a</p>

	<p>request for assessment form. Once the form has been submitted the Local Authority will contact parents to say they have received the request. The Local Authority SEND team will gather evidence and the SEND moderating Group will decide on whether to proceed with an assessment. If an assessment request is accepted it will take 20 weeks before a final decision is made by the Local Authority.</p> <p>Early Years funding and Education Health and Care Plans are issued by the Local Authority. The EHCP includes:</p> <ul style="list-style-type: none"> • a detailed profile of the child, their strengths, and aspirations for the future • any education, health and care need's they may 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.
<p>How will I know if my child is making progress?</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"> • 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 <p>Those children with an Educational Health Care Plan also have an annual review meeting. In this meeting, the progress towards the child's long-term and short-term goals are reviewed and plans are made to ensure the</p>

	<p>child's needs will be met for the next year. The short-term goals set in these meetings link closely to the targets set in the child's Individual Education Plan.</p>
<p>How does the school's curriculum meet the needs of pupils?</p>	<p>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.</p> <p>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, precision teaching and more time to complete work.</p>
<p>What support does the school give for my child's emotional well-being and health?</p>	<p>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. We have a member of staff trained as ELSA workers. These staff members work with and support individual children during school, who, have been identified as needing support with social, emotional, and mental health issues</p> <p>Those children with medical needs have a health 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.</p> <p>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. Risk assessments will also be written to ensure pupils are safe whilst attending school.</p>
<p>How does the school keep my child safe in school?</p>	<p>Kingswood Parks Primary Schools supports children with a range of needs. The school site is equipped with ramps to all entrances and disabled toilets are located on every floor. The school has evacuation emergency (evac) chairs on each floor and stairwell to address the different physical needs of the children and to ensure children can be safely evacuated from the building in the event of a fire. Identified members of staff are trained</p>

	<p>on the use of an evac chair and they follow the evacuation plan recorded in the child's PEEPS (Personal Emergency Evacuation Plan) document.</p> <p>The school has disabled car parking spaces located near the front entrance and lifts are available to the 1st and 2nd floors of the building.</p> <p>Staff working with pupils with medical and physical needs receive specialist training and support from medical professionals.</p> <p>Children with SEND are encouraged to use the same school entrance as their peers and follow the morning routine of lining up with their class before entering the school building together. If this is not possible arrangements can be made for a child to enter the school via the main reception. On these occasions the child will be met by a familiar adult and taken to the class.</p> <p>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.</p> <p>Free school lunches are offered to all children in the Foundation Stage and Key Stage One. All children eligible for free school meals are catered for in school. We offer a range of different menu options to suit the needs of children and families.</p> <p>Attendance is carefully monitored and we work closely with parents and carers to ensure that children attend school regularly so they can achieve their potential. Weekly discussions and monitoring of regarding attendance occur.</p> <p>A positive and proactive behaviour policy is consistently applied by all staff in school. This includes close working relationships with parents / carers and has a range of rewards and sanctions. Pupils who need additional support with their behaviour may have a bespoke Behaviour plan written.</p> <p>During periods of home learning, risk assessments are completed on children who have an EHC plan. For these children, weekly meetings are held to ensure their needs are being supported and their provision is effective.</p>
<p>What specialist support and services are accessible at the school?</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"> • Provision of specialist equipment • Assistance with personal care

	<ul style="list-style-type: none"> • Additional Support within the classroom • Specialist learning materials • Counselling and emotional support for students with Emotional and/or Mental Health Needs through the ELSA program • Extra KS2 SATs time as required • Delivery of physical programs • Access to ICT • Adapted provision for pupils working on the engagement model. <p>We also access support from different outside agencies including:</p> <ul style="list-style-type: none"> • Educational psychologists • Child and Adolescent Mental Health Services (CAMHS) • Therapists (including speech and language therapists, occupational therapists and physiotherapists) • Outreach Services including SLD, Steps to Success and Northcott • IPASS – Integrated Physical and Sensory Service • Early Help • Police and the local PCSO • The Language Unit • School Nursing Team • KIDS parent partnership • Charities supporting pupils with SEND • Parent carer forum • SEND mediation services • Humber sensory processing service • Dyslexia Sparks
<p>What training do staff have to support children with SEND?</p>	<p>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.</p> <p>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.</p> <p>Over the past year, staff have had specific training to help support children with speech and language difficulties, managing behaviour, caring for pupils with specific medical difficulties, supporting children with specific and</p>

	<p>severe learning difficulties, social, emotional and mental health needs and supporting pupils with a range of physical disabilities</p>
<p>How will the school support my child with transitions?</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 another setting. These meetings will include staff from the setting, parents, Early Year SENCOs, and the pupils new class teachers. Staff may visit children in other settings to meet with the pupil and key workers and arrange home visits</p> <p>Each year we hold transition days. During this time all children within the setting transition into their new class. This allows them to become familiar with their new classroom, routines, and staff prior to the six weeks holidays and ensures they are comfortable and confident in their new classes. Prior to the transition days, transition documents are written, and meetings are held between staff to ensure information regarding provision and support is passed onto the next class teacher. Some children with SEN may also need extra preparation for their new class. This can include Transition books, 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 visits to the secondary school within the summer term of Year 6, visits from the transition leads of secondary schools, transition documents provided by the Local Authority will be completed and sent to the new school , staff are invited to attend EHC plan annual reviews and information on pupils will be shared with the new setting,</p> <p>If a child is considered vulnerable a bespoke transition plan may be produced with the secondary school. This may include a transition meeting with staff, parents and the pupil, early visits to the new school to meet staff and become familiar with the new setting at different times during the school day, getting to know you work for the child to complete and extra visits by staff into school to meet pupils. For children with physical disabilities such as visual impairment transition visits may be supported and lead by outside agencies such as IPASS.</p>
<p>What should I do if I have a complaint about my child's SEN provision?</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">• the class teacher• the SENCo• The Head Teacher – using the main school number• The SEN governor (a letter can be submitted through the school office)
Where can I go for further information about local services ?	<p>If you would like further information regarding local services to support children with Special Educational needs, this can be found at the Hull local offer Access can be made via this link :</p> <p>https://hullsendlocaloffer.org.uk/</p>