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SEN Information Report for Academic Year 2025/2026

Approved by:	Local Governing Body
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Kingswood Parks Primary School

SEN Information Report for

Academic Year

2025-2026

This information report has been prepared by Mrs N Loten(Headteacher) Mrs L Stubbs (SENCO) and approved by the Local Governing Body in 09/2926 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 Kingswood Parks Primary School. In particular, it should be read alongside the school's SEN policy.

The school makes provision for the following kinds of SEN	• 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)
The school ensures that the admissions process if fair for pupils with SEN or a disability by	The school ensures that the admissions process if fair for pupils with SEN or a disability. We follow the trust's Admissions policy which can be found at: www.humbereducationtrust.co.uk/policies
The school identifies and assesses SEN by:	Teachers are supported by the Senior Leaders to assess children's rogress regularly. 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. 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.
The school supports SEN in accordance with its policy framework which is set out at:	The school supports pupils with Special Educational Needs (SEN) in line with its established policy framework, which outlines a comprehensive approach to meeting the needs of children with SEND. This includes clear procedures for assessing and reviewing pupils' progress, as well as detailed guidance on adapting the curriculum, learning environment and teaching methods to ensure accessibility for all learners. The policies explain how decisions are made regarding additional support, emphasising inclusive practice so that children with SEND learn and participate alongside their peers across all school activities. They also outline the school's commitment to supporting the emotional, social and mental development of pupils with SEND, and set out how the

	effectiveness of SEND provision is regularly evaluated to ensure high-quality support for every child. Other policies which describe our regulatory responsibilities include: • Child Protection and Safeguarding policy • • Behaviour Policy • • Accessibility Plan • • Supporting Children with Medical Conditions • • PSHE and Sex & Relationships Education (SRE) policy • HET Complaints procedures • • HET Data Protection Policy • • HET Equality and Diversity Policy • • HET Health & Safety Policy • HET Admissions Policy https://kingswoodparksprimary.org.uk/
The school's SENCO's details are:	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
The school's staff have been trained and have expertise in the following areas:	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 a range of topics to support our SEND pupils. Currently our staff have been trained to support pupils with: • Speech and language needs. There is a dedicated member of staff who delivers support to pupils who require speech and language intervention • Behaviour issues. • A range of medical needs. This includes physiotherapists, occupational therapists and specialist nurses. • Social, emotional and mental health needs. We have 2 Emotional Literacy Support Assistants within school • Severe Learning Difficulties. The school has a communication and interaction classroom which supports children to develop their communication.
The school will secure equipment and facilities for children with SEND by:	We work closely with parents, external agencies, and the local authority to identify specific needs through assessments and professional recommendations. Where specialist provision, equipment or adaptations are required for example, sensory resources, mobility aids, or assistive technology—the school will make reasonable adjustments, work closely with outside agencies and provide the recommended resources. We may also apply for additional funding from the Local Authority via the EHCP pathway or Early Years Team. The SENDCo oversees the provision and ensures that appropriate resources are in place to support access to the curriculum and the learning environment. Regular reviews are

	carried out to ensure that the equipment and facilities continue to meet the child's needs effectively. In school our SEND pupils have access to a range of specialist equipment and facilities which include: • Radio aids for hearing impaired students • ICT including laptops, iPads and talking tins • Sensory equipment (including a sensory circuit, sensory tools, chair bands, wobble cushions, sensory rooms to support our neurodiverse pupils or those with sensory processing needs). • Nessy reading and spelling programme, reading pens, coloured overlays and exercise books for our dyslexic pupils. • Communication devices for pupils with speech and language difficulties.
The school aims to involve the parents and children with SEND in the education of the children and will do so by:	At Kingswood Parks Primary School, we value strong communication and positive relationships with parents and carers. We operate an **open-door policy**, encouraging parents to speak with teachers regularly, either face-to-face before or after school or via telephone. In addition to **termly parents' evenings**, we maintain more frequent contact with parents of children receiving SEND support to provide regular updates on progress, achievements, and any concerns. For those children on our SEND register we hold **termly review meetings**—three times a year. These meetings involve the **child, their parents or carers, school staff**, and, when appropriate, **external professionals**. The reviews are designed to discuss the child's current Individual Education Plan (IEP) •Reflect on what is working well and what might need to change •Review the child's progress towards their current targets and long-term outcomes •Agree on new outcomes and targets •Plan the support needed to achieve these outcomes •Share strategies and advice for parents to use at home •Clarify the roles and responsibilities of everyone involved, including the school, parents, local authority, and any partner agencies. Children with an **Education, Health and Care Plan (EHCP)** also have a formal **Annual Review**. This review looks at the progress the child has made towards their EHCP outcomes and sets new short-term goals, which are closely linked to their IEP targets. It ensures that the support in place remains appropriate and that the child's needs continue to be met effectively. On occasions we may also hold review meetings in conjunction with outside agencies to review pupils progress and the current provision in place.
Any concerns or complaints raised by a parent of a child with SEND will be dealt with by the school by:	We are committed to providing a quality and bespoke education for all 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. 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. • 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.
The school works with other agencies to support children with SEND and their families by:	We wok closely with a range of other agencies to support children with SEND and their families. When required referrals to external professionals such as educational psychologists, speech and language therapists, occupational therapists, and specialist advisory teachers are made. These agencies help to assess individual needs and provide expert guidance on strategies and interventions. The school may also liaise with health and social care services, including paediatricians, CAMHS (Child and Adolescent Mental Health Services), and family support workers, to ensure a joined-up approach to supporting the child's development and wellbeing. On occasions multi-agency meetings may be held to ensure we have the best provision for a child. Parents are also invited to participate in the planning and review of any external involvement, ensuring a collaborative and consistent support network for the child and their family. A current list of agencies that the school works with includes: • Applied Psychology • Child and Adolescent Mental Health Services (CAMHS) • Therapists (including NHS 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 • Neurodiversity service • The Language Unit • School Nursing Team • Charities supporting pupils with SEND: Shine, TIC Yorkshire, Society for Mucopolysaccharide Diseases • Parent carer forum • SENDIASS • Humber sensory processing service • Dyslexia Sparks
The school acknowledges that parents of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:	If you require further support, information or advice regarding SEND you can contact SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service). This is a free, confidential, and impartial service available to parents and carers of children and young people aged 0–25 with special educational needs or disabilities (SEND). The service provides advice and support on a wide range of issues, including understanding education law, accessing support in school, applying for Education, Health and Care Plans (EHCPs), and preparing for meetings or appeals. Hull Sendiass can be contacted using this link to their website

	: https://www.kids.org.uk/sendiass/services/hull-sendiass/ Or by phoning: (01482) 467541
The school works on transition arrangements for children joining or leaving the school by:	Transitions are an important part of school life. At Kingswood Parks Primary School, we prepare children for any important transitions well in advance. 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 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. 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. 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. This year the school also participated in the HOST project (Hull organisational support project) which was run by Hull City Psychological support to provide transitional support for some pupils.
The Local Offer produced by the Hull Local Authority is available at:	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 : https://hullsendlocaloffer.org.uk/