



## **Special Educational Needs & Disabilities** **(SEND)**

### **Information Report 2023-24**

Reviewed January 2024

Next Review Date January 2025



SENCO - Mr L Dudley

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**1. What kinds of special educational needs can be met at our school**

At Kingsway, we make sure we provide the best opportunities for all our pupils to participate in every aspect of school life. Some of our children may have barriers to learning that can include issues with cognition and learning, communication and interaction, social, emotional and mental health issues, or sensory and physical needs. All children have support within lessons through differentiation and quality first teaching strategies. This means activities are planned at a level to suit the learning abilities of each child. This can involve a range of adaptations, including changes to the physical environment, teaching styles as well as different levels of adult support.

**2. How does our school know if pupils need extra help and what should I do if I think that my child may have special educational needs?**

If your child is identified as not making the expected progress, we will meet with you to discuss our concerns in more detail, and to listen to any concerns you may have. These informal chats may lead to a more formal process where we will plan any additional support for your child and perhaps the need for referrals to outside professionals who may also be able to offer help and support for your child.

If you have any concerns about your child or believe your child has additional needs, it is important to discuss this with your child's class teacher and/or the School SENCO, Mr Dudley.

**3a. How does our school evaluate the effectiveness of its provision for pupils with special educational needs**

All teachers continually monitor the progress of all their pupils to enable them to identify what each child needs to progress further. Within our school we have a clear structured tracking system where each pupil's progress can be closely monitored, particularly in Reading, Writing, Mathematics and SPAG (Spelling, Grammar and Punctuation). Pupil Progress Meetings are held with the Class Teacher and the Head Teacher on a termly basis and the progress of individual children with special educational needs is discussed and tracked.

Barriers to learning need to be clearly identified so that effective interventions can be planned to provide the most relevant support.

As a result of this tracking and the discussions with the Head Teacher, the class teacher can ensure that, where necessary, appropriate interventions are put into place. Teaching Assistants will deliver the interventions and monitor the impact of support alongside the class teacher. Our aim is always to support each child to make accelerated progress in order that they may access an age-appropriate curriculum.

The class teacher and teaching assistant will constantly monitor the progress of each child receiving a specific intervention to ensure that support and intervention are matched to need. It is also necessary to ensure that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need.

The progress of children with a statement of SEND/EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education.

**3b. How will Kingsway Primary School and I know how my child is doing and how will the school help me to support my child's learning.**

All children's learning is regularly monitored in our school and we use our assessment to drive the learning forward. We formally monitor their learning through regular assessments, both summative and formative and informally on a day to day basis through marking, questioning and discussion.

We aim to make parents feel fully involved in their child's learning. Sharing information is vital and will be achieved through:

- Regular formal contact to discuss progress through parents' evenings, additional review meetings (where necessary) and written school reports.
- Informal chats or 'phone contact and the opportunity to come into school if needed in between the more formal meetings.
- The class teacher who aims to be available at the end of every day for informal chats, or updates if required.

- Sharing ideas about how you can help your child at home. This may be achieved through written communication or informal discussions.

We wish to work as closely as possible with you and to support you where we can. We may be able to signpost you to other organisations or support networks outside the school. The LA Local Offer Website also provides links to all of these organisations across the authority.

### **3c. What is the school's approach to teaching pupils with special educational needs?**

#### **Within the whole class**

The class teacher is the first, most important person in making sure each pupil has the right levels of work and support. The teacher can ensure that new learning builds on what your child already knows, can do and can understand.

The teacher also ensures that different ways of teaching are in place, for example: more practical learning if this suits your child's learning needs: there may also need to be specific strategies in place to support your child to learn. All children in school should be receiving this as part of excellent classroom practice as required.

#### **Within a smaller group**

Careful checking of your child's progress will inform the class teacher if there are gaps in their understanding or learning that require some extra support to help them make the best possible progress. Interventions will be tailored to target exactly the identified gaps in learning and may be delivered in the classroom or in a designated TA learning area. The interventions may be delivered by either a teacher or TA.

#### **1:1 support**

Sometimes the pupil's disability or learning needs mean that we need to provide a TA on a more regular basis to help them to access what is happening in school.

## **External Support**

In some cases, a child may have been identified as needing some extra specialist support which involved working with professionals from outside the school.

These may be from the Local Authority or from Health Professionals. A request will be made for your permission to refer your child to a specialist professional before we talk to any of these specialists.

## **Specified Individual Support**

This type of support is available for children whose learning needs are severe, complex and lifelong and for whom learning cannot be overcome through Quality First Teaching and intervention groups. For these children assessment and provision may be provided through an Education, Health and Care Plan (EHCP).

This is a formal, regulated process with the following steps:

- The school, parents or medical professionals ask the Local Authority to consider whether it is necessary to formally assess your child's needs.
- Information is gathered by the LA from parents/carers, school and any other agencies involved.
- A decision is made by the LA about whether an EHCP is needed or not.
- Either an EHCP is written with support and long/short term targets agreed, or the LA decides that in-school support is sufficient to meet the needs of your child.

In order to ensure we are doing the best for your child, we will review and track your child's progress regularly. We will talk to you and your child on a regular basis and listen to your views. We will take advice from and work with any professionals involved.

**3d. How will the curriculum and learning be matched to my child's needs?**

Teachers plan and differentiate lessons according to the needs of their class.

Where more complex needs exist this differentiation may well include:

- Using support staff who can use adapted planning to support your child either individually or in a small group.
- A range of different resources and strategies that match your child's learning style or physical needs.
- If necessary, individual targets will be based on P-Scales or PIVATs.  
This ensures the curriculum is broken down into smaller, more manageable steps of progress.

**3e. How are decisions made about the type and amount of support my child will need?**

- The school budget, received from Nottinghamshire County Council, includes money for supporting children with SEND.
- The Head Teacher decides on the deployment of resources for SEND on the basis of needs in school. Discussions between the class teachers, the SENCo and the Head Teacher will help determine how much support your child will receive. This may include small group or 1:1 support and could be over a period of weeks for a set period of time.
- The needs of SEND children is monitored on provision maps and through our tracking system. This identifies the support given and is reviewed, with changes made as required. This ensures that staff and resources are deployed in the most effective manner.
- For children with more complex needs, decisions and funding will also involve discussions with SENCos within the Kirkby Family of Schools.

These meetings take place on a termly basis and your permission will be sought before your child's needs are discussed.

**3f. How will my child be included in activities outside the classroom, including school trips?**

Kingsway Primary School is a fully inclusive school and our aim is for all our children to access all areas of the curriculum. We will provide the necessary support to ensure that this is successful. This includes a thorough risk assessment of the venue, making sure that the venue/transport is accessible for your child and a discussion with parents/carers to ensure your child's needs are met outside the school environment.

**3g. What support will there be for my child's overall well-being.**

We want every child to make progress socially, emotionally and with their learning. We will always consult with parents/carers if we believe extra activities are needed in the short or long term. This may lead to some extra 1:1 or group work provided both within school and through outside agencies. This may include:

- Primary Wellbeing
- ELSA
- Friendship Circles
- Lunchtime groups.

If your child needs further support, then this may be accessed, with your permission through the NAP (North Ashfield Partnership).

[Concerning behaviours multi-agency pathway | Nottinghamshire County Council](#)

#### **4. Who is the school Special Educational Needs Co-Ordinator (SENCo)**

Sometimes the class teacher will want to take your concerns to the school's SENCo. This is currently Mr Dudley

The SENCo is responsible for making sure that your child's special educational needs are met, and that you are involved in supporting your child's learning and in monitoring and reviewing their progress. Contact with the SENCo can be made through the school office or through your class teacher.

#### **5a. What training have staff supporting special educational needs had and what is planned?**

The school provides training and support to enable all staff to improve the teaching and learning of children including those with SEN. This includes whole school training on a range of SEN issues. Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children in their class/care.

#### **5b. What specialist services and expertise are available or accessed by Kingsway Primary School?**

In our school we have strong working relationships with external support services in order to fully support our SEND pupils and aid school inclusion.

The following services and others will be involved as and when necessary.

- Speech and Language Therapists (SALT)
- Schools and Families Specialist Services - including Communication and Interaction Team and Cognition and Learning Team. (SFSS)
- Early Years Support Services (EYSS)
- Educational Psychologist Services (EPS)
- Physical Disabilities Support Services, (PDSS)



- Visual Impairment Team (VI)
- Child and Adolescent Mental Health Services (CAHMS)
- Health - including occupational health, physiotherapy and specialist nurses
- Child Protection and Social Services
- Social care, Children's Centres and Family Support Services.
- Behaviour Support Services.
- Schools Behaviour and Attendance Partnership. (SBAP)
- Personal, Social and Emotional Development team. (PSED)

**5c How will equipment and facilities to support pupils with special educational needs be secured?**

**How accessible is Kingsway Primary School?**

Our school is committed to making reasonable adjustments wherever possible. This may include:

- Contacting the local authority to see if adaptations to the building are required.
- Ensuring that the right equipment and resources are available to meet every child's needs.
- Where specialist equipment is required, contacting and liaising with the Local Authority Disability Support Service Team to assess need and provide the correct equipment.

**6. What are the arrangements for consulting with parents of pupils with special educational needs?**

**How will I be involved in the education of my child?**

We believe that parents/carers should be involved in every stage of their child's education and achieve this through:

- Termly review meetings, parents' evenings, school written reports and opportunities to meet with staff as and when required.
- Telephone contact and informal discussions.
- Home-School support.

**7. What are the arrangements for consulting with young people with SEND and involving them in their education?**

We believe that it is very important for children to be involved in their education and achieve this through:

- Pupil interviews
- Structured Conversation
- Child Friendly targets
- Discussion with their class teacher/teaching assistant.
- Participation in review meetings if appropriate.

**8. What if I have a concern or complaint about the SEND provision made by Kingsway Primary School?**

We believe in strong parental relationships and are always ready to listen. Please speak to the class teacher, SENCO or Headteacher as appropriate. If it is a difficult situation to resolve, we have a formal Complaints Policy and Procedure.

**10. How does the governing body involve other organisations and services? (e.g. health, social care, local authority support services and voluntary Organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?**

Our Kingsway School SEND governor visits termly to meet with our SENCO to discuss provision across the school. Our SEND governor reports information in regard to their visit to the governing body. The Headteacher reports the progress of pupils and budget allocation. Confidentiality is maintained at all times.

**11. How does Kingsway School and setting seek to signpost organisations, services etc. who can provide additional support to parents, carers and young people?**

We are always ready to support and are able to signpost you to different organisations or support networks. In addition, the LA Local Offer Website provides links to all of these organisations across the authority - [Concerning behaviours multi-agency pathway | Nottinghamshire County Council.](#)

## **12. How will Kingsway Primary School prepare my child for joining the school and transitions between classes and secondary school?**

We aim to ensure that starting school, transition to classes, different schools and secondary school is as smooth as possible. We achieve this through:

- Meetings for parents of children starting school.
- Opportunities for additional information sharing meetings as and when required.
- Visits to our setting including additional visits if required.
- Transition provision between classes.
- A Transition Programme for children moving to secondary school.

## **13. Where can I access further information?**

To access more information about Kingsway Primary School please contact the school or speak to the Headteacher or SENCO. We are always ready to listen. Please also refer to the wide range of support and information on the LA Offer Website.



Mr Dudley (SENCo)

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