

SEND Information Report 2023-2024

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (Appendix A of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

- | | |
|---|----------------------------------|
| 1. Communication and Interaction | 2. Cognition and Learning |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

General School Details:	
School Name:	Kingsway Primary Academy
School website address:	https://www.kingswayprimaryacademy.co.uk/
Type of school:	Primary
Description of school:	Primary school with nursery and three resource base provisions for ASC
Does our school have resource base? Yes or No If Yes please provide a brief description.	Yes Kingsway Primary Academy has three resource provisions supporting children with ASC. We currently have a 30 place provision.
Number on roll:	241
% of children at the school with SEND:	22%
Date of last Ofsted:	September 2023
Awards that the school holds:	

<p>Accessibility information about the school:</p>	<p>Children are able to access learning across the curriculum through appropriate adaptations which are planned for and impact monitored. These adaptations maybe physical resources or additional scaffolds required by the child.</p> <p>The school layout is across two floors which are accessible with access to toilets.</p> <p>There is a disabled car park space available.</p>		
<p>Please provide a web link to your school's Accessibility Strategy</p>	<p>https://www.kingswayprimaryacademy.co.uk/assets/Documents/Attachments/Accessibility-Plan-and-Audit-WPAT-Kingsway-2021-24-V2.pdf</p>		
<p>Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.</p>	<p>Annual ASC training for whole school staff Resource base staff receive specific training from - OT, National College, EP, PBSS In house staff training delivered by SENDCo Educational psychology training - - precision teaching, emotion coaching, attachment and trauma Team Teach Conflict spiral Bucket Therapy Lego Therapy</p>		
<p>Documentation available:</p>	<p>Are the following documents available on the schools website? If yes please insert the link to the documents page.</p>	<p>SEND Policy Safeguarding Policy Behaviour Policy Equality and Diversity Pupil Premium Information Complaints procedure</p>	<p>https://www.kingswayprimaryacademy.co.uk/assets/Documents/Attachments/SEND-Policy-2023-Kingsway-v2.pdf https://www.kingswayprimaryacademy.co.uk/assets/Documents/Attachments/Safeguarding-Policy-Kingsway-Primary-Academy-1st-Nov-22-V2.pdf https://www.kingswayprimaryacademy.co.uk/assets/Documents/Attachments/Kingsway-Behaviour-Policy-Revised-V3-2023-24-1.pdf https://www.kingswayprimaryacademy.co.uk/assets/Documents/Attachments/Equalities-Policy-and-Plan-2021-2025-Kingsway.pdf https://www.kingswayprimaryacademy.co.uk/key-information/pupil-premium/</p>

--	--	--	--

Range of Provision and inclusion information:	
<p>How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.</p>	<p>Progress is significantly slower than that of their peers starting from the same baseline</p> <p>Fails to match or better the child’s previous rate of progress</p> <p>Fails to close the attainment gap between the child and their peers, and the attainment gap is widening; application of a Catch-Up programme does not help to diminish the gap.</p> <p>Development in self-help, social or personal skills is not in line with developmental age;</p> <p>Pupil’s behaviour is creating a barrier to learning, or social and emotional development is causing challenges and difficulties</p> <p>Trained staff provide on-going teacher assessments and tracking of pupil progress which will identify possible areas of need</p> <p>Children may be identified as needing additional support through regular Pupil Progress meetings</p> <p>Discussion with parents</p> <p>School use the graduated Oxfordshire response to support early identification and next steps</p>
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>We are supported by a range of professionals who we can access support from as appropriate; some of these specialist services and experts are provided through the Local Authority, and some are independently resourced.</p> <p>The range includes:</p> <ul style="list-style-type: none"> o Educational Psychologist o Speech and Language team o Occupational Therapy o Inclusion teachers for learning o Sensory Support (Hearing and Visual Impairment) o SEND Orthoptist o School Health o Social Services o CAMHs (Child & Adolescent Mental Health Services) o Child protection/ safeguarding team o Play therapy

	<p>o Physiotherapist o Medical professionals such as epilepsy team o ASD/ ADHD specialist nurse</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>All of our class teachers are teachers of SEND and the school embraces an inclusive approach to whole school learning.</p> <p>The class teacher is responsible for daily differentiated lessons to suit all children's specific learning needs including different learning materials or special equipment including computing resources</p> <p>If a pupil has additional needs related to more specific areas of their education, then a 'Pupil Passport' and Provision Plan' may be implemented following discussion between you, class teacher, pupil and SENDCO. Parents/carers will be asked to sign a copy of the document once prepared. This document will provide specific targets that will be reviewed termly at Pupil Progress review meetings; - Some group or individual targeted support (SMART targets are used) for specific learning needs;</p> <p>Research based interventions will be set up by the class teacher and SENDCO to support learning within the classroom. Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness, of which will be evaluated half termly (minimum) by the class teacher, teaching assistant and SENDCO to ascertain the impact of the provision and to inform next steps</p> <p>Interventions are recorded on a provision plan by teacher and teaching assistant</p> <p>Training is provided throughout the year to teachers, support staff and whole school staff to ensure that all are up to date with the latest SEND policies and practices.</p>
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<p>SALT Social communication intervention Intensive interaction stages Sensory checklists Consistent visuals across school Specialist teaching in resource bases</p>
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<p>SALT referral SALT care plan Visual supports and prompts PECS</p>
<p>Strategies to support the development of literacy (reading /writing).</p>	<p>Quality First Teaching Phonics – RWI</p>

	<p>Fine motor skill development Whole school reading focus Reading for pleasure Daily story time in all classes Extended phonic support in KS2 – Fresh Start</p>
Strategies to support the development of numeracy.	<p>Quality first teaching First for Maths consultancy</p>
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<p>At Kingsway Primary Academy, we set challenging and aspirational targets for every pupil, whatever their prior attainment. We use rigorous formative and summative assessments to set these targets and plan a differentiated curriculum to meet the needs of individuals within the class. Potential areas of difficulty are identified and any barriers to learning and achievement are clearly assessed so that these can be planned for within the curriculum to ensure targets are achieved. In a case where it is not possible to meet these needs then additional or different provision is planned. We will do what is necessary to enable pupils to: develop, learn, participate and achieve the best possible outcomes</p> <p>Teaching Assistants (TAs) in school provide support to the teacher across Waves 1, 2 and 3 provisions. TAs may work with a child 1:1 on specific focused tasks, or in a small intervention group and this will be planned by the class teacher and SENDCO. - Specialist equipment may be given to a pupil to help them, such as a visual timetable, a wobble cushion, or adapted equipment. - Work may be differentiated by outcome, pace of completion, support offered or by breaking it down into smaller chunks. - Pre and post learning opportunities and support may be offered if appropriate. - If the child has received support from outside agencies such as EP (Education Psychologist) support or SALT (Speech and Language Therapy) support, these programmes and recommendations will be incorporated into the child's learning; outlined in their individual provision plans and one page profile (pupil passport).</p>
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	<p>Through regular discussions with the class teacher and any teaching assistants who work with your child's class/ group. - Teaching staff are usually available at the end of the day for short informal discussions; longer appointments can be made with the class teacher, or the SENDCO, through the school office. - For EYFS to Year 6, curriculum overviews are produced half termly, sent home to parents/ carers, and published on our website. These are produced to outline the subject content and topic links children will cover each half term/ full term so that parents/ carers can support their child</p>

	<p>at home. - Parents' Evenings are held twice a year, in the first half term of the autumn term, and towards the end of the second half term of the spring term. An option to meet class teachers after the end of year report is also available. In addition to this, parents/carers will receive a data report to aid understanding of how well their child is doing against age related expectations and in terms of their effort and progress. - A full written report will be sent home near the end of the academic year. - The class teacher may occasionally make extra notes in a home school link book or reading record, if the teacher or SENDCO feel this is necessary. - Pupil Passports are drawn-up in consultation with parents/carers and children and will be reviewed half termly. - Provision plans are reviewed half termly - Annual Review meetings are held for children with an Education & Health Care Plan (EHCP). - If an external agency is coming into school to assess your child, provision will be made for you to meet with them and discuss your child and any thoughts you have about their progress, additional needs, aspirations, etc. - Recommendations received from an external agency are discussed with parents/carers and pupils (at age appropriate level); copies of reports will be shared also. - If a child has specific medical needs, staff will always meet with you and a health worker (if involved) to write a medical care plan. - If your child has a Behaviour Provision Plan in place at the school, then fortnightly meetings may be held to review the document with the class teacher and/or a member of the SLT (Senior Leadership Team)</p>
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> - Task planners - Consistent visual prompts used across the school - Non-verbal and verbal reminders - Visual timers and checklists
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> - Alternative play/ lunchtime provision is offered - Structured pay activities for children on the playground during lunch/ playtime - Additional adult support for those children who require - Soft landing/ exits to support transitions
<p>Extended school provision available; before and after school, holidays etc.</p>	<ul style="list-style-type: none"> - Breakfast club available
<p>How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?</p>	<p>Kingsway Primary Academy endeavours to include all pupils in all activities and will work closely with parents/carers to try to ensure barriers to participation are removed and reasonable adjustments made wherever possible. - A risk</p>

	<p>assessment will be carried out for individual's participation where required; this will be verbally shared with pupils and families where appropriate to ensure the correct provision is in place. - Trips and activities are available to all. - In some circumstances, we may ask a parent/carer to accompany their child on a trip or activity to enable them to safely access it. This would be considered through the risk assessment process. - Adapt and increases accessibility of information readily available to pupils who are not disabled on an individualised provision basis</p>
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<p>All staff offer pastoral support for children. - Halton Early Help Offer https://localoffer.haltonchildrenstrust.co.uk/halton-children-family-services/ - Within our Safeguarding team, we have a full-time dedicated Safeguarding Lead, Miss Gillian Rowland, a deputy Safeguarding Lead, Miss Sarah Rowland and Pastoral Lead, Mrs Farr. They are available for pupils who wish to discuss issues and concerns. - Dependent on needs identified, some specific nurture work/programmes may be implemented by support staff with support from the school's safeguarding team or SENDCO. - Our Safeguarding Team support emotional health and wellbeing, and also supports teaching staff as they support children. They all access regular update training. - We have comprehensive policies to deal with medical issues, based on current good practice and accepted guidelines. - If all school support has been exhausted, the school has access to external agencies and professionals, to support with behaviour, attendance and emotional wellbeing. Currently, external agencies used in school include, but are not limited to, play therapy, Specialist Teachers, Educational Psychologists and Speech & Language Therapists</p>
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> - Positive behaviour plan - Behaviour policy and whole school behaviour support - Consistent expectations across whole school - Team Teach training focusing on de-escalation of behaviour and managing the conflict spiral
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<ul style="list-style-type: none"> - Robust transition plans for SEND pupils - Good working relationships with the local high schools
Access to strategies, resources, programmes, therapists to support	<p>If referral is required to these services, parents will be involved in the referral process. Pupils have access to support for physical and sensory needs</p>

occupational therapy/ physiotherapy needs and medical needs.	within school and from the external providers i.e. physiotherapy. School works closely with the external providers to ensure care plans and handovers and completed thoroughly.
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	All parents/ carers are encouraged to contribute to their child's education. This may be through: - Discussions with the class teacher; - During parents' evenings or other arranged meetings; - During discussions with the SENDCO, or other professionals; - Parents/ carers are encouraged to comment on their child's Pupil Passport and Provision Plan; - Parents/ carers are warmly encouraged to support and help with school activities, or to volunteer/help out in the classrooms (subject to DBS); - We offer concerts, assemblies, sporting events, and curriculum workshops to which parents/carers are invited.
How additional funding for SEND is used within the school with individual pupils.	Children with an EHC plan will have their own budget to support them. Money is used to provide recommended resources or to deploy staff, or to access specialist training. - The school's provision mapping identifies categories of need on an individual, group, class and whole school basis. Funds are allocated to best meet the needs of pupils and spending is regularly reviewed. - Further support or resources may be allocated to your child following assessments by the SENDCO, or outside agencies (e.g. children's Speech and Language Therapy team).
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	A central aim in our Pupil Premium Strategy is to ensure that high-quality teaching is evident across the school. We will focus closely on the areas that research suggests disadvantaged pupils find most challenging. Evidence shows that this approach has the greatest impact and benefits all children, not only those considered to be disadvantaged. Our school's Pupil Premium Strategy will support our plan for education recovery. Plans for this will be based on robust assessment programs and will support children whose education has been worst affected, including non-disadvantaged pupils. We will consider the particular challenges faced by vulnerable pupils in our school such as those requiring SEMH support.
SENCO name/contact: Grace Newell	
Headteacher name/contact: Paula Warding	
ANNUAL REVIEW 2023-2024	
Completed by: _Grace Newell Date: ___ October 2024	

