



Kingswood Primary School SEND Information Report 2024-2025



The kinds of special educational needs that are provided for at our school

Kingswood is a small, inclusive mainstream school. We fully comply with the requirements outlined in the Special Educational Needs Code of Practice (2015) and staff have specific training and experience to meet the needs of learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and /or Physical needs

All four of these areas of need are reflected in our current SEND register and we will always make *reasonable adjustments* to our practices in order to comply with the Equality Act of 2010 (e.g. providing additional adult to accompany a child on a residential visit).

We have staff with specialist training in the following areas:

- Speech and Language Therapy
- Emotional Literacy
- Drawing & Talking Therapy
- Specific Learning Difficulties (SpLD)
- Autistic Spectrum Disorder (ASD)
- Attention Deficit hyperactive disorder (ADHD)

In addition to using our staff expertise, we work closely with range of outside agencies from education, health and social services to support a wide range of special educational needs and disabilities.

Policies for identifying children and young people with SEND and assessing their needs, including the name

As a small, caring school community we know and value all of our children. We have rigorous ongoing teacher assessments and termly pupil progress meetings with the leadership team to identify and plan support for pupils who may be making less than expected progress. The first response to this is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCO, who will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of

and contact details of the SENDCO	progress. This information gathering will include an early discussion with parents/carers and where appropriate, the child. The four part cycle of <i>assess, plan, do, review</i> will then begin, through which earlier decisions and actions are revisited and revised, leading to a growing understanding of the pupil's needs and what supports the pupil in making good progress to secure good outcomes. Also known as the <i>graduated response</i>, this approach draws on more precise approaches and specialist expertise in successive cycles. If the support needed can be provided by adapting the school's core offer, then a child might not be considered SEND or placed on the SEND register. If, however, the support required is <i>different from or additional to</i> what is ordinarily offered by the school, the child will usually be placed on the SEND register at the <i>SEND Support</i> level. The school will then seek to remove barriers to learning and put effective special educational provision in place, with particular care taken when identifying and assessing SEND for children whose first language is not English. Further details can be found in the school's SEN policy which can be found on the school website www.kingswoodprimary.surrey.sch.uk: follow the link: <i>Key Information</i> to the SEND section. Parents are encouraged to speak to the class teacher and SENDCO about any concerns they have regarding their child's needs. The SENDCO is <u>Samantha James</u> Contact details: senco@kingswood.surrey.sch.uk Tel: 01737 832135 (Tuesday-Thursday, term time only)
Arrangements for consulting with parents of children with SEND and involving them in their child's education	We operate an open door policy where parents are strongly encouraged to come into school to speak to school staff if they have concerns about progress or SEND provision for their child. The first point of contact should be the child's class teacher and where concerns remain, the SENDCO. We share feedback about the children's learning on an on-going basis with parents and formally at termly parents' consultation meetings. At these meetings we share next steps in learning and also discuss ways in which parents can support their child's learning and development at home. In addition to this, we host curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child. Parents are invited to contribute to school life in various ways such as participation on the Governing body, PTA, annual parent questionnaire, parent discussion groups with the head teacher and as volunteers to come into school to support children with a range of activities.

Arrangements for consulting pupils with SEND and involving them in their education	We strive for a person centred approach to inform the cycle of <i>assess, plan, do, review</i>, with an important part of the early stages of information gathering including talking to pupils. Children are encouraged, where appropriate, to contribute to their support plans, with targets put into child friendly statements in order for the pupils to have more ownership over their progress and achievements. Increased participation at annual reviews for children with Education Health and Care Plans (EHCPs) has included children being present for parts of the meeting to share successes and contributions to target setting and reviews.
Arrangements for assessing and reviewing children's progress towards outcomes, including the opportunities available to work with parents and children as part of this assessment and review	Termly pupil progress meetings within school include the leadership team and progress is measured against national data and based on age appropriate and individual starting points. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible, though some children may require more frequent reviews which coincide with assessments from outside agencies. Using the <i>graduated response</i>, earlier decisions and actions are revisited, refined and revised, leading to a deeper understanding of the pupil's needs and what helps him/her to make progress towards his/her individual targets. This includes discussions around what each stakeholder can do in order to make a positive contribution, with a strong home-school working relationship, with the child at the centre of the process, is our key aim for our approach to SEND. During this process, information may be captured in a <i>Surrey SEND Support Arrangements</i> document, which is intended to be a working document that is regularly updated as more is understood about the child's individual SEND.
Arrangements for supporting children in moving between phases of education	We aim to ensure that all learners and their families feel welcome and quickly become part of our school community. With a phased entry into our Reception class, we work closely with parents/carers to personalise arrangements to cater to the needs of each child. Our pupil records detail which strategies help a child to learn and this information is passed on during the transition from feeder nurseries and then through year groups throughout the school. We have very good relationships with our local secondary schools and staff visit Kingswood to meet Y6 pupils and share information. We also run a Year 6 transition group for our more vulnerable children transferring to secondary school and where necessary, staff can make additional visits to secondary schools with individual children to help alleviate anxieties. In addition, for some groups of children, the school are able to refer children to take part in the ASPIRE programme which is run by the specialist teachers for inclusive

	practice (STIPS). This involves sharing detailed information about the child's needs and what they will need support with as they transition into secondary school. These children are then monitored and supported by the STIP team during their first term in secondary school. Parents are invited to discuss choices for secondary school with staff and for children with an EHCP, the Y5 transition review meeting is used to discuss options for secondary education.
The approach to teaching children and young people with SEND	Every teacher is a teacher of every child including those with SEND. At Kingswood Primary School we believe that all children have the right to a broad and balanced curriculum with high quality teaching. Adapting the curriculum for individual pupils is the first step in responding to pupils who may have SEND. All staff members are committed to creating an inclusive learning environment in their classrooms, believing this to be the key to ensuring children+ with SEND are making good progress and eliminating underachievement. We also recognise there are times when some children require a more personalised curriculum and support in a quieter work space free from distractions. Every child at Kingswood, including those with SEND, is an individual and is treated as such, with support and intervention for children planned to meet their individual needs. We take a holistic view to supporting children with SEND, encouraging participation in the wider school curriculum and using our links with other agencies to provide support for those children whose needs require multi-agency partnerships.
How adaptations are made to the curriculum and the learning environment of children with SEND	All teachers match the tasks, support and resources to the differing needs of the children and all of our teachers are clear on the expectations of quality first class teaching, which is monitored by the leadership team. Teachers plan lessons to accommodate differing learning styles and to engage auditory, visual and kinaesthetic learners and where appropriate, the curriculum is personalised with individual learning targets being set. Where a child with complex SEND needs meet the criteria of disability the school will comply with its duties under the Equality Act 2010, making <i>reasonable adjustments</i> to enable access to all areas of the school curriculum for pupils and their parents/carers with a disability (e.g. adapted seating or auxiliary aids in the classroom). Where there are concerns of safety and access, further consideration is given to planning for an activity and where applicable parents/carers are consulted and involved. If necessary, additional staff members are provided to ensure SEND pupils can be included and risk assessments are carried out.

	We have an Accessibility Plan and the school aims to improve access over time, with three classrooms fitted with Sound Field Systems (surround sound amplification) to support access to the curriculum for children with a hearing impairment.
The expertise and training of staff to support children with SEND, including how specialist expertise will be secured	We have staff that are trained to deliver evidence based interventions to support children in language, emotional literacy, reading, writing and maths. Additional programmes recommended by external agencies are also in place to support social skills and fine motor skills. Where it is deemed that external support is necessary, we discuss any referrals with parents in the first instance and only proceed with parental consent. The school accesses advice from Learning and Language Support service, Educational Psychology service, Behaviour Support service the Speech and Language Therapy service and the Autism outreach service.
Evaluating the effectiveness of the provision made for children with SEND	The head of school and the leadership team regularly monitor and evaluate the quality of provision for all pupils and the SEND governor meets the SENDCO regularly to review provision, undertake learning walks and have discussions on how to move SEND provision on in the school. Budgets are closely monitored by the bursar, head of school and governors, with the school aiming to use interventions in school that have proven outcomes and that are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through: • Analysis of pupil tracking data and test results at pupil progress meetings • Progress against national data • Progress against the Pre-Key Stage frameworks (where applicable) • How children progress in intervention groups • Progress against individual targets • Pupils' work and interviews Each year we review the needs of the cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any school-wide changes to provision or support needs to be made.
How children with SEND are enabled to engage in activities	At Kingswood we are committed to giving all our children every opportunity to achieve their potential and develop as well rounded individuals. We have a whole school approach to inclusion which supports all learners being able to engage in curriculum and enrichment activities. Any barriers to learning or engagement in the wider curriculum are reviewed with discussions on what can be done to overcome

SEND and supporting their families	Looked after Children, attend Review and Child Protection meetings with social services and maintain a Personal Education Plan (PEP).
Arrangements for handling complaints from parents of children with SEND about the provision made at the school	We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Kingswood to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head of school. If concerns are still unresolved parents may wish to use the SEND Advice Surrey service (https://sendadvicesurrey.org.uk/) or engage with the school's complaints procedure.