



Kingsway Primary School
SEN Information Report
2024-2025

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At Kingsway Primary, we cater for individual needs of all our pupils, personalising the support we put in place when this is needed. If you have any concerns about your child's progress, behaviour or wellbeing, please speak to your child's class teacher or make an appointment with Mrs Cooke (school Special Educational Needs Coordinator, or SENCO) or Miss Wallace (acting SENCO) to discuss your concerns. We provide support for all types of SEND across the 4 main areas of need: cognition and learning; social, emotional and mental health; communication and interaction; and sensory and physical needs. Our aim is to meet the needs of pupils with SEND whilst being in a mainstream setting, where possible.

Kingsway Primary School is proud to be an inclusive school. There is an above-average number of pupils in our school who are identified as having SEN. As a result, supporting children's SEN is a priority in everything we do. The provision for pupils across school is generated in a SEN-friendly way. We believe that whatever we can do to support our pupils with SEN will benefit everybody in the class. The staff in school are experienced and skilled in supporting a range of needs and difficulties.

How does the school know if children need extra help and what should I do if I think my child may have SEN?

Our school assesses pupils in reading, writing, mathematics and the wider curriculum each term. Progress is measured and monitored with these assessment tasks and by the children's day-to-day learning. Our Early Years teachers use their own assessment methods in addition to observing children's skills in their daily activities. Teachers note if less than expected progress is made by individuals and monitor all children's progress who are working below age-related expectations to ensure progress is being made from their individual starting points.

Teachers will then talk to the Headteacher and SENCO (special needs coordinator) about children in their class, including their progress, any perceived barriers to learning and behaviour in school. If we are concerned about a child's progress, extra support will be put in place for the child, and we will discuss this with you as parents/carers. Children who need extra support will be given interventions specific to their targets. Any children who do not make progress once accessing interventions, or whose needs are identified as more significant, will be placed on the SEND register. Parents are informed at each stage.

For children in our Early Years, we will use a different range of assessment tools including WELLCOMM for speech and understanding. The teachers in Early Years will observe and monitor children's progress in each of the prime areas. If teachers have any concerns about a child, they will follow the same process as above.

If your child is new to our school, we will contact their previous setting to get additional information about their academic levels and needs. If you have any concerns about your child's progress, or suspect they may have special educational needs, you can talk to your child's class teacher or school SENCO, Mrs Cooke. The teachers and SENCO in school will be able to advise you about your child's needs.

How will the school and staff support my child?

Your child's class teacher will:

- Check on the progress of your child and identify, plan and deliver any additional support your child may need.
- The teacher will inform the school SENCO and headteacher about progress and support offered to each child.
- Write an individual educational plan (IEP), behaviour plan (BP), play plan for Early Years pupils (IPP) or contribute to an Individual Health Care Plan (IHCP) with specific targets for your child. This will be shared with you and your child and reviewed every term. The reviews inform the planning for your child for the next term.
- Personalise teaching and learning for your child as identified through their targets, providing the agreed additional support.
- Ensure the school's SEN policy is followed in their classroom.

The school's SENCO, Mrs Cooke/Miss Wallace, will:

- Provide guidance to colleagues and work closely with staff to ensure the best support is given to your child.
- Liaise with outside agencies, staff and parents together to create a collaborative approach to supporting your child.
- Coordinate provision for children with SEN.
- Oversee operation of school SEN policy.
- Manage any transition processes.
- Work with teachers, governors and headteacher to provide reasonable adjustments and access arrangements.
- Carry out book scrutinies and observations of lessons to ensure the quality of teaching and learning is high and is meeting the needs of the child.
- Make any referrals to outside agencies or services in order to get the best support for your child.
- Make any referrals needed for concerns about specific needs, e.g. ADHD, ASD.
- Report to governors regularly so they are kept up to date with how the school is supporting children with SEN.

The school's Headteacher, Mrs Holbrook, will:

- Provide day-to-day management of all aspects of school, including support for children with SEN.
- Ensure your child's needs are met.
- Review staffing structure regularly, ensuring that adult support is in place where needed.
- Ensure the budget for SEN is distributed to the appropriate places with the best possible support given.

The school's SEN governor will:

- Ensure support is given for any child with SEN by supporting and challenging the Headteacher and SENCO with regards to support for children with SEN.

How will the curriculum be matched to my child's needs?

If a child is identified as having a SEN, we will provide support that is additional to the targeted teaching and learning taking place in every classroom. We aim to provide support to allow the child to overcome their barrier to learning and to ensure their educational and well-being needs are being met.

When we provide the extra support, we use the 'assess, plan, do, review' approach. A plan is created after discussions with parents and any outside agencies; the plan is executed and then reviewed. Any changes which need to be made and then implemented, and parents are informed. The level of support your child receives is dependent on their level of need, and the amount of support is increased gradually as needed.

We recognise that children are at different levels in their learning and learn in different ways. We reflect this in the way we organise our teaching and learning. We offer small group support and individual support where needed.

How will both you and I know how my child is doing, and how will you help me to support my child's learning?

We monitor children's progress with assessments every term and their work in class. Class teachers will review your child's individual plans each term to monitor the effectiveness of the support provided. Teachers will assess your child's attainment against the national expectation for the year group. At the end of Key Stage 2 children are formally assessed as per the government requirement.

In addition to sharing your child's individual education plan with you, we offer regular opportunities for parents to meet with class teachers and SENCO. We discuss your child's targets with you and keep you updated on their progress. We will review the plans with you, explaining which parts may or may not be working. We also review any interventions your child may attend. The SENCo has an open-door policy and can be contacted directly by all parents through the communication system Class Dojo to arrange a meeting.

The progress of children with an EHCP (Educational Health Care Plan) will be formally reviewed at an annual review with all adults involved with the child's education.

We talk to the children about their individual targets and how we can best support them in school. We talk to them about the progress they are making and want them to be involved in their learning and proud of their achievements. We aim to give them ownership of their learning and consult them about their education and the support they receive.

We will provide support to parents to assist with their child's learning by sharing their targets with you and having regular communications about any specific issues. If you would like any extra tips or learning activities, speak to your child's class teacher and they will be willing to provide this. Mrs Cooke will signpost parents/carers to any outside agencies or programmes running in-school which may be supportive. All children have a log in to online systems used in school, such as Ed Shed and Times Table Rock Stars, where they can practice reading and spelling. Children identified as having SEN also have a log in for computer-based reading, spelling and maths programme called IDL. These are shared with parents and children are encouraged to use these at home.

What support is there for my child's emotional, mental and social development?

We will keep in regular contact with you about your child's overall well-being and will highlight any concerns we have.

In lessons, we ensure teaching is inclusive and accessible. Our curriculum is adapted for our cohort of children to ensure that learning is relevant and accessible to all. Children with SEN are supported appropriately to ensure their self-esteem and confidence is boosted in lessons, celebrating each of their successes. We have teaching assistants who can support children with their well-being if this is necessary during class. We also teach My Happy Mind lessons, which covers the teaching of ways to protect and promote positive mental health and well-being.

Individual children may need additional support with their well-being, and this would be identified as part of their SEN provision. We offer trusted adult check ins, meet and greets, mindfulness groups, friendship groups, quiet lunch time club and emotional coaching sessions.

We support the development of positive behaviour choices and friendship groups to ensure children are not isolated or bullied. We do not tolerate bullying of any form. We have PSHE lessons which teach children about being a good friend.

We encourage children to have additional roles and responsibilities within their classroom and across the wider school – including classroom job monitors, play leaders, school council, digital leaders, librarians and eco council.

Our school's behaviour policy has clear rewards and sanctions, so children have firm and clear boundaries. Across school, there are the same rules and procedures, so all children are familiar with them.

If teachers or parents are concerned about a child's mental health, we refer to outside agencies for support. All school TAs are able to take small groups or individual children to deliver a programme of support for well-being.

What specialist services and support are available at or accessed by the school?

The school receive a range of advice and support from external agencies in order to best support children and families. These services may include, but are not limited to:

- Elleray Park Outreach Service for Autism in the Early Years
- Early Years SEN Team
- Inclusion Team
- Educational Psychology Service
- Educational Psychology drop in service
- Speech and Language support from Seacombe Children's Centre
- Bereavement and counselling services when necessary
- Child and Young Person's Mental Health Service (previously known as CAMHs)
- School nurse service
- Vision support service
- Social care
- Special Educational Needs Advice and Assessment Team (SENAAT)
- Wirral SEN Team

- SALT (Speech & Language Therapy)
- SENAAT (Special Educational Needs Assessment Advice Team)
- Family Support Workers

What training are the staff supporting children with SEND had or having?

Staff have accessed a range of training across the school at different times, including but not limited to:

- Team Teach de-escalation
- Dyslexia and Dyscalculia
- Good Autism Practice
- Supporting Speech needs in the classroom
- Lego Therapy
- Epilepsy
- Therapeutic Schools Award
- Bereavement training through Winston's Wish and Child Bereavement UK
- SENCo local authority meetings and briefings
- SENCo has completed the NASENCo qualification

How will my child be included in all activities in school, including physical activities, alongside children who do not have SEN?

Pupils are included and engaged through a truly inclusive ethos and approach to all areas of school life. We committed to making any necessary adaptations so children with SEN can access all areas of school life alongside their peers. This may include, but is not limited to the following strategies:

- Collaborative learning
- Adapted activities
- Alternative methods of recording
- Specialist resources such as ICT
- Sensory tools/support
- Adapted printed materials
- Additional support is needed (for example on a school trip)

How will the school support my child to join the school and how will the school support my child in transferring to the next stage of education?

New to Kingsway Primary School at the beginning of school

We will meet with parents prior to a pupil beginning school and allow parents to visit the school. Where necessary, SENCO will arrange for extra meetings and ensure support is put in place prior to their arrival. A graduated transition can be arranged to further support your child in the transition, if this is needed.

New to Kingsway Primary School during the child's school career

We will allow parents and children to come to look around the school and allow a graduated transition where your child can come in for a shorter time to begin with to support their transition. Class teachers will receive information from other settings about your child's needs and what works well. If necessary, the SENCO can arrange a meeting with key adults in your child's previous setting to allow an element of continuity, which is especially beneficial for those children who find change difficult.

Leaving Kingsway Primary School

We will allow children to attend transition days or mornings so your child can adjust and have an idea of what to expect in their new setting. We will provide the new setting with information about your child to allow continuity and provide specific information about what works well. Your child will have the opportunity to meet some staff at the new setting, so the staff know a little more about your child. We will contact any specialist services that support your child and ask you to invite them to a 'Team around the child' meeting at your child's new school. We also develop a transition plan with you and your child to ensure they enjoy a smooth transition. The local high schools will have regular transition days and visits to school for Year 6 pupils.

Can you provide examples of interventions, equipment, resources that school may allocate to support children's SEN?

Interventions

Many of these interventions are run for all year groups to more effectively target gaps in learning. Not all these interventions run alongside each other and the intervention programmes happening at any time will depend on the current needs of the children.

- Lego therapy – for developing social skills
- 1:1 focussed reading
- Spelling and reading interventions – to target reading and writing skills
- Grammar interventions
- Speech and Language – children who receive speech therapy will have a personalised programme for school to implement.
- English as an Additional Language (EAL) support groups – to develop vocabulary for children who do not speak English as a first language (WELCOMM and Racing to English)
- IDL – IT based programme to support reading, writing and maths skills
- Specific iPads for individual pupils to allow for a differentiated curriculum
- Additional phonics interventions with a teacher or TA
- Bereavement support
- Social stories
- Friendship terrace
- CAMHs workshops and groups using a Thrive approach
- Emotion coaching and My Hidden Chimp
- Sensory circuits and brain breaks
- Planned withdrawal
- Mindfulness

Equipment/resources

- Word banks, word walls, specific spelling words provided in English lessons.
- Number squares, concrete resources such as dienes and counters in mathematics to support understanding of concepts.
- Wobble cushions, fidget tools, task splicers to aide concentration.

- Chewellry for sensory needs.
- Any specialist equipment required for individual children as suggested by occupational therapy/health teams.
- Ear defenders

How are parents involved in the school? How can I be involved?

At Kingsway, we value parental support in order to provide a collaborative approach to your child's education. We aim to build positive relationships with parents, keeping parents informed every step of the way. We have an open and honest staff, who are committed to ensuring parents know how their child is doing in school. If your child has SEN, we will review their individual education plan every term and share the outcomes with you. If you would like to be more involved in your child's education, speak to the class teacher as they will be able to advise you on your child's personal strengths and next steps and how you can support these at home.

We publish newsletters as well as details of any SEND specific events or information sessions. Additional curriculum information is found on our website. We hold parents' evenings twice a year to update all parents on their child's progress but can offer additional meetings if you require them.

Who can I contact for further information or support?

We hope to resolve any issues with you directly, please let a member of staff know if you are unhappy with any of the support your child is receiving. If an issue cannot be resolved within school and you wish to make a complaint, you will be directed to the complaint policy which is available on our website.

It is requirement that all Local Authorities have a Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS). WIRED are commissioned to deliver this service in Wirral. This service is known as Wirral SEND Partnership. To contact Wirral SEND Partnership please call on: 0151 522 7990 – Option 2 (staffed Monday to Friday 9am – 4.30pm) or email ias@wired.me.uk For more information, please see <https://wired.me.uk/special-educational-needs-and-disabilities/wirral-send-partnership/>.

If you have any comments or feedback, please contact Mrs Cooke (SENCO) or Mrs Holbrook (Headteacher), available in school.

School SENCO contact: Mrs Cooke, available in school (0151 638 5195)

Our SEND policy is available on our website.

The Local Authority local offer is published on <https://www.sendlowirral.co.uk/>