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...Changing lives

Name of School: **Kingston Park Academy** Date of Report **September 2025**

SEN INFORMATION REPORT

At Kingston Park Academy, we believe every child has the right to a good education. We know that all children have diverse needs and may need different kinds of support to do their best. Our job is to make sure that every child feels included and has the same chances to learn and succeed.

We work hard to remove any barriers to equal access, and we track every child's progress, so the support we give is useful and makes a difference. We value working closely with parents and carers, and when needed, we ask for advice from experts outside school. This helps us provide the right support and resources for all of our children.

SEN Link to Local Offer

The local authorities and other services must set out a Local Offer of all services available to support children who are disabled, or who have special educational needs, and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care. The Families Information Service are the lead organisation providing the Local Offer for Worksop. Their website can be found at www.nottshelpyourself.org.uk.

This report forms Kingston Park Academy's SEN Information Report in terms of what we can offer children with SEND in or via the school. This includes how we can provide access to other organisations, but more specifically what support the Academy will offer directly to pupils and parents.

The kinds of special educational needs and disabilities that are provided for in school
At Kingston Park Academy, we strive to promote an inclusive, welcoming learning environment where all members of the school community feel safe, valued and respected. We believe that all children should have the opportunity to develop to the maximum of their potential. We fully understand that Special Educational Needs are diverse in nature and in the case of pupils experiencing difficulties, we recognise that these might be: • Cognition and Learning Needs (C&L) • Communication and Interaction Needs (C&I) • Sensory, Physical and/or Medical Needs • Social, Emotional and Mental Health Needs (SEMH) Our SEN policy reinforces the need for teaching that is fully inclusive. In implementing this policy, we believe pupils will be helped to overcome these difficulties.

The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns
For issues or concerns relating to SEND and inclusion, parents/carers can choose to contact the named people below in the order displayed or at their own discretion. • Class Teacher • SENCo (Mrs N Wileman) • Headteacher (Mrs K Longley) Other Useful Contacts; • Attendance Officer (Miss M Carter) • Pastoral Support Lead (Mrs A Mitchell) • Named Governor with a responsibility for SEND (Mrs L Wright) **Nottinghamshire directory of Services** https://www.nottshelpyourself.org.uk **Educational Psychology Service:** Contact number: 0115 9772924 or email eps.admin@nottscc.gov.uk **Attendance & Pupil Welfare Service:** Contact number: 01302 736504 or email APWS@doncaster.gov.uk **Children with Disabilities Team:** Contact number: 0115 8041088 or email pdss.office@nottscc.gov.uk **Ethnic Minority And Traveller Achievement Service (EMTAS):** Contact number: 01302 737880 or email emtas@doncaster.gov.uk **Children's Occupational Therapy Team:** Contact number: 0115 8041273 or email childrenot.duty@nottscc.gov.uk **Social, Emotional, Mental Health Team:** Email SEMH@nottscc.gov.uk **SEND Inclusion Services** **Communication and Interaction Team/ Cognition and Learning Team:** Contact number: 0115 854 6464 **Early Years Team and Hearing and Vision Specialist Support Team:** Contact number: 0115 804 1232 **ICDS education, health, care assessment pre- and post-16 teams:** Contact email: icdsehcBandNSlocality@nottscc.gov.uk
Policies for identifying children and young people with SEND and assessing their needs
At Kingston Park Academy, we have a number of policies in place which contribute to and guide our provision for all pupils. The majority of these school policies are available on our school website. Parents/Carers and pupils are invited to comment on any school policy by emailing the school. Here is a list of relevant policies in school to support the learning and provision for all our vulnerable pupils and pupils with Special Educational Needs; • Accessibility • Admissions • Attendance • Behaviour & Exclusions (Anti-Bullying)

- Child Protection & Safeguarding
- Data Protection
- Equality Objectives/ Equal Opportunities
- E-safety
- Fire Safety
- First Aid
- Health and Safety
- Medical Needs/ Medicines
- Personal and Social Education (PSHE)
- Positive Handling
- Protocol of record keeping
- Special Educational Needs / Disabilities and Inclusion

Arrangements for consulting parents of children with SEND and involving them in their child's education

At Kingston Park Academy, we believe that a close working relationship with parents is vital in order to ensure early and accurate identification and assessment of SEN. This is to ensure the correct intervention and provision is in place. This will enable us to increase both the social and academic progress of children with SEN, ensuring personal and academic targets are set and met effectively.

Parents are kept up to date with their child's progress through parents' evenings, provision reviews, and end of year reports. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEN to the Local Authority Ask Us service where specific advice, guidance and support may be required.

If we consider that a pupil has additional support needs requiring the involvement of an outside professional, the parents, and when appropriate, the pupil, will be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child.

Arrangements for consulting young people with SEND and involving them in their education

The views of our pupils are sought and recorded in Graduated Approaches (IEPs). In conversation (or through observation where necessary), children identify their strengths and areas for development and use these to set appropriate targets. The children use sentence stems such as 'It helps me when …..' to frame their ideas and help their teachers to understand what teaching styles and environments help them to learn best.

In termly review meetings, depending on their age and ability, the views of the child will be sought prior to the meeting and feedback is given to them afterwards. The pupils will attend the meetings if appropriate.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review
The aim of formally identifying a pupil with SEN is to help our school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process: • Assess • Plan • Do • Review This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. In order to make consistent and continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year. This provision is made through one-to-one meetings (both formal and informal), multi-agency support and collaborative planning between the SENCo, pupils (where relevant), staff and parents. Parents are invited to attend a termly SEN Support Review Meeting and are informed of their child's progress against the targets that have been set at the previous meeting. These targets are reviewed and next steps are then agreed with the child, parent and staff for the following term. At the review meeting, we will evaluate the impact and quality of the support and interventions. It will take account of the views of any agencies involved, the pupil and their parents.
Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
If your child is new to school, there will be opportunities for you and your child to visit the school prior to joining. The number of visits, frequency and duration will depend upon the needs of the child. Parents and pupils may come for a meeting with the Head of Academy and SENCo to discuss the needs of their child. Where necessary school will liaise with other settings/ parents/ other professions to gather information about the child's needs prior to them starting. **Moving classes within school:** Transition into new year groups can make children feel anxious. To support a smooth transition, the school offers enhanced transition for those children in addition to the transition work carried out with all our children. This additional programme allows children to spend time meeting their new teacher and familiarising themselves with their new learning environment. Prior to these transition days, discussions, information and records will pass between class teachers. The new class teacher and support workers may be invited to the summer review meeting. **Transition from Year 6 to Year 7:** There are additional transition days which are arranged by our feeder schools and staff, from these schools, will visit school and meet with the children in both Year 5 and 6. The SENCo will also work closely with the SENCo of the child's secondary school to review and plan provision. All relevant information regarding SEND is discussed with, and transferred to, the SENCo of the new school. Life skills are taught to all children in school as part of our PSHE curriculum, which is differentiated and personalised for children with SEN.

Specific individual children may have targets set on their Individual plan that relate to increasing independence or to mastering/practising a life skill e.g. getting dressed, greeting others etc.

Approach to teaching children and young people with SEND

We strive to promote an inclusive, welcoming learning environment where all members of the school community can achieve their potential. We have high expectations of all pupils and provide quality first teaching to ensure the needs of a child are met, wherever possible, within the classroom setting. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made. Outside agency advice may be sought, after consultation with parents, where a child's needs are more complex.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEND

The SENCo, in collaboration with the class teacher, will decide the action required to help the pupil progress. These actions might include:

- Use of different teaching and learning styles and scaffolds to lower the cognitive demand.
- Suggestions of work for teacher/TA to use with the pupil.
- Provision of alternative learning materials/special equipment.
- Group support, including using Wave 2 interventions.
- Access to LA support services for advice on strategies, equipment or staff training.
- Direct involvement of LA support services with identified pupils.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. Other training for teachers and teaching assistants will be organised as and when required.

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates focused external and internal training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCo with the Senior Leadership Team ensure that training opportunities are matched to school development priorities and those identified through the needs of the children and staff. Staff have had training on the following recently:

- Safeguarding
- Equality and Diversity
- First Aid (including Mental Health)
- Boxall Profiles and Strength and Difficulties Questionnaires
- Thrive Profile and Action Plans
- Every Breath You Take /Take 5 Breathing
- Assessment using Pre-Key Stage Standards
- Using B Squared
- Autism and Interoception
- ADHD Awareness
- Sensory solutions and sensory needs in the classroom
- Behaviour and developing a Relationships based policy
- Precision Teaching

- Whole word approach to reading
- Dyslexia Awareness
- Snap Profile
- Pupil Voice
- Demand Avoidance

FUTURE PLANNED TRAINING INCLUDES:

- Dyscalculia
- ICT solutions for reluctant readers/writers (Widgit)
- Fun Fit
- Handwriting
- Partnerships for Inclusion of Neurodiversity in Schools (PINS) Project

Evaluating the effectiveness of the provision made for children and young people with SEND

This involves clearly analysing the pupil's needs using the teacher's assessment and experience of working with the pupil. Alongside this, details of previous progress and attainment, comparisons with peers and national data, and the views and experience of parents will also be taken into account. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome, and 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. Where they are not involved, they may be contacted, if this is felt to be appropriate. This will be following discussion and agreement from parents.

Some pupils with SEND may also access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

In order to make consistent and continuous progress in relation to SEN provision, the school also encourages feedback from staff, parents and pupils throughout the year. This provision is made through one-to-one meetings (both formal and informal), multi-agency support and collaborative planning between the SENCo, pupils (where relevant), staff and parents.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

At Kingston Park Academy, we strive to promote an inclusive, welcoming learning environment where all members of the school community can achieve their potential. We have high expectations of all pupils and provide quality first teaching to ensure the needs of a child are met, wherever possible, within the classroom setting. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made. Outside agency advice may be sought, after consultation with parents, where a child's needs are more complex.

In addition to activities within the classroom, we also strive to ensure that children and young people with SEND can engage with activities outside the classroom. Children are welcome to attend Breakfast Club and after school enrichment activities. In addition to this, we aim to include all children in educational visits and (in some cases) adaptations will be made to support identified pupils. These may include additional support from adults and child specific risk assessments.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying
The social and emotional well-being of all our pupils is a priority at Kingston Park Academy. We use the THRIVE approach to support all children with their emotional health, wellbeing and social skills, all of which are needed to enable learning to take place. Working with parents and class teachers, our THRIVE practitioner carries out assessments of identified children's social, emotional and behavioural needs which help us to build an Action Plan of targeted strategies and activities to help children re-engage with learning and life. Our school also supports pupils to develop relationships with their peers through our structured Jigsaw programme which enables children to develop their sense of self and their place in the world.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families
Kingston Park Academy works closely with a wide range of agencies and services to ensure the best outcomes for our children. Where appropriate, and with permission from parents, school will refer children for discussion, advice and referral through the Family SENCo Springboard meetings. The agencies that can be accessed either through Springboard or by school independently include: • Educational Psychologists • School and Family Support Service • School Nursing Team • Speech and Language Therapists • Hearing Impairment Services • Social Workers and Family Support Workers • Early Health Practitioners • Bassetlaw Primary Behaviour Partnership • Physical Disability Support Services • Autism Education Trust • Paediatricians • Disability Nursing Team Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress. In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues. Regular meetings with an experienced professional, provides opportunities for parents and school to discuss the needs of a child. The experienced staff member will have the knowledge to refer/signpost parents to services/groups that are relevant for their child's needs. Alternatively, parents can access Nottinghamshire's local offer website which contains information about services available to families. This can be found at: http://www.nottinghamshire.sendlocaloffer.org.uk

Arrangements for handling complaints from parents of children with SEND about the provision made at the school
If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the class teacher, SENCo or Senior Leadership Team. The complaints procedure is defined in the Trust complaints policy. A copy of this can be obtained by contacting the school office or by visiting the school website: Kingston Park Primary Academy - Kingston Park Academy.
Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published
What is the Local Offer? • In accordance with the *Children and Families Act 2014,* Local Authorities are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. • The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. • The Local Authority has gathered information from a variety of providers, including schools, about the services on offer in the local area. **This School SEN Information Report** utilises the Local Authorities 'Local Offer' to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet. To view the 'Local Offer' for Nottinghamshire please view; https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9