



THE
KINGSWAY
SCHOOL

SEN Information Report

Owner: J.Djang

Review date: September 2024

Updated to reflect staffing changes: March 2025

Next review date: June 2025

The Kingsway School
Special educational needs policy for identifying children and young people with SEN
and assessing their need

This document has regard for relevant legislation and statutory regulations including The SEND Code of Practice 0-25 (2015), the Disability Discrimination Act (2005), the Equality Act (2010) and in the spirit of any guidance issued by the DfE (Department for Education), schools' SEN Information Report Regulations (2014) and having due regard to current legislation and best practice.

The Responsible Person:

Mrs Anna Fowler, Head Teacher

The Named Person:

Ms Juliana Djang – SENDCo (Special Educational Needs Co-ordinator)

The Resourced School Inclusion Initiative Team, which is an integral part of the Inclusion and Diversity Team, works to achieve the full social, educational and physical integration of designated students, all of whom have severe and complex learning difficulties.

1. Mission Statement

READY RESPECT SAFE

The guiding principles which inform the provision for all students with special educational needs are:

- All students may at some stage require provision that is additional to, or different from that made for other students.
- All students are entitled to benefit from a broad, balanced, relevant and adapted teaching curriculum.
- All students are valued for the individual contribution they make to school and are treated with dignity and respect regardless of sex, race, colour, sexual orientation, disability or ability.

A pupil is defined as having special educational needs if he or she has a learning difficulty which requires special educational provision to be made for him or her.

2. Aims and Objectives

At The Kingsway School, we are committed to offering an inclusive curriculum, to ensure the best possible progress for all of our pupils whatever their needs or abilities. We aim to give every pupil the opportunity to experience success in learning, to achieve their full potential and to be respected for the contributions they make.

We intend to raise the aspirations and expectations with SEN (Special Educational Needs), focussing on outcomes for our children and young people in order for them to achieve a successful future.

In order to do this the school will:

- Identify pupils with special educational needs and additional needs as early as possible and ensure that their needs are met.
- Work within the guidance provided in the SEND Code of Practice, 2015.
- Operate a whole pupil, whole school approach to the management and provision of support for special educational needs.
- Provide a Special Educational Needs Co-ordinator (SENDCo) who will work within the SEN Information report
- Provide support and advice for all staff working with special educational needs pupils.
- Develop a partnership with parents/carers in order to ensure that they are kept fully informed of their child's special educational needs and are encouraged to support their child's education by sharing their own knowledge, views and experience.
- Ensure that all staff are aware of their responsibilities towards pupils with special educational needs.
- Promote effective partnership and involve outside agencies/external specialists when appropriate.

The whole school, of which the Inclusion and Diversity Team is an integral part, works to make this a reality for all students.

The Inclusion and Diversity Team works to facilitate access to the curriculum for all students, particularly those with learning difficulties.

At The Kingsway School we believe that:

All children are valued and included regardless of abilities, needs and behaviours.

All children are entitled to a broad, balanced and enriching curriculum which is adapted as appropriate to meet individual needs.

All our teachers are teachers of children with special educational needs.

All our children can learn and make progress.

Effective assessment and provision for children with SEND will be secured in partnership with parent / carers, children, LA (local authority) and other partners.

Maintaining children's safety and wellbeing is central to their development.

3. Identifying Special Educational Needs

Special educational needs and provision can be considered as falling under four broad areas as specified in The Code of Practice (2015).

Areas of Need

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or physical

The school identifies the needs of pupils by considering the needs of the whole child. Other factors which are not SEN but may impact on progress and attainment are:

- Disability (refer to The Kingsway School's Equality policy)
- Attendance and punctuality
- Health and welfare
- EAL (English and Additional language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being the child of a Serviceman/woman

Supporting Looked after children who have SEN

Support is the same as for any young person with SEN additionally there are:

- Termly PEPs (Personal Educational plans) reviews
- Year team termly monitoring meetings
- Regular monitor of provision effectiveness

4. A Graduated Approach to SEN support

Adaptations to curriculum and learning environment

Entry Criteria for Additional Support

The school's SENDCo will refer to the SEN Code of Practice (September 2015).

The document sets out clearly the assessment process and makes the criteria explicit.

Students with an Education, Health and Care plans (EHCPs) and those on SEN Support (S) will normally have been highlighted to the Kingsway SENDCo during Year 5 or 6. Other students with SEN are identified during visits to primary schools made by the SENDCo or Learning Support Teacher during the summer term of Year 6.

All mainstream teachers have a responsibility for meeting the special educational needs of the students in their classroom. Teachers have an entitlement to

information, advice, support and training to help them to do this effectively. When planning their teaching, our teachers set adapted learning challenges, taking into account the different backgrounds, experiences, strengths and weaknesses that influence the way in which all our pupils learn. The personal, social, physical and academic development of a young person is an indivisible whole. A student with Special Educational Needs will have his or her needs met within school by a number of different means; each with a different emphasis, which contribute to the full education of the whole child.

4.1 Identification

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from or additional to** that normally available to pupils of the same age.

Class and subject teachers make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Other events can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. The school makes appropriate provision for these student's short-term needs in order to prevent problems escalating.

Slow progress and low attainment do not necessarily mean that a child has SEN and does not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

The identification of an individual student's needs will be a continuum including:

- Working closely with the school's feeder primary schools to ensure that information regarding the SEND of students is transferred at the beginning of KS3 (Key stage 3)
- The School's Additional Needs Register will be accessible to all staff in September and is updated online throughout the year. This contains an SEN register of students and a summary of their type of need and levels. It also contains information of medical and EAL (English as additional Language) needs.

This data is made available to the local authority and through the School Census

- Internal screening with subject teachers encouraged to identify students who may be causing concern.
- Monitoring and observation by the Learning Support team.
- Referrals from parents/carers and outside agencies.

4.2 **Assessment**

Arrangements for assessments and reviews

Assessment will be based on one or a combination of the following:

- Screening Assessments
- Primary school records.
- Tests done by departments.
- Tests or assessments carried out by other agencies.

4.3 **Planning, provision and allocation of resources to enable opportunities for full engagement and integration in aspects of school**

The SENDCo, in consultation with Leadership, allocates resources to students with SEND.

The Kingsway School is designated as a Resourced Inclusion School to meet the needs of students with severe and complex learning difficulties. Under this initiative, an agreed level of funding is allocated directly to the school to resource the specialist provision.

Students in The Resourced School provision will be supported by Resourced School Inclusion Assistants in classes. The Resourced School provision is flexible and facilitates students to be withdrawn from some lessons as appropriate. Resourced School students are taught English, Math, Science and Life Skills by our Resource Base teachers.

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. The Kingsway School regularly reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

All students' special educational needs, including students in The Resourced School will be addressed by the subject teacher. Progress will be discussed at Parents' Evenings. Targets will be set by the subject teacher and Progress Checks will be issued to parents/carers at the end of each term.

Individual Provision plans (IPPs) for SEN students are available to all staff on Class Charts. This is to allow easy access to staff.

In-class support will usually be targeted at the core subjects in the first instance. Learning Support Assistants will support under the direction of the subject teacher.

Students may be withdrawn on a needs basis as defined in their EHCP. Students with other additional needs may attend interventions such as, Social Stories, Toe by Toe, Social Communication Skills, Lexonik, Motor skills united or group work or 1-1 sessions.

A small number of students with an EHCP may be withdrawn from certain areas of the curriculum if this is deemed to be in the student's interest. In KS4 (Key Stage 4) some students may work on the ASDAN COPE (Award Scheme Development and Accreditation Network) qualification as an alternative to a GCSE option.

Some students with complex needs have designated support hours, details of which can be found on their EHCPs. These students will be encouraged to work with a number of support assistants to facilitate working towards independent learning. Students with Special Educational Needs will have full access to a broad and balanced curriculum. Withdrawal is used sparingly, where appropriate.

The Inclusion and Diversity Team has a designated Resource Base on Broadway site (B11) which comprises four teaching areas, three offices, disabled toilet and shower area and kitchen. The Resource Base is equipped with networked computers, for student use. There is a small Inclusion & Diversity base on Foxland site which equally caters for our key stage 4 students.

Additional equipment including laptops, iPads and software will be allocated where there is an identified need.

Additional provision including work placements, and college courses are negotiated through review meetings and in consultation with the careers advice worker, Autism team, Heads of Years and SLT (Senior Leadership Team)

Special Needs Transport is provided by the local authority, where necessary, to enable students to attend school. The school engages with the authority's independent travel scheme

The approach to teaching children and young people with SEN

Please see appendix 1.1 'How will staff at the Kingsway school support my child'

4.4 Review

Arrangements for consulting and involving parents and young people with SEN

Parents and pupils are fully involved in the review process. Review meetings are held three times a year, with subject staff, with form tutors and with SEN staff.

Students' views are taken into consideration and recorded prior to reviews using a Pupil Response Proforma.

Relevant students are also consulted about the effectiveness of the LSA (Learning Support Assistant) support they receive in class.

Parents and pupils' views are invited, progress is evaluated and future provision discussed and agreed.

4.5 Managing Pupils' Needs on The SEN Register

Arrangements for supporting periods of transition including preparing for adulthood

Please refer to appendix 1.1 'How will the Kingsway school prepare and support my child to join the school and transfer to FE?'

SEN(S)- Support

Students on the SEN register who have been identified as needing support which is additional to or different from the usual classroom teaching. Additional and different support is delivered in a variety of ways by the subject teacher with support from the I&D team (Inclusion & Diversity) Examples of this may include support staff being deployed by the subject teacher to enable smaller group teaching, producing adapted materials, adaptation of equipment or practical assistance for student with motor skill/physical difficulties.

EHCP (Education and Health Care Plans)

A very small number of students will have SEN of a severity or complexity that requires the LA (Local Authority) to arrange their special educational provision.

Provision within school is coordinated by the SENDCo and Inclusion and Diversity Team, working under the supervision of the Head teacher and in close consultation with: -

- The Leadership Group
- Heads of Year
- Pastoral Heads of Year
- Other school staff, as appropriate
- School Nurse and other Medical Professionals
- Education Welfare Officer
- Educational Psychologist
- Local Authority Assessment & Review Officer
- Specialist Support Services

The SENDCo is responsible for the day-to-day operation of the schools SEND provision. This includes:

- Formulate a department development plan which will contribute towards the school's development plan with regard to students with SEN.
- Maintain the school's SEN register in line with current legislation and ensure that teachers have access to such information.
- Analysing and assessing students' needs
- Updating and disseminating information to staff regarding students with SEN.
- Coordinating and monitoring the provision for students with SEN.
- Overseeing the records on all students with SEN
- Develop effective systems of communication to coordinate both internal and external provision.
- Work closely with teachers to encourage early identification of individual need within the mainstream setting
- Work in partnership with staff to determine approaches, targets and strategies through provision plans.
- Advising other colleagues to ensure that learning for all students is given equal priority.
- Promote practice by communication through established structures within school – e.g. staff meetings, bulletin notices, briefings and department meetings
- Coordinating the delivery of SEND training to teaching staff.
- Managing the I&D team of teachers and support staff.
- Liaising with the Resourced School Inclusion team leader, regarding the management of resourced School and RSIA (Resourced School Inclusion Assistants) team
- Liaising on the day to day management of the LSA support team.
- Identifying the training needs of I&D staff.
- Delivering training sessions as identified.
- Promote relationships with parents/carers through regular planning and review meetings that will foster a spirit of partnership.
- Review students' progress on a regular basis in line with the Code of Practice and the LA's guidance.
- Overseeing EHCPs and SEN(S)review meetings.
- Attending primary transition review meetings or nominating a representative to attend.
- Liaising with other agencies to ensure a wide range of expertise to cater for all students' needs. The broad range of services includes:

Including outside support agencies

Autism team

Educational Psychology Service

Sensory Support Service

Inclusion Service
Careers advice worker
Pendlebury Centre & Cedars
Social Services
Occupational Therapy Services
Speech and Language Therapy Services
Parent Partnership
Jigsaw
Youth Offending Team
CAMHS Education Support Team
Children's Disability Team
Ethnic Diversity Service / Ethnic minorities Achievement Team

Please see appendix 1.1 for Demonstration tables of how we put support in place for all pupils with SEND

5. Criteria for exiting the SEN register.

Students will no longer be on the SEN register when:

- Parents/carers request they are removed from the register.
- Pupils have made sufficient progress and appropriate assessments place them within the norms for a student of their age.
- Pupils no longer need provision that is 'different from or additional to what is normally available to pupils of the same age'

Placement on the register, exiting the register and movement within the stages on the school's register will be done after discussion between the provision plan coordinator, student and parent/carers. This will be followed up with a letter informing them of the changes agreed.

6. Supporting Pupils and families.

The Stockport Local Offer can be found on the Stockport Family information hub, <https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>

Partnership with parents/carers is integral to the ethos of the school. Parents' and carers' views are essential to effective implementation of learning support programmes and plans.

Consultation and liaison are promoted by:

- Information on Special Needs provision being provided in the school prospectus and through The School Information (School offer) report or on the School's website.
- The annual governors' report to parents/carers updating SEN issues.
- The department working towards the full involvement of parents/carers during the processes outlined at each stage of the Code of Practice, during the identification, assessment and planning.
- The feelings and knowledge of the parents/carers will be taken into account at all stages through the review process and questionnaires.
- Parents/carers and students being involved in review and planning meetings.
- Parents/carers being invited to contribute orally and in writing to the annual reviews and transitional plans for students at SEN(S) and with an EHCP.
- Parents/carers being encouraged to contact Learning Support staff when necessary.
- Members of the department attending transition reviews in primary schools to initiate personal contact with students and parents/carers prior to arrival.
- Dealing with all concerns and queries by Learning Support staff which will be recorded as per the Code of Practice and, if appropriate, the student will be included on the SEN register.
- Confidential emails are circulated to relevant staff informing them of issues relevant to a student's learning.
- The Resourced School Inclusion Initiative Team monitors and reviews students' progress on an ongoing basis. Daily contact is maintained with parent by means of 'Communication Books' and there is regular face to face and telephone contact.

Please see appendix 1.2 for frequently asked questions from the point of view of parent or carers

6. Access Arrangements - Examinations

Access arrangements can be provided for a student where an assessment proves that there is a barrier to them demonstrating their skills and knowledge. This includes, for example, providing a reader to enable the candidate to demonstrate that he/she can interpret the text.

The school is responsible for assessing appropriate reasonable adjustments for our students based on their normal way of working and their needs. Awarding bodies are then responsible for agreeing those reasonable adjustments that have not been delegated to schools that include permitting a reader or reading software.

The JCQ (Joint Council for Qualifications) monitors centres as part of their annual inspection to ensure the access arrangements system is used appropriately. All access arrangements are held in a central file.

OFQUAL (The office of qualifications and examinations regulation), the regulator for qualifications and examinations, also produces helpful guidance for candidates and centres and these are referred to when required.

All other requests for other access arrangements are submitted through the access arrangements online system.

7. Supporting pupils with medical conditions.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The Kingsway School's policy on managing medical conditions can be found on the school website.

8. Monitoring and Evaluation the effectiveness of SEND.

The governing body will endeavour to ensure that the best possible provision for SEN is made in The Kingsway School. SEN issues will be a regular agenda through the link governor role at the Full Governing Body meetings.

The evaluation process will use the following success criteria:

- Progress check data.
- Existence of accurate record keeping.
- Involvement of the Leadership Group in SEN issues.
- Progress over time with regard to standardised scores (WRATs (Wide range achievement test) and other standardised tests).
- Amounts of resources – budgetary and staffing – allocated to SEN.
- Student attainment via objective teacher assessment.
- SEN issues in development planning.
- Time allocation for planning for students with SEN.
- Feedback from students/parents/carers.

- Attendance/involvement in INSET (Inservice training day) for all staff for SEN issues.

The success of the school's plan for identification, assessment, monitoring and review will be evaluated by the following:

- Objective teacher assessment.
- Feedback of Provision plans.
- Teacher observation and discussion.
- Diagnostic testing.
- Review meetings.
- National Curriculum Attainment levels and records.
- Evaluating the process and practice established to promote the Code.
- Reports and additional information.
- Feedback from department staff/students and parents/carers via parents/carers contributions to SEN reviews.
- The close monitoring of provision plans (IPPs) by the SENDCo.

How we ensure SEND needs are being met in the classroom

In order to promote a consistent and high-quality learning environment for EVERY student in EVERY lesson, all teachers who work at The Kingsway School are expected to follow the following set of basic expectations, in line with school policy.

This includes:

- Use SEND profiles to proactively plan for any known needs of SEND pupils.
- Adapt learning to meet the emerging needs of all students in the class.
- Further adapt the curriculum following any formative and summative assessment.

Our curriculum challenges teachers to clearly define the 'essential knowledge' needed to create such structures and ensure this knowledge is delivered in a manner that enables it to stick using our core curriculum practices and relentless routines.

In order to support students to build effective knowledge structures, we subscribe to the idea that sequencing in learning is defined in research as 'the efficient ordering of the content in order to improve the learners' understanding,

Assessment is therefore designed and implemented to ensure that teachers can assess what elements of essential knowledge and/or related higher-level knowledge students have learnt overtime and stored in their long-term memory

Teachers at Kingsway are supported to develop and embed these core principles in their classroom practice in order for our school to provide a high-quality learning experience consistently across all lessons in our school.

The teaching practices in our school that support with learning or with the implementation of our curriculum intent are supported by a strong evidence base, informed by evidence-based research and co-constructed by staff and pupils.

Through adaptive teaching: Teachers make sure that they regularly check students' understanding of new skills and knowledge and adapt the lesson appropriately if learning has not taken place for groups of students or individuals.

Within lessons, teachers will do regular check-ins with the class or with individuals to make sure everyone has learnt the key knowledge and skills required before moving onto the next task.

Further assessment will be needed following this to ensure that any therapy delivered has been successful. Therapy or intervention should follow the 'Wave Model' outlined here:

Wave 1 – Universal: If most of the class or cohort have common misconceptions or gaps in knowledge identified, the teacher should consider delivery of the content again, using the adaptive teaching model.

Wave 2 - Targeted: If individuals or cohorts of students (particularly those with SEND), the class teacher should provide key students with additional targeted support to ensure that they are able to access the next steps in their learning.

Wave 3 – Specialist: Some students may need highly personalised provisions, interventions or curriculum adaptations. These are usually pupils where there is a significant barrier to learning and wave 1 or 2 interventions are not sufficient to ensure they can access the next steps in their learning.

The below information and data reflects the period between September 2023 and June 2024
SEND Profile

RESOURCE	26
EHCP Mainstream	33
SEND SUPPORT	142

How many pupils are in the process and waiting for an EHCP? –25

Comparison figures

EHCP The Kingsway School: 4.1%
National: 2.4%

**SEN Support The Kingsway
School: 10.6%
National: 14.1%**

Funding received from the LA - how is this spent: -

Staffing
ICT equipment
Learning resources
Sensory equipment
Adapting teaching aids
Licences and screening
Funding Alternative Provisions
Funding trips and excursions

Area of Need breakdown

Cognition & Learning	41%
SEMH	32%
Communication & Interaction	14%
Physical & Sensory	12%

Interventions according to area of need

Cognition & Learning	Social, Emotional and Mental Health Difficulties	Communication & Interaction	Physical, Sensory or Medical
Lexonik Grow @ KS3 Toe by Toe Power of 2 Guided peer reading	Destress Kits Sensory Room Fidget Toys Mentoring sessions	SALT Social Communication Groups Social Stories	Motor Skills Handwriting Dyslexia in the Open

Attendance:

**EHCP: 81.77%
SEND Support Pupils: 81.97%
Non-SEND Pupils: 91.35%**

How many SEND pupils access the hub:

**EHCP: 4
SEND Support Pupils: 33**

How many SEND pupils access RTL:

**EHCP: 3
SEND Support Pupils: 26**

9. Training and Resources.

The expertise and training of staff

SEN is funded through the school's budget (Element 1), notional SEN budget (Element 2) and in the cases of an Education, Health and Care Plan, the top up funding (Element 3).

Training needs of staff are identified through the appraisal process which includes observations and consultation with staff.

The SENDCo and the Assistant SENDCo attend the local authority termly Secondary SENDCo network meetings and is a member of the Local Authority SEN panel.

The school is a member of NASEN (National Association for Special Educational Needs), accessing information through the website, publications and attendance at national and regional courses and conferences.

Staff are kept up to date on SEN guidance and advice through appropriate staff attending courses and disseminating information to others as necessary.

10. Roles and Responsibilities.

There is school a **SEND Governor** link with responsibility for Inclusion and Diversity

The school's **Inclusion and Diversity Department** comprises two teams

- **Resourced School Inclusion Assistants** (RSIAs), teacher with responsibility for the Resourced School Initiative.
- **Learning Support Assistants** (LSAs)

There is a designated teacher with specific **Safeguarding** responsibility and two **Deputy Designated safeguarding leads**

There is a member of staff responsible for managing **PPG** (Pupil Premium Grant) funding

There is a Designated teacher for LAC (Looked After Children)

There are two members of staff responsible for managing the school's responsibility for meeting the **medical needs** of pupils

11. Storing and Managing Information.

Confidential records on students are stored securely in line with the school policy on Information Management.

12. Reviewing the Report

The SEN Information Report is reviewed annually in consultation with the senior management and governors of the school.

13. Accessibility.

The DDA (Disability Discrimination Act) has placed a duty on all school and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. The governors and senior management team regularly assess the accessibility in the development plans of the school and include these in improvements of the school buildings.

The Kingsway School is not barrier free. The school is able to identify barriers to good access in the school and works with the local authority in anticipation of admission of students with disabilities.

All students admitted to The Kingsway School must benefit educationally and socially from the environment and opportunities available. The School will make reasonable adjustments to integrate a disabled pupil into the school to ensure that they are not placed at substantial disadvantage.

Students should, with appropriate support, be able to benefit from the experience of participating in lessons across a broad and balanced curriculum. Written information and resources for students with physical or learning disability are adapted to suit the needs of the student, these may include visual timetables, tinted paper/exercise books, enlarged materials, adapted furniture or ICT (Information and Communication Technology) equipment. All students are encouraged to participate in after-school clubs, leisure and cultural activities or residential trips. The school endeavours to make reasonable adjustments for the inclusion of any student with disability.

Parents can contact key staff by telephone and appointments to discuss issues are encouraged.

14. Arrangements and dealing with Complaints.

We hope that we provide a good service to our stakeholders at all times. However, we understand that sometimes you may be unhappy with some aspect of our work together. If so, there are some guidelines for taking the matter further.

What can I do if I am concerned or unhappy about my child's provision?

In the first instance, the school would urge you to make contact with the SENDCo to allow them to address your concerns as swiftly as possible.

Ms J Djang, Assistant Headteacher and SENDCo: j.djang@kingsway.stockport.sch.uk

Mr C Walker, Assistant SENCo: c.walker@kingsway.stockport.sch.uk

Ms K Roban, Deputy Headteacher – SEND: k.rob@kingsway.stockport.sch.uk

Safeguarding:

Ms E Hulance, Designated Safeguarding lead: e.hulance@kingsway.stockport.sch.uk

Mr G Dorsett, Deputy Safeguarding lead: g.dorsett@kingsway.stockport.sch.uk

Other people to contact in school:

- Your child's year team;
- If your child is on the SEN support stage of the register or they have an EHCP, you may wish to contact their Individual provision plan coordinator by email;
- Feedback can also be shared at parent's evenings.

If you still feel that your child's issues haven't been dealt with, then please contact the Headteacher:

Mrs Anna Fowler: a.fowler@kingsway.stockport.sch.uk

If you wish to make a formal complaint, this needs to be done using the trust's complaints policy which is available on the website. All complaints need to be in writing and will be addressed in line with policy and standard procedure.

15. Bullying.

Support for improving emotional and social development.

Bullying is defined as "behaviour by one or more people, repeated over a period of time, which produces damaging or hurtful effects, physically or emotionally to any individual".

The school's Anti-Bullying Policy can be found on the school website in School Information under Policies.

This includes extra pastoral support and listening to the views/concerns of children with SEN.

All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting. All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in the school's Anti-Bullying Policy.

Name and contact details of the SENDCo

Copies of this Information report is available from

**Ms Juliana Djang – SENDCo
The Kingsway School
Foxland Road
Cheadle. Cheshire.
SK8 1QX**

Tel no. 0161 428 7706

Appendix 1.1

The following table demonstrates how we put support in place for all pupils with SEND (including the areas of need below).

<p><u>Learning difficulties</u></p> <p><u>Communication difficulties</u></p> <p><u>Autism spectrum</u></p> <p><u>Specific learning difficulties</u></p> <p><u>Physical difficulties and medical needs</u></p> <p><u>Sensory difficulties</u></p> <p><u>Emotional and social difficulties including mental health</u></p>

Teaching Approaches

	Targeted support for individuals or	Specialised individual support
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Whole school response Universal Quality First Teaching	small groups Short / medium term	Medium / longer term
<p>The school regularly monitors your child's progress in meeting their targets and if they are not making enough progress they will be highlighted for the attention of our Inclusion & Diversity Department. The staff will implement, after consideration with parents, any necessary and appropriate interventions. There are regular parents' evenings with termly reports to parents.</p> <p>Resourced students are fully supported by a special needs teacher or RSIA (Resourced School Inclusion assistant)</p>	<p>Assessment for learning is used to support planning for different levels of attainment. Small groups may be supported by either the class teachers or Learning Support Assistants as appropriate.</p> <p>The Resourced students are taught in small groups /pairs and individually in the mainstream classroom and resource base</p>	<p>Work is differentiated to meet individual children's needs. There is careful targeting of individual support for pupils with IPPs. Personalised Interventions are put in place for pupils who are not making progress.</p> <p>Resourced students' work is highly differentiated and individualised. It is aimed at the student's level at all times.</p>

Learning curriculum approaches

Children and young people will have full access to the National Curriculum and Religious	The school identifies children with special educational needs in a	The school always responds to any concerns raised by parents. The Special Educational Needs
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<p>Education. The National Curriculum will be differentiated to take account of each child's particular needs and will be modified to suit each child's academic and personal development</p> <p>Resourced students follow the national curriculum where appropriate. Resourced students also follow an individualised programme aimed at their needs.</p>	<p>number of ways. Children are assessed regularly and parents are always informed of any concerns regarding their children's progress.</p> <p>The Resourced school provides a specialist provision for students with severe and complex needs. It must be applied through the Local Authority SEN department.</p>	<p>Co-ordinator (SENDCo) may carry out additional testing when additional educational needs are identified. Outside agencies may also be involved. Individual Education Plans (IPPs) are written and reviewed by the pupil, class teachers, the SENDCo and parents as appropriate.</p> <p>All resourced students have a statement/EHCP of severe or complex needs.</p>
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Support

<p>Students at The Kingsway School with special educational and additional needs have a Pen Portrait which is distributed and made available to all teaching staff. Teachers can also access Provision Plans via our live online platform Classcharts.</p> <p>All staff are made aware of the strengths and needs of the child and are advised on specific teaching strategies for Quality First teaching. Teaching and support staff regularly receive training which is aimed at maximising participation, access and achievement of children with special educational/ additional needs.</p> <p>The Kingsway School is an inclusive school, where all teachers are teachers of children with special</p>	<p>The Inclusion & Diversity Department offers access to small group work based on developing an understanding of the subtleties of language, conversational skills, self-esteem, confidence and other social skills. This also includes a programme of enrichment and nurture.</p> <p>There is a structured multi-sensory, multi-modal programme of work to develop literacy and numeracy skills with plenty of opportunities for over learning and consolidation of concepts. This includes developing foundation skills in reading, writing (spelling and comprehension) and arithmetic.</p>	<p>Children with SEN in school may also be supported by external agencies and parents are always consulted. The primary contacts for these agencies are the SENDCo and IPP co-ordinators, although class teachers, house teams and support staff are also involved. It is the responsibility of the SENDCo and IPP co-ordinators to organise external support and maintain records.</p> <p>The Resourced students follow an individualised programme for English, Maths, Science, Speech and Language and Life-skills. This is taught in the Resource base</p>
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<p>educational/additional needs</p> <p>Resourced students are fully supported by a Resourced base Manager and 2 teachers. They are supported by RSIAs as well as being taught by mainstream teachers.</p>		
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Environment and physical resources

<p>The Kingsway School is an inclusive setting that welcomes all children regardless of their abilities. Reasonable adjustments are made to include all members of the school community.</p> <p>The Resourced school students have access to a Resource base. The base is a fully inclusive area, where students can spend break and lunch times.</p>	<p>The Kingsway School prepares children for changes and provides support to manage unpredictable events and at times of transition between primary and secondary and further education.</p>	<p>The SENCD and IPP co-ordinators coordinate the liaison and multi-agency working, to support children with disabilities.</p>
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Emotional

<p>The Kingsway School works hard with families to meet the needs of all pupils with</p>	<p>The Kingsway School has a dedicated resource area open</p>	<p>At The Kingsway School the Learning Support Assistants (LSAs) have received additional training from</p>
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<p>their social, emotional and behavioural development. There is a robust pastoral structure which places the emotional needs of the child as a high priority.</p> <p>All the Resourced students follow timetabled lessons that focus on developing and supporting their emotional and social needs. The students' emotional and social needs are at the forefront of everything that we do.</p>	<p>to all students in the school. It provides a safe, nurturing environment and is the area where support staff are available for students. Key adults are allocated to vulnerable students. The key adult meets with the student on a regular (usually daily) basis.</p> <p>All Resourced students have a key adult. They follow a programme of social communication which is aimed at developing their social and emotional needs</p>	<p>specialists on aspects of emotional difficulties, including attachment and relationship issues, anger management, social and friendship skills, social communication difficulties. Our LSAs as key adults can support pupils on a one-to-one basis when required. They can liaise with parents/carers in order to support the child.</p> <p>The Resourced students have access to a speech and language therapist where appropriate. The therapist provides a programme of social communication based on the student's individual needs. This is then carried out by teachers, LSAs and RSIAs.</p>
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Frequently asked questions from the point of view of a parent/ carer:

Question - How does The Kingsway School identify children who may need additional support?

Answer - The Kingsway School is committed to the early identification of special educational needs. We have robust early identification procedures in place, to capture students who are struggling as early as possible. The SENDCo, Safeguarding lead, Attendance lead and the Behaviour lead, meet on a regular basis to discuss these students and the next steps required to meet their needs.

If a class teacher feels a student in their class has an unidentified need, then we have a central referral form that teachers complete to raise this student.

Parents/carers input on their child is also valuable in the identification.

Question – How will staff at the Kingsway school support my child?

Answer –

Class teachers and the Inclusion and Diversity department are responsible for the implementation of the support your child may receive.

A child with a learning need will have an individual pen portrait, which will highlight to all staff, their specific needs and difficulties and strategies to support these.

At the Kingsway school we use a graduated response to meeting needs. We deliver a universal provision in every classroom by every teacher. This includes adaptive teaching which are suitable and ambitious targets for every child. For students who require further support, they will have a targeted provision which may include out of class interventions and input from other services within the school. Pupils who require a significant level of support, usually children with EHCP's, will receive more specialist support, such as support in the classroom from a teaching assistant, an adapted time table and support from outside agencies such as speech and language and well being support.

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

Answer - We have an open-door policy at The Kingsway School. There are parent evenings, SEN Coffee mornings and all staff such as form tutors, SENDco, Head of Years and Pastoral Heads of year are all contactable by email. You will also receive a progress report every term. If your child has an Educational Health Care Plan (EHCP), an annual review is held according to the guidance in the Code of Practice

Question - What support will there be for my child's overall well- being?

Answer - At The Kingsway School we have a strong pastoral support team who monitor your child's academic progress and emotional welfare. SEND children have access to one-to-one support from a key adult if required. We have a safeguarding team who will support with any safeguarding concerns and we have a school nurse on site. We also use outside agencies such as counsellors to further support students' wellbeing if required.

Questions - What specialist services and expertise are available at or accessed by The Kingsway School?

Answers - At the Kingsway School we access a number of external professionals such as, Child and Adolescent Mental Health, Social Care, Educational Psychology, Occupational Therapy,

ASD (Autistic Spectrum Disorder) partnership and Specialist teachers for children who have sensory and physical needs

Question - Who can I contact for further information?

Answer - Your first point of contact if you want to discuss something about your child is your child's form tutor.

You can contact the Year team, the SENDCo, or any members of the school leadership team, if you are still having any concerns. Email is usually the most efficient way to contact a member of staff at The Kingsway School.

Frequently asked questions from the point of view of a young person:

Question - What should I do if I think I need extra help?

Answer - You can talk to someone at home and they can talk to your teacher. You can also talk to your teachers, your form tutor or your PHOYs (Pastoral head of year). Staff in the Inclusion & Diversity department are also available on Broadway and Foxland

Question - What extra help is there to help me get ready to start at my school?

Answer - Apart from the usual year 6 activities taking part at The Kingsway School, we will talk to your current school and your parents/carers. You are welcome to come and visit The Kingsway School. We can give you a school prospectus and arrange extra visits with our SEND Transition Coordinator if this would help you.

What should you do if you feel that the School Offer is

- **either not being delivered or**
- **not meeting your child's needs?**

You should contact your child's tutor and/or the Special Educational Needs Coordinator (SENDCo).

How is our School Offer reviewed?

The School Offer for The Kingsway School will be reviewed regularly and amendments will be made in accordance with the School Development Plan and on information gathered from careful analysis of pupil progress.