



Kingsley Primary School

SEND Information Report June 2025

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Welcome to our SEND information report which is part of the Hartlepool Local Offer for learners with Special Educational Needs. All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the SEND policy. The Special Educational Needs and Disability Code of Practice January 2015, requires all schools to publish information in relation to the schools policy and SEND provision within the school as outlined in section 6. This information report must comply with the regulations set out in section 69(2) of the Children and Families Act 2014, regulation 51, schedule 1 of the Special Educational Needs and Disability Regulations 2014, the Equality Act 2010 and the Keeping Children Safe in Education 2023. This information report is in line with all government regulations and statutory documentation listed above.

At Kingsley Primary School we value all members of our school community. Our school local offer has been produced with input from pupils, parents and carers, governors and members of staff. We welcome your comments on our offer so please do contact us. The best people to contact are:

Head Teacher - Mrs Alison Darby
Special Educational Needs and Disability Co-ordinator (SENDCO) - Mrs Nicola Barrass
Assistant Special Educational Needs and Disability Co-ordinator (SENDCO) Laura Johnson
SEND Governors - Mrs Julie Vale and Mr John Vale

The kinds of SEN that are provided for:

Kingsley Primary School has a 50 place Additionally Resourced Provision.

25 Additionally Resourced Provision places are for pupils with a diagnosis of Autism Spectrum Disorder and or Social Communication Difficulties. There are 23 places allocated in school and 2 assessment places, (which equates to 4 pupils) allocated to Nursery. 3 of these places are allocated to Nursery pupils who will move into Reception in the current year and the 4th place is allocated to a younger nursery pupil who will remain in nursery for an additional year. There is an agreement with the local authority that 3 ARP places per year will be allocated to the reception intake.

In addition to the above, there are 25 Additionally Resourced Places for pupils with High/Complex Needs. These places are allocated across Nursery and school in the same way as the ASD Additionally Resourced Places.

All additionally resourced places are discussed and agreed with the local authority SEND team on an annual or on-going basis.

Throughout school there are a number of children with a variety of Special Educational Needs including visual impairments, hearing impairments, physical difficulties, communication difficulties, social, emotional and mental health issues as well as sensory and learning needs.

Admission Arrangements for Pupils with SEND

Admission into Little Gems

Pupils who are eligible under the 2 year old place criteria are allocated places via the Local Authority 2 year old placement officers.

Once a place has been allocated all SEND information is shared via a meeting with all professionals involved. Little Gems lead (Mrs Skedd) is fully informed regarding individual needs and the level of support that individuals require. If additional adults are required then an application will be made via the IPS Early Years funding panel.

Admission into Nursery

Pupils with SEND who require a mainstream place within nursery follow the same criteria as all pupils requesting a nursery place. Parents apply directly to the school for a nursery place and are offered a pre nursery place for the two or three terms prior to the agreed start date or until a nursery place becomes available.

Pupils who require an Additionally Resourced Assessment Place in Nursery apply directly to the school with clear evidence of either a diagnosis of ASD or High/Complex Needs. School would expect to be provided with outside agency involvement with professionals from Health, Education or Social Care. All applications for ARP assessment places in Nursery are discussed and agreed with the local authority on an annual basis or as necessary if the places are not full. Parents are provided with clear guidelines and it is made extremely clear that the Nursery Additionally Resourced Assessment Place does not guarantee an Additionally Resourced or mainstream place in the school.

Admission into School

All applications for school places either mainstream or Additionally Resourced are made via the local authority admissions arrangements. (See Hartlepool Borough Council Admission to Primary School Policy and Criteria.) All applications for an ARP place at Kingsley Primary School are discussed at the local authority exceptional circumstance panel meeting which is held annually in March. Six places are allocated to pupils joining the Reception cohort on a yearly basis in addition to the 55 mainstream places that are allocated.

Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO:

All pupils, including those with SEND, in school are assessed as part of on-going whole school monitoring procedures. Any pupil causing concern is raised in weekly team meetings and followed up in half termly pupil

progress meetings with the senior leadership team. School support/ intervention is planned and monitored by cohort teachers and team leaders. If concerns remain and progress is not evident, team leaders request advice from the school SENDCO. Discussions and observations take place and arrangements are made to discuss concerns with parents/carers of the child. Following in school monitoring and teacher /parents discussions, if necessary further consultation takes place with the SENDCO, teacher and parents. Once a pupil is identified and in agreement with parents, they are placed on the school Special Educational Need register. Continuous assessment and monitoring takes place to ensure that all individual needs are catered for, and any outside agency referrals, for specialist support, are made. Parents who have concerns regarding their child are encouraged to meet and discuss these with the SENDCO. Any parent who would like further assessments carried out or external referrals made can contact the SENDCO, Nicola Barrass, on 01432 273102 or by email at

senco@kingsleyschool.org.uk

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

All parents/carers of pupils on the school SEND register are invited into school at the beginning of each term to a designated SEND parents evening. Parents/carers meet with the class teacher and SENDCO, if necessary, to discuss, complete and agree the graduated response support plan. They are invited to discuss and agree outcomes set for their child throughout the term, look at their child's work and have the opportunity to raise/discuss any concerns relating to their child's education. A school copy of the agreed plan is signed and a duplicate copy is provided for parents to take home. In addition to the 3 SEND parents evenings, all SEND pupils with an EHC plan have an annual review in school with all professionals involved in their care and the Local Authority SEND officer for the school. During these meetings, target outcomes in the support plan are discussed and next steps are agreed in relation to individual pupil support and the needs of

the whole child with all agencies involved. Professionals also agree any further assessments that are required and ensure that the current provision is meeting the needs of the pupil.

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

Where appropriate, pupils with SEND are involved in their education planning. Termly target outcomes and planned interventions are shared and discussed as part of the ongoing graduated response system.

These also include a section for pupil comments.

The graduated approach ensures that the four part cycle: assess, plan, do and review process is carried out in line with the SEND Code of Practice January 2015.

Alongside the graduated response support plan, where appropriate every pupil in school have individualised Literacy and Numeracy targets which are shared and used on a regular basis within lessons. Targets are continually assessed and updated with the child and written on their individual target card.

Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review:

All SEND pupils are assessed termly in line with the school's assessment policy procedures. Pupils on the SEND register receive ongoing assessment tracking in preparation for the review/evaluation meeting, with parents, as part of the graduated support approach. This ensures that progress is discussed and new targets are set relating to the individual child's specific areas of need.

Pupils on the SEND register who have an EHC Plan have a scheduled annual review with parents, all professionals involved and the local authority SEND officer. This multi agency meeting allows opportunities for all professionals and parents to discuss progress towards target

outcomes and review/revise the support plan that is in place. Where appropriate, pupils are invited in to the meeting or part of the meeting to be involved in the assessment and review process.

Arrangements for supporting children and young people in moving between phases of education and in preparation for adulthood:

Pupils with SEND are supported through all stages of their education at Kingsley and when they move on to other schools including secondary school. The SENDCO and transition team work with pupils and parents to ensure that key transitions and any movement between schools both in and out of the local authority are supported and are as smooth as possible for the pupil. Enhanced transition visits are recommended and where necessary Kingsley staff support pupils and parents with this.

Entering nursery

Pre nursery meetings and visits are planned for all pupils with identified SEND prior to the agreed start date. We aim to ensure that all pupils are comfortable in the school environment; that all nursery staff are fully aware and familiar with individual pupil needs and that a relationship is beginning to develop with pupils and parents. This transition period is not fixed and is flexible until the child and parent are comfortable with the nursery arrangements.

Moving between year groups and key stages

Each year, all SEND pupils have transition visits to the next class and spend time with the new teacher and if necessary teaching assistants. All additionally resourced pupils and some identified SEND pupils with complex needs are provided with a transition book to take home at the end of the summer term with photographs of new staff and changes to their school day. In the summer term, the SEND Team meet with all cohorts to discuss individual pupils in terms of needs, support in place, on going assessments and work with outside agencies.

Moving to secondary provision

Year 6 SEND pupils carry out an enhanced programme of transition individualised to pupil need with identified mainstream, additional resourced provision and specialist secondary schools. This programme begins in year 6, where observations and group work take place at Kingsley, before regular visits to their secondary school begin. Frequency and the length of visit varies between schools; however, they do increase in time over the year. All transition for SEND pupils is planned on an individual basis between SENDCOs and is bespoke to the individual pupil. We aim to ensure a successful transition to year 7 for all pupils with SEND.

The aim of SEND transition throughout Kingsley is to ensure that all pupils are well prepared for key changes in their education and develop skills in preparation for their future years and adulthood.

The local authority Transition protocol is also followed and where needed pupil passports and individual meetings are held as necessary. Children with a diagnosis of ASD in Year 5 complete a STEP assessment in preparation for the identification of provision and transition to secondary school.

The approach to teaching children and young people with SEN:

The individual needs of all SEND pupils at Kingsley are taken into account at every stage in their education. Regular assessments and monitoring inform on going teacher planning to ensure a personalised curriculum is developed. Approaches are flexible and are tailored to meet the needs of the pupils despite any barriers to learning that might arise.

SEND Base/Nurture Teaching Environments at KS1 and KS2

A small number of pupils throughout the school are taught within the SEND base/Nurture classes for some or all of their lessons and follow a very bespoke curriculum provision. These teaching areas have both teacher led time and a number of teaching assistants providing a high

adult ratio at all times. There is a very individualised and set criterion for access to the SEND base area and this is led by the SENDCO and agreed with the senior leadership team. The number of children accessing the SEND Base areas is variable based on needs and the priorities within school cohorts.

The decision for a pupil to be taught within the SEND base is discussed with parents by the SEND Team. Time taught in the base is variable between pupils and individualised timetables and curriculums are in place for all of these pupils ensuring that their full curriculum entitlement is provided. Throughout the year, continuous assessment takes place and pupil timetables then change accordingly ensuring that pupils are taught in the most appropriate environment. It is a school agreement that all pupils where appropriate will spend some of the day/week in their mainstream classroom. When pupils from the base access mainstream classroom lessons they are supported as necessary by teaching assistants from the base.

Planning

Planning for some of our SEND pupils is entirely individualised and requires teaching in the SEND base areas or can range from full time 1:1 support from a teaching assistant within their mainstream classroom or small group intervention. This may take place within the classroom at an individualised work station, within small group intervention or in a quiet withdrawal area in the school. This is very flexible depending on the needs of SEND pupils on a day-to-day basis. Teaching styles are also flexible depending on the learning styles of the children, for example; the use of visual timetables/stimuli, practical based activities that can be recorded in various ways, (photographs/ IPAD recording etc) differentiated learning materials including some specific computer programmes/IPAD apps to support different areas of the curriculum and flexibility in the environment so pupils feel comfortable whilst learning.

In the EYFS and the KS1 SEND and High Needs Base the Attention Autism Framework is used as necessary.

Programmes of work identified and recommended by outside agency professionals are included and planned into individual pupil timetables for example; speech and language therapy and occupational therapy/physiotherapy programmes. As well as this, an additional, alternative curriculum is devised for individuals according to their developmental/individual needs for example; baking/kitchen life skills, soft play, sensory sessions, social group times, hydrotherapy and rebound therapy and visits to the local community (when possible). All additional alternative activities are agreed by the SENDCO and discussed with parents to ensure the needs of the child are being met.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN:

At Kingsley, we strive to ensure that all pupils with special educational needs access a curriculum which is individualised as necessary to support their cognition and learning, social and emotional, communication and interaction and sensory or physical needs. Pupils on the SEND register, who have complex learning needs and are working significantly below their peers, are provided with teaching within the SEND Base areas and a personalised curriculum ensuring that their full educational entitlement is met. This includes alternative areas to support the development of life skills and outdoor experiences throughout their education at Kingsley and beyond.

Throughout school all staff are flexible in their approach to teaching children with SEND on a day-to-day basis and any adaptations or changes that are required during the working day take place. At times flexibility is paramount to ensure success for these pupils with SEND. There are various areas around school that have been developed for children to work in, enabling them to access their learning in an environment that is suitable for each situation. For example, we have various quiet working areas (stimulating and non-stimulating), creative working spaces (library, small kitchen, the family support centre),

individual work stations within classrooms, a soft play area, multi-purpose room and our outdoor areas.

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

There is a high number of staff at Kingsley with many years experience working with and supporting pupils with a wide range of Special Educational Needs. All staff across the school have the support and leadership provided by the school SENDCO, the SEND team and a very experienced senior leadership team. We have a number of senior teaching assistants in school and a total of 68 teaching assistants who work from 2 year olds/Nursery to year six supporting pupils either 1:1, in small groups or part of larger group intervention. All staff are provided with additional training as necessary to their role or through the continuing professional development policy of our school. Where appropriate, staff are trained in team teach to ensure de-escalation and the safe handling of all children at all times.

We have a number of teaching assistants who have completed the Level 3 and 4 Certificate in Autism Course. Continuous CPD takes place with outside agencies and relevant staff in school to ensure that individual support programmes are set up, delivered, monitored and evaluated in preparation for review assessments with professionals.

We have four staff who have been trained in Attention Autism and this intervention is carried out within the KS1 SEND Bases regularly.

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

Throughout the school year, on going monitoring and evaluation of the SEND provision takes place by the SEND team and the whole school senior leadership team. The SENDCO also works as necessary with the Educational Psychologist to evaluate and further develop all aspects of SEND throughout the school.

We are continually looking at ways to improve the provision we provide for pupils with SEND. The SENDCO also has close links with the local

primary and secondary specialist provisions and regular discussions take place in terms of capacity and pupils who have been highlighted by the local authority in terms of future provision.

The steps taken to prevent disabled pupils from being treated less favourably than other pupils:

Kingsley Primary School strives to ensure that all pupils are equally treated as individuals and that all pupils are provided with the same opportunities throughout their time at school. All pupils, including those with SEND are included in all aspects of school life and are provided with the necessary additional support to ensure that they can be included. With the necessary support and additional adaptations, pupils with SEND where appropriate are included in all aspects of Kingsley Primary School, for example: invited to all extra-curricular activities, chosen to represent the school as necessary in sporting events, invited to speak in open assemblies, representation included on the school council etc.

The schools access facilities for pupils with SEND

At Kingsley Primary School we want all of our children to enjoy their time and to be challenged to achieve their very best. At our school, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and individual needs. We offer a broad and balanced curriculum and have high expectations for all pupils. The achievements, attitudes and well-being of all our children matter. The Governing Body of our school ensure that we strive to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum;

- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary every 3 years or sooner if required. For more information see the 3 year Accessibility Plan.

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

At Kingsley we are a fully inclusive school where all pupils are encouraged to work together throughout the school day. Pupils with SEND are supported within the classroom environment alongside their peers and are expected to participate in whole class, group and paired activities. Teachers ensure that activities are differentiated to enable full participation by all pupils. We also provide opportunities for individuals to further develop social skills with their peers on a day-to-day basis. Additional support is provided as necessary to ensure that pupils with SEND are provided with a broad and balanced, personalised curriculum which includes as many opportunities as possible for interaction with others.

At Kingsley we have an extensive range of after school clubs available to different year groups. These are offered to all children including those with SEND and additional adult support is provided as necessary. We aim to enable pupils with SEND to engage in the same activities as those children who do not have SEND with appropriate adjustments and support as required. Educational visits are planned into the school year for all children in each year group and the SEND team ensure that any adaptations and additional resources are in place to suit the individual needs of the child. Any preparation that is required to

ensure that all pupils are included in external visits is put in place including the use of social stories, visual prompts, additional visits, research and discussion preparation.

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 SEN and measures to prevent bullying:

The SENDCO encourages and ensures that all parents of pupils on the SEND register have regular contact with the school. As necessary, intervention takes place to support the emotional well being of all pupils. Throughout the school week various planned activities take place for individuals to support the overall social and emotional development, i.e. social group times, snack time, visits to the local community, life/kitchen skills (baking) and structured activities during break and lunch time.

There is very close liaison between the SEND team and the pastoral team/outreach worker to ensure that pupils with SEND are provided with the necessary support when dealing with emotional and social issues. On-going communication between teams, parents and pupils (if appropriate) is paramount for the social and emotional development of children with SEND. At Kingsley Primary School, we follow a strong anti-bullying policy for all children. All episodes of bullying are dealt with in a serious and professional manner, following the school policy involving parents as necessary. Throughout the school year, an anti-bullying week takes place for all pupils and numerous assemblies relate to aspects of bullying and how, as a school, we strive to prevent issues involving any of our children being bullied. As and when necessary, further support is provided for pupils with SEND to support their understanding of early signs of bullying and how to deal with any concerns that may arise.

The Class Teacher is responsible for the pastoral care of all of the children in his or her class. The vulnerability of all pupils is also discussed by the teaching teams during weekly team meetings or when

problems arise referrals are logged in the team vulnerability files. The school has a dedicated Pastoral Care team which is co-ordinated by Jill Sherwood. Jill is a fully qualified therapeutic counsellor who provides a service based within the Kingsley Family Centre. Counselling is available where appropriate for pupils, parents and staff if agreed using the appropriate referral tools.

School also have links with Alliance who offer support to pupils in terms of emotional health and wellbeing.

Kingsley Primary School also has a Pastoral Outreach Worker, Linda Craig, who works full time across all key stages. This role involves working very closely with parents and carers, school staff, external services and voluntary organisations to ensure that all aspects of care and family support are taken into account.

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 SEN and supporting their families:

Kingsley Primary School has close working relationships with outside agencies from health, education, the voluntary and the social care sector. Liaison takes place as necessary on a day-to-day basis, to ensure that we meet the needs of all pupils with SEND and their families. We work closely with the LA SEND team to ensure that all agencies involved with a family are invited to attend all multi-agency meetings including school reviews, annual EHC Plan reviews, TAC and PEP meetings. The SEND and Pastoral teams at Kingsley work closely together to refer pupils and their families directly to agencies such as, Occupational Therapy, Speech and Language Therapy, Physiotherapy, Educational Psychology, CAMHS, LD CAMHS, Alliance, Harbour, Social Care Assessment Team including the Learning Disabilities Social Working Team, Young Carers, Separating Families, Headland Futures Therapeutic Services, Families First and the Hartlepool Special Needs Support Group. Once an outside agency becomes involved with a pupil or family, regular discussions/meetings take place to evaluate and monitor

the impact of the support that is being provided for the pupil and if necessary, their family.

Arrangements for handling complaints from parents of children with SEN about the provision or school:

At Kingsley Primary School we operate an open door policy which allows all parents the opportunity to speak to a member of staff as required. From 8:30am there are several members of staff on the yard door to speak to parents, discuss immediate problems which can be solved quickly and if necessary arrange further appointments. The Local Authority has established a procedure for considering complaints from parents relating to the school curriculum, the charging and remissions policies of schools and religious education and collective worship. It is hoped that parents would raise any concern they might have about such matters with the Head Teacher in the first instance. If parents wish to make a formal complaint, however, details of the procedures available can be obtained from the Head Teacher or from the Local Authority.

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