

King's Park Academy SEND Information Report - Updated March 2020

	<p>Our Academy</p>	<p>At King's Park Academy our aim is to ensure every pupil has the opportunity to achieve his or her best. We do this by always placing our school's mantra at the forefront of everything we do:</p> <p style="text-align: center;">'High Expectations lead to High Achievers.'</p> <p>We are committed to providing an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. We aim to provide a broad, balanced and suitably differentiated curriculum relevant to children's needs, through all staff sharing responsibility for SEND.</p> <p>We implement an approach to the early identification and assessment of children with additional special educational needs as well as recognising and responding to the changing needs of pupils. At King's Park Academy we ensure access to a challenging, relevant and differentiated curriculum for all children through the provision of appropriate resources and support.</p>
1.	<p>How do you know if children need extra help and what I should do if I think my child may have SEND?</p>	<p>The SEND Code of Practice 2014 identifies four broad areas of need. These are:-</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health • Sensory or Physical <p>Children's learning in the classroom is constantly monitored by the Class Teacher through questioning, assessment for learning, discussion and rigorous marking and feedback. Half-termly Pupil Progress Meetings, involving the Class Teacher, Senior Leadership Team and the Inclusion Team, are arranged in order to identify children who are not making expected progress and also to discuss any emotional, social or mental health issues.</p> <p>If the Class Teacher has any concerns regarding your child's progress or well-being, they will talk to you and also liaise with the Inclusion Lead. A meeting would then be arranged to discuss the next steps to meet</p>

		<p>the needs of your child and with your agreement and permission, we will put into place any necessary strategies or assessments.</p> <p>If you have any concerns regarding your child's needs then your first contact is with the Class Teacher who is responsible for:-</p> <ul style="list-style-type: none"> • Ensuring all children have access to high quality teaching and that the curriculum is differentiated to meet your child's individual needs • Monitoring the progress your child is making and for planning and implementing agreed additional support • Liaising with the Inclusion Lead to ensure recommendations from outside agencies are delivered effectively • Planning, sharing and reviewing Pupil Passports with both you and your child each term <p>The Class Teacher is available at the end of each school day. You can also telephone the school and the class teacher will call you back.</p> <p>The Inclusion Team (Inclusion Lead, Pastoral Lead and Parent Support Worker) are always available for you to talk to or alternatively you can telephone to speak to a member of the team or to make an appointment to discuss your concerns.</p> <p>The Inclusion Lead is responsible for:-</p> <ul style="list-style-type: none"> • Co-ordinating the support for all children with SEND within school so that all needs are met and all children are able to reach their full potential • Ensuring that you are informed about the support your child is receiving and how best you can support your child • Ensuring you are involved in reviewing your child's progress and in the setting of new targets • Making referrals to outside agencies to ensure your child is receiving appropriate professional advice and support • Liaising with all outside agencies to ensure all recommendations remain up to date and pertinent to your child's needs • Updating the SEND register and developing the SEND policy to ensure it is kept up to date • Providing specialist support and training for staff to ensure your child's needs are being met in the most effective way possible • Co-ordinating and attending EHCP reviews
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2.	<p>How will your staff support my child?</p>	<p>King's Park is an inclusive school so our main provision is through quality first teaching which matches the learning to the needs of each child. All staff working with your child will be aware of your child's individual needs and receive relevant training so as to give the maximum support to your child to enable them to be included and to make maximum progress.</p> <p>Every classroom has a visual timetable, clearly labelled resources and displays and consistent expectations. The school is fully accessible for children in wheelchairs or with mobility needs.</p> <p>The Inclusion Lead monitors all classes making sure that all children's needs in the class are being met. This may be ensuring strategies or resources are being implemented and that the classroom and seating plans are organised effectively. The Inclusion Lead shares information from spending time in the classes with the teacher and helps implement any necessary changes.</p> <p>The Inclusion Lead or a Teaching Assistant may also spend time 1:1 with your child working on a need that has been identified. Information from these sessions is shared with Class Teachers.</p> <p>Your child's needs can be met in school through the following intervention pathways:-</p> <ul style="list-style-type: none"> • Wave 1 -This is through classroom and teacher differentiation known as Quality First Teaching and includes such things as visual timetables, differentiated learning outcomes, targeted questioning and visual cues. This is available to all children within the school • Wave 2 - This is for children that require additional support with their learning or with their social and emotional needs. Your child may join an intervention group- this is usually a small group of children who need extra support with a specific area of their learning. An intervention group can take place in class and be led by the Class Teacher or a Teaching Assistant. The Teaching Assistant will have a specialist skill for that intervention, for example, extra phonic support or Maths. The Inclusion Lead/ Class Teacher monitor the interventions • Wave 3 – This is for those children who need specific, individualised support in order that their needs are being met effectively. This may mean seeking advice from and/or making a referral to an outside

		<p>agency such as the Community Paediatrician or the Speech and Language Therapy Service. Their recommendations are then carried out in school. These children are issued with a Pupil Passport or, in some cases, an EHCP.</p> <p>Wave 2 and 3 interventions involve an 'Assess-Plan-Do-Review' cycle as outlined in the SEND Code of Practice 2014 in order to ensure they are effective and allowing your child to make best progress.</p>
3.	How will the curriculum be matched to my child's needs?	<p>King's Park Academy follows the National Curriculum to teach Literacy and Numeracy and the International Primary Curriculum (IPC) for the non-core subjects. Read, Write Inc. is used to teach phonics in Reception, Year 1 and Year 2.</p> <p>All children have targets set by the class teacher for Literacy and Numeracy. These targets are set at your child's level and tasks are differentiated by the class teacher for your child to work towards these targets. The class teacher, Teaching Assistant or Inclusion Lead will have a conversation with your child to agree the target. Once the targets are reached, a new target is set.</p> <p>Every child who has additional educational needs is issued with a Pupil Passport. This describes the child as a whole, their likes, dislikes, things they find difficult and things that help them, as well as setting targets for them to work towards. The passports are reviewed termly with yourself, your child and the Class Teacher. The target set on your child's Pupil Passport may not be the same as the one for Literacy and Numeracy. Depending on your child's specific need this may be a target related to behaviour, emotions or social skills.</p> <p>In most year groups certain subjects are set, this means that the children of similar abilities are grouped together so that teaching can be more focused on the needs to the child.</p> <p>Year 1 are set for Phonics Year 2 are set for Phonics and Reading Comprehension. Years 3,4,5 are set for Reading Comprehension. Year 6 are set for Reading Comprehension and Mathematics.</p>
4.	How will you and I know how my child is doing and how will you help me to support my child's	<p>Your child's progress is continually assessed by the Class Teacher and is shared with you at Parent Consultation Evenings and in your child's school report or Learning Journey. Half termly assessments are recorded and analysed very closely at Pupil Progress Meetings to see if your child is making the progress they should be.</p>

	<p>learning?</p>	<p>Regular Team Around the Child (TAC) meetings take place for children with identified needs where strategies, planning and progress is discussed. You will be involved in all aspects of your child's education at these meetings.</p> <p>If appropriate, home/school books are used to work together in supporting your child's needs.</p> <p>Pupil Passports are reviewed every half term and discussed with you. You will know your child's target and be able to work on the same targets at home. You will also be able to see the impact of the strategies used.</p> <p>If your child is issued with an Education and Health Care plan you will be invited to attend an annual review.</p>
<p>5.</p>	<p>What support will there be for my child's overall well-being?</p>	<p>We have a dedicated Pastoral Team that works closely with our children and parents. We have four trained Emotional Literacy Support Assistants (ELSA) who take pastoral groups for self-confidence, anxiety, fear, anger and social skills. We also have staff trained in Draw and Talk, a programme that enables children to express their emotions and worries through therapeutic drawing.</p> <p>We run the Pupil Attitudes to Self and School survey on a yearly basis and this helps us monitor and track the 'emotional' progress of the children and also identifies children who may need some additional support.</p> <p>There are 'I wish my teacher knew.....' boxes positioned around the school where children can 'post' any anxiety or concern they may have. All issues are dealt with promptly and discretely.</p> <p>We also have a SEMH room called 'The Hut', where there is a self-referral board which children can use to ask for help.</p> <p>The Attendance Officer and Pastoral Lead work closely together by monitoring attendance, meeting with parents/children and visiting families at their home and providing support with any issues that may be preventing your child from coming into school.</p> <p>Children can talk to any members of staff if they have concerns. The majority of our Teaching Assistant team are on duty every break and lunch time. Children know the Teaching Assistants well and feel safe sharing their concerns with them.</p>

		<p>In the playground we have a 'Buddy Stop' and a 'Buddy Bench', which are for children who may find friendships difficult. Children stand at the stop or sit on the bench, which lets adults know they are feeling lonely. At lunchtime, our Year 6 Play Leaders help supervise the younger children in the Key Stage 1 playground.</p> <p>Children with a medical need or are unable to go to the playground for any reason can spend break/lunchtime in the library with adult supervision.</p> <p>The School Council are voted by their peers and are able to discuss any anxieties children may have.</p> <p>We have a Lead First Aider plus trained staff to cover First Aid duties. Many of our First Aiders are trained to administer medicines such as Epipen and insulin. We also work closely with the School Nurse in setting up and maintaining health care plans.</p>
6.	<p>What specialist services and expertise are available at or accessed by your setting?</p>	<p>As part of the Ambitions Academies Trust we have access to specialist behavioural trained staff.</p> <p>There are also a range of local specialist services that we access, for example:</p> <ul style="list-style-type: none"> • Forest Tutoring and Assessments offers us assessments for either Literacy or Numeracy and recommends strategies that we can use in the classroom and also programmes that will work well. • The Educational Psychologist is experienced with the knowledge of specific difficulties (for example dyslexia or autism) and is able to help by suggesting teaching and learning strategies. • We support programmes provided by the Children's and Adolescence Mental Health Service (CAMHS). • The Speech and Language Therapy Service works with children in clinic and also at school. The report of assessments is used to put into place the recommendations for teaching strategies, resources and specific words/sounds a child may need. • We have a school nurse who offers a half-termly drop in. We also work closely with her for any concerns.

		<ul style="list-style-type: none"> • We access BCP Outreach Service when additional guidance on targeted support is needed. • The Hearing and Vision Support Service offers us support for our children who have hearing impairments. • We access the support of the Community Paediatrician based at Shelley Road and also the Consultant Paediatrician at Poole Hospital. • For physical needs we work with Children’s Therapy Services which may include programmes from the Occupational Therapist. • The Inclusion Team works closely with staff from Children’s Social Care, attending meetings and putting into place any recommendations. • We receive support from Brokerage based at Bournemouth Borough Council. They recommend services that may meet a child’s needs and may help us towards funding costs for counselling from services such as Mosaic, Grief Encounter, parenting courses, respite for Young Carers and holiday activities for children.
7.	<p>What training do staff supporting children with SEND receive?</p>	<p>We have regular training from Specialist teachers and the Educational Psychology Service for supporting children with barriers to learning such as Dyslexia or Dyscalculia and for children with emotional or social difficulties such as Attachment Disorder or Autism.</p> <p>We have staff who are qualified to:</p> <ul style="list-style-type: none"> • run Dyslexia and other SpLD screenings • carry out speech and language programmes • carry out Draw and Talk sessions • run Read, Write Inc catch up programmes • run the Turnabout Programme • lead ELSA sessions • carry out Precision Teaching

		<ul style="list-style-type: none"> • facilitate 'Triple P' parenting programmes • facilitate Forest School programmes • work with children with diabetes, epilepsy and visual and hearing impairments • run 'Learn to Move, Move to Learn' intervention programme • support child who have experienced trauma. <p>Where we feel it is necessary, or where an Education Health Care Plan states that a child requires additional help, then the Learning Support Assistant (LSA) is carefully chosen to suit your child's needs. The Class Teacher and LSA are given any specific training that is required. We want to ensure that your child receives the correct amount of support whilst still promoting their independence.</p> <p>We have 6 members of staff who have completed the full Safeguarding training ensuring that there is always someone on site who is able to deal with anything that occurs during the school day. All staff have annual safe-guarding training.</p> <p>We allocate children to a class taking into account needs and the skills/training of the class teacher so that they are closely matched.</p>
8.	<p>How will my child be included in activities outside the setting including trips out?</p>	<p>The Associate Principal/Class teacher/Inclusion Lead will talk to you about the suitability of an activity for your child.</p> <p>A risk assessment is completed by the member of staff responsible for an activity. This is then passed by to the Educational Visits Coordinator and provision is put in place to ensure inclusion of all children.</p> <p>The Enrichment Co-ordinator can provide advice on extra-curricular activities for your child and ensure any necessary provision is put in place so that all after school clubs are inclusive.</p>
9.	<p>How accessible is the setting environment?</p>	<p>The school is fully accessible for children in wheelchairs or with mobility needs.</p> <p>We have a lift for access to classrooms on the first floor and there are five disabled toilets spread around the school as well as shower facilities.</p> <p>We work closely with the Occupational Therapist at Poole Hospital to ensure equipment and facilities are modified to meet children's needs.</p>

		<p>We embrace our multi-cultural community and endeavour to make our school welcoming for all. Interpreters can be organised for meetings and we seek advice from outside organisations such as the International Care Network so your voice can be heard whatever your mother tongue.</p> <p>We can also access information from the Local Authority in different languages or use translation software packages.</p>
10.	<p>How will the setting prepare and support my child moving on to the next stage of education/life?</p> <p>How will you increase their independence?</p>	<p>We work closely with the feeder nurseries during the Summer Term; our Reception Team visit the nurseries and attend transition meetings.</p> <p>The children also have the opportunity to visit the school and attend a Transition Meeting during the Summer Term where they can meet the Reception Team as well as other parents. During the first two weeks in September the Reception Team hold home visits.</p> <p>There are also coffee afternoons during the Autumn Term when you can chat informally with members of the Inclusion Team and other parents.</p> <p>We liaise with secondary schools, inviting SENCO's and Inclusion Leads to meetings held at King's Park Academy and arranging extra visits for Year 6 children to their new educational setting.</p> <p>The Year 6 Teachers and our Pastoral Lead share relevant information on a day which is organised by the Local Authority and the Inclusion Lead attends the Special Educational Needs Coordinator handover day which is also organised by the Local Authority.</p> <p>If a child joins us and it isn't the start of the new school year, we work closely with the child's previous school, attending meetings and inviting children to spend time with us. If your child has additional educational needs please do not hesitate to contact the Inclusion Lead so that a meeting can be arranged prior to entry.</p> <p>If your child leaves our school, we will liaise with the new educational setting so that they are aware of your child's needs and the transition is made as smooth as possible.</p> <p>Reception children that do not start at the beginning of the school year will have a staggered entry into their new class, initially attending part time until they are settled and familiar with their new surroundings.</p>

11.	How are the school's resources allocated and matched to the children's SEND?	Funding/resources are allocated on an individual basis and they change yearly. Funding is used to access all services and interventions previously mentioned.
12.	How is the decision made about what type and how much support my child will receive?	<p>If your child needs additional help (Wave 2 and 3) with their learning this is known as 'SEN Support'. The Class Teacher, the Inclusion Lead yourself and if appropriate your child, will decide the targets for the Pupil Passport which will then set out exactly what is being provided to meet your child's needs. The targets are monitored by the Class Teacher, Associate Principal and Inclusion Lead. You are invited to take part in the review of the Pupil Passport each term and in the setting of new targets. The Class Teacher also meets with the Inclusion Lead to discuss the effectiveness of the support your child is receiving and if there needs to be any changes made to the provision.</p> <p>If your child requires an increased level of support, an Education, Health and Care Plan (EHCP) may be issued by the Local Authority the purpose of which 'is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.' SEND Code of Practice 2014</p> <p>Reviews for children with an Education, Health and Care Plan take place annually. You will be consulted for the best time for you to attend the review. Your child, our SEND Inclusion Officer from Bournemouth Borough Council, as well as other professionals involved with your child, are invited to attend the meeting. All reviews are child-centred so as to give the best possible outcomes for your child.</p>
13.	How can I be involved?	<p>You can work at home on the targets on your child's Pupil Passport or Educational, Health and Care Plan targets. Please do not hesitate to contact the school if any concerns arise or if any situations change that may affect your child in any way. You can become a volunteer in school.</p> <p>You can join the King's Park Academy Parent and Families Association (PFA) which organises fundraising events and activities. You will be working alongside the school community (other parents, children and staff).</p>

