



Kingsway Junior School

'Developing Confident, Enthusiastic and Happy Learners!'

SEND Information

Report

School Offer for

SEND provision

Responsible committee	Full Governing Body
Date Reviewed	Spring 2026
Next Review	Spring 2028
Signed on behalf of the Governing Body	<i>C Loison</i>
Print Name	Caroline Loison

Dignity Statement

Kingsway Junior School is committed to providing a learning environment where all children are treated with dignity and respect. As stated in the UN Convention on the Rights of the Child, all children are born with dignity, which cannot be taken away, regardless of behaviour, ability, disability, race, economic background, gender, sexuality or beliefs. Duty Bearers' protection of children's rights affords them this dignity and allows them to access education free from barriers.



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Introduction

At Kingsway we are a fully inclusive school who believe that all pupils regardless of their needs are given the opportunity to be the best they can be and to achieve the best possible outcomes. At Kingsway we strive to offer very strong provision to all pupils requiring additional support. Staff work collaboratively with both pupils and parents to ensure pupils really can achieve their best.

The four areas of need are

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and Physical needs

The local authority's Local Offer of services and provision for children and young people with special educational needs and disability

The Local Offer lets parents and young people know what SEND services are available to them in Hertfordshire.

The Local Offer for Hertfordshire can be found here -

www.hertsdirect.org/localoffer

This website has a wealth of information on many topics relating to SEND including many of the issues raised in this information document.

Further information can also be found in the SEND section of our school website.

<https://www.kingswayjm.herts.sch.uk/send/>

- 1. What do we do at Kingsway Junior School to make sure that all children feel welcome, included and achieve their potential?**

We take steps to ensure that SEND pupils are not treated less favourably than other



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pupils. The SENCO (Mrs Akers) has overall responsibility for SEND and Inclusion although this is a regular discussion at Senior Leadership meetings. Provision is constantly under review and updated to ensure children's needs are met. We monitor the quality of this provision alongside the children's wellbeing – this includes teaching observations, planning and book looks, pupil voice and discussions with school staff. The progress of pupils with SEND is carefully monitored through termly pupil progress meetings.

Governors are fully involved in the review and revision of the SEND policy.

2. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

At Kingsway Junior School, all teachers monitor children's work using both formal and informal methods. Within the classroom, work is organised to meet the needs of individual children who may need extra help or who may need extra challenge. We call this differentiation or scaffolding and it is standard good teaching and does not mean the children have Special Educational Needs. Some children benefit from small group or individual help so that they can reach the level of other children of their age, something we call meeting Age Related Expectations (ARE). The ways in which teachers organise different work for different children are recorded on a Provision Map. Information on the Provision Map would be used to help teachers plan what they do to help all children, not just those with SEND.

At all times, we work closely with the people who already know the child including you as parents and any external specialists. As parents are the first educators of their child their knowledge is essential. Where a child has attended a previous setting, we also take note of any information about children that has been passed onto us by them.

If a teacher can see that a child is not making expected progress, even after receiving extra help, this can suggest that further investigation is needed to uncover a deeper barrier to their learning.

If parents have any concerns about their child's needs or progress then they should make an appointment to speak to the class teacher in the first instance. They can also make an appointment with Mrs Akers, our SENCO.

3. How will we modify and adapt teaching approaches to meet my child's needs?

At Kingsway we follow a broad and balanced curriculum, which means we teach a wide range of subjects. By planning carefully, lessons can be tailored to meet the needs of all pupils so that everything is on offer for every child. We are an inclusive school and try hard to make sure that SEND children do not miss out on any aspect of the curriculum. Wherever possible,



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children are taught alongside their peers through scaffolded and differentiated tasks that may be adapted so that there is a different outcome for children with SEND, or so that they can achieve the same outcome but with extra support. Sometimes SEND children may work in another area of the school so that they can be allowed to concentrate on preparing for a future lesson, or going over a previous lesson in a different way. By asking the children about their work we will make sure that they are in support of the interventions they receive. We use class and individual visual timetables so pupils are aware of what is coming up next.

Inclusion is a three-part process: -

- Teaching styles - adapting what is taught so that the work can be understood by pupils with different learning styles and needs.
- Access - removing or overcoming barriers to learning.
- Learning Objectives and Key Questions - making sure the challenges are suitable for each child.

4. How will school staff support my child?

The class teacher monitors the progress of all the children in their class. Teachers gather information about a child's progress from their work every day: from tests that take place regularly and from observing their behaviour and learning. Teachers plan using pupil's achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. When a teacher can see that a child is not making expected progress they will discuss and work with parents to find the best way to support the child.

The SEND and Inclusion policy clearly outlines staff roles and responsibilities.

5. How do we track and assess pupil progress towards the outcomes we have targeted for pupils?

If parents believe that their child has a special educational need we will discuss this with them and assess their child accordingly. Often these assessments will be carried out by school but we sometimes request advice from more specialised services.

When we assess special educational needs, we discuss with parents if their child's understanding and behaviour are the same at school and home; we take this into account and work with our parents so that we are helping their child in the same way and helping them make progress. At this point, the curriculum and learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. Interventions and/ or personalised resources may be offered to meet specific learning targets that have been identified by the class teacher and SENCO.



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Within school, all pupils are assessed half termly. This data (alongside more informal assessments) is discussed as part of Pupil Progress Meetings with the SENCO and Senior Leadership team. These assessments allow for any interventions to be put in place to support your child. We set challenging targets for SEND pupils using the APDR format and these are shared with both parents and pupils.

Interventions will take place for pupils requiring additional support. These interventions may be in school with members of staff such as TAs or they may be led by external agencies who will support the implementation of strategies. The class teacher and SENCO will review these interventions and discuss the progress before considering next steps. These interventions are time based with a baseline test completed at the beginning and then at the end to monitor the progress.

At Kingsway we use the four part 'Assess – Plan – Do – Review cycle, for children who have been identified as having SEND. These are developed in Kingsway as TARS.

- **Assess:** We look at all the information we have about the child, identify the barriers that are stopping them from learning and measure where they are at the moment, so that we can see their progress after interventions.
- **Plan:** We work out what interventions are needed and these are recorded on the Provision Map and their individual APDR sheet.
- **Do:** The child receives the planned support which might, for example, involve working with a Teaching Assistant (TA) during a lesson or in a separate room. The class teacher and SENCO closely monitor the work of TAs. Children are also asked how they are finding the interventions and their books are marked regularly to monitor their progress.
- **Review:** The impact of interventions is measured and the ideas of children, parents, teachers and TAs are included. The SENCO decides what interventions work best and suggests any changes that are needed.



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The Four Part Cycle

Review – this stage is where we measure the impact of support provided. Children, parents, teachers, support staff and the Inco contribute and changes may be made to the provision. Pupil Progress Meetings are also held throughout the year and are part of the review stage.

Assess – taking into consideration all information from parents, the child, the class teacher, support staff and assessments. This is where we identify the barriers to learning and establish a baseline for measuring impact.



Plan – this stage details what additional support will be provided to overcome the barriers. Decisions will be recorded on provision maps and will form the basis for termly review meetings.

Do – this stage details where the planning is carried out. Support for a child will be provided as set out on the class provision map. The class teacher and Inco are responsible for monitoring the quality of the intervention/support through observations, work scrutiny and discussions with pupils.

6. How will I know how my child is doing and how we involve pupils and their parents?



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At Kingsway we have an open-door policy which means that staff can be contacted at any time to ask to talk to your child's teacher about their work and progress. Appointments can be booked with teachers or the SENCO – Mandy Akers- when a more in depth discussion is required. Members of the Senior Leadership team are on the playground daily in the mornings and welcome you to raise celebrations or concerns about your child's needs. It is really important that we have parents and families working together to share expertise. We welcome questions from parents.

- There are two parents' evenings each year where you can talk about your child's work and see their books. At parents' evenings you can find out more about the interventions your child is receiving and ask any questions you may have. We will also celebrate successes, share information and strategies and discuss next steps.
- At these parent's evenings, you can make an appointment to meet with Mrs Akers, the SENCO.
- Mrs Akers is available for appointments at other times of the school year too as needed.
- We inform parents of any external support that will be provided and hold meetings to share the support that will be offered as well as any strategies or findings from the work that is carried out.
- Pupil voice is carried out to ensure their views are heard.

7. What support will there be for my child's overall wellbeing (including Social, emotional and mental health)?

Sometimes children have emotional and social problems and these form barriers to their learning. They may lack confidence and this can affect their attendance and other aspects of their learning. Children are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. We have a pastoral lead who supports pupils and families as necessary. We are also able to provide individual and group support sessions to look at these issues such as mentoring, therapy groups or counselling. We encourage children to take a pride in their achievements and our Celebration Assembly that takes place each week is used to announce successes which raise self-esteem. These achievements are also listed in the weekly newsletter. Examples of these include awards for: -

- Punctuality and attendance
- Progress on the behaviour ladder
- Entry in the Golden Book
- Respect Certificates



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When outside agencies are needed, we can involve a number of specialist support services. If several agencies are involved, then a Families First Assessment can be used to bring all the agencies together.

Children with medical or physical needs will be given support that matches their disabilities so that barriers to learning are minimised (there is more information on this on the school website in the 'Supporting pupils with medical conditions Policy').

8. What training is available for staff who support children and young people with SEND?

All teachers and support staff attend professional development training so that they can be up-to-date with ways to support children with SEND. Examples of training received in recent years include: -

- Phonics
- Oral language
- Reading and writing strategies
- Reading Fluency
- Supporting Speech and Language development
- Maths support
- Supporting children with working memory and specific learning difficulties
- Mentoring
- Autism
- Selective Mutism
- Drawing and talking as therapy

The school also has access to Teaching and Learning Advisors in Hertfordshire who can provide training sessions for staff when required.

9. What specialist services and expertise are available at or accessed by the school?

This is when your child has been identified by the class teacher / SENCO as needing some additional extra specialist support. If the school needs support from professionals outside the school then this can be requested, so long as parents are in agreement. An initial meeting will be set up to discuss the support and help plan possible ways forward. The agencies we use include:

- Speech and Language Therapists (SALT)



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- Specialist Advisory Teams for Visual impairment, Hearing Impairment, Autism, Physical or Neurological Impairment, etc.
- Occupational Therapists (OT)
- Educational Psychologists (EP)
- Child and Adolescent Mental Health Service (CAMHS)
- Colnbrook outreach team
- Teachers or outreach workers from Chessbrook Education Support Centre and Acorn
- School nurses who, amongst other things, provide training for staff, for example in the use of Epi pens.
- Social Services
- Attendance Improvement Officers
- Hertfordshire's Intensive Family Support teams who work with families with multiple and complex needs who would benefit from intensive support.
- South West Herts Partnership - they offer a confidential family support service to families of children in our school.

10. How will you help me to support my child's learning?

If your child receives SEND support then you will be invited to come to at least one review meeting each term to discuss your child's progress and to review the impact of any interventions they have received. You will also be involved in the plans for the next steps for your child. By knowing about the interventions your child receives you will be able to support them better at home. Any external professionals who are working with your child will be able to suggest ways that you can help them at home.

Sometimes we offer specific workshops for parents that focus on particular topics such as spelling, reading, maths, using the internet safely, etc.

11. How will I be involved in discussions about and planning for my child's education?

When pupils have an identified special education need, we want parents to be involved at all stages of the SEND support process. After the first discussions about your child's needs, we will ask you to help us build a profile of your child's strengths, needs and how you think they can best be supported. You will be invited to regular meetings to discuss your child's progress. We will look at the future direction of the support they receive, using the four-part cycle described above. In this way we will look again at what has happened so far and revise our support in the light of a growing understanding of your child's needs and of what helps them to make good progress. If external professionals are involved in your child's education, you will be told about this and either invited to a meeting or the professional involved will phone you direct to discuss their involvement.



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12. How is the decision made about how much support my child will receive?

The level of support is first of all decided by the class teacher and SENCO. The use of TAs is according to the various needs within the school and is discussed at Governors meetings with the Head teacher and senior staff. When the school is unable to supply the level of support needed by a child then an application is made for LHNF and sometimes this may form part of an Education Health and Care Plan. (EHCP).

13. How are the school's resources allocated and matched to children's special educational needs?

The school receives a budget for SEND provision. We use this money to pay for support staff to help children with SEND and to buy additional resources that might be needed to help those children. The SENCO and senior leaders in the school will decide how best to spend this money and the Governors are also responsible for checking that the money is well spent. Sometimes the school can apply for Local High Needs Funding (LHNF) to support the needs of a particular child. This funding is time-limited and is reviewed regularly. If a pupils Education, Health and Care plan (EHCP) identifies something different, there may be additional funding allocated.

14. How will my child be included in activities outside the classroom including school trips?

All children, including those with SEND are included in educational trips, sports activities (including swimming) and residential trips. Visits are carefully planned with all children in mind. The planning process normally involves the teacher visiting the site where the needs of children with SEND can be identified and discussed with site staff. A Risk Assessment will be made for all visits and, if required, an individual assessment will be carried out.

If necessary, a child with SEND will have a one-to-one adult with them on the trip so that they are able to get the most out of the activities. Sometimes a parent may be invited to go with their child on the school trip.

15. How accessible is the school environment?

Kingsway has completed a full disability audit and we are fully accessible. We take all steps possible to provide effective educational provision. Where a pupil has a particular need, the school will make reasonable adjustments to improve accessibility to meet these individual



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needs. We follow the advice of professionals and use specialist equipment when it is recommended for an individual child.

We have disabled parking at the front of the school. The entrance to the school is accessed by a ramp. We also have an adapted toilet, with alarm for wheelchair use and changing when required. It is suitable for adult and children's use.

The main school building is on two different levels connected by stairs. The lower level is accessible using a stair lift. The remainder of the site is accessible from all areas. The only areas not accessible to children are 'staff only' areas.

The school is fully equipped with a Sound Loop for children with hearing impairments.

The school ensures that fonts and texts on the white boards are suitable to staff and children alike. We have a nurture room to support all children with social, emotional and mental health issues. In the dining room we have a variety of food on offer which is planned around the food requirements of our children including those with allergies.

We endeavour to make all activities accessible for all and take steps to ensure children with SEND are not treated less favourably than other pupils.

For further information on this please see our separate Equality, Information & Access Plan which can be found in the SEND section of our website.

16. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Being able to move on to the next stage is part of life for all children, whether it is going up to the next class or moving to a new school. We realise this can be a stressful time for children, and especially for those with SEND. We will work closely with parents and their child to make sure this change is as smooth as possible.

Year group transition

As the children prepare to move up from one year-group to the next, we run a transition morning. This is a time where the children meet their new class teacher and TA in their new classroom. At the end of the summer term each teacher spends time handing over key information about their class to the new class teacher.

Year 2 transition

We have a full transition programme that starts when the children are in Year 2 at Kingsway Infants School where most of our children have attended. This programme includes

- SEND handover meeting



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- Buddy readers (held at both schools)
- Shared playtimes
- School tours for children and parents
- Open evening
- Class teacher handovers and observations of the class

Mid-year transition

If a child with SEND joins the school in the middle of the school year Mrs Akers will contact the SENCO at the previous school to make sure she has all the relevant information about that child's needs. If necessary, the new class teacher can visit the previous school to make sure everything is in place that needs to be when the child joins Kingsway.

Year 6 transition

A clear road map is needed for all stakeholders. All children visit their new secondary schools and often a school representative will come and meet them at Kingsway. Sometimes a teacher from our main feeder school may come and teach the year 6 children in order to develop relationships and ease any concerns the children may have.

When children with SEND transfer to secondary school, the teacher and SENCO will meet with the SENCO from the secondary school to exchange all necessary information. Usually the SENCO at the new school will meet with parents and invite the child to visit the school prior to the main induction day. We also work closely with Chessbrook who offer a transition programme for children who may find the move to secondary school more challenging than other pupils.

17. Governors

Our school Governors meet regularly to discuss ALL pupils needs at Kingsway. Our SEND Governor (Pavan) meets with the SENCO termly to talk more in depth about the provision and progress of SEND pupils.

18. Who can I contact for further information?

The first point of contact for parents is always the class teacher via the admin email or via the school phone number. All parents can request a confidential call or a meeting with their class teacher. For children with SEND then it may be appropriate to have a joint meeting with the teacher and SENCO, Mrs Akers. Mrs Akers is responsible for involving any external professionals and for overseeing the administration and monitoring of all children receiving SEND support.

If parents are unhappy with the support being provided for their child or wish to make a



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complaint, then they may wish to discuss this with the Head teacher. If a concern remains, then parents may follow the complaints policy to be found on our school website.

Email – admin@kingswayjm.herts.sch.uk

UPDATED & OFSTED-ALIGNED SECTIONS (Highlighted)

The Special Educational Needs and Disabilities Coordinator (SENCO), Mrs Mandy Akers, has strategic responsibility for the leadership and management of SEND and inclusion across the school. She works closely with the Senior Leadership Team, class teachers, support staff, parents and external professionals to ensure that pupils with SEND are identified early and receive timely, effective and well-targeted support.

Provision for pupils with SEND is regularly reviewed to ensure it remains responsive to pupils' needs and leads to positive outcomes. This includes monitoring the quality of teaching, interventions and wellbeing through lesson observations, work scrutiny, pupil voice, assessment information and regular pupil progress meetings.

The Governing Body, including the designated SEND Governor, works closely with the SENCO to provide appropriate challenge and support and to ensure statutory duties are met.

Parents are encouraged to raise any concerns initially with the class teacher. Where further discussion is required, appointments can be made with Mrs Mandy Akers, SENCO, who oversees SEND provision and coordinates support, assessments and involvement from external agencies where appropriate.