




SEND Information Report

Approved by:	
Date:	February 2025
Last review completed:	February 2025
Next review due:	February 2028

Inclusion and Pupil Support

Whilst inclusion is often associated with special educational needs and disabilities, at Kingsway inclusion is not only a specialist subject that focuses on specific groups but is also a central principle that guides every aspect of school life. It can be seen not just in the classroom but is a characteristic feature throughout the school community.

Inclusion is embedded in every part of our reading inspired curriculum. We embrace the principles of inclusive education that seek to continually identify and reduce barriers to learning, engagement and participation in order to include all children, combat discriminatory attitudes, create a supportive and stimulating environment and build an inclusive school community. We are a signatory of the Trafford Inclusion Charter.

There are different intersecting levels of inclusion at the school in accordance with the Trafford Local offer ([link here](#)) :

1. **School Level (universal inclusion):** At this level we work collaboratively to make sure that our classrooms, playgrounds, corridors and learning resources attend to the diverse needs of our children – believing that what is good for SEND is good for all. We also work with local agencies and the community to provide well-being and mental health support as part of our recovery approach that aims to re-engage children with school life. Equality, Diversity and Inclusion policies are observed at this level of inclusion.
2. **Group Level (targeted inclusion):** At this level we provide support in response to the needs of certain groups of children. This includes targeted English language support, a range of intervention designed to meet the needs of different learners and targeted behaviour rewards to encourage children to treat one another with care, dignity and respect (Please refer to the School's Behaviour Policy)
3. **Individual Level (specialist inclusion):** At this level we provide specialist support to attend to children's special educational needs. This report outlines in detail the specialist support that the school offers.

How to use this report?

This report is updated annually to provide information for families about the support that is available for children and young people with special educational needs and disabilities (SEND) in Trafford. It is structured in a question-and-answer format. The questions on this report were developed with parents.

1. What kinds of special educational needs or disabilities does the school provide for?

The school accommodates all Special Educational Needs and Disabilities in line with Equality Act 2010 and provision is available for all 4 areas of need outlined in the 2014 SEND code of practice:

Communication and Interaction

The school provides support for pupils with speech, language and communication needs (SLCN), including children with Autistic Spectrum Condition (ASC).

Cognition and Learning

The school offers provision for pupils with learning difficulties who require learning at an amended pace. In addition to this, the school provides support for children with Specific Learning Difficulties (SpLD), which may affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

Social Emotional and Mental Health

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, school refusal, as well as displaying challenging, disruptive or disturbing behaviour. The school has a structured support pathway for these individuals and will work collaboratively with parents and carers.

Sensory and/or Physical

The school has a number of pupils who require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities without appropriate adjustments or support. The school works alongside Trafford's SENAS (Special Educational Needs Advisory Service) or the relevant health care professionals to ensure that the appropriate support, resources and reasonable adjustments are made. Sensory and physical needs provided for include visual impairment (VI) and hearing impairment (HI) as well as medical needs.

Children with medical conditions will have Individual Health and Care Plans which specify the type and level of support required to meet their medical needs. The school works with parents of children with allergies to ensure that these allergies are managed in school.

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

Early identification of pupils with SEND is a school priority.

At Kingsway, children are identified as having SEND through a variety of ways including the following:

- Liaison with the child's previous school or Early Years Setting
- Liaison with the child's health visitor on entry to Nursery
- Child identified to be performing below age expected levels
- Concerns raised by Parents
- Concerns raised by Teacher/Teaching Assistant/other school support staff
- Liaison with external agencies i.e. Occupational Therapist, Trafford Sensory Impairment Support Service, Social Care, SALT
- Health diagnosis through paediatrician
- SEND screening completed where appropriate (Dyslexia Screener - www.gl-assessment.co.uk/products/dyslexia-screener)
- Language Assessment completed on all children (using WellComm if there are concerns about receptive language development)

The school will use a range of screening and assessment tools to identify SEND. Parental permission will be sought to complete these assessments. When children's needs are considered to be more complex, an assessment by an external professional will be pursued e.g. by an Educational Psychologist (EP) or Speech and Language Therapist (SALT).

3. How will both you and I know how my child/young person is doing?

There are many opportunities for you to discuss your child's needs and the progress that your child is making. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

We offer an open door policy where you are welcome to make an appointment to meet with either the class teacher or SENDCO and discuss how your child is making progress. We always recommend speaking to your child's class teacher, in the first instance. However, please feel free to contact the SENDCO. Parents' Evenings are key meetings for you to discuss your child's needs and provision.

If your child has complex SEND they may have an Education, Health and Care (EHC) Plan, which means that a formal meeting (at least annually) will take place to discuss your child's progress and a report will be written.

As a school we currently measure children's progress in learning against National expectations (2014 National Curriculum) and age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry through to Year 6, using a variety of different methods.

Children who are not making expected progress are identified through Pupil Progress Meetings, which are carried out twice a year, by the Class teacher, Headteacher and Deputy Headteacher or through our Provision Mapping cycle. In these meetings a discussion takes place around why an individual child might be experiencing a difficulty and what further support could be given.

If your child has significant behavioural needs, then the school, in collaboration with parents, may decide to start an Early Help Assessment. These meetings focus on improving behaviour by setting clear outcomes (please see the School's Behaviour and Policy). The school has a clear pathway for referral linked with behaviour, emotional and social difficulties; such referrals would be made by the SENDCO.

4. How will the curriculum be matched to my child/young person's needs?

All staff at Kingsway have the highest expectations for every pupil, whatever their need. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty, to remove barriers to pupil achievement and ensure accessibility for all pupils, with a focus on adaptive teaching strategies.

The children are at the heart of Kingsway Primary School and learning strategies are matched to their individual needs. These strategies include:

- High aspirations for the achievement of all pupils.
- Ensuring an appropriate classroom learning environment matched to the needs of the pupils.
- A consistent use of vocabulary across the whole school in order to equip the pupils with the language to talk about their own progress, strengths, skills, areas for improvement, feedback etc.
- Highly trained and skilled staff who are experienced in working with children with a wide range of learning needs, difficulties and disabilities.
- The provision of a range of teaching and learning strategies and breadth of resources to match the individual needs of all learners.
- A curriculum which is adapted to the needs of all of our learners and designed to include oracy and 21st Century learning – for example, assistive technology.
- Consistent implementation of communication strategies; that is, use of signing, symbols and communication technology in addition to the spoken word.
- Regular advice and support from a wide range of specialists including speech and language therapists, educational psychologists, physiotherapists and occupational therapists.
- There is a very well-understood view of how to help an individual become self-reliant and independent.
- Ambitions and views expressed by the young people are taken into account when devising the curriculum and style of support.
- A focus on outcomes rather than teaching assistant hours when designing the most appropriate provision for an individual.

5. How will school staff support my child/young person?

Our school's SENDCO oversees all additional provision and reviews the progress of children within school. The type of support and frequency of support will vary and will be dependent on the individual's needs. At Kingsway we believe it is crucial that the children receive the appropriate support within their classroom setting; however, some children may still require more specialist support in the form of interventions.

Each class teacher will deliver inclusive Quality First Teaching (QFT) for all children. They will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. Each classroom has an Inclusion Toolkit with a range of resources to help children to access their learning (including laptops with a range of inclusive software, reading rulers, talking postcards, fidget toys, spelling/alphabet prompt cards, pen/pencil grips, etc.). Our staff have a thorough knowledge of SEND as a result of the regular staff training and the high expectations for SEND provision in our school.

There may be a Teaching Assistant (TA), Teacher, Learning Mentor or staff from an outside agency working with your child either individually or as part of a group; if this is seen as necessary by the class teacher and SENDCO. The regularity of these sessions will be explained to parents when the support starts and included in provision maps.

Provision maps and one-page profiles will be shared with parents on a termly basis with an opportunity to meet with the class teacher to discuss further if required. The plans will inform parents of:

- What provision the child is receiving
- How often
- By whom
- Any outside agency involvement
- How progress will be assessed.

If further information is required about the provision, then the school's SENDCO is available to discuss the support in more detail.

Interventions are available for all 4 areas of need outlined in the 2014 SEND Code of Practice:

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

Provision is identified by the school's SENDCO, in collaboration with the English and Maths leaders and the Senior Leadership Team, based on thorough analysis of evidence-based programmes (using nationally published guidance).

6. How is the decision made about what type and how much support my child/young person will receive?

The class teacher alongside the SENDCO will discuss the child's individual needs and what support would be appropriate. Different children will require different levels of support in order to close the gap to achieve their targets. This will be through on-going discussions with parents and pupils. The Assess, Plan, Do, Review (APDR) Cycle is used when support/interventions are put in place.

Assess

In identifying a child as needing SEND support the class or subject teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment. It should also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services and concerns raised by parents. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. This assessment will be reviewed regularly. This ensures that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Plan

At this stage the decision will be made about what additional provision is required. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's provision map. Parents will be informed and are encouraged to be part of this process.

Do

Additional provision/intervention is put in place for an agreed period of time. The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

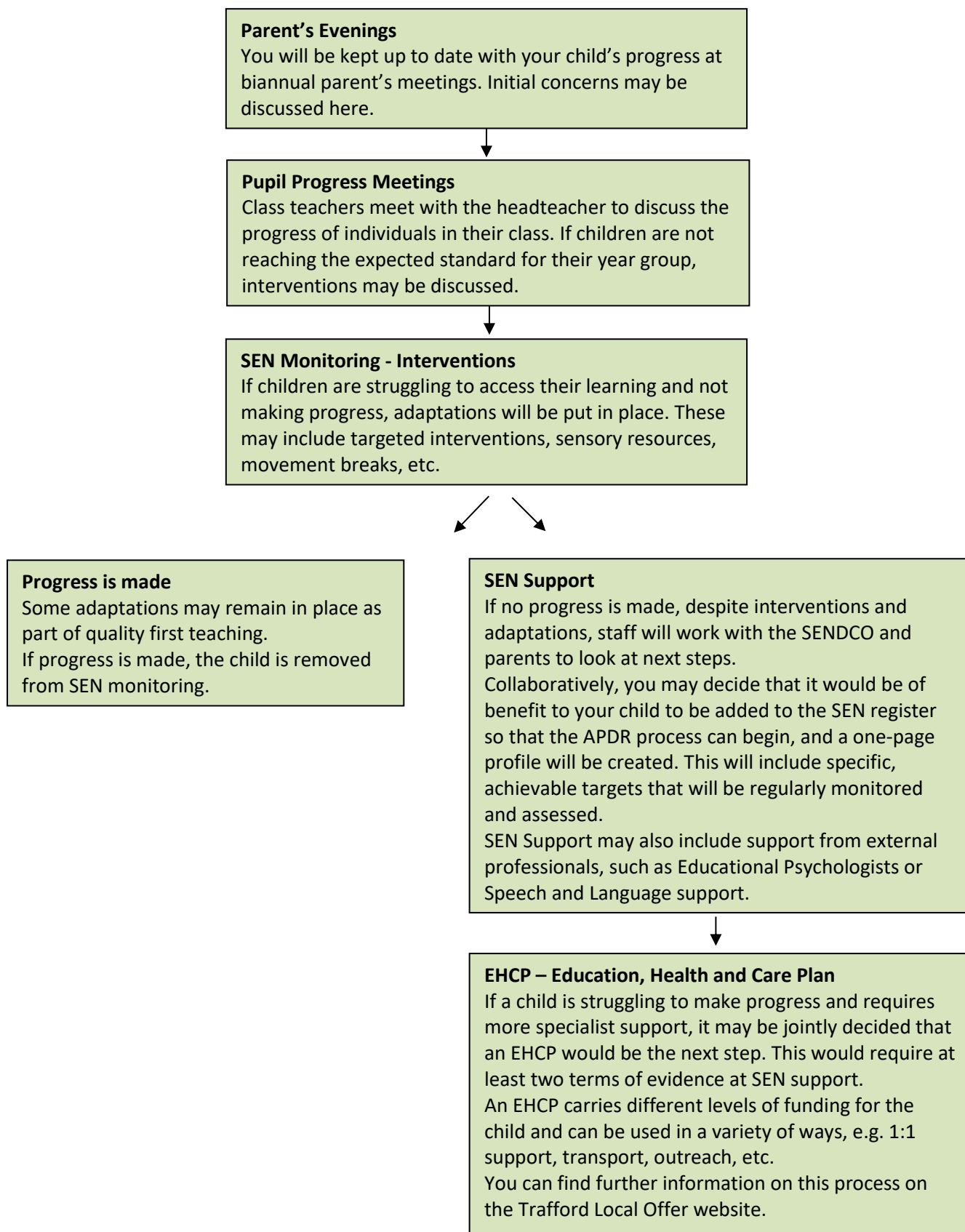
We review the effectiveness of provision through:

- Monitoring progress made academically against national/age expected levels
- Collecting formal and informal feedback from the teacher, parent and pupil.

The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class teacher, working with

the SENDCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

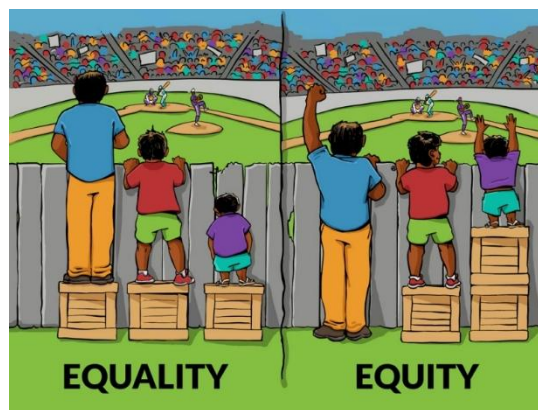
The following flow chart shows the process of moving through the SEN system – it is important to note that all children are different and will find their personal level of support at different points on this chart.



7. How will my child/young person be included in all activities both inside and outside of the classroom?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful, including sharing a social story with the child before the trip. With support, pupils with SEND or significant medical needs have been able to access all our previous trips, including our Year 6 residential visit.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided. Parents will be consulted throughout this process.



We actively promote equality of opportunity for all pupils and take reasonable steps to ensure that disabled pupils are not treated less favourably than their peers. This includes making appropriate adjustments to teaching, the curriculum, the learning environment and school routines to enable full access to education and school life. Staff are trained to recognise and remove potential barriers to learning and participation, and individual needs are considered through one-page profiles, provision plans and regular review meetings. The effectiveness of these arrangements is monitored by the SENDCO and senior leaders through ongoing assessment, pupil progress reviews, parent/carers feedback and staff discussions, ensuring that provision remains appropriate and responsive to pupils' needs.

8. What support will there be for my child/young person's overall wellbeing?

We are extremely proud to be an inclusive school; we welcome, celebrate and embrace diversity. We have a zero tolerance to bullying and challenge discrimination. All staff believe that children's high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. If additional provision is required, the class teacher liaises with the SENDCO for further advice and support. This may involve working alongside outside agencies.

Managing Medicines

The school has a policy regarding the administration and managing of medicines on the school site. The school's policy on the administration of medication follows the guidance laid down in the statutory guidance 'Supporting Pupils at School with Medical Conditions' 2014.

Parents need to contact the class teacher or office if medication is recommended, by Health Professionals, to be taken during the school day. As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations/emergencies. Intimate care is provided for those children who require such provision.

Mental Health

The school's aim is to intervene well before mental health problems develop. Our school promotes positive mental health through a committed Senior Leadership Team, an ethos of setting high expectations for all pupils with consistently applied support, co-ordinated support through the SENDCO and school's learning mentors and clear systems to help staff identify children with or at risk of developing mental health problems and a clear approach to promoting the health and wellbeing of all pupils (through the use of PSHE materials).

Behaviour

As a school, we have a positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils (see separate relational behaviour policy). After any behaviour incident we expect the child to reflect on their behaviour with an adult. We are continuing to develop a school-wide relational approach through participation in Trafford's Belong programme.

Attendance

The attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported upon to the Headteacher. Poor attendance is a safeguarding issue and our attendance expectations are the same for all children. Children with SEND should attend in line with their peers.

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

Our school's SENDCO, Mr. Paul Walker, is the Assistant Headteacher for Inclusion and has completed the NASENCO qualification. Miss Dunstan, SEND Family Support, also holds the NASENCO qualification. Our Headteacher is highly experienced in supporting children with a barrier to learning and is a Specialist Leader in Education for SEND. The Headteacher works alongside the SEND team to ensure that the provision for children with a barrier to learning are supported in accordance with their need.

Our school's TAs have a vast experience of working with children with SEND and this year whole school training has been focused on quality first teaching and how to overcome barriers to learning.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- Liaison and support from special schools
- Health including – GPs, School Nurse, Health Visitor, CAMHS, Paediatricians,
- Speech and Language Therapists
- Occupational Therapists and Physiotherapists
- Trafford Sensory Impairment Support Service
- Social Services
- Educational Psychologists
- Trafford's SEN Advisory Service (SENAS)

10. What training have the staff supporting children/young people with SEND had?

SEND is a priority on the school's CPD agenda. High quality staff training is co-ordinated/delivered by the school's SENDCO and new staff receive SEND training as part of their induction to the school. The SENDCO regularly accesses training outside of school and liaises with other SENDCOs in Trafford.

Our TAs are trained in delivering Speech and Language Therapy programmes, by the Speech and Language Therapists, on a regular basis. Our staff are also trained to deliver support via the WELLCOMM toolkit which supports language development within the EYFS department and the Primary Phase.

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's appraisal/performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENDCO, identify any patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching through planned training events.

11. How accessible is the school environment?

Our school meets the duties outlined in the Equality Act 2010 towards individual disabled children and young people. We endeavour to make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. The school has an Accessibility Plan which forms part of our overarching Equality Scheme and is published on the school's website. This plan identifies ways in which we aim to ensure accessibility for all pupils and staff.

The Accessibility Plan is anticipatory – thought is given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

The school site is wheelchair accessible, and the buildings are on one level with ramps at specified fire exits. Kingsway Primary also has a separate changing area with hoists to support wheelchair users.

The library meets DDA requirements since it offers the same activities both upstairs and downstairs. The school car park has an identified Disabled Access parking space.

We ensure that information is presented in ways that are accessible to all pupils by using a range of communication methods and adaptations, including visual supports, simplified language, symbols, images and practical demonstrations. Classrooms are organised to provide calm, structured and Dyslexia-friendly environments, with clear signage, visual timetables and consistent routines to support understanding and reduce anxiety. Where appropriate, information is adapted to meet individual needs, including the use of enlarged print, coloured overlays, assistive technology and additional adult support. These arrangements are reviewed regularly by class teachers and the SENDCO, with adjustments made in response to pupil progress, staff observations and feedback from pupils and parents/carers.



12. How are parents and young people themselves involved in the school?

Talk to us! We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

You know your children better than anyone and your input in your child's education is vital. It is important that we have a good understanding of your child's background, so that we can provide appropriate help and support. We will always keep you informed of the support your child receives by giving you a copy of their Personal Provision Plan.

Pupil Voice - We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the Pupil Parliament.

If your child has an EHC plan, their views will be sought before any review meetings and children are invited to attend reviews.

13. Who can I contact for further information?

The first point of contact should be your child's class teacher but you could also arrange to meet Mr Walker who is our SENDCO or Miss Dunstan, SEND family support.

Mr Walker and Miss Dunstan can be contacted via the school office on 0161 748 1867.

If you wish to look at the school's SEND policy it is available, alongside other SEND information, on our website www.kingswayprimary.co.uk

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

Before starting at Kingsway, all parents/carers and children are invited to look around the school and talk to any relevant staff. There is also a 'New Intake Meeting' for Parents/Carers of children in the EYFS held in the Summer Term before the September intake.

Transition to Kingsway Primary School:

The school has an Admissions Team whose aim is to ensure a safe and happy transition for all of our children. During the pre-admission meeting pupils, parents/carers are invited to visit school and meet staff. Relevant information is passed at this point, from the parent/carer and other involved professionals to the school staff, including the school nurse, who use this information to ensure a smooth transition and maximize the pupils' learning, health and wellbeing.

For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We may also visit pupils in their current school or setting when necessary.

Transition from Kingsway Primary School:

Transition to high school and/or other educational establishments can be a difficult time for both our pupils and their families. For this reason, we work closely with high schools and have developed a comprehensive package to support transition including:

- An exchange of effective and meaningful documentation giving the receiving school clear evidence of pupil attainment and achievement, including:
- National test results
- Individual Pupil Provision Plans
- Recent school reports
- Reports from outside agencies
- Discussion with families from Year 5 at annual reviews or at a parents' evening
- An opportunity planned for families to visit the new school
- Work with the children in the classroom about 'changes' as part of our work PSHE.
- A programme of planned visits by the pupil to their high school during the summer term of year 6
- Visits are planned to ensure children are with their friends, and may be placed in a class with pupils who they know from the year before.

15. What other support is available?

Trafford Special Educational Needs and Disability Information, Advice and Support Service (Trafford SENDIASS) provides impartial information, advice and support to children and young people with SEND, as well as their parents and carers.

They can support you with:

- The law around SEND
- Education health care plans (EHCP)
- Health and social care in relation to special educational needs provision
- Personal healthcare
- Information on Trafford's local offer



More information can be found here www.sendiass.trafford.gov.uk/Home.aspx