



Kingsway Primary School and Kingsway SHINE (Specialist SEMH Provision)

Special Educational Needs (SEN) Information Report 2026-2027

This SEN Information Report outlines **Kingsway Primary School's** intention for identifying, assessing and making provision for pupils with Special Educational Needs and disabilities (SEND) and for the admission of disabled pupils.

The Code of Practice 2015 defines SEND as: 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'.

Kingsway Primary School is committed to providing a fully inclusive education for all pupils. We are dedicated to meeting the special education needs of pupils, ensuring they make good progress and enjoy fully participating in school activities.

At **Kingsway Primary School** we aim to provide:

- a safe, supporting and exciting learning environment
- a caring and friendly staff, who are respectful, tolerant and open-minded
- an environment where everyone's successes are celebrated
- a setting where all children are part of a community of resilient, life-long learners
- access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years July 2014.

The four main categories of SEND are defined as:

- **Cognition and Learning:** Where a child has difficulties with learning
- **Communication and Interaction:** Where a child has difficulties with communicating and interacting with others. This may include speech and language difficulties as well as conditions such as autism.
- **Social Emotional and Mental Health:** Where a child may have difficulties with social skills, emotional difficulties such as anxiety as well as a mental health condition.
- **Physical and Sensory:** Where a child has a medical or physical condition or sensory processing difficulties.



How do we identify pupils who require additional support or intervention?

At **Kingsway Primary School** we identify pupils with SEND in a number of ways:

Pupils with SEND are well supported. Their needs are quickly identified. The special educational needs coordinator (SENCo) works closely with parents and external agencies.

Leaders are committed to inclusion. They are ambitious that all pupils, including pupils with special educational needs and/or disabilities (SEND), will do as well as they can.

(Ofsted Report, June 2022)

How do we identify pupils who require additional support or intervention?

At **Kingsway Primary School** we identify pupils with SEND in a number of ways:

- Through class teacher observations and assessments.
- Careful tracking and monitoring of every child.
- Conversations with parents and carers.
- Transition information from feeder schools and previous teachers.
- Recommendations from external agencies including health professionals.

What can you do and who can you contact if have any questions or concerns?

Your child's **class teacher** should always be your first point of contact and should be able to answer most of your questions. They may recommend a conversation with our **SEND Team**.

If you need to talk to a member of staff about a more specific special need and support available for your children, then an appointment to talk to the school's Special Educational Needs Co-ordinator (SENCo) **Lydia Leeson** can be made.

You can make an appointment to chat with our SENCo through contacting the school office (0116 2898525 or office@kingsway.org.uk).



Inclusion and Provision for Children with SEND:

At **Kingsway**, inclusivity is of the utmost importance. We strive to create a school environment that not only fosters an ethos of community and belonging, but that actively promotes inclusion in every aspect of school life. Activities and tasks are adjusted to meet the needs of individual learners, allowing all children to be fully integrated into the education, social and pastoral sides of school. Differentiation and adjustments within the classroom enable children with special educational needs to access quality first teaching alongside their peers and secures their entitlement to a broad and balanced curriculum.

Where extra help is required, a child may take part in interventions or activities outside the classroom, with a teaching assistant or teacher. This is based on individual need, where small group or individual work may be more appropriate than a whole-class setting. Such interventions are overseen by the class teacher, are carefully monitored for progress and are short-term.

The Shine@Kingsway has been designed to educate up to 12 primary-aged young people. It promotes and innovative and personalised curriculum to help reignite the interest of each pupil and inspire an enthusiasm for learning, whilst also creating a holistic package to support every pupil in their learning.

How do we adapt our environment for students with SEND?

We are regularly monitoring how accessible our learning environment for all our children. This includes:

- Ensuring that there is disability access to the school.
- Provision of disabled toilets and facilities as appropriate.
- Installation of ramps/electric doors to all group floor entrances.
- Ensuring that all classroom and shared areas are communication friendly with pictures or symbols.



Education, Health and Care Plans (EHCPs):

Many children and young people will need extra help at some time during their education. In most cases, schools and settings will be able to meet individual needs through SEN support from their own resources and expertise.

An EHCP (sometimes referred to as a single plan) is a legal document written by the local authority. It describes the special educational needs that a child or young person has and what is required to meet those needs (referred to as 'provision'). The EHCP will detail any required provision from education, health and social care. ***An EHCP is for children and young people who need more support than their school or setting can reasonably provide.*** An EHCP can start from a child's birth and continue up to the age of 25 if the young person remains in education or training.

Transition to a new setting:

Where it is necessary for a child to transfer to a different school setting, either through transition to high school or a move to a new educational placement, appropriate discussions will take place between SENDCOs and teaching staff of the two establishments in order to pass on all relevant information regarding the child's needs, provision and progress.

Where there is a planned move, age-appropriate transition activities will be put in place to prepare the child for a change in their school routine.

Access for children with disabilities:

Kingsway is an inclusive school and welcomes children with a variety of special educational needs and disabilities, in accordance with the LA's admission policy. **Kingsway Primary School** is a mainstream setting where the focus is on inclusive practice and removing barriers to learning. **The Shine@Kingsway** is a specialist provision, catering for the needs of children with SEMH as their primary area of need. See Accessibility Policy and Plan.



The Role of the Special Educational Needs Co-ordinator (SENDCo) and Special Educational Governor:

The SEND Inclusion Co-ordinator at **Kingsway Primary School** is Mrs Lydia Leeson. Mrs Leeson has been a teacher for over 23 years and has been a SENDCO for 18 years. She has completed the National Award for SEN Co-ordination. She attends regular training courses designed to update SENDCOs and improve their working knowledge of aspects on SEND.

The role and responsibilities of the SENDCO include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant designated teacher where a looked after pupil has SEND
- advising a on the graduated response to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

There is a named governor for SEND, who works alongside the SENDCO to ensure the best possible provision for children with Special Educational Needs.

How are our staff trained and supported in providing for pupils with SEND?

At **Kingsway Primary School** we are continuously striving to provide excellence in the teaching of children with special educational needs and disabilities. Staff are provided with regular ongoing professional development training as well as evidence based interventions and strategies. All staff are provided with up to date training in how to support children with specific needs as required. **Kingsway** staff attend training led by external professionals as well as in-house training led by the school's SENDCo and other professionals within the Multi Academy Trust.

Parents and Carers of children with Special Educational Needs:

Kingsway values highly and responds positively to parents/carers' views. Open communication is encouraged via email, telephone or appointment. Parents/carers are kept informed of their child's progress and the provision their child receives. Parents/carers are urged to participate fully in their child's education and offer their views on the special educational provision their child receives.

Information regarding progress and other aspects of school life can be discussed at formal meetings such as annual reviews and parents' evenings, as well as informal discussions requested by the parents/carers or the school.

Kingsway Primary School is part of the LiFE Multi Academy Trust (MAT). Staff at



Kingsway work closely with colleagues across the MAT to share expertise and resources to ensure the best possible provision throughout all schools in the trust.

Complaints Procedure:

If parents/carers are unsatisfied with any issues relating to their child's provision within school, an initial conversation should be arranged with the child's class teacher and/or the SENDCo. Most problems can be settled in this way. However, if parents/carers feel their grievance has not been resolved, the next step would be to make an appointment with Mrs Mckinnon, the Head of School. In the unlikely event that parents/carers are still unsatisfied, they have the option to make a complaint to the school's governing body or take their complaint to the Local Authority (LA). Please refer to the LiFE MAT Complaints Policy.

Involvement of Outside Agencies and Other Educational Professionals:

A child does not need to be on the SEND register to be seen by an educational professional from an outside agency. Involvement with educational professionals outside of **Kingsway Primary School** requires parental consent and would usually be the result of discussions with parents/carers and class teachers.

At **Kingsway** we may refer to the following services:

- Leicestershire Special Educational Needs Assessment Service (SENA)
- Leicester, Leicestershire and Rutland Specialist Community Child Health Service
- Educational Psychology Service
- Speech and Language Therapy
- School Nurse
- Behaviour Support Team
- Inclusion Team
- Early Years Inclusion Team
- Specialist Teaching Services (Specific Learning Difficulties, Autism Outreach, Hearing Impairment, Visual Impairment)
- Social Services and Early Help

Support for Parents and Carers:

Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) provide free, impartial and confidential advice for parents/carers of young people aged 0-25 with special education needs or disabilities.

The SEN information Report was developed by the SENDCo (Mrs Leeson) and the Head of School (Mrs Germaine Mckinnon). This report will be reviewed in September 2027.