



SEND Information Report

King's Park Academy

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Introduction

If you would like this report as an audio recording you can download a reader for free at <http://www.naturalreaders.com/> or simply open the link and click + documents then drag the file into the box. A glossary of terms and SEND acronyms is also included at the end of this report.

For a link to the local authorities' local offer, please click this link: [The Bournemouth, Christchurch and Poole SEND Local Offer – BCP Council](#)

SENDIASS provides free, impartial, and confidential information, advice and support for children and young people (up to the age of 25) with special educational needs and disabilities (SEND), and their parents/carers [SENDiass4BCP – SENDiass4BCP](#)

You can find the most up to date SEND Code of Practice via:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Our SEND policy can be found on the academy website: [King's Park Academy – Home](#)

King's Park Academy is a mainstream setting and member of Authentic Education. We are a fully comprehensive, non-selective academy. We believe that all learners should be valued as individuals. We have an inclusive ethos underpinned by our trust values which are 'courageous, excellent and innovative'. We offer a broad and balanced academic curriculum. Teaching is adapted to incorporate individual needs and we have in place systems to enable the early identification of barriers to learning and participation. We work hard to ensure equal opportunities for all.

Special educational provision is 'additional to and different from' the provision that is made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services. All teachers are teachers of learners with SEND and as such provide quality first teaching which takes account of the individual needs of learners with SEND in their class.

The four main areas of SEND

The Special Educational Needs and Disability code of practice: 0 to 25 years states that there are four main areas included in Special Educational Needs and Disability.

Communication
and interaction

Cognition and
learning

Social, mental &
emotional Health

Sensory and / or
physical

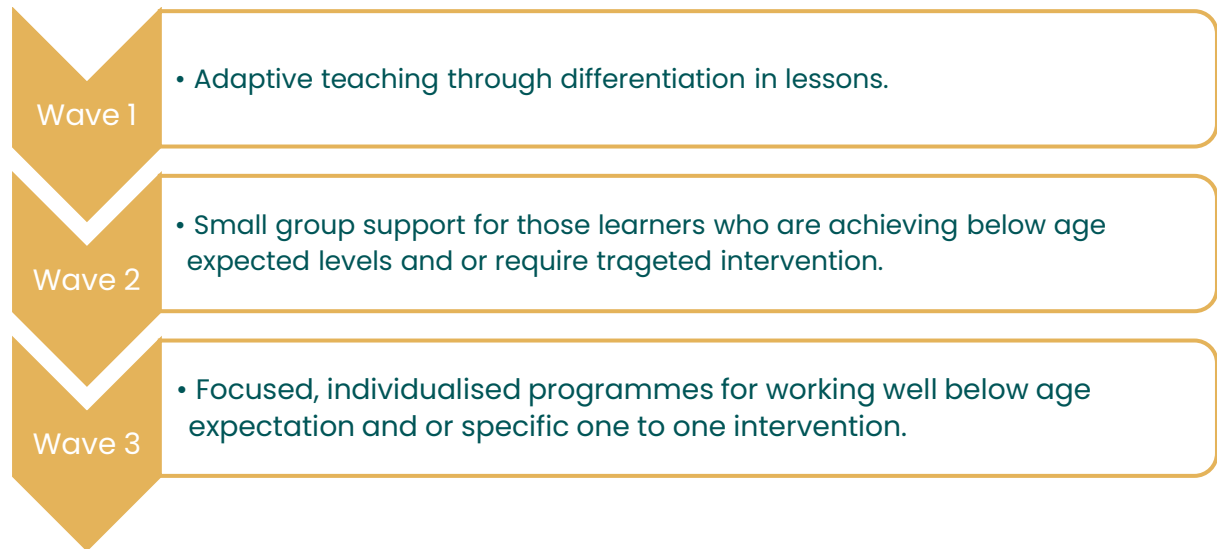
The boxes beneath highlight some potential areas of challenge and or difficulty. It is worth remembering that these can also be strengths and should be encouraged wherever possible.

Area of Special Educational Need	Relating to difficulties with:
Communication & interaction	Children and young people with speech, language and communication needs (SLCN), other needs such as social, emotional mental health (SEMH), autism spectrum disorder (ASD) may have difficulty in communicating with others. This may be because they have difficulty saying what they want to; understanding what is being said to them or understanding use of social rules of communication. Learners may have: Attention/interaction skills: • May have difficulties ignoring distractions. • Need reminders to keep attention. • May need regular prompts to stay on task. • May need individualised motivation to complete tasks. • Difficulty attending the whole class. • Interaction will not always be appropriate. • May have peer relationship difficulties. • May not be able to initiate or maintain a conversation. Understanding/receptive language: • May need visual support to understand or process spoken language. • May need augmented communication systems • May have frequent misunderstandings. • Repetition of language and some basic language needs to be used to aid their understanding. Speech/expressive language: • May use simplified language and limited vocabulary. • Ideas/conversations may be difficult to follow, with the need to request frequent clarification. • Some immaturities in the speech sound system. • Grammar/phonological awareness is still poor and therefore their literacy can be affected.

Cognition & learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate scaffolding. This could include areas of need such as Specific learning difficulties (SpLD) e.g. dyslexia, Moderate learning difficulties (MLD), Severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). Learners may have difficulties with: • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of numbers • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing
Social, mental and emotional health	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These difficulties may lead to or stem from: • Social isolation • Behaviour difficulties (ODD/EBD/PDA) • Attention difficulties (ADHD/ADD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image • Emotional based school avoidance (EBSA)
Sensory and/or physical	These learners may have a medical or genetic condition that could lead to difficulties with: • Specific medical conditions • Gross/fine motor skills • Visual/hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise/smell/light/touch/taste/toileting/self-care

Waves of intervention

The academy provides a range of "ordinarily available provision" to meet the needs of all of our learners. This is a graduated response to each learner dependent on the level of need. These are often referred to as waves of intervention.



Key Questions

Who is the Special Educational Needs Coordinator?	The SEND Coordinator is Kimberley Tucker Contact details: Phone: 01202 395138 Email: kingspark@kpa.weareauthentic.education I have been the SENDco at King's Park Academy since September 2024 and hold the NASENDCo qualification. I have been teaching for nearly 20 years across a number of BCP schools and have experience in running a resource base provision.
How accessible is the academy site?	King's Park Academy is a large school across two floors operating in one building. We have 3 stairways and a lift. The site is fully accessible with handrails throughout the building. Please see our accessibility plan - King's Park Academy - Policy and Document Zone
How will academy staff support my child?	All teachers will be informed of your child's individual needs and will seek to adapt their lessons accordingly. This will be in the form of a learning plan. Within the academy, there are a variety of staff roles to support your child including the class teachers, head of years, senior leadership team, senior behavior lead, teaching assistants, ELSA and the inclusion team. As an academically focused academy, the overwhelming majority of our learners follow a traditional curriculum. However, a small number of learners could have a more personalised curriculum to meet their individual needs, interests and abilities. Personalised curriculums will be through discussion with academy Principals, SENDCo's and where appropriate, local authority caseworkers if an EHCP is present or in the process of being awarded. Where the academy considers it necessary, a learner may be offered additional intervention, in which case you will be informed via letter that provision is being implemented.

	There are a range of interventions and additional subject support which are ordinarily available and should your child need this, it would be discussed with you directly. This will form part of the Assess-Plan-Do-Review process (diagram included at the end of this report). Wave 1 interventions: Adaptive teaching (within the classroom) Scaffolded tasks Guidance to staff on how best to support within the classroom. Any child on the SEN register will have a learning plan that will be updated 3 times per year. This will include targets and strategies that help the child within the class. Plans will be shared at families' evenings. Wave 2 interventions: Outdoor nurture Phonics tutoring (EYFS and KS1) Fresh Start phonics intervention (KS2) Morph mastery LEGO therapy Paired reading Sensory circuits Precision teaching Morning group End of day groups Fine motor skills Zones of regulation Wave 3 interventions: <u>Internal</u> ELSA – 1 to 1 session SALT <u>External</u> Little lives counselling 1 to 1 MHST – small group Education psychologist Outreach SALT WAVE project
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How will the academy identify if my child has a specific need?	Following completion of baseline assessments on entry to the academy, the results will be analysed by the SENDCo as the 'Assess' element of the graduated approach. From these assessments, it will be identified if they require specific support or provision. We use the GL dyslexia screener that is completed when class teacher has seen specific issues with children's reading and spelling ability. At the end of year 1 children complete their phonics screen. At the end of year 4 the children complete the times table check. At the end of year 6 children take their SATs. Children are assessed throughout KS2 to see if specific access arrangements need to be put in place such as extra time, scribe, reader or rest breaks. We also use a number of external professionals to help assess the children these include; • Outreach • Speech and language therapist • Educational psychologists Referrals can be made to these services when children are not making the progress we would expect and other strategies have been tried.
How are academy resources allocated and matched to children's special educational needs?	We ensure that all learners with Special Educational Needs have their needs met to the best of the academy's ability with the funds available. In the first instance class teachers will apply quality first teaching to ensure progress is being made. When it is identified that a child might need some extra support a discussion with the SENDCo is arranged and where appropriate further support is put in place.
How will I know how my child is doing and how will you help me to support my child's learning?	Families evenings are held at specific points in the year and in addition, parents will receive an end of year report detailing their child's attainment and progress. Teachers are regularly available to discuss your child's needs and meetings can be booked to meet with the SENDCo throughout the year. Learners with an Education and Health Care Plan (EHCP) will have regular meetings (as required) with the SENDCo together with an Annual Review in line with the Code of Practice 2015 (updated). We consider that the parents/carers' views are a vital part of the review and therefore request parental/carers attendance at the meetings and the completion of parental paperwork prior to the meeting.

How will my child be able to contribute their views?	If your child has an EHCP, their views will be sought before review meetings. Those with an EHCP can highlight key information that they wish staff to be aware of, including how to best support them within the classroom. This will be added to their plan and be available for all staff to view and implement. We value and celebrate children being able to express their views on all aspects of school life. Learners are encouraged to share issues with: • Class teacher • EYFS lead – Debbie Richards • Year 1 lead – Rebecca Wilson • Year 2 lead – Sarah Russell • Year 3 lead – Zoe Seymour • Year 4 lead – Amanda Engwell • Year 5 lead – Rachelle Kent • Year 6 lead – Roshini Jadav-Guile • SENDCo – Kimberley Tucker Learners are encouraged to: • Attend extra-curricular clubs • Take an active role within group activities • Take part in pupil voice activities • Attend review meetings • Contribute to target setting and reviewing
What support will there be for my child's overall wellbeing?	All staff receive training to deliver high quality pastoral care. The academy adopts a whole school approach to ensuring that all learners make excellent academic progress and their individual needs are catered for. The Academies Inclusion Team specialises in the area of child welfare and is the first port of call for staff, learners and their parents who require advice, support and guidance regarding wellbeing. Attendance is rigorously monitored, and support put in place where needed. If attendance falls, you will be contacted by the academy's attendance officer and, where necessary, additional support will be implemented to boost attendance.

	We also offer the following Wellbeing Interventions: ELSA Little Lives Counselling Mental health in schools team WAVE project The academy is mindful of the need to safeguard the wellbeing of all learners and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment. The academy also writes individual health care plans (IHCPs) with parents/carers and shares all relevant information with staff. These are written by Adrienn Meszaros at the beginning of each academic year and updated when necessary. If your child finds lunch or break times tricky, they may be given access to a quiet space to support this however 1-2-1 spaces cannot be guaranteed but adjustments will be made wherever possible. As a school we have a designated Mental Health Lead (Lauren Dean) who supports the school, to keep looking after our mental health and wellbeing a priority.
What specialist services and expertise are available or accessible by the academy?	We have access to the following specialist services and expertise: • School nurse • Counselling • Mentoring • ELSA • Young Carers - accessed externally • Medical – GP, Hospital • Bereavement Counselling • Educational Psychologist • Mental Health – CAMHS • Social Services Where a learner has an EHCP, the academy maintains close liaison with professionals that are involved from the local authority such as specialist teachers, speech and language therapists and occupational therapists.
What training have staff supporting	All teaching staff have qualified teacher status or are working towards this through a recognised training provider. Training

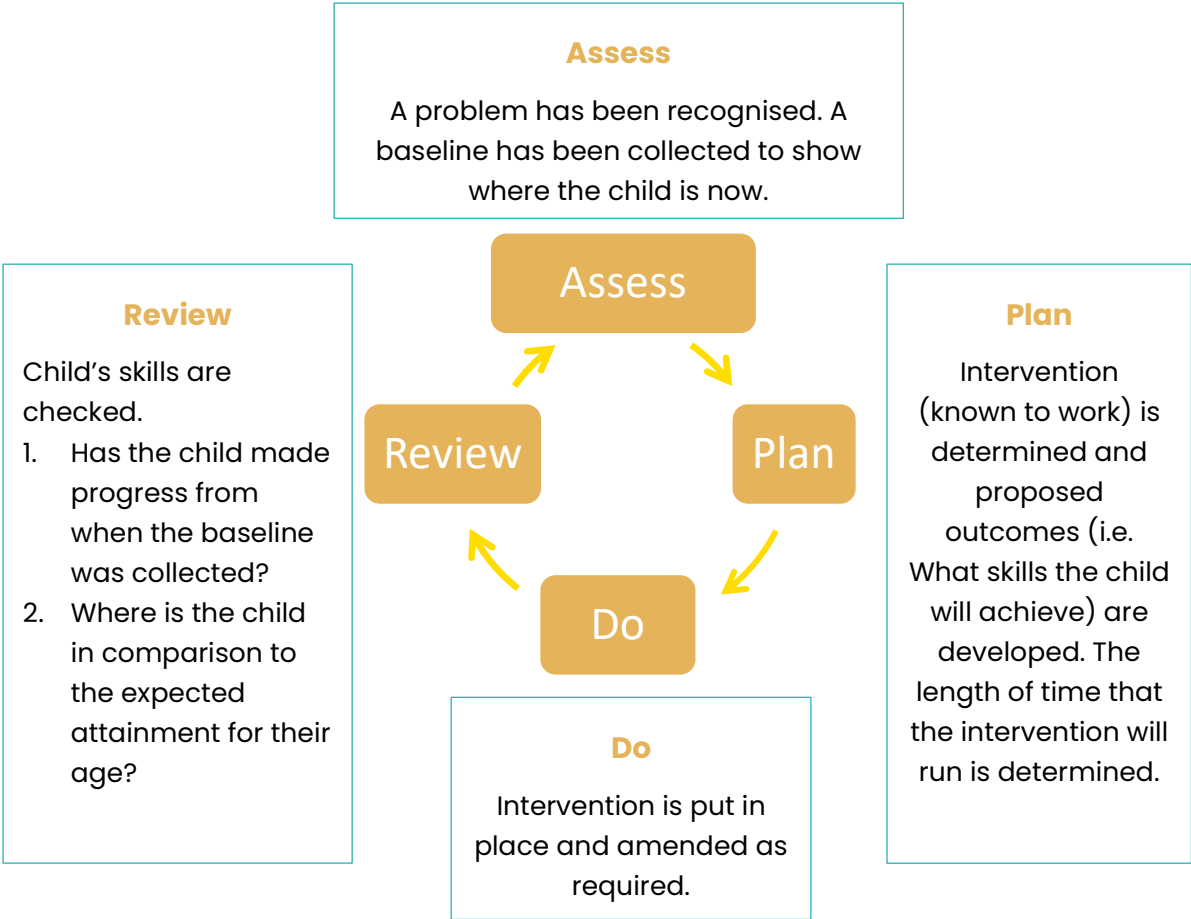
learners with SEND had or having?	for staff supporting learners with SEND is considered essential by Authentic Education. There is an ongoing programme of training for teaching assistants within SEND that is completed at an academy level but also from a multi-academy trust (MAT) perspective. SEND forms part of the new staff induction programme for ECTs or teachers new to the academy. In addition, there is regular training in first aid, child protection and safeguarding, and any looked after children on roll. Where needed training is updated annually and responsive to learner needs. Advice and guidance from outside agencies are shared with teaching staff. At the start of the year all staff are made aware of the learners with identified SEND and how to find information relating to them to best support them in and out of the classroom. All staff have access to support plans via provision map detailing specific strategies and interventions which best allow them to support everyone within the classroom.
How will your child be included in activities in the classroom? How will needs be accommodated for external trips and visits?	All staff running trips are trained by the academy's Education Visit Coordinator (EVC) and must complete risk assessments including specific details of how to support learners with SEND. All learners are encouraged to be fully involved in all areas of academy life. Where appropriate, those with an Education and Health Care plan will be supported to ensure access and participation and appropriate reasonable adjustments made. All clubs and trips are open to learners in line with a suitable risk assessment being carried out. Individual arrangements will be discussed with parents in advance. Where a learner has a physical/medical need/s, any issues around trips and activities will be discussed in advance and addressed with parents. This includes overnight and residential visits.
How will the academy prepare and support my child to transition to	For learners transitioning to a new educational phase, we liaise with previous schools/settings and/or teachers and provide additional transitional support if it is needed. This is arranged on an individual basis and tailored to the needs of the learner/s. Meetings with the SENDCo are available at parents'

and from the academy?	request and encouraged for all learners attending with an EHCP. To support transition into our setting at EYFS we offer stay and play sessions, meet the teacher sessions in the summer term before children are due to start school. We then offer home visits in the week leading up to the children starting at the school. To support transition within our school to a new year group we provide enhanced transition sessions lead by our ELSAs in the summer term. To support transition for children leaving our setting in year 6 we arrange extra visits to their secondary schools. If a learner has an EHCP, then the academy would want to be present at the annual review meeting to support target setting and be introduced to all professionals supporting the learner and establish an early relationship.
Who can I contact for further information?	The following points of contact are available at King's Park Academy: For academic and pastoral concerns: kingspark@kpa.weareauthentic.education If your concern is in relation to your child's Education and Health Care Plan, please contact the SENDCo. If not, then in the first instance contact the class teacher who may refer your concerns to a more senior member of staff where required. If your concern relates to your child's special educational need/s, please contact the SENDCo directly. Should you wish to make a formal complaint regarding an issue at the academy, please follow the complaints policy, which can be found on the academy website: Authentic Education – Statutory Information. Should you require further support and guidance from an impartial advisor, SENDIASS BCP will be able to offer support, information and guidance for you as a parent. You will be able to find out more information at https://sendiass4bcp.org/.

How else can I be involved?	We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by: • Helping them to be organised for their day (including bringing the right equipment and books) • Full attendance and good punctuality • Supporting with reading at home • Completion of homework • Attending parent's meetings • Attending any meetings specifically arranged for your child • Ensure that any interventions to complete at home are encouraged and supported • Engage with individualised home communication methods where they are implemented
What support is there for improving behaviour, attendance and avoiding exclusion?	As an academy, we have a very positive approach to all types of behaviour with a clear reward and sanction system that is followed by all staff. If a child has behavioural difficulties a behavior plan is written alongside the child to identify the specific issues, put relevant support in place and set targets. This document is the responsibility of the head of year and reviewed as agreed at the first meeting. The attendance of every learner is monitored daily. Lateness and absence are recorded and reported on. Good attendance is actively encouraged throughout the school. If a learner's attendance falls below 95% (academy target), contact will be made by the school in the form of a letter / telephone call. In extreme circumstances the academy may use the support of Authentic Education's attendance lead.
How is the Trust's Governance involved and what are their responsibilities?	The Director of School Improvement (SEND) and Head of SEND & AP lead will complete termly assurance with every academy, which is reported on to Authentic Education's committee on a termly basis. The Director of School Improvement (SEND) will meet regularly with the SEND trustee to report on statutory duties. The SENDCo provides assurance reports to the Director of School Improvement (SEND) and Head of SEND & AP. They are kept informed about SEND developments and take an active interest in the work of the SEND departments across Authentic Education. The SEND trustee does not have access to information about individual learners or become involved in individual cases. In the unlikely event that a concern cannot be resolved by the SENDCo and/or the Principal then the Authentic Education SEND team can be contacted at the request of parents.

Additional information

Please find beneath a model of the Assess-Plan-Do-Review process that we follow in the SEND department.



Glossary of SEND acronyms & abbreviations

ADD	Attention deficit disorder	LAC	Looked after child
ADHD	Attention deficit hyperactivity disorder	LO	Local offer
ASD	Autistic spectrum disorder	MLD	Moderate learning difficulty
CAMHS	Child and adolescent mental health service	ODD	Oppositional defiant disorder
CIN	Child in need	OT	Occupational therapist
CoP	Code of practice	PDA	Pathological demand avoidance
CP	Child protection	PEP	Personal education plan (for looked after child)
CYP	Children and young people	PEEP	Personal emergency evacuation plan
EAL	English as additional language	PMLD	Profound and multiple learning difficulties
EHCP	Education health care plan	PP	Pupil premium
EP	Educational psychologist	SALT	Speech and language therapy
EYFS	Early years foundation stage	SDQ	Strengths and difficulties questionnaire
FAS	Foetal alcohol syndrome	SEND	Special educational needs and disabilities
FASD	Foetal alcohol spectrum disorders	SENDCo	Special educational needs and disabilities coordinator
GLD	Global learning delay	SLCN	Speech language and communication need
HI	Hearing impairment	SLD	Severe learning difficulty
HLTA	Higher level teaching assistant	SpLD	Specific learning difficulty
IEP	Individual learning plan	SPDs	Sensory processing disorders
IRP	Independent review panel	TA	Teaching assistant
ISP	Individual support plan	VI	Visual impairment
SENDIASS	Special Educational Needs Disability and Advice Service		