



King's Academy College Park

Information Report for Special Educational Needs and Disability (SEND)

Introduction

King's Academy College Park has high expectations for all our children, including those with Special Educational Needs and Disabilities (SEND).

Key Principles:

- All pupils are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs.
- The needs of pupils are assessed and reviewed regularly.
- Provision will be suitably adapted to meet individual and diverse needs to enable all pupils to reach their full potential.
- Pupils (regardless of their Special Educational Need or Disability) will have equal access to resources, provision and interventions necessary to support them.
- All pupils will be enabled to participate as fully and as inclusively as possible in school life.
- All those working with pupils with Special Educational Needs will be appropriately trained and supported.
- Parents are key partners in the identification, planning for, support and review of the pupils' needs.

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the 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 requires involvement of specialist staff or support services.

Our School has a **Special Educational Needs Co-ordinators (SENCo)** who is responsible for the management of provision of support for identified pupils with **Special Educational Needs and Disability (SEND)** and to coach and support teachers and other staff to enable them to provide appropriate **assessment** and focussed **provision** for children in their class with SEND.

All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with special educational needs within the classroom.

Our school currently includes pupils with SEND in the following areas:

- Learning Difficulties
- Speech, Language and Communication
- Neurodiversity
- Social, Emotional and Behavioural difficulties
- Medical Needs
- Hearing impairment or visual impairment

'Areas of Need' explained



The 'SEND Code of Practice' (Sept 2014) states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

Area of Special Educational Need	Relating to difficulties with:
Communication and Interaction	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p>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 in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p>Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p>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 still fairly poor and therefore their literacy can be affected.</p>
Cognition and Learning	<p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>
Social, Mental and Emotional Health	<p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image
Sensory and/or Physical	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p>



	<ul style="list-style-type: none"> • 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 / smells / light / touch / taste. • Toileting / self-care.
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The levels of intervention available at King's Academy College Park

The school provides a graduated response to each child dependent on the level of need.

Examples of the support and intervention that could be used to support individual needs include:

Whole School Approach (Quality First Teaching)	Targeted & Specialist Support for individuals or small groups
<ul style="list-style-type: none"> • Access to a varied and stimulating curriculum • Use of different Individualised teaching approaches according to needs • Hands on learning e.g. curriculum days, trips out of school • Good use of visual and practical learning • Removing potential learning barriers for all pupils • Providing support for pupils during learning activities. • A range of technology to support and aid quality teaching • Consideration of differing cultures and beliefs • Differentiated groups of children during lessons. • Children taught in flexible targeted teaching groups • Small guided groups • Opportunity for guided and independent work • Opportunities to develop positive self esteem, independent learning, enabling pupils to exercise choice, involvement in decision making and problem solving • Learning Support Assistant (LSA) team in each year group 	<ul style="list-style-type: none"> • Phonics groups • Catch UP • BEAM (fine /gross motor) • Hand gym • 1:1 targeted reading (including comprehension skills) • Handwriting groups • Numeracy support • Precision Teaching • 5 Minute Box • 1:1 support for Reading/Writing/Math • Parent discussion • ISP (Individual Support Plan) • SENCo involvement which may include observation or assessment
Whole School Approach (Quality First Teaching)	Targeted & Specialist Support for individuals or small groups
<p>In addition to the above:</p> <ul style="list-style-type: none"> • Drama / Role play • Outside theatre groups / shows and workshops • Golden Time/Playtime • Plan/Do/Review • A range of technology to support learning 	<ul style="list-style-type: none"> • Social Skills group • Makaton • Referral to Speech and Language Therapy (SALT) • Support in the classroom • Social stories



<ul style="list-style-type: none"> • Outdoor learning activities • Curriculum weeks/WOW days • Full inclusion in all school assessment and tasks • Clear verbal instructions / explanations which can be simplified along with visual or concrete support • Visual timetables 	<ul style="list-style-type: none"> • The provision of a workstation and aspects of the TEACHH approach • Referral to Educational Psychology • Referral to Portsmouth SEN Support Partnership (PSENSP) • Application for an Education Health Care Plan (if appropriate) • SENCo assessments and monitoring to ensure appropriate intervention and access to learning • SENCo involvement which may include observation or assessment • Additional ICT use of audio / visuals • Parent discussion • ISP (Individual Support Plan)
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Cognition and Learning	Whole School Approach (Quality First Teaching)	Targeted & Specialist Support for individuals or small groups
<p>Moderate Learning Needs</p> <p>Severe Learning Difficulties</p>	<ul style="list-style-type: none"> • Access to a varied and stimulating curriculum • Use of different Individualised teaching approaches according to needs • Hands on learning e.g. curriculum days, trips out of school • Good use of visual and practical learning • Removing potential learning barriers for all pupils • Providing support for pupils during learning activities. • A range of technology to support and aid quality teaching • Differentiated groups of children during lessons. • Children taught in sets for Literacy and Numeracy in Years 1 & 2 • Small guided groups • Opportunity for guided and independent work • Opportunities to develop positive self esteem, independent learning, enabling pupils to exercise choice, involvement in decision making and problem solving 	<ul style="list-style-type: none"> • 1:1 support for Reading/Writing/ Maths • Support in the classroom • Referral to Educational Psychology • Referral to Portsmouth SEN Support Partnership (PSENSP) • Access to a Specialist Teacher Advisor • Application for an Education Health Care Plan (if appropriate) • SENCo assessments and monitoring to ensure appropriate intervention and access to learning • Parent discussion • ISP (Individual Support Plan)



	<ul style="list-style-type: none"> • Learning Support Assistant (LSA) in every year group • Lessons adapted in order to include both sensory and physical disabilities 	
Sensory and Physical Needs:	Whole School Approach (Quality First Teaching)	Targeted & Specialist Support for individuals or small groups
Hearing Impairment Visual Impairment Multi-Sensory Impairment Physical Needs Medical Needs	<ul style="list-style-type: none"> • After school clubs • Outside play areas, equipment • A fully inclusive and adapted class/curriculum approach according to individual needs • Audit of environment to consider adaptations (as required) • Modification of organisation, routine, and environment • Access to an area for therapy if required 	<ul style="list-style-type: none"> • Hand gym/BEAM • Handwriting practice • Extra 1:1/small group activities • Targeted small group/individual intervention to address specific needs e.g. self-help skills, touch typing and independence • Physical aids where necessary or where advised by specialists • Access and liaison with the OT (Occupational Therapist) • Access and liaison with the Physiotherapist • Liaison with the School Nurse Team and other relevant medical professionals. • SENCo assessments and monitoring to ensure appropriate intervention and access to learning • Support provided support staff if required • Application for an Education Health Care Plan (if appropriate). • A suitable place for therapy if required. • Extra support and access to appropriate resources/equipment • Parent discussion • ISP (Individual Support Plan)

Social, Mental and Emotional Health:	Whole School Approach (Quality First Teaching)	Targeted & Specialist Support for individuals or small groups
Challenging Behaviour ADHD	<ul style="list-style-type: none"> • All pupils can confidently grow in a safe, caring, supportive and purposeful environment that enables the development of 	<ul style="list-style-type: none"> • Behaviour Logs / Charts • Social skills group • Self-esteem group • Worry Box



Attachment disorder	relationships based on mutual respect and understanding.	<ul style="list-style-type: none"> Careful attention to grouping children to ensure positive outcomes and avoid clashes.
Anxieties	<ul style="list-style-type: none"> PSHE lessons and activities. Opportunities for children to talk about any fears, confusion and guilt with adults they can trust. 	<ul style="list-style-type: none"> Additional supervision at transition times. Regular additional support from an adult to support children's thinking about how to approach a task or activity and to minimise anxiety. ELSA support Referral to CAMHS (Child and Adolescent Mental Health Services) Support from the Mental Health Support Team (MHST) Support from MABS (Multi Agency Behaviour Support) Service Completion of a TAF (if required) Application for an Education Health Care Plan (if appropriate) Support provided support staff if required. PSP (Pastoral Support Plan) or Individual Behaviour Plan (IBP) Parent discussion SENCo / Inclusion Manager assessments and monitoring to ensure appropriate intervention and access to learning

Commonly Asked Questions

How does King's Academy College Park know if children need extra help?

Children may be identified as having SEN through a variety of ways including the following:

- Liaison with pre-school/previous school
- Child performing below age expected levels
- Concerns raised by parent
- Regular Pupil Progress Meetings held between the Class Teachers and Year Leaders / AHTs
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. physical needs
- Health diagnosis through paediatrician/doctor

As a school we measure children's progress in learning against national expectations and age related expectations. The class teacher continually assesses each child and notes areas where they are



improving and where further support is required. As a school, we track children's progress from entry at Reception through to Year 6, using a variety of different methods.

Children who are not making expected progress are identified and a discussion takes place concerning why individual children may be experiencing difficulty and what further support can be given to aid their progression. The SENCO is involved in these discussions if necessary.

What should I do if I think my child may have special educational needs?

Talk to us – firstly discuss your concerns with your child's Classteacher (or SENCO if your child is due to join the school). We pride ourselves on building positive relationships with parents and are always keen to work together to support a child as necessary.

How will King's Academy College Park staff support my child?

Our SENCO will closely monitor all provision and progress of any child requiring additional support across the school. The Classteacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group, if this is seen as necessary by the Classteacher.

How will the curriculum be matched to my child's needs?

Teaching and activities within every lesson are pitched at an appropriate level so that all children are able to access them according to their specific needs. Typically, this might mean that in a lesson there would be different levels of work set for the class. However, on occasions it is necessary for work to be individually adapted. The benefit of this type of adaptation is that all children can access a lesson and learn at their level.

In addition to this, at King's Academy College Park, some of the lessons are taught by grouping the children more flexibly, depending on their individual needs at any given time. This enables teachers to adapt work further and allow children to learn with different peers.

How do we know if the support or strategies used have had an impact?

In school we will often use ISPs (Individual Support Plan) or IBPs (Individual Behaviour Plans) to set targets and review progress. We can use these targets to monitor pupils' progress academically against national/age related expectations and update or adjust the ISP. This may involve breaking targets down into smaller steps or using a different approach to ensure progress is made. Children may no longer require an ISP or any additional support when they are achieving within age-expectations.

How will I know how my child is doing and how will you help me to support my child's learning?

The Class Teacher will meet with parents termly (this could be as part of Parents' Evening) to discuss your child's needs, support and progress. If your child has an ISP, the review of the previous targets and new targets set will be discussed. For further information, the SENCO is available to discuss support in more detail.



We offer an open door policy where you are welcome any time to make an appointment to meet with either the classteacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents, teachers and any other adults involved in your child's life. Therefore we aim to communicate regularly and openly, for all levels of needs.

Your child may have an ISP / IBP in place and therefore the targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.

If your child has complex SEND they may have an EHC Plan (Education Health Care Plan). The provision outlined as part of an EHC Plan will be formally reviewed yearly.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life.

Children who have ISPs (Individual Support Plans) participate in the creation of and the review of their targets with their classteacher. This in turn can contribute to the new targets.

If your child has an EHC Plan then their views will be informally obtained before a review.

What support will there be for my child's overall well-being?

The classteacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support or advice is required the classteacher can liaise with the SENCo. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

The school also has members of the support staff who are trained to be an ELSA (Emotional Literacy Support Assistant). They work under the direction of the Inclusion Manager to run sessions to support some children who have difficulties in this area e.g. interacting with peers, developing social skills, and problems at home.

Our school has a zero tolerance approach to bullying.

What specialist services and expertise are available at or accessed by King's Academy College Park?

Our SENCo Jeanette Van-Wyk is a fully qualified teacher and completed a Postgraduate Certificate in Professional Practice and on completion was awarded the National Award for Special Educational Needs Coordination.

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

- MABS (Multi-agency Behaviour Support) service



- Health – including the School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), MHST (Mental Health Support Team) Paediatricians, Occupational Therapy, Physiotherapy and the Speech & Language Therapy service.
- Social Care
- Educational Psychology

Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents to pursue any kind of professional intervention.

What training have staff had or going to have?

- All of our LSAs are qualified through experience or qualifications, such as achieving National Vocational Qualifications (NVQs) in areas relating to child care.
- We have support assistants who are trained to be an ELSA (Emotional Literacy Support Assistant). They receive regular support from an Educational Psychologist.
- Our LSAs have had training in the interventions that they deliver e.g. Phonics, Teacch approach, reading.
- As a staff we have regular training and updates relating to SEND, medication use and resources/interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.
- Staff attend training that is relevant to the needs of the children they teach.
- We regularly access support from the Inclusion Outreach team in Portsmouth which offers outreach support from local special schools.

What are the Governors responsibilities?

One of our governors has responsibility for SEND and Inclusion. They meet with the SENCo to ensure that they are able to keep the governing body informed about the current SEND position within school and any changes in legislation.

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

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips and in extra-curricular clubs and activities. We will aim to provide the necessary support to ensure that this is successful so that no child is excluded from taking part in activities with their peers due to their disability or specific needs.

A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety is not 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 in school. However, our first intention is always to enable children with Special Educational Needs or Disabilities to participate fully with their peers whenever it is safe for them to do so.

How accessible is the school environment?

The Infant site at King's Academy College Park is situated on one level across two buildings and is fully accessible to wheelchair users. There is also a disabled toilet. The Junior site is on two levels but the positioning of classes can be flexible to meet specific needs. Any other resources needed for



access may be assessed by Occupational Therapy, Physiotherapy or the Sensory Impairment Service in order for us to ensure ease of access and safety for all.

How will King's Academy College Park prepare and support my child to join the school and then transfer to junior and secondary schools?

We encourage all new children to visit the school with their parents prior to starting where they will be shown around the school and any concerns can be addressed.

We work closely with our feeder pre-schools to find out as much as possible about the children joining us in Reception. The SENCo will attend transition meetings for pupils who are known to have SEND.

We also liaise closely with receiving junior and secondary schools regarding children who are making the transition from Year 2 to Year 3 and from Year 6 to Year 7. School staff (often the receiving SENCo) are invited to any relevant meetings regarding a child with SEND during the summer term.

There are numerous planned transition visits for all of the children joining the school in Year R and the children in Years 2 and 6 moving on to their new school. However, for those children that are likely to find the transition difficult, additional visits are arranged as necessary.

A 'Social Story' can be used as a tool to support the transition process for those children with high levels of anxiety, communication difficulties or behaviour difficulties.

We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

How are resources allocated and matched to children's special educational needs?

We ensure that the needs of all children who have Special Educational Needs or Disabilities are met to the best of the school's ability with the funds available. We will often allocate learning support assistants who are funded by the SEN budget to deliver programmes designed to meet groups of children's needs as well as quality first teaching from teachers. The budget is allocated on a needs basis allowing all children with Special Educational Needs or Disabilities to access the curriculum and school life. Reasonable adjustments are made in order to prevent disadvantages.

How is the decision made about what type and how much support my child will receive?

The classteacher alongside the SENCo will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

What support is there for improving behaviour, attendance and avoiding exclusion?

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties an Individual Behaviour Plan (IBP) may be written by a member of staff alongside the child and parents to identify the specific issues, put relevant support in place and set targets.



After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Attendance of every child is monitored on a daily basis by the school admin staff. Lateness and absence are recorded and reported upon to the Headteacher. Good attendance is actively encouraged throughout the school.

Families who struggle with attendance and lateness are supported in an attempt to improve attendance and lateness.

Who can I contact for further information?

Your main point of contact would always be the class teacher and then following this you may need to speak to the SENCo (Mrs van Wyk).

What should you do if you feel that the support offered in the Information Report is not being delivered or is not meeting your child's needs?

First point of contact would be your child's classteacher to share your concerns. They will then escalate your concern as necessary. You may also wish to refer to the Special Educational Needs section of the Portsmouth City Council website (The Portsmouth Local Offer) for further information at <https://portsmouthlocaloffer.org/>

Any complaints about the SEND provision in our school should be made to the SENCo or Headteacher in the first instance. If these discussions do not resolve your concerns, please refer to the complaints policy on our website.

If my child has additional needs, who should I contact if I am considering whether my child should join King's Academy College Park?

In this instance you can contact the school Admin office to arrange a meeting with our SENCo, Mrs van Wyk, or our Headteacher Mrs Carlyle to discuss how the school could meet your child's needs.

How is the school's information report reviewed?

This information report will be reviewed annually to reflect the changing needs of the children who attend King's Academy College Park. Part of this review process will involve contributions from parents.

Your SENCo

SENCo Mrs van Wyk

Working as part of the leadership team we work closely with all staff in school, parents and outside agencies and colleagues throughout the city. We have the responsibility of co-ordinating the provision made for individual children with Special Educational Needs and Disabilities and Social and Emotional needs.

Support is available through:



- Giving advice on issues relating to any of the above.
- Meeting with parents to discuss any concerns they may have about their child's development or learning difficulties.
- Assessment of individual pupils to identify need and plan appropriate support.
- Monitoring the interventions that are in place and tracking children's progress.
- Co-ordinating referrals that may be made to a range of other agencies such as Educational Psychology and Speech and Language Therapy.
- Liaising with other professionals who are involved in the care of any of our children.

Medical Support

We work closely with the School Health Nurse team who regularly hold drop-in sessions on the school site.

If a child has specific medical needs then a protocol is put together by the school nurse in conjunction with parents and the school. This ensures that all school staff know exactly what to do in order to care for that child in school or if a medical emergency was to arise.

If specific training is required around a medical need then this is co-ordinated by the SENCo to make sure that all the relevant staff have the knowledge they require to meet a child's needs.

Please also refer to the "Supporting children with medical needs" policy on the school website.

Speech and Language Support

A Speech and Language Therapist is allocated to our school by the Speech and Language Therapy Service based at Battenburg Avenue Clinic. She liaises with the SENCo to organise visits.

During these visits she will review and assess children who are already known to the service in order to update their programmes of support. A child who has a speech and language therapy programme will have time in school to regularly work on these targets with an adult. This will often be a Learning Support Assistant (LSA) known to the child. All of our support staff have had training in a number of different areas relating to speech and language therapy.

Current Involvement with Outside Agencies include:

- Speech and Language Therapy
- Educational Psychology
- School Health Nurse team
- Multi-Agency Behaviour Support (MABS) Service
- Occupational Therapy
- Physiotherapy
- Sensory Impairment Service
- Child and Adolescent Mental Health Service (CAMHS)
- Mental Health Support Team (MHST)
- Portsmouth SEN Support Partnership (PSENSP)

September 2025

