

Kingsleigh Primary School



SEND Report

Review Cycle: 1 Year

Last Reviewed: September 2026

Review Cycle: 1 Year

Next Review: September 2027



The aim of this SEND report is to explain how we implement our SEND policy. Our SEND policy is available on the school website.

SEND Overview for Kingsleigh

Kingsleigh Primary School is a community where all are welcomed, valued and heard. Feeling safe and happy are at the heart of what we do to ensure we succeed as life-long learners. We embrace individual qualities to ensure Kingsleigh is a community 'where everyone can be great'.

Kingsleigh Primary School is large school with four forms of entry. In addition, we have an attached Preschool with places for 2, 3 and 4 year olds.

Our admissions are handled by BCP Council and we follow their Admissions Policy.

Our school provides for pupils with needs across the areas: communication and interaction; cognition and learning; social, emotional, mental health; physical and sensory. We encourage an ethos of inclusion amongst all stakeholders including staff, parents and children.

At the September 2026 register, 143 children from Reception to Year 6 are recorded with SEND: 26 have an Education, Health and Care Plan (EHCP) and 117 receive SEN Support. This is 143 of 676 school-age pupils on roll (21.2%). A further child is recorded at SEN Support in the preschool, which has 37 children on roll. These figures are a snapshot and may change during the year.

Identifying Pupils with SEND

Parent/Carers should always raise concerns with their child's class teacher in the first instance via 'on the door' communication, termly parents evenings or by emailing the school office. There may be times when parents wish to contact the SEND team directly, this can be done by phone or by emailing send@kingsleighprimary.co.uk

Teachers can also share concerns with the SEND team following the completion of a Quality First Teaching Send Identifiers form. If appropriate and if classroom-level intervention has been implemented, the child's class teacher and the SEND team will call a 360-meeting including other professionals, initiating an Assess-Plan-Do-Review cycle. This is part of our graduated response. Parents are invited to contribute to this process and receive updates in writing from the SEND team and verbal feedback from the class teacher. Recommended actions may include adjustments to classroom provision, additional paired/group/individual provision in school and/or assessment and advice from external agencies.

Following the graduated response, if we feel it is necessary to seek further advice, we may make a referral to other professionals including the Community Paediatrician, Educational Psychology team, Children's Therapy, Child and Adolescent Mental Health Service (CAMHS), specialist outreach support or the NHS Speech and Language Therapy Service.

All children working with external agencies are included on the school SEND register.

Approaches to Teaching and Learning for pupils with SEND

Our main approach to ensuring all children's needs is met is quality-first teaching whereby lessons are tailored to meet children's varying needs. Our teachers use a range of multi-sensory approaches and provide practical activities to support children's learning. Lessons are adapted to ensure all pupils can access learning at their level, adaptations may include: scaffolding tasks, pre-teaching, additional resources, visual aids, and additional adult support.

We always seek to make reasonable adjustments to include all pupils in the breadth of the national curriculum and other areas including physical activity; accessibility to buildings/facilities; school trips; school events and performances and clubs. In some cases, additional risk assessments may need to be completed prior to these activities to assess and minimise risk. Where appropriate parental involvement may be needed to support access and minimise risk.

Some children need additional interventions to fill gaps in their learning, either in a group or on a 1:1 basis. A baseline screen should be completed prior to intervention to inform planning and measure impact. Interventions may include phonics, daily reading, maths foundation skills and vocabulary. Interventions are reviewed and adapted regularly.

Our Link NHS Speech and Language Therapist works alongside teachers and teaching assistants to put in place structured programmes to support children with speech and language difficulties. She also works directly with some children for short-term blocks of therapy, if appropriate.

The school can also offer soft settles at the start of each day to provide regular and controlled input to enable children to be energised or calmed so that they can get the most out of their school day.

Support for Improving the Emotional and Social Development of Pupils with SEND

The pastoral team are dedicated to ensuring the wellbeing of our pupils and families. We recognise that children with SEND may be more vulnerable than their peers and require additional support with understanding their emotions, developing positive peer relationships and voicing any concerns that they may have. The school approach to bullying is outlined in the Safeguarding Policy and Anti Bullying policy.

We have allocated members of staff to oversee Looked After Children (LAC) and children who meet the criteria for Pupil Premium funding. Personal Education Plan (PEP) meetings are held regularly for children who are/previously were LAC. The SEND team attend these meetings where applicable.

Support is available locally for families of children with SEND. The current SEND local offer is available on the BCP website. SENDiass also provide a free, confidential and impartial service to support parents (01202 128181).

Early support can also be directly accessed by parents and carers via the early help access point (EHAP Parent line) 01202 126668. Referrals to this service can be made by the school if additional information needs to be shared.

We have a team of trained members of staff who work with children, either individually or in small groups to develop their social and emotional skills. Our Emotional Literacy Support Assistants (ELSA) are trained to support pupils' diverse needs through short-term pieces of work or regular 'check-in' sessions.

We follow the Jigsaw scheme of work for Personal, Social, Health and Citizenship Education which teaches children about emotions and relationships. Additional support and information are presented to parents and carers annually.

We currently commission a fully qualified Play Therapist to run 1:1 sessions with children. Parents are involved in referral to the Play Therapist and have opportunities to discuss their child with her at regular points through the therapeutic process.

Staff Supporting SEND Needs

Teachers and TAs are supported by the SEND team to meet the needs of pupils who have additional needs. The SEND team consists of an inclusion lead, a SENCO, a SEND administrator, behaviour support TA and Two trained Speech and language TAs.

Our SENCO is:

Simon Profitt. Simon has worked as a SENCO in local primary schools since 2000. He brings extensive experience of working with children, families and staff to identify needs, coordinate support and review its impact. He works with colleagues and external professionals to help children access learning and school life.

Charlie Richardson is the Inclusion Lead and works closely with Simon to ensure the SEND needs of all children at Kingsleigh are met.

Equipment, facilities and funding to support pupils with SEND

'The Cove' is a well-resourced room in our Key Stage 2 block which supports a number of pupils with SEND.

'The Den' is a provision based in our school supporting children with multiple complex needs. It has a higher adult to child ratio and covers a curiosity and play based curriculum.

Our Sensory Room provides a calm space to support children to regulate their emotions. Some children also have access to sensory equipment and resources in class e.g. wobble cushions, ear defenders, chew buddies and fiddle toys.

The school also maintains individual healthcare plans, intimate care plans, pupil risk assessments and personal emergency evacuation plans where needed. These are reviewed with families and relevant professionals as needs change, and staff use them to plan safe access to learning and wider school activities.

Our Accessibility Policy highlights how we ensure that pupils and adults are able to access our buildings.

The school plans and funds additional support from its available resources. Where a child's needs may require provision beyond SEN Support, the school discusses whether to request an

Education, Health and Care Needs Assessment (EHCNA) with the family and relevant professionals. The local authority decides whether to assess and whether to issue an EHCP.

Consultation with Parent/Carers

As a school, we hold termly parent consultation evenings as well as parent drop-in sessions where parents can informally speak with their child's teacher and view their child's work. Staff from each year group are always available on the playground at drop off time for parents and carers to leave messages. Teachers are available for on the door conversations at the end of each school day. For children who have EHCPs, parents are invited to attend review meetings, at least once a year.

Child voice and Involvement in Decision Making

We always aim to seek pupils' views and, where possible, involve them in decision-making. Their level of involvement will depend on their age and level of understanding. We may seek your child's views by asking them to prepare appropriate child-centred contributions for meetings about them i.e. one-page profiles, videos, and photos. Children may also be involved in co-creating Behaviour Toolkits and Individual Reward Charts.

Evaluating the Effectiveness of Provision for Pupils with SEND

Children receiving SEN Support have an individual education plan (IEP) where appropriate, with clear outcomes and provision recorded through the school's provision mapping system. Class teachers review these with the SEND team and share progress and next steps with parents at least termly. For children with EHCPs, provision is planned against the outcomes and requirements of their plans.

All children who have been through a 360 cycle are reviewed by a member of our SEND or pastoral team to see whether recommendations have been effective, or whether a further plan-do-review cycle is required.

Review meetings are held at least once a year for children with EHCPs. Progress and provision are reviewed during the meeting. Parents, key school staff and relevant external agencies are invited to attend and contribute to the child's review. A contribution is also sought from the child.

Admission Arrangements for Pupils with SEND.

Please refer to the school admissions policy for further detail.

When a prospective pupil has additional SEND needs, the school may seek further information from the child's current setting or parents in order to aid the child's transition. In some cases, a transition meeting may be held prior to the child starting school, at this meeting additional individual transition arrangements will be set up if needed. SEND records will transfer to the current school following enrolment.

Arrangements for Transition

Between year groups:

Teacher handover meetings are held annually in the summer term, to enable the child's current class teacher to hand up key information to the next teacher. The SEND team also hold handover meetings with teachers, at the beginning of each academic year, to ensure that key documents and information have been transferred. Some children need additional individual support for transition e.g. a transition book and additional visits to their new classroom.

Secondary transition:

We aim to ensure that all pupils' transfer to secondary school is as smooth as possible. We work with each secondary school to facilitate their transition offer for all pupils. For pupils with SEND we meet with the SENCO from the secondary school where possible for a handover meeting. Where we have concerns about transition, staff are also able to accompany pupils and/or their parents/carers on additional visits to the school.

Transition between schools:

Any SEND records will be transferred shortly after a child's enrolment at a new school. There may also be a verbal handover of information if requested by the receiving school, in order to support the child's transition.

Developing SEND Provision

The SEND team continually reflect upon the offer for children with SEND and liaise with the Senior Leadership Team regarding needs and provision in school. Training is regularly provided to support staff to meet children's needs. This might be training for all staff or a small number, if specific to an individual child's needs.

Compliments, Concerns or Complaints

If you wish to make a compliment or raise a concern about your child's SEND support, please speak to your child's class teacher in the first instance. Parents/carers can also contact the SEND team directly on send@kingsleighprimary.co.uk

If you are not satisfied with the response and/or wish to make a complaint about your child's SEND support, please refer to and follow our complaints policy which is available on the school website.

For external support parents may wish to contact SENDiass who provide a free, confidential and impartial service to support parents (01202 128181). Additional information may also be found in the SEND Code of Practice 2015, chapter 11 'resolving disagreements'.

Glossary

- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHCNA** – the needs assessment is the first step on the way to securing an EHCP. The local authority will do an assessment to decide whether a child needs an EHCP.
- **EHCP** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **Graduated response** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Pupil Premium** – funding to improve education outcomes for disadvantaged pupils in schools in England.
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **Specific Learning Difficulties** – difficulties with certain areas of learning i.e. reading, writing, spelling, and mathematics.
- **Transition** – when a pupil moves between years or schools