Kingsland School

"An Outstanding School" Ofsted 2023

HEADTEACHER: Dr Amy Johnston

Kingsland Primary School
Special Educational Needs Information Report
September 2026

1. What kinds of special educational needs do we provide for in our school?
Kingsland School is a primary day community special school for pupils with learning difficulties. Pupil ages range between 2 and 11. The school is based on two sites, one being in the Stanley area of Wakefield and the other being in Castleford, West Yorkshire. Pupils travel from across the Wakefield District to attend Kingsland. Every pupil at Kingsland has an Education Health and Care Plan. The range of special educational needs at Kingsland includes Severe Learning Difficulties, Profound and Multiple Learning difficulty and Complex Needs. In addition, many pupils have Autistic Spectrum Disorders, Visual/Hearing Impairment, medical needs and Physical Difficulties. Access to the provision is through Local Authority consultation with the School.

2. How do we know if your child needs extra help?
Every child has an Education Health Care Plan (EHCP). A statutory review is held annually in consultation with parents/carers, the pupil themselves and with professionals involved with your child. Every pupil has an Individual Education Plan (IEP) which is developed in consultation with parents/carers, the pupil and a wide range of professionals to ensure that learning is based on individual pupil need. EHCPs and IEPs are under constant review by the school. Opportunities are provided for parents/carers to be involved in this process throughout the year. Pupils are assessed throughout the school year using a range of methods and evidence, including progress towards end of EHCP outcomes, IEP targets, Key Stage outcomes, the Engagement Model, progression maps, SCERTS trackers, learning journeys and reading records (where appropriate). We also assess using photo/video files and pupil observation. Progress is closely monitored, which allows us to provide extra support if required. Progress meetings are held three times a year with teachers and parents. Other professionals are regularly consulted about pupil progress. This could include Speech and Language Therapists, Physiotherapists, Occupational Therapists, nurses and other external agencies.

3. How we consult with young people with special educational needs and involve them in their education

All pupils will have an EHCP and will be encouraged to attend their annual review to listen to their achievements, and to discuss and share what their next targets should be. Your child's views and aspirations along with your own and those of school will be taken into account, so that collectively we work together to help them achieve.

Twice a year targets are set through Individual Education Plans. These are written in consultation with the pupil and parent/carer. These targets are regularly reviewed and progress discussed with the pupil. Where possible, we encourage our pupils to self-review their progress.

During each lesson the teacher will set lesson objectives and targets in partnership with each pupil. The teacher and teaching assistants will be continually engaging your child throughout the lesson, monitoring their progress and, providing individual support where needed to ensure they make progress. Our overall aim is to increase independence, prepare our pupils for the next stages of education and ultimately adult life.

4. How we help you to support your child's learning

We hold regular coffee mornings where you can listen to a range of guest speakers who will offer support and advice, and meet other parents/carers for coffee in order to share and learn from each other's experiences.

We have opportunities throughout the year for parents/carers to work alongside their child within the classroom. This allows parents/carers to find out about what their child is doing within the classroom and therefore extend their child's learning at home.

We hold annual culture days and celebrate special occasions. Families are invited to attend and support these events.

Homework is sent home regularly, to support and reinforce sessions taught within school. This can cover a wide range of topics relevant to individuals.

We hold a number of events in school, where families are welcome to attend, to celebrate achievements from throughout the year.

The school regularly keep you informed of your child's progress through the Annual review process, regular parent meetings and the IEP review process. We also write to you through daily home/school communication and will ring you if necessary. We encourage you to keep in touch with us through these methods.

Key Stage 2 pupils are actively involved in the running of the school through the school council. They are also involved in setting of and discussions around their own targets, where appropriate.

5. How we know what progress your child is making and how we keep you and them informed

In October of each year, we hold a structured conversation with you where we discuss targets for your child for the coming year. Opportunities are then provided in February for you to meet with your child's class teacher (although additional meetings can be facilitated at any time) to review your child's progress and discuss next steps. You are also strongly encouraged to attend the annual review of your child's EHCP.

6. How we have supported young people with SEN and adapted teaching to best support them

The staffing ratio is very high, with the ratio per class/pupil being dependent upon the

needs of pupils. Pupils may be taught in small groups or individually. The number of pupils in each class is dependent upon the needs of pupils, with class sizes currently being between 7 and 10.

All planning is highly differentiated in each class, with our most profound and complex needs pupils following a specialist Complex Learning Difficulties and Disabilities (CLDD) curriculum, and pupils with severe Autism following a SCERTs curriculum.

Our classes have a full-time equivalent teacher and up to 4 teaching assistants, depending on pupil needs.

School staff are supported by Speech and Language therapists, Physiotherapists, Occupational Therapists, the school nursing team, and specialist teachers and advisors where and when appropriate.

Intervention groups have been created to target specific need; this could include raising achievement and extending potential.

7. How have decisions been made to adapt the curriculum or change the learning environment to best meet your child's needs?

Our aim is to provide a curriculum that is relevant and broadly balanced and helps pupils to become functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive and innovative learning opportunities.

The school carries out a rigorous Self-Review process each year. All aspects of our provision for groups and individual pupils are scrutinised. Decisions are then made about how improvements can be made and best practice built upon. The curriculum and learning environment are then enhanced in light of this.

Your child will initially have their needs identified through their EHCP. We constantly review this and using our expertise and experience will identify when and where additional support may be needed.

8. How are staff in the school supported to work with young people with special educational needs and what training do they receive?

Continual Professional Development (CPD) is ongoing to identify training needs and identify staff interests. The school put on regular training sessions for essential training needs e.g. medical training, moving and handling and safeguarding. As a school we provide in house training for staff, using the skills and expertise of our staff, and of our local school pyramid. Staff access external training where this is most appropriate.

Staff are trained in areas including Team Teach (Behaviour Management) and PECs. There is also training in hearing impairments, visual impairments and sensory needs.

We take professional development of our staff very seriously recognising that a high-quality workforce is essential in delivering outstanding learning opportunities for our pupils.

Our teaching assistants also have a range of expertise and take part in whole school training. Some of them are trained specifically by the nursing team to administer tube feeds or medication. Others are trained in moving and handling, personal care or working with pupils with hearing and/or visual impairment.

This is not an exclusive list and as has already been mentioned ongoing professional development is key to ensuring staff of all categories remain updated and skilled.

9. When we have needed expert advice and support how have we secured that and what services have been provided?

Your child will have an EHCP which will specify any additional requirements. The EHCP is a statutory document which means that whatever it says need to happen then it must be carried out or provided.

To this aim we work closely with many agencies, including the following to support your child's needs; all therapy services including Speech and Language therapy, Physiotherapy and Occupational Therapy; Educational Psychology Service; Behaviour Support Service; School Nursing Service.

Specialist services include Hearing and Visually Impairment, CAMHS and Social Care.

10. How we check how well we are doing in meeting the needs of pupils with SEND

We have a robust system of reviewing our provision each term using the Ofsted framework for self-evaluation. This includes looking at:

- The effectiveness of leadership and management
- The quality of education
- Personal development and behaviour

Governors are involved in the process and receive regular reports through the half termly governing body meetings and sub-committee meetings.

Any interventions such as individual learning programmes, and additional funding such as Pupil Premium/Sports Premium, are identified and tracked to ensure the impact is effective.

The school was inspected in 2023 and received an Outstanding judgement in all areas.

We monitor the quality of teaching at least three times a year and engage external reviews which we welcome as a means of ensuring our practice remains outstanding.

11. How we ensure that your child is included in activities outside the classroom, including physical activities and school trips

We acknowledge that physical and creative activities are an essential part of the development of our pupils, and as such, our curriculum offer encompasses a range of social and leisure opportunities.

Pupils take part in a range of sporting and physical opportunities within school.

Planning is differentiated to include all pupils in the class.

There are regular school trips including a trip to the pantomime and visits to enhance curriculum learning.

12. How we provide for your child's overall wellbeing

We demonstrate our commitment to pupil well-being through our Personal Social Emotional (PSED) curriculum and bespoke individual programmes where required.

The opinion of your child is valued and taken into consideration through School Council meetings.

We have a comprehensive safeguarding policy and protocol in place. All staff access regular update training in working with children and vulnerable young people using the

‘Guidance for Safer Working Practice for People who Work with all Children and Adults at Risk’, ‘Prevent’ and ‘Keeping Children Safe in Education’ documents. All new staff receive induction training which includes safeguarding training.

Pupils’ health and wellbeing is paramount. Personal Care is conducted discreetly and with dignity, fostering independence whenever possible.

We work closely with the in-house medical team if your child has a health need and between us will discuss with you an Individual Health Plan for your child and administration of prescribed medication, if required. We also work closely with disabilities teams to ensure the holistic needs of your child are met.

13. How accessible is our school both indoors and outdoors for young people with special educational needs and/or disabilities (our accessibility plan/policy)?

Our school is fully accessible with dedicated disabled parking bays and toileting facilities. We have ramp and lifts and overhead hoists. We have changing facilities for children and young people who require adult support. Our CLDD classrooms have height adjustable tables and sinks. Play areas are designed to enable all pupils to participate, with different types of areas provided to meet different needs.

We make play times accessible and have a sensory area outside our CLDD classroom.

14. What are our admission arrangements for young people who are disabled and how do we prepare and support your children when joining the school and moving on from the school?

We offer a personalised transition relevant to the child’s needs. All transitions are supported with a detailed plan documenting relevant information about your child. Where necessary we will support this with social stories, visuals or extra visits.

When the time comes for your child to move on we will liaise with the receiving school and follow their transition process, and again will personalise this depending on need.

Who can you contact for further information?

If you require further information you should access Wakefield Local offer website: http://wakefield.mylocaloffer.org/Home

You can also contact the school office on either the Stanley or Castleford sites.

16. What are our arrangements for handling complaints from parents of children with SEND about our provision?

In the first instance we encourage you to contact your child’s class teacher. If you still have concerns then please contact the Assistant Head (Site Lead) for your child’s site, the Deputy Headteacher for your child’s site, the SENCo (Helen Crook) or the Parent Support Advisor for your child’s site (dependent upon the nature of your concerns).

In the unlikely event that your concern is not resolved then please contact the Headteacher or Chair of Governors.

Ultimately, parents/carers have recourse to the Secretary of State for Education if the situation still cannot be resolved.