



Learning Development (SEN Information Report)

As a non-selective school, Kingsmead offers a stretching education for children of all abilities.

The Learning Development Unit (LDU) occupies a delightful cottage on the school campus where pupils with any of a wide range of challenges are encouraged and supported to achieve their maximum potential. The Unit is equipped to support children with Dyslexia, Dyscalculia, DCD, (dyspraxia), Attention Deficit Disorders, Specific Language Impairment, speech difficulties and Autistic Spectrum Disorder.

We seek within the unit to nurture pupils in a safe, non-threatening and non-discriminatory environment where their needs and difficulties are understood and where their individuality and integrity are respected. As with all pupils, Kingsmead's aim is to enable them to develop into young people who can meet the complex demands of independent adult life.

The highly experienced staff make learning a pleasurable challenge as they work to develop each pupil's ability to use language effectively and to develop their thinking skills.

The emphasis within the department is on individual teaching by highly experienced teachers. However if it is felt appropriate, at KS3 pupils will take LDU small-group lessons, instead of being taught a modern foreign language.

Frequently asked questions

How will you know if my son / daughter needs extra help?

From year 3 and above, pupils are screened for evidence of learning difficulties on entry to the junior and senior departments. Pupils with suspected special educational needs may be identified, using a variety of tests to inform the process, and will be referred to the SENCo.

Pupils identified by the learning support team, or referred to them as in need of further investigation, undertake a series of diagnostic tests to determine the nature and extent of their special educational needs.

In EYFS pupils are monitored through our tracking system which indicates the level at which a pupil is operating and how this compares to the expected level of development for the age of the child.

The learning support team or the Head of Department (Junior, Infant) liaises with parents of pupils who appear to have significant, specific learning difficulty to secure specialist assessment by external agencies.

What should I do if I think my son / daughter may have special educational needs?

If a parent has concerns regarding their child we are happy to discuss the issues and agree a way forward to address the concerns. We encourage parents to work with us in finding solutions to pupil difficulties.

How will staff support my son / daughter?

It is the policy of the school to integrate pupils with special educational needs into all aspects of school life and to teach them with their year group, where possible, ensuring that the pupils receive the necessary special educational provision.

Staff are, as necessary and appropriate, issued with information detailing the aims and targets of the Learning Development Unit (LDU), briefing papers on specific learning difficulties and checklists/referral forms to identify pupils with special educational needs. Staff are involved in the monitoring, evaluation and review of individual educational provision and have access to the LDU for advice and support.



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

It is the policy of the school to ensure that lessons are differentiated according to ability and if a child has specific needs staff will adapt the curriculum and /or access to it accordingly.

How will I know how my son / daughter is doing and how will you help me to support my child's/young person's learning?

Staff are always willing to discuss your child's progress and we encourage partnership in seeking to do the best for your child.

In EYFS there are two parents evenings each year however, staff are available each day to clarify straightforward points and are always willing to set up meeting times to discuss more involved issues.

The progress your child is making in relation to the EYFS curriculum is recorded on a tracker sheet and highlights expected stages of development appropriate to a child's age and stage of development. A detailed learning journal for each child is also made which holds examples of work completed and how they responded to the activity. Comments from the teacher accompany the work and it is assessed in relation to the child's age and stage of development.

A copy of the planning is always on display in the classroom, outlining the curriculum planned for each class for the next week or two. Parents are always encouraged to enrich the curriculum with associated activities they can do with their own children. Parents are encouraged to add information and experiences from home, into the learning journal.

Throughout the rest of the school there are formal parent evenings and written reports are issued twice a year. In addition, senior school pupils will receive a half termly grade sheet. However, if parents or teachers are concerned at any point in the school year, a meeting can be arranged and further advice sought if deemed necessary.

What support will there be for my son / daughter's overall well being?

As we are a small setting, we are able to provide care and support with a high degree of individual attention. The pupils also know one another well and are most supportive of each other.

For pupils with medical needs the school will, in consultation with the parents/carers, agree appropriate steps to manage any medical needs, and/or medicines in school.

All pupils are registered with a form tutor who is responsible for the pastoral care and wellbeing of each child.

Each child is formally discussed between his/ her teachers at least once a year.

What specialist services and expertise are available at or accessed by you?

The LDU provides specialist support and advice to both staff and parents. If deemed necessary, diagnostic tests for SPiD, dyscalculia, language acquisition and general cognitive ability are carried out.

When required, advice and expertise is sought from a range of services including Educational Psychologists, Speech and Language therapists, Portage, Occupational Therapists and SENAAT.

DARA, an external agency comes into our senior department to provide drugs, alcohol and relationship advice to our pupils.

Connexions have an excellent relationship with us and give careers and further education advice in the senior department.



What training are the staff supporting my son / daughter with SEND had or are having?

In-service training is offered and organised by the Learning Development Unit. Those involved with EYFS also attend relevant and specific training courses.

How will my son / daughter be included in activities outside the classroom including school trips?

It is the policy of the school to integrate pupils with special educational needs into all aspects of school life.

We undertake specific risk assessments for all of our visits, to enable as many students as possible to participate.

How will you prepare and support my son / daughter to join your setting /school / college, transfer to a new setting / school / college or the next stage of education and life?

Every child is invited to attend our school from one day to a week as taster sessions. During this time your son/daughter will have an opportunity to get to know others in the class and teachers who will be involved in educating your child. We will liaise with your child's current school where this is appropriate and make every effort to ensure the transition is as smooth and stress free as is possible.

Within the school transition from one stage to the next is managed with ease as staff and pupils are familiar with one another.

If your child is moving to a new setting from our nursery, staff from the receiving setting are invited in to come and meet your son/daughter in the setting. This also enables staff to discuss important information to assist in a smooth transition for your child.

In some circumstances an enhanced transition is necessary, which will often involve the SENCo visiting the receiving school/college.

How are your resources allocated and matched to my son / daughters needs?

The resources within our school are tailored to each individual pupil's needs.

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

In deciding upon the type and the amount of support each individual receives a consultation will take place between the parents, headmaster, form tutor and SENCo and a collective decision agreed upon.

Who can I contact for further information?

Your first point of contact is your child's Form Tutor. He/she may then refer you to either the head of the department or to the LDU department.

The Form Tutor will continue to monitor and assess your child and be able to provide you with information and support.

If you are worried it is important you speak to a member of staff, primarily the Form Tutor, Head of Department or LDU and together we aim to find a solution to your child's needs. If necessary, please do not hesitate to contact the Headmaster.

If you are considering selecting our school for your son/daughter please contact our Headmaster at (0151) 632156 or e-mail enquiries@kingsmeadschool.com



How will information about the child be circulated to all members of staff and who will be responsible for that?

Information which needs to be shared is done so through weekly staff meetings. The school has special needs register which is updated regularly to which staff have access.

The Form Tutor ensures that dietary needs are discussed with our catering manager.

For further information on the local offer please follow the link below:

www.localofferwirral.org