



SEN Information Report – Kings Academy Northern Parade

Date: January 2026

Introduction

Kings Academy Northern Parade is an inclusive school committed to meeting the needs of all pupils, including those with Special Educational Needs and/or Disabilities (SEND). We recognise that every child is unique and that high-quality, inclusive teaching is fundamental to ensuring all pupils make progress and achieve their full potential.

We believe that every teacher is a teacher of SEND and that pupils with SEND should have access to a broad, balanced and ambitious curriculum. High expectations, aspiration and positive relationships underpin all SEND provision at our school.

This SEN Information Report outlines:

- How we identify and assess pupils with SEND
- How SEND needs are met and reviewed
- The roles and responsibilities of staff
- How parents/carers and pupils are involved
- How we support wellbeing and inclusion

This report contributes to the Portsmouth Local Authority SEND Local Offer, ensuring parents, carers and young people have clear and accessible information about the support available at Kings Academy Northern Parade.

Identifying & Assessing Special Educational Needs

We use a graduated and systematic approach to identifying pupils with SEND. Identification may occur at any point during a child's school journey.

The Graduated Approach

We use a graduated approach to support children with additional needs. This means we start by providing high-quality teaching in the classroom and making small adjustments to help every child learn.

If a child needs extra support, we introduce targeted interventions and carefully track their progress using a cycle of Assess → Plan → Do → Review. This helps us see what's working and what needs to change.

For children with more complex needs, we work with specialists such as educational psychologists, speech and language therapists, or occupational therapists. In some cases, this may lead to an Education, Health and Care Plan (EHCP).

Our goal is to ensure every child gets the right support as early as possible and that help is increased gradually, based on their individual needs.

Class teachers regularly assess and monitor all pupils' progress through:

- High-quality classroom assessment
- Observation of learning, behaviour and wellbeing
- Tracking against age-related expectations
- Professional discussion with pupil progress meeting

A pupil may be identified as having SEND if they:

- Make significantly slower progress than peers from the same starting point
- Fail to close the attainment gap despite targeted support
- Display persistent difficulties with learning, communication, emotional regulation, behaviour or social interaction
- Require additional provision that is different from or additional to that normally available

Initial concerns are discussed with the SENDCo, and parents/carers are consulted at the earliest opportunity. Where appropriate, further assessments may be carried out, including:

- Standardised assessments
- Behaviour or emotional screening tools
- Observations by specialist staff

SENDCo Contact Details

Mrs C Beech

BA in Primary Education with QTS
National Award for SEN Co-ordination (NASENCo)

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Types of SEND Supported

Kings Academy Northern Parade supports pupils across the four broad areas of need defined in the SEND Code of Practice:

- 1. Communication and Interaction**
 - Speech, language and communication needs
 - Autism Spectrum Condition (ASC)
 - etc.
- 2. Cognition and Learning**
 - Moderate learning difficulties
 - Specific learning difficulties (e.g. dyslexia, dyscalculia)
 - etc.
- 3. Social, Emotional and Mental Health (SEMH)**

- Anxiety
 - Emotional regulation difficulties
 - Attachment-related needs
 - etc.
4. **Sensory and/or Physical Needs**
- Sensory processing differences
 - Physical or medical needs
 - etc.

Support & Provision

Provision for pupils with SEND is needs-led and tailored to individual strengths and barriers to learning. Support may include:

- Quality First Teaching (QFT) with effective differentiation, informed by the Portsmouth Ordinarily Available Provision (OAP) document
- Adaptations to teaching strategies, pace and presentation
- Environmental adjustments (e.g. seating, sensory supports, visual timetables)
- Individualised resources or specialist equipment
- Targeted small group or one-to-one interventions
- In-class support from trained support staff
- Emotional and pastoral support

Emotional Wellbeing & Pastoral Support

The Dragon's Den Inclusion team provides structured emotional and pastoral support. Interventions may include:

- ELSA (Emotional Literacy Support Assistant) sessions
- Nurture groups
- Mindfulness and regulation strategies
- Lunchtime and social skills clubs

These provisions support pupils' emotional wellbeing, self-regulation and readiness to learn.

Pupils with SEND may have a Pupil Passport as part of the graduated approach, which outlines:

- Strengths and interests
- Identified needs
- Targeted outcomes
- Support strategies and provision
- Links clearly to long term outcomes on a child's EHCP if applicable

Pupil Passports are reviewed regularly in partnership with parents/carers and pupils.

Staff Expertise & Training

All staff receive ongoing professional development to support pupils with SEND, including:

- Whole-school SEND training
- Targeted CPD linked to specific needs (e.g. autism, SEMH, speech and language)
- Regular guidance and support from the SENDCo
- Training and advice from external professionals such as:
 - Educational Psychology Service
 - Inclusion Outreach
 - MABS (Medical and Behavioural Support)

Staff are supported to adapt practice to meet the diverse needs of learners.

Involving Parents, Carers & Young People

We believe that strong partnerships with families are essential. Parents/carers are:

- Involved in discussions about identification and assessment
- Consulted when support plans are created or reviewed
- Kept informed of progress, provision and next steps
- Encouraged to share insights about their child's strengths and needs

Pupils' views are actively sought and valued. Children are supported to share their thoughts about learning and support in ways appropriate to their age and understanding.

Monitoring Progress & Reviewing Provision

The progress of pupils with SEND is closely monitored through:

- Ongoing teacher assessment
- Tracking of academic and emotional outcomes
- Termly reviews of Pupil Passports and interventions
- Review meetings with parents/carers and pupils

The effectiveness of provision is evaluated, and support is adapted as necessary to ensure positive outcomes and sustained progress.

Transitions

We recognise that transitions can be challenging for pupils with SEND. We provide additional support at key transition points, including:

- Entry into Early Years
- Movement between year groups
- Transition from infants to juniors
- Preparation for secondary education

The SENDCo and Inclusion Team work closely with families and receiving settings to ensure continuity of support and a smooth transition process.

Kings Academy Northern Parade – SEN Frequently Asked Questions (FAQ)

How does Northern Parade know if children need extra help?

Children may be identified as having SEND in a variety of ways. Information is gathered through liaison with pre-school settings or previous schools, as well as through monitoring a child's progress against age-related expectations. Concerns may be raised by parents or carers, or by teachers if a child's behaviour, anxiety, or self-esteem is affecting their learning. Regular Pupil Progress Meetings between class teachers, Year Leaders, and AHTs also help to identify children who may need additional support. In some cases, liaison with external agencies or health diagnoses from a paediatrician or doctor contribute to identifying SEND. Children who are not making expected progress are discussed to understand the barriers to learning and to determine the support needed. The SENDCo is involved as necessary.

What should I do if I think my child may have SEND?

If you have concerns that your child may have SEND, we encourage you to discuss them with your child's class teacher in the first instance. If your child is about to join the school, you may also contact the SENDCo. At Northern Parade, we value strong partnerships with parents and carers and work together to ensure that children receive the support they need to succeed.

How will staff support my child?

The class teacher is responsible for overseeing teaching and planning for children with SEND to ensure that progress is made. Where necessary, a Learning Support Assistant (LSA) may work with your child either individually or in a small group. The SENDCo monitors provision and progress across the school, ensuring that interventions are appropriate and effective.

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

Teaching and learning is designed to ensure that all children can access lessons according to their individual needs. Lessons are pitched at levels appropriate to the class, with flexible groupings to allow children to work with peers at similar levels. Where necessary, work is individually adapted so that every child can learn and achieve.

How do we know if support is effective?

Support is monitored through Individual Support Plans called Pupil passports, which set SMART targets (Specific, Measurable, Achievable, Realistic, Time-scaled) for children. Progress towards these targets is regularly reviewed and adjustments are made to ensure that children achieve their outcomes. Children may no longer require additional support once they are working within age-related expectations.

How will I know how my child is doing?

Class teachers meet with parents and carers regularly, such as during Parents' Evening, to discuss progress and review the support in place. Reviews of EHCPs are shared and discussed, and parents are encouraged to maintain open communication with staff. Parents can arrange meetings to discuss their child's learning and wellbeing and to receive advice on how to support learning at home.

How will my child be able to contribute their views?

Children with Pupil passports are supported to take part in creating and reviewing their targets with their class teacher, which helps them contribute to their own learning outcomes. Pupils with EHCPs are consulted informally before their annual review to ensure that their views are represented and considered in decisions about their support.

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

Class teachers have overall responsibility for the pastoral, medical, and social care of children in their class and are the first point of contact for parents. Additional support can be provided by the Dragon's Den Inclusion team and trained Emotional Literacy Support Assistants (ELSAs), who work with children experiencing social, emotional, or mental health difficulties. The school also maintains a zero-tolerance approach to bullying, ensuring a safe and supportive environment for all pupils.

What specialist services are available?

Northern Parade works closely with a range of external agencies to meet individual needs. These include the Multi-Agency Behaviour Support (MABS) service, health services such as the School Nurse, GP, CAMHS, Mental Health Support Team (MHST), ND team, paediatricians, occupational therapy, physiotherapy, and speech and language therapy. Social care and educational psychology services are also accessed when required. Parental consent is always obtained before engaging with any outside agencies.

What training have staff received?

Teaching and support staff receive regular professional development in SEND, including updates on interventions, medical procedures, and strategies to support children's learning. The school also accesses support from Portsmouth Inclusion Outreach services to ensure that staff are up to date with the latest best practices.

How are resources allocated?

The school ensures that children with SEND receive the support they need within the resources available. Learning Support Assistants may be allocated to deliver specific interventions, and class teachers provide quality-first teaching tailored to children's needs. Resources are allocated based on the level and type of need, and reasonable adjustments are made to ensure children can fully access school life and the curriculum.

How is the decision made about what support my child will receive?

The class teacher and SENDCo discuss each child's needs and determine the most appropriate level and type of support. This is done in consultation with parents and carers, ensuring that support is personalised to help children meet age-related expectations.

How does Northern Parade support transitions?

Children joining Northern Parade are encouraged to visit the school with their parents before starting, and the SENDCo attends transition meetings for pupils known to have SEND. The school liaises closely with receiving junior and secondary schools to ensure continuity of support. Additional visits and social stories are provided for children who may find transitions challenging due to anxiety, communication, or behavioural difficulties. For pupils with complex needs, EHCP reviews may be used as transition meetings to ensure staff from both settings are fully informed.

Who can I contact for further information?

The first point of contact for parents is always the class teacher. The SENDCo, Mrs C Beech, is also available to discuss support in more detail. Additional information can be found via the Portsmouth Local Offer at <https://portsmouthlocaloffer.org>

Medical and Speech & Language Support

Medical protocols are put in place for children with specific needs, developed in conjunction with parents and the school nurse to ensure staff know how to respond to medical emergencies. Training for specific medical needs is provided to relevant staff as coordinated by the SENDCo. Speech and language support is provided by therapists who liaise with the SENDCo and work with LSAs to deliver targeted programmes in school. Staff are trained to support children with speech, language, and communication needs.

Complaints

If parents/carers have concerns about SEND provision, they are encouraged to speak initially with:

1. The class teacher
2. The SENDCo

If concerns are not resolved, complaints should follow the school's formal Complaints Policy, available on the school website.

Local Offer

Information about Portsmouth Local Authority's SEND Local Offer can be found at: <https://www.portsmouthlocaloffer.org>



The Local Offer provides comprehensive information about SEND services, education, health and social care provision for children and young people aged 0–25, as well as advice, guidance and local support services.