



Kingsland School

Date of last review:	November 2024
Date of this review:	September 2025
Next review due by:	September 2027
Comments:	Awaiting Head teacher review
Head teacher's Signature:	
Approved by Chair of Governors:	

SEND Information Report

Welcome to the SEND Information Report for Kingsland School. This report forms part of the Oldham Local Offer for learners with special educational needs and/or disabilities (SEND).

Kingsland is a short-stay Pupil Referral Unit (PRU) that supports young people who have experienced difficulties in mainstream education.

Our Provision

We provide a range of tailored support and learning environments to meet diverse needs, including:

- The Specialist Learning Centre – Laurel Bank: A specialist base for students with complex learning needs.
- Home Tuition Team: Supporting pupils unable to attend school due to medical needs.
- Outreach Service: Working with primary and secondary pupils experiencing social, emotional, and mental health (SEMH) difficulties, using a Graduated Response approach.

- Broadbent Road Site: Supporting pupils who have been permanently excluded from mainstream education.

Types of SEND We Support

- Social, Emotional and Mental Health (SEMH).
- Communication and Interaction needs.
- Cognition and Learning difficulties.
- Sensory and Physical needs.

Our Approach to SEND Support

Inclusion and equity are central to our ethos. Every pupil is valued as an individual and supported through personalised approaches. Teaching is carefully differentiated and regularly reviewed to ensure it meets each pupil's needs.

Key Features of Our SEND Provision

- A calm, nurturing environment with small group teaching.
- Consistent staffing, including a dedicated key tutor and teaching assistant for each pupil.
- A strong focus on social skills, relationships, and Spiritual, Moral, Social and Cultural (SMSC) development.
- Flexible teaching approaches that adapt to the needs of each new cohort.
- Ongoing staff training to ensure up-to-date SEND knowledge.
- Robust use of the Assess–Plan–Do–Review cycle, in line with the SEND Code of Practice (2015).
- Regular Person-Centred Reviews (PCRs) each term, with pupils and families fully involved.

Partnerships and Specialist Services

- Oldham Quality and Effectiveness Support Team (QUEST).
- Educational Psychology Services.
- CAMHS.
- Speech and Language Therapy.
- Occupational Therapy.
- Social Care.
- Youth Offending Service (YOS).
- Positive Steps.
- POINT

Identifying and Assessing SEND

A pupil may have SEND if they have a learning difficulty or disability requiring provision beyond what is typically available. The SEND Code of Practice (2015) defines this as pupils who:

- Have significantly greater difficulty in learning than their peers, or

- Have a disability that hinders their access to the curriculum.

At Kingsland, identification involves building a full picture of the pupil through:

- Discussions with parents/carers during home visits.
- Information from previous schools.
- Baseline assessments on entry.

We also recognise that not all barriers to learning indicate SEND, for example frequent school moves, medical needs, or language differences. However, as all pupils at Kingsland have been educated outside mainstream provision, they are considered to have additional needs requiring specialised support.

What if I Think My Child Has SEND?

If you are concerned about your child's needs, please speak with the SENDCo or your child's tutor. Where a need is identified, additional support will be put in place using our three-tiered WAVE intervention model.

The Assess–Plan–Do–Review Process

- **Assess:** Gathering insights from pupils, families, past settings, and baseline assessments.
- **Plan:** Creating a personalised support plan with strategies and intended outcomes.
- **Do:** Implementing agreed support and interventions.
- **Review:** Evaluating impact and adapting plans as needed.

Support plans are reviewed termly through Person-Centred Review meetings, with pupils, families, and staff actively involved.

Assessing the Impact of Interventions

Every intervention begins with a baseline assessment to track progress. Where progress is not as expected, approaches are reviewed and adapted. With parental consent, additional input from external professionals may be sought, such as:

- Educational Psychologist.
- CAMHS.
- Speech and Language Therapy.
- QEST.
- Social Care.
- Youth Offending Service (YOS).
- Positive Steps.
- Alternative Provision Specialist Taskforce (APST)

Transition and Preparing for the Future

Transitions can be challenging, particularly for pupils with SEND. We support pupils moving on to new schools or post-16 pathways by:


- Working closely with pupils, families, and receiving settings.
- Sharing relevant information to ensure a smooth handover.
- Providing transition support for up to six weeks after the move.

We are committed to preparing our pupils for adulthood by promoting confidence, resilience, and ownership of their learning and future.

Further Information

If you would like to discuss our SEND provision or have concerns about your child, please contact the SENDCo directly:

Carol Nedderman, SENDCo

 C.Nedderman@kingslandschool.org

If you have comments, concerns, or complaints about SEND provision at Kingsland, please use the contact details above.