Kemsley Primary Academy
SEN Information Report
2026-2027

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Introduction

All schools are committed to adopting a similar approach to meeting the needs of all pupils including those with Special Educational Needs. There is a shared expectation that all pupils, regardless of their specific needs, are able to make the best possible progress in school and can actively participate in the wider aspects of school life.

The Local Authority supports schools to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

What is the 'Local Offer'?

The Children and Families Act 2014 states that, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disability (SEND) aged 0-25.

This is known as the 'Local Offer':
Special educational needs and disabilities (SEND) - Kent County Council

The local offer:

- ⇒ Provides clear, comprehensive and accessible information about the provision available
- ⇒ Has made provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents and carers, and service providers in its development and review.

As part of this commitment, every school has the responsibility of publishing a 'SEN Information Report' on their website which describes the provision they offer to pupils with a Special Educational Need or Disability.

This report aims to detail our 'Local Offer' to children and families who have an interest in or a need for SEN provision. This is written in line with the SEND Code of Practice September 2014.

What is SEND?

For the purposes of this report, a child is defined as having SEND if they have:
A learning difficulty or disability which calls for special educational provision to be made for him or her.
A child of compulsory school age or a young person has a learning difficulty if he or she:
a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
b) Has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
Code of Practice (2014, p 4)

SEND is seen by our school as the child requiring intensive, personalised provision in addition to quality first teaching. As a result, a carefully planned approach is needed for those children to meet their potential.

If a Child has Special Educational Needs or a Disability. What can Kemsley Primary Academy offer?

Kemsley's Golden Threads:

>To reduce cognitive load.

>To inspire our pupils to be the best that they can be.

>To develop working memory.

>To enhance schema.

Kemsley's golden threads are woven seamlessly throughout our curriculum. All four threads are equally important and enable us to meet the needs of pupils at Kemsley Primary Academy. Our teaching pedagogy which focuses on developing foundational skills ensures all pupils achieve their potential, through adaptive teaching and learning approaches. At the very heart of all we do is creating an environment in which all our children feel safe and loved. In achieving this, we know that children will be confident to take responsibility and to learn effectively. We have high aspirations of all our children, no matter what their starting point, background, need or disability.

Children with a Special Educational Need or Disability (SEND) are equally valued in our academy. All staff share a determination to provide pupils with an exciting and awe-inspiring education and are trained to be responsive to any additional need or barrier to learning that may present during a child's schooling. We work hard to make sure that our children's individual challenges are identified, supported and addressed so that every child meets their potential socially, emotionally and academically.

What kind of Special Education Need does Kemsley Primary Academy provide for?

Kemsley Primary Academy is a one form entry mainstream primary school with children who have a diverse range of needs. We are developing a highly skilled team of teaching staff, teaching assistants; including an intervention TA and a Family Lainson Officer. The team provide additional support and guidance to pupils in order to overcome behavioural, social or emotional problems that are impacting on their learning or general well-being.

The SEN Code of practice specifies 4 main areas of need that include a range of difficulties and support may be given in these areas:

- ⇒ Cognition and Learning
- ⇒ Sensory, Medical and Physical
- ⇒ Communication and Interaction
- ⇒ Social, Emotional and Mental Health

Some children may have barriers that encompass more than one area of need.

What are Kemsley's policies with regard to the identification and assessment of children with SEND?

There are a variety of ways that Kemsley Primary Academy identifies and assesses children with SEND. This may be through:

- ⇒ Data analysis and pupil progress meetings (children who are underachieving and not reaching their full potential are quickly identified and extra provision is put in place when required)
- ⇒ Speech and language screenings in Year R and Year 4
- ⇒ Teacher concerns (academically, socially or emotionally)
- ⇒ Parental concerns
- ⇒ Pupil voice

Teachers scrutinise pupil's progress. Pupils not making expected progress are highlighted and closely monitored and any concerns are discussed at pupil progress meetings. The child's class teacher takes steps to aid the pupil's progress and development and they map out strategies to support the child. The impact of these strategies is reviewed termly.

If there are still concerns the teacher will complete a cause for concern information form and consult the SENCo for support and advice. The SENCo may observe the child in class, look at work and talk to the child about their views. Further interventions and support will be discussed and put in place and reviewed. Parents/carers are consulted at the earliest opportunity to gain their views and perspectives.

If further assessments are necessary, the SENCo may be able to carry these out. Depending on the outcomes and needs of the child, outside agencies may be contacted with permission of the parent/carer. The outside agencies will then advise and support the school with interventions and strategies. If, despite intensive

support from school and outside agencies, a child is still not making progress an Education, Health and Care plan may be considered.

How does Kemsley evaluate the effectiveness of provision for pupils with SEND?

All teaching staff at Kemsley ensure every child achieves, through quality first teaching and tailored interventions, allowing every child to fulfil their potential. The SENCo oversees the provisions and interventions and monitors their success through observations and data analysis. Interventions are adapted and assessment for learning is used to support children's needs as they arise.

We evaluate provision through:

- ⇒ Provision Maps – (provision maps are used to evaluate the effectiveness of interventions by tracking the outcomes of the interventions). At the beginning of the intervention 'entry' data' is entered and 'exit' data is provided when the intervention finishes, usually at the end of each term. Through this data the interventions can be evaluated to ensure that the children are making progress. If the intervention is not having the desired impact it is adapted to ensure that the children are making progress. The provision maps are regularly monitored by the SENCo.
- ⇒ All children on the SEN register have personalised plans, with bespoke targets linked to their areas of need. Outside agencies will also contribute to these targets, which are reviewed termly.
- ⇒ Data Analysis – All the children are assessed formally at least six times per year. This data is analysed and every child is individually tracked. It is immediately highlighted if any child is underachieving or not reaching their full potential.
- ⇒ Pupil Progress Meetings – a holistic approach to each child's individual circumstances alongside their attainment and progress is taken six times a year. During these meetings whole school data is analysed addressing any children/groups that need extra support. Provision maps are also analysed, evaluating the effectiveness of provision for SEN children. If there are any concerns regarding individual children a collaborative discussion takes place. Any action plans are developed at this stage.
- ⇒ Use of parent/pupil questionnaires – Parents are asked to give feedback on various aspects of school life including the progress of their children.

What are the arrangements for assessing and reviewing the progress of children with SEND?

Termly pupil progress meetings are used to assess and review the progress of children. The class teacher will be reviewing progress throughout lessons and interventions which will shape future learning. This includes questioning, observing and marking.

Progress is also assessed and reviewed through:

- ⇒ The entry and exit data on provision maps
- ⇒ Personalised plans, which document the journey a pupil has made within a year through reviewed teacher/specialist targets, parent and pupil voice, outside agencies involved and interventions delivered

- ⇒ Reviews with external agencies (where required)

Further assessments may be used to assess:

- ⇒ A pupils reading/spelling age
- ⇒ If they have a specific barrier to learning e.g., difficulties particularly in reading, writing or mathematics
- ⇒ If there is Speech and Language need
- ⇒ If there is a Social, Emotional or Mental Health need

At the start of Reception and Year 4, children are assessed using Speech and Language Link which is a Language assessment tool designed to identify any areas of language that they may find challenging. Interventions are then put into place depending on the results of the assessments.

What is the approach to teaching children with SEND at Kemsley and how does the learning environment and curriculum reflect this?

Every teacher at Kemsley has high expectations of all children and they look for ways to support them as individuals, preparing them for a successful, fulfilling future. At the very heart of what we do is our need to create an environment in which all our children feel safe and loved. When we achieve this, we know that children will be confident to take responsibility and to learn effectively.

We have a broad and balanced curriculum, which is progressive and sequential. Pastoral development lies at the heart of our curriculum. There is equity in our curriculum, allowing for pupils to develop their interest as well as skills and knowledge in all foundation subjects. These learning experiences are further enhanced through extra-curricular activities, workshops and excursions. We believe that a rich diet of learning experiences is undoubtedly the best way to develop well-rounded, happy children who are able to face all of life's challenges and opportunities in the 21st Century.

All pupils receive 'Quality First Teaching' and learning material which is adapted to meet the variety of needs within the classroom, taking into account different learning styles and needs. In addition to this, individual and group interventions provide extra support to those children who may need a more specific and targeted approach.

Every classroom is inclusive and supports a wide range of needs through:

- ⇒ Visual learning displays and working walls
- ⇒ Visual timetables (which are used in every classroom and displayed at the front of the class)
- ⇒ Children are positioned strategically in the classroom (for example if they have a visual impairment or hearing impairment they will be seated at the front).
- ⇒ The use of alternative recording methods (use of ICT, mind mapping, photographs)
- ⇒ A calm corner to support pupils to regulate their emotions.
- ⇒ Adapted planning - the curriculum is scaffolded to meet the needs of every children. This could be through the use of checklists, visual reminders, timers, task management boards, now and next frames, peer partners or group support.

- ⇒ Learning behaviours - the teachers considers that children may prefer a certain learning style (eg. visual, auditory or kinaesthetic) and provide a range of opportunities throughout the day to support these different styles of learning.
- ⇒ The learning environment is also adapted for individual needs for example some children may have an individual workstation and additional visuals to support them in class.

What additional support is available for children with SEN?

Alongside the universal curriculum the following additional support may be available to children with a Special Educational Need or Disability.

Communication and Interaction need support

- ⇒ Speech and Language plans provided by an independent speech and language therapist
- ⇒ Daily additional phonics teaching
- ⇒ All Reception and Year 4 pupils are screened using Speech and Language Link
- ⇒ Speech and Language Link Interventions
- ⇒ Communication through PECS (Picture Exchange System)
- ⇒ Pre-Vocabulary teaching
- ⇒ Social Communication Interventions
- ⇒ Communication in Print

Cognition and Learning need support

- ⇒ 1:1 Reading support
- ⇒ Dyslexia support Interventions
- ⇒ Dyscalculia support interventions
- ⇒ Scaffolding in class
- ⇒ Numeracy/phonics booster interventions
- ⇒ Individual workstation
- ⇒ Precision teaching
- ⇒ Plus 1/Power of 2 intervention
- ⇒ Auditory memory interventions

Social, Emotional and Mental Health need support

- ⇒ Drawing and Talking Interventions
- ⇒ Use of personalised social stories
- ⇒ Talking Time
- ⇒ Volcano in my Tummy
- ⇒ Social Skills
- ⇒ Friendship and Play Skills
- ⇒ Wellbeing Toolkit
- ⇒ Five-point scale
- ⇒ Zones of Regulation

Sensory and Physical Need

- ⇒ Clever Fingers
- ⇒ Sensory Circuits Intervention
- ⇒ Liaison with medical professionals as needed (paediatricians)
- ⇒ An accessible learning environment for all children, including wheelchair access
- ⇒ Daily Mile
- ⇒ Sensory Breaks
- ⇒ Sensory room

What are the arrangements at Kemsley for consulting parents of children with SEN?

At Kemsley Primary Academy we want parents to be confident in our commitment to our pupils. Parents and carers are well placed to inform teachers about the needs of a child through:

- ⇒ Regular parent meetings to review progress and well being
- ⇒ Regular meetings with outside agencies take place to review targets set and progress of the child (for children with SEND support and EHCPs)
- ⇒ The SENCo being available to meet with parents to discuss their child
- ⇒ Annual reviews for children with an EHCP
- ⇒ In some cases, home school contact books

Who are the best people to talk to about my child's needs?

Class Teacher

Your child's class teacher should always be your first port of call. They are responsible for:

- ⇒ Identifying, planning and delivering any additional support your child may need within Quality First Teaching.
- ⇒ Personalising teaching and learning as detailed on the class provision map or a child's personalised plan.
- ⇒ Monitoring each child's progress.
- ⇒ Liaising with the SENCo.
- ⇒ Ensuring the schools SEN policy is followed in their classroom for all pupils, including those with SEN

SENCo – Mrs Sarah Hornsby

Is responsible for:

- ⇒ Developing the school's SEN Policy.
- ⇒ Coordinating any intervention or support for children with SEN.
- ⇒ Ensuring that parents are:
  - Involved in supporting their child's learning.
  - Kept informed about their child's learning.
  - Involved in reviewing how their child is doing.

- ⇒ Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.
- ⇒ Updating the schools SEN register in discussion with class teachers and parents.
- ⇒ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of SEN.

The Headteacher – Miss Iris Homer

Is responsible for:

- ⇒ Day to day management of all aspects of the school including support for children with SEND.
- ⇒ Give responsibility to the SENCO and class teachers, but still remaining responsible for ensuring the needs of all children in school are met.

The SEN Governor - Mr Mike Dendor

Is responsible for:

- ⇒ Making sure the necessary support is given for any child with SEN who attends the school.

What are the arrangements at Kemsley for consulting children with SEN?

At Kemsley we feel it is imperative to gather the views of the child to make sure they are benefiting from the provision. Children with SEND:

- ⇒ Belong to one of the school's councils
- ⇒ Pupil voice on school surveys
- ⇒ Every child on the SEN register has a one-page profile which outlines the child's preferences, for example, how adults can help them learn, their worries and their favourite things.
- ⇒ Take part in reviewing intervention targets where possible

Who can I contact for further information?

In the first instance please speak to your child's class teacher or ring the school office on 01795 428689 and ask to speak to our SENCo Mrs Hornsby.

What do you do at Kemsley if you have a complaint about the provision for your child?

We welcome feedback from parents. If a parent is unhappy, they should initially speak to the class teacher. If the issue is not resolved, they can speak to the SENCo and the Headteacher following the complaints policy. It is hoped that a solution would be reached between the school and the parents, but if a problem still exists parents may seek the advice of the SEND governor and if a child has an EHCP, the Local Authority. As a last resort parents have the right to go to an independent SEND tribunal.