



Kennet Valley CofE VA School

SEND Information Report 2024-2025

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What is SEND?

In accordance with the SEND **S**pecial **E**ducational **N**eeds and **D**isability Code of Practice A pupil is recognised as having SEND where their learning difficulties or disability call for special educational provision, namely provision that is different from or additional to that normally available to other pupils of the same age.

At Kennet Valley we pride ourselves on catering for all children's needs. We also recognise that in addition to this Universal Provision we need to identify and provide for children who require targeted or individual support. This SEND Information Report sets out the broad range of needs within our school at the current time and how we meet these needs.

Contact details for key personnel at Kennet Valley:

SENCo: Mrs Lisa Morgan 01672 861202 l.morgan@kennetvalley.wilts.sch.uk
Assistant SENCo: Mrs Katie Mallinson 01672 861202 head@kennetvalley.wilts.sch.uk
SEND Governor: Mrs Ana Beverly a.beverley@kennetvalley.wilts.sch.uk

What kinds of SEN do children in our school have?

Kennet Valley School is a small, mainstream, voluntary aided school that welcomes all children. We recognise that children have diverse needs, including Special Educational Needs. The four broad categories of need we provide for at our school are:

Communication and interaction (C&I)

- ▶ Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.
- ▶ Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

Cognition and learning

- ▶ Learning difficulties cover a wide range of needs:
 - Moderate learning difficulties (MLD)
 - Severe learning difficulties (SLD)
 - Profound and multiple learning difficulties (PMLD)
- ▶ Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties (SEMH)

- ▶ Children show signs of becoming withdrawn or isolated. They may display challenging, disruptive or disturbing behaviour. These behaviours may be symptoms of anxiety, depression, self-harming, substance misuse or eating disorders.
- ▶ Other disorders include attention deficit disorder, attention deficit hyperactive disorder, and attachment disorder.

Sensory and/or physical needs

- ▶ Vision impairment (VI)
- ▶ Hearing impairment (HI)
- ▶ Multi-sensory impairment (MSI) – combination of vision and hearing difficulties
- ▶ Physical disability (PD)

Kennet Valley's approach to SEND is to ensure that all children within the school can achieve their full potential. All teachers understand that they have a responsibility to every child, their learning and progress, including those with SEND.

We value inclusion, removing barriers to learning and improving outcomes for all children, especially those with SEND. We ensure that all children are respected and their self-esteem is promoted throughout their time at the school. All staff work in close partnership with parents and we encourage all parents and carers to play an active and valued role in their child's education. Kennet Valley aims to provide high quality SEND provision that meets individual needs through early identification and a close working relationship with specialist support services.

Currently, we have 18 children on our SEND register which equates to 32% of the children in school. The chart below shows the percentage of children's primary needs. Sometimes a child may have more than one need, e.g. their primary need may be Cognition and Learning and their secondary need may be Social, Mental and Emotional Health.

Primary Need:

Communication and Interaction	39%
Cognition and Learning	44%
Social, Mental and Emotional health	17%
Sensory and/or Physical	

Secondary Need:

Communication and Interaction	
Cognition and Learning	39%
Social, Mental and Emotional health	22%
Sensory and/or Physical	6%
No secondary need identified	33%

How do we know if a child has SEN?

Class teachers, supported by the Head teacher, are responsible for the progress of the children within their class. The school will always try to meet the needs of the children within a class by ensuring that High Quality Teaching is happening throughout the school. High Quality Teaching that is scaffolded and personalised will meet the individual needs of the majority of children.

At Kennet Valley, children are assessed throughout the school year, including on entry. This allows the teaching staff to build a clear picture of each child and any needs they may have. We also use information from parents, previous settings, and past key stages to support the on-going assessment.

At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, consider what reasonable adjustments may need to be made for them. The ongoing assessments that teachers make allow them to identify pupils making less than expected progress. This may include progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- widens the attainment gap

If a teacher identifies a child with SEN they will liaise with the SENCo. The child may then be added to the SEND register and given appropriate support. If further assessment is needed, for example, for dyslexia, then the SENCo will contact parents and discuss assessment arrangements.

How does Kennet Valley involve parents in planning additional support?

If a child is not making expected progress and they require something additional to or different from what is provided in class then they will be placed on the SEND register with the agreement of Parents/Carers. An Individual Education Plan (IEP) will then be written. These are co-produced between the child, class teacher and their parents/carers. Targets are agreed by all parties and meetings take place 3 times per year to review these targets. All parties are encouraged to work on the targets and, if appropriate, resources will be sent home (for example number squares or key words). Parents can also contact the SENCo to voice any concerns that may arise in between these meetings.

SENCo contact details: Mrs Lisa Morgan 01672 861202 l.morgan@kennetvalley.wilts.sch.uk

At Kennet Valley we very have an open door policy and encourage parents/carers to talk to a member of staff as soon as issues arise so they can be resolved in a prompt and efficient manner.

How are children involved in planning their learning?

Children on the SEND register are involved in the co-production of their own IEP from the beginning. In the first instance a discussion will take place between the class teacher and the child which is centred around the child's strengths and what they feel they need support with. Targets are agreed and the best way to achieve them discussed. A meeting will then take place with the child's parents to discuss the IEP.

How does the school know how well children are learning?

The progress of every child in school is tracked across the curriculum using the SONAR application. This helps us to identify early children who are not progressing at the same rate as their peers.

We also use published assessment materials, such as the SALFORD Reading Assessment and NFER Maths assessments to check how children are doing compared to national age related expectations.

A third source of data that we use to evaluate learning is the QCA Behaviour Assessment which looks at learning behaviours and the social skills needed for learning.

We also regularly talk to the children about their learning and how they feel things are going.

If, from these sources of data, from the class teacher's daily observations or from discussions with parents/carers there are concerns about a child's learning, then an IEP may be written.

We follow the Assess, Plan, Do and Review cycle

Targets are initially set from teacher assessment (as detailed above) and discussed with the child and parent/carers. The thoughts and feelings of parent/carers and the child around these targets and how they will be met are taken into consideration and the targets may be adapted following these discussions.

Each Target on the IEP should be a **SMART** target. This means they are **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime bound.

Targets may then be worked on through in class provision, keep-up groups, pre-teaching or other intervention.

Every two terms, a formal review is then conducted. During the review, if it is agreed that targets have not been met, then they may be continued and delivered in a different manner. If targets are met, then new ones will be set – all through co-production.

If a child with an IEP exceeds their targets and/or catches up with their peers they may be removed from the register.

How does Kennet Valley help a child when they move to or from a new school?

Kennet Valley maintains links with local Early Years settings to ensure a smooth transition on school entry. Through liaison with nursery staff, and visits to see the children in their current settings, our staff are able to begin to develop their knowledge and understanding of every child. During these visits nursery staff may discuss the additional needs of children with SEND with the teacher.

This is then communicated to the SENCo and, if necessary, they will liaise with other agencies at this stage.

We also invite parents and children to attend our 'Stay and Play' sessions. This allows both children and parent/carers to get to know the school well before starting in our Early Years class. Children are also invited to induction visits in the term before they start school.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENCo and classroom buddies. To ensure that they have a smooth transition, the class teacher/SENCo may make contact with their previous school in order to discuss the support that was previously in place. With parent/carer agreement, we offer the same support in reverse for children who are transferring from our school.

In preparation for the transition from Year 6 to Year 7 we liaise with our catchment school, St John's, in the Summer Term. Usually this involves a teacher from St John's visiting Kennet Valley. Year 6 teachers share information with the secondary school about children with SEND. With parental permission, IEPs are then forwarded to the school via email or post. Extra induction days are held by St. John's for children with SEND if it is felt they will benefit from this.

If it is felt that the catchment school will not meet the needs of a particular child, the SENCO will discuss this with parents to explore alternative schools that may be more suitable for their child. Transition to this school will be supported in the same way with regards to visits, information sharing and forwarding of IEPs.

How do teachers support children, particularly those with SEND?

The majority of needs can be met through our [Universal Offer](#) which is referred to in the Wiltshire Local Offer as Ordinarily Available Provision for All Learners (OPAL).

This is achieved through High Quality whole class teaching, flexible grouping and scaffolded learning. Pre-teaching takes place if it is felt a child would benefit from this before a lesson. During the lesson children with SEND may be supported by a teacher or teaching assistant alternatively, or additionally, they may have access to materials intended to support their independence, e.g. maths manipulatives, phonics mats, talking tins etc.

If the class teacher feels that the child would benefit from extra teaching of certain concepts that they may not have grasped during a lesson then keep-up sessions are also run to revisit learning points.

What changes might Kennet Valley make to help a child?

In addition to the [Universal Offer](#), further adaptations may be necessary to support children with SEND. These may include, but are not limited to:

- visual timetables,
- coloured overlays,
- laptops,
- ear defenders
- fidget tools

Children may also be included in interventions outside of the classroom. These may be delivered in small groups or on a 1:1 basis. Among the interventions we use are:

- The Alpha to Omega programme (to support children with Cognition and Learning difficulties). A book is usually sent home so that parents can see what their child has been working on and opportunities for further practice.
- Little Wandle Phonics catch up
- ELSA sessions (to support children with Social, Emotional and Mental Health difficulties)

Parents are informed if their child is involved in these programmes.

What training do staff have to be able to help children with SEND?

At Kennet Valley we recognise that CPD (Continuing Professional Development) is extremely important to ensure our staff are able to support our children with SEND. Consequently, staff are supported to attend webinars offered by Wiltshire's Specialist SEN Service in addition to training sessions run in school.

As a school, our highest area of need is Cognition and Learning. In recognition of this our SENCo completed a [Post Graduate Course in Supporting Learners with SPLD/Dyslexia \(2023/24\)](#).

We also have one TA who has undertaken [ELSA](#) training.

SPLD – Specific Language Difficulty

ELSA – Emotional Literacy Support Assistant

What happens if a child needs specialist equipment or accessible facilities?

With regard to accessibility, the newer part of the school building is designed to be fully accessible to all children. We conduct an annual accessibility audit to consider further work that may need to be done to ensure this remains the case.

Where feasible we will make reasonable adjustments to improve the accessibility of our environment to meet individual needs, including through the use of specialist equipment if necessary.

How does Kennet Valley check that things are working well?

Class teachers frequently check progress towards IEP targets and a record of interventions is kept in the classroom. If an intervention is not working, we will reassess both the intervention and the target in order to work out which may need to be adapted. This will be discussed at the SEND review meetings with parents/carers.

The progress of every child in school is tracked across the curriculum using the SONAR application. We then use this to monitor the attainment gap between children with SEND and their peers to check that it is closing. Where the gap is not closing, or appears to be growing, we will revisit the support we are providing.

In monitoring our provision for all pupils we routinely conduct learning walks, pupil voice discussions and book looks. During these activities we also look specifically at what is in place for those children with additional needs to evaluate how well their needs are being met.

How are children supported in activities outside of the classroom?

All children at our school are included in activities outside of the classroom, including trips, learning outdoors and opportunities to represent the school in sport.

When planning for learning outside of the classroom, we ensure that suitable adults are available to support children's varying needs. This may, for example, mean having a TA 1:1 with a child or it may involve adapting the plan for the day so that a child is able to follow a modified route or have additional breaks between activities built in.

When planning for residential trips, parents of children with additional needs will be invited to meet with school staff to plan any additional support that may be needed. This includes not only children with relevant SEND, but also children with medical or other needs.

How does the school support children's mental wellbeing and social skills?

Through our Continuous Provision in Early Years and Key Stage 1 we encourage all children to play together, communicate with one another, make decisions and be independent. This enables the children to develop good social skills from a young age. Good behaviour is modelled by both children and adults.

Additionally, we pride ourselves on being an active school. Research has shown that children need unstructured play and time outdoors to support their wellbeing. We therefore make sure that all children have opportunities to be outside and to follow their own interests to support their wellbeing.

All children are supported through the consistent application of our [Positive Relationships and Behaviour Policy](#). Additionally, our PSHCE scheme of work ([JIGSAW](#)) includes units around mental health, wellbeing and positive relationships. Through Collective Worship we teach the children about universal values and social norms to help them understand our expectations and the expectations of wider society.

If it is clear that a child is finding social situations challenging, we will work with parents to identify the cause and put in place support. This could be in the form of ELSA provision, whole class circle time or the use of individual behaviour plans.

If parents are worried about their child, they should discuss this with the class teacher. If appropriate, the child may be included in an ELSA group or meet with our ELSA 1:1. This may be a one-off conversation or, more usually, a planned and targeted series of sessions. Our ELSA will share progress with the class teacher, SENCo and parents and appropriate intervals.

At times behaviour may warrant a suspension. This may be for the safety of the child and other children in the class. Further information can be found in our [Positive Relationships and Behaviour Policy](#).

What specialist support does the school access?

The school has access to the SEND service (SSENS) and we will contact them for advice if we feel a child needs additional specialist support.

Following a referral from school, a member of the SEND team will usually visit school to discuss current support and offer advice on next steps.

It may be that further specialist assessments are recommended. In the case of ASD or ADHD the child may be put on the 'Needs Led pathway.'

Other services are also available to support school in meeting children's needs including The Behaviour Support Service and Educational Psychology.

What should I do if I'm not happy with the support for my child?

If a parent is not happy with support at school, they should contact their child's class teacher in the first instance.

The class teacher would then endeavour to address the concern and find a workable solution that is agreeable to all.

If, however, a parent is still not happy, they can then speak to the SENCo or Headteacher. We would then work in collaboration to find a way forward which is agreeable to all parties.

Further support and advice can be accessed by the WPCC – Wiltshire Parent Carer Council
<https://adults.wiltshire.gov.uk/Services/522/Wiltshire-Parent-Car>

Where can I get further information and advice from?

Please follow the links below to further sources of information and advice:

School Resources

- [Kennet Valley School SEN Policy](#)
- [Universal Offer](#)
- [Positive Relationships and Behaviour Policy](#)

Local Authority Support

- [Wiltshire's Ordinarily Available Provision Guidance](#)
- [Wiltshire Local Offer](#)
- [Wiltshire Parent Carer Council](#)
- [List of services from the Local Offer Page](#)

Other sources of support

- [DFE SEND Guide for Parents](#)
- <https://www.bbc.co.uk/tiny-happy-people/send> (Although this resource is designed for parents of pre-school children, there are links at the bottom of the linked page to charities and organisations which support families and young people with specific needs)
- [Wiltshire SENDIASS](#) independent advice and support for families