



Kensworth CE Academy SEND Information Report

Published on: October 2025

(This report outlines SEND provision and outcomes for the academic year 2024/25)

To be reviewed: September 2026

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1. The different kinds of needs we are proud to support at our school

There are four main types of special educational needs: how a child learns, how they communicate and interact with others, their social and emotional wellbeing, and any physical or sensory needs. When we assess a child, we look at which of these is their main area of need. Here are some examples of conditions children might have under each of the four main areas of special educational needs. Every child is different, and these are just examples to help explain what we mean.

Cognition and Learning:

- Dyslexia (reading difficulties)
- Dyscalculia (maths difficulties)
- Dyspraxia (motor coordination difficulties)
- Moderate to Severe Learning Difficulties (MLD/SLD)
- Global Developmental Delay (GDD)

Communication and Interaction:

- Autism Spectrum Disorder (ASD)
- Speech and Language Delay or Disorder
- Selective Mutism
- Social Communication Disorder

Social Emotional and Mental Health Needs:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Anxiety Disorders
- Depression
- Attachment Disorders
- Conduct Disorder

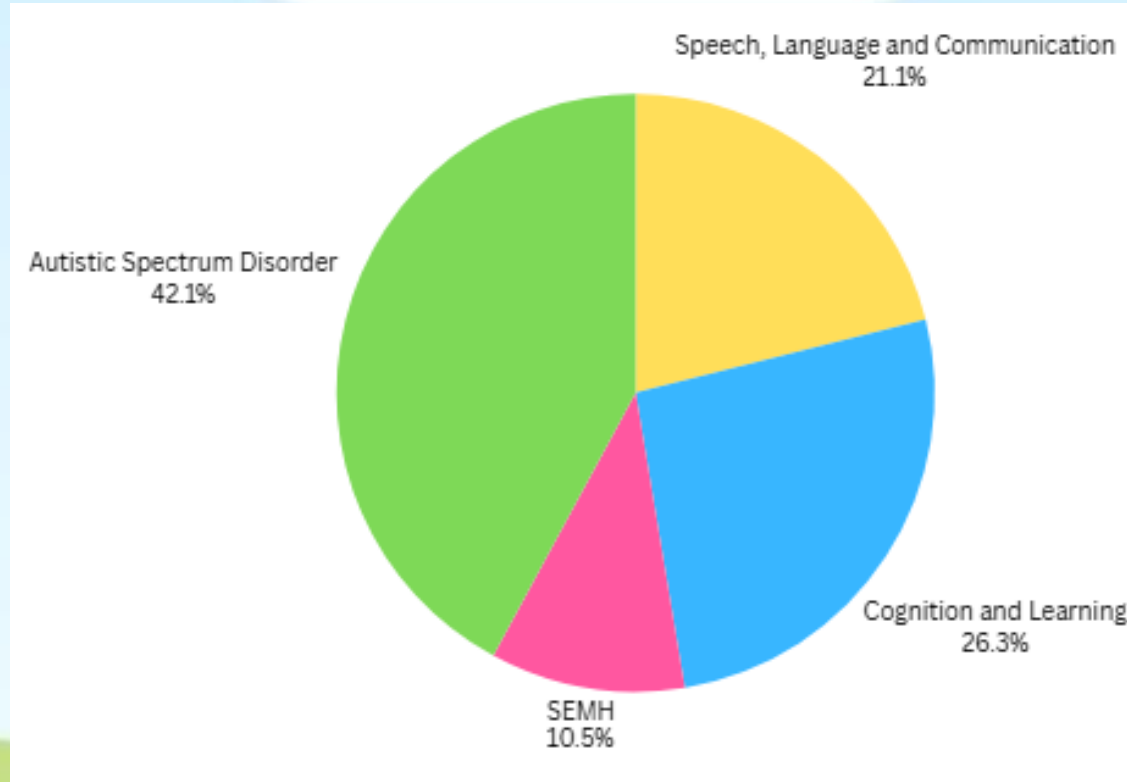
Physical and/or Sensory:

- Hearing Impairment (HI)
- Visual Impairment (VI)
- Sensory Processing Disorder
- Cerebral Palsy
- Medical conditions (e.g., epilepsy, diabetes)



1. The different kinds of needs we are proud to support at our school

This chart shows the main areas where we gave children support in our school during the 2024/25 school year.



This chart illustrates the primary type of support each child requires. Some children may need extra help in more than one area, but only their main need is shown here.



2. Who you can talk to about support for children with additional needs

Miss Phoebe Bailey – SENDCO (Currently completing NPQ for SEND co-ordinators)

pbailey@ken.dsamat.co.uk

A SENCO is a qualified teacher responsible for overseeing the provision for pupils with Special Educational Needs and Disabilities (SEND). Every mainstream school in England is legally required to have a SENCO.

The best times to contact me are a Monday as I am out of class, or any day before or after school – I'm always happy to help.

Mrs Sarah Bowley – Headteacher- SENDCO (NASENCO qualified)

sbowley@ken.dsamat.co.uk

Our SEND Governor is Samantha Wiles and their role is A SEND governor ensures the school meets its legal obligations for pupils with special educational needs and disabilities, and supports inclusive, high-quality education. They work closely with the SENCO to monitor provision and advocate for SEND pupils at the board level.



3. The skills and training of our staff

Training to date: (All recent (last 1—2 years) and planned (next 12 months) specialist SEND training including:

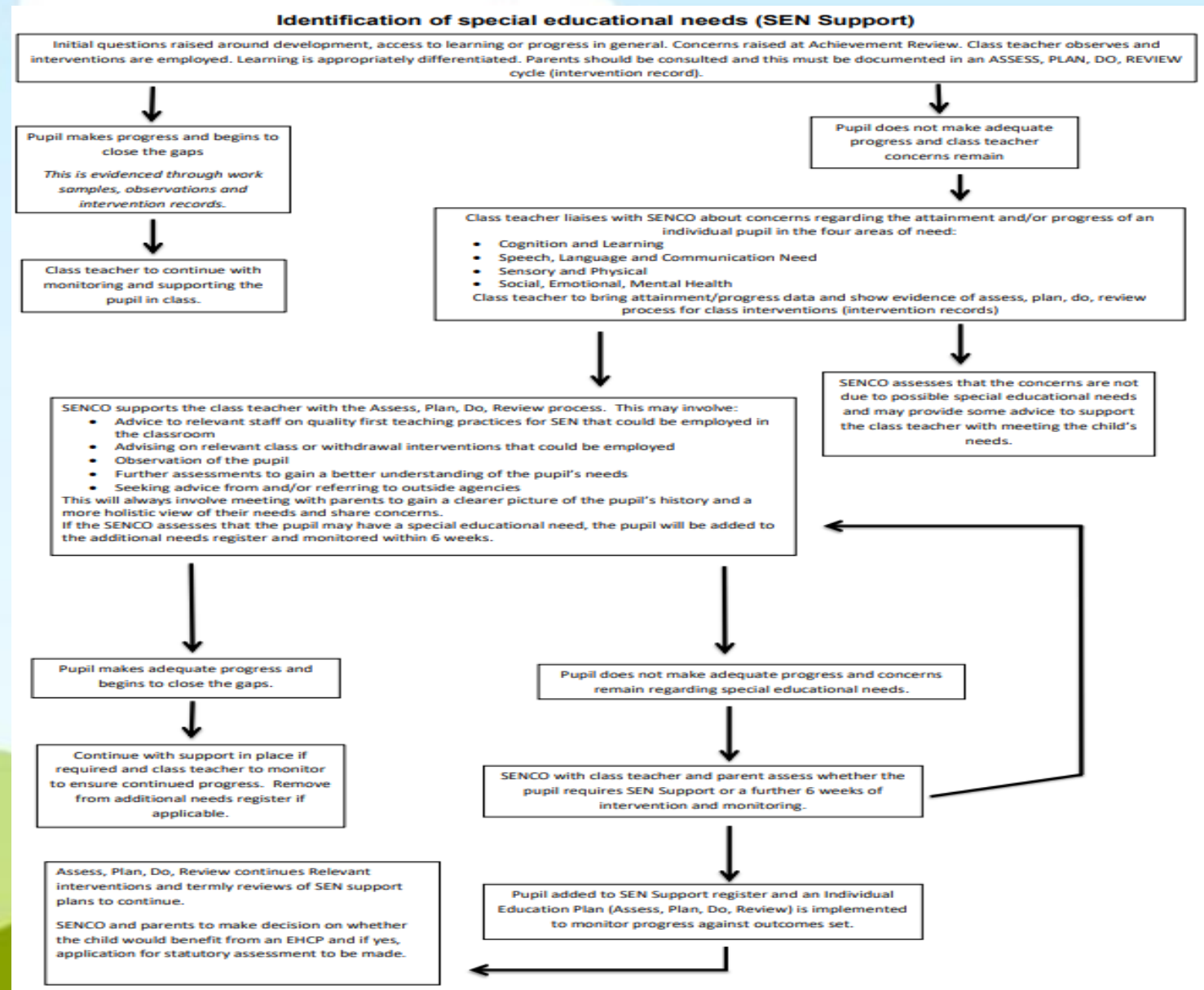
Staff	Qualification/Training	Outcome
Miss P Bailey (SENDCo)	NPQ SENDCO Award	Currently undertaking- to complete November 2026
Mrs S Bowley (Headteacher)	NASENCO	Passed
All Teaching and Learning Assistants	Adaptive Teaching PDA training Hamish and Milo	
All Class Teachers	Graduated Approach SEND Five a Day Dyslexia Gold PDA training Precision Teaching Hamish and Milo	
Miss P Bailey, Mrs D Giddings, Mrs D Kumar, Mrs H White and Mrs S Hrano	Lift Off to Language	



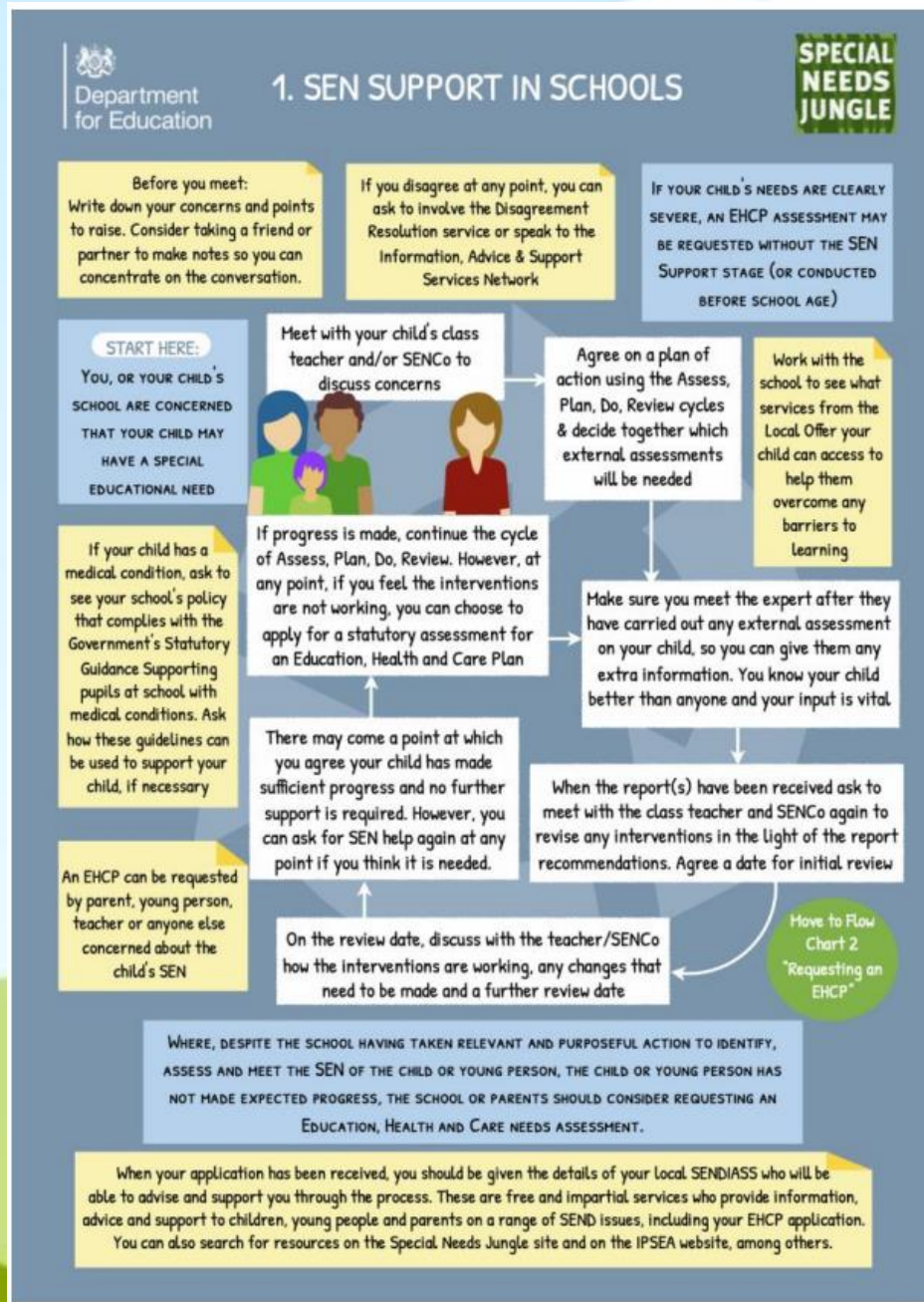
4. How we notice and understand when a child may need extra support

A child or young person has special educational needs (SEN) 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 or disability if he or she:

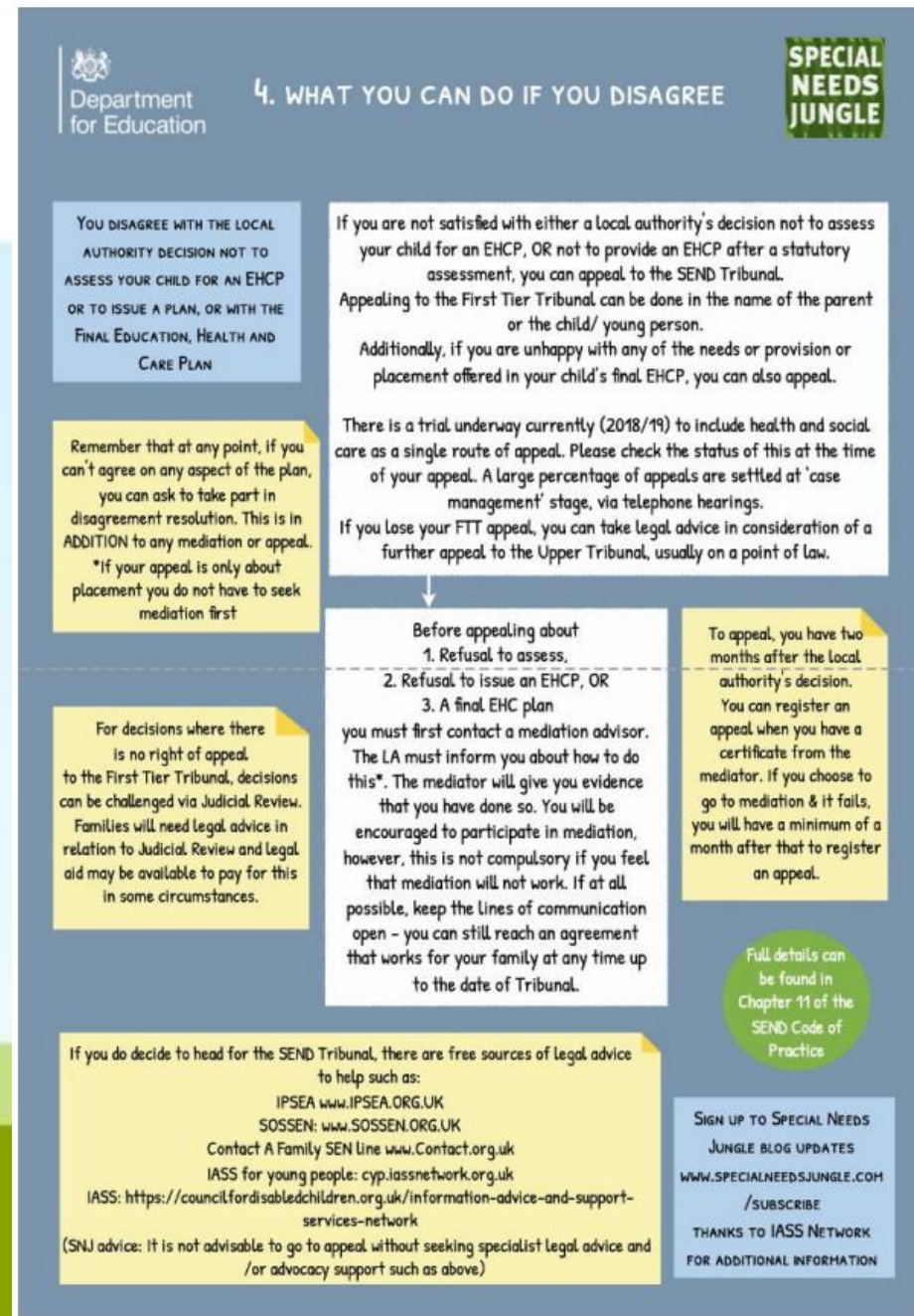
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.



4. How we notice and understand when a child may need extra support



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We want every child to get the support they need to learn and thrive. You can find out more about how we do this in our school policies, including how we keep children safe, support those with additional needs or medical conditions, make sure everyone is included, and listen to parents' views. You can view all our policies:

Policy Name	Policy Description	Link
SEND policy	Explains how the school identifies and supports pupils with special educational needs and disabilities to help them achieve their best.	https://kensworth-church-of-england-primary-academy.secure-primariesite.net/policies-and-procedures/
Accessibility plan	Sets out how the school ensures the environment, curriculum, and information are accessible to all pupils, including those with disabilities.	See above
Safeguarding Policy	Details how the school keeps children safe and promotes their welfare at all times.	See above
Behaviour Policy	Describes how the school encourages positive behaviour and provides clear expectations and support for pupils.	See above
Supporting pupils with medical conditions	Explains how the school meets the health needs of pupils so they can fully participate in school life.	See above
Admissions Arrangements	Outlines how pupils are admitted to the school, including how we consider applications for children with SEND.	https://kensworth-church-of-england-primary-academy.secure-primariesite.net/admissions/
Complaints Policy	Provides guidance on how parents can raise concerns and how the school will respond fairly and promptly.	https://kensworth-church-of-england-primary-academy.secure-primariesite.net/policies-and-procedures/
Equality information and objectives	Shows how the school promotes equality and values diversity for all pupils and staff.	https://kensworth-church-of-england-primary-academy.secure-primariesite.net/equality-statement/



5a . How we check that support is making a difference

How often children are assessed

At our school, children are assessed formally every term, and informally every lesson so we can see how they are doing and plan the right support.

How this links to reports and review meetings

We share this information with parents and carers through parents evenings and annual school reports. We also use it in review meetings to celebrate successes, track progress, and agree on next steps together.

How interventions help

Some children benefit from extra support, such as precision teaching, small group work, 1:1 phonics support and SATS boosters. We check regularly to see how well these are working, for example by reviewing progress data, asking for teacher and parent feedback.

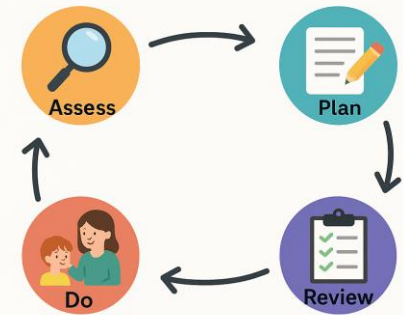


5b. How we celebrate and track children's progress

- **Assess, Plan, Do, Review cycle:**
- **Assess:** Understand your child's needs through observation and discussion.
- **Plan:** Agree on support and set clear targets.
- **Do:** Put the support in place in class.
- **Review:** Check progress and adjust the plan if needed.
- **Graduated Approach:**
- This cycle is part of the school's graduated approach – support starts in class and increases if needed, ensuring help is tailored and reviewed regularly.

What is the Assess, Plan, Do, Review cycle?

It's part of the school's graduated approach to supporting pupils with SEND.



5b. How we celebrate and track children's progress

Sometimes, children need extra help to understand how they learn best or to support their health and wellbeing. When this happens, we may ask specialists (experts in particular areas) to assess your child. This simply means they'll spend time getting to know your child better and understanding what support would help them most.

Profession	What they assess
Educational Psychologists	A child's learning, emotional, and social needs to understand barriers to progress and recommend strategies for support.
Jigsaw Behaviour Support	Delivered in schools through a tiered model – advice, training, and interventions to help staff manage challenging behaviour.
Speech and Language	They assess needs, create tailored plans, and work with families, schools, and other professionals.
Cognition and Learning Specialist Teacher	They provide outreach to school to advise on support and assessment for children with cognition and learning needs
Autism Advisory Specialist Teacher	They provide outreach to school to advise on support and assessment for children with cognition and learning needs



5b. How we celebrate and track children's progress

An **Education, Health and Care (EHC) needs assessment** is considered when:

- A child has **complex or long-term needs** that affect learning and development.
- The child needs **more support than the school can provide through its usual resources**.
- Despite extra help through the **Assess–Plan–Do–Review cycle**, progress is still very limited.

How and when are parents/carers involved?

Parents and carers are **partners throughout the process**:

- **Early identification:** You'll be involved when your child is first recognised as needing extra support.
- **During the assessment:** You share your views, your child's strengths, and what works well.
- **Planning meetings:** You help shape the plan so it reflects your child's needs and aspirations.
- **Review points:** You're invited to discuss progress and next steps.



5c. Our positive approach to teaching and learning



All lessons are carefully planned and structured so every child can succeed. We call this High Quality First Teaching. Teachers adapt activities by:

- Offering different tasks
- Providing extra resources or support
- Allowing additional time if needed

Instructions are given in different ways:

- Spoken, written, and visual prompts
- Pupils know what's expected through:
- Clear success criteria
- Visual timetables or checklists

Teachers check understanding using:

- Questioning, mini-plenaries, and practical tasks

Pupils work in:

- Pairs, small groups, or whole class
- Sometimes mixed ability, sometimes similar ability, depending on the task

Supporting Engagement Strategies include:

- Visual cues and prompts
- Movement breaks
- Adult support and encouragement

Predictable routines help pupils feel secure:

- Visual timetables
- Countdown timers
- Clear start and end signals



5d. How we adapt lessons and classrooms to help every child succeed

Making Written Information Accessible

- Materials adapted using:
 - Coloured paper for visual comfort
 - Large print or clear fonts
 - Symbols and visuals to support understanding

Adapting the Curriculum

Adjustments include:

- Flexible classroom layout and seating
- Timetabling changes for reduced stress
- Extra adult support or smaller groups
- Exam access arrangements (extra time, readers, scribes)

Use of Technology

- Tools to support learning:
 - Laptops or tablets
 - Text-to-speech and speech-to-text software
 - Touch-screen devices

Curriculum for Pupils with Medical or Health Needs

- Learning remains accessible through:
 - Adapted lesson plans
 - Revisiting key learning
 - Home learning packs or online sessions
 - Alternative arrangements for missed work

Physical Environment Adaptations

- School environment designed for inclusion:
 - Accessible seating and layouts
 - Clear signage and ramps
 - Accessible toilets
 - Good lighting and quiet spaces
 - Smooth transitions between lessons



5e. Extra help that can be offered when it's needed



In our school we offer the below interventions to support different areas on need:

Cognition and learning	Communication and interaction	Social, emotional and mental health	Physical and/or sensory	Special educational needs (SEN) with English as an additional language (EAL)
<ul style="list-style-type: none"> • Precision teaching • 1:1 or small group phonics • Dyslexia Gold • Fresh Start • SATS boosters • Write from the Start (Handwriting support) • Numbots and additional maths supporting • Pre and Post learning 	<ul style="list-style-type: none"> • Speech and Language intervention based on SALT targets • Visual Supports (Widgit) • Colourful Semantics • Attention Autism • Curiosity programme • Intensive Interaction • Time to talk, Socially Speaking 	<ul style="list-style-type: none"> • Nurture Groups • Lego Therapy • Hamish and Milo wellbeing intervention • Morning check-ins (meet and greet) • Social stories and Comic strip conversations 	<ul style="list-style-type: none"> • Dough disco • Calm corners • Forest school • Sensory circuits • Occupational therapy support based on specific targets 	<ul style="list-style-type: none"> • Visual support • Pre-teach vocabulary • Buddy system • Use of iPads/ laptops- Google Translate



5f. How all children are included in every part of school life

All of our pupils are part of the full curriculum offer, including extra curricular clubs, trips and visits. Below are examples of adjustments we can make across the four main areas of need. Every child is different, so support is personalised.

Cognition and Learning:

- Differentiated tasks and scaffolding
- Extra time and memory aids
- Small group interventions for literacy and numeracy
- Use of concrete resources and visuals



Communication and Interaction:

- Visual timetables and symbols
- Simplified language and chunked instructions
- Social skills groups and role play
- Speech and Language Therapy support



Social, emotional and mental health:

- Nurture groups and safe spaces
- Zones of Regulation and emotional check-ins
- Positive behaviour strategies and mentoring
- Movement breaks and calming activities



Physical and/or sensory:

- Quiet/ calm areas
- Adapted seating and classroom layouts
- Fine and gross motor skill activities



For further information, please see our accessibility plan, which sets out how our school makes sure all children, including those with additional needs or disabilities, can take part in every aspect of school life

[Accessibility Plan](#)



5g. Support for children's wellbeing, confidence and friendships

Culture and Ethos of the School

- We promote **inclusive values** where every child feels safe and respected.
- A **positive behaviour culture** encourages kindness, responsibility, and resilience.
- Support for **friendships and wellbeing** through buddy systems, social groups, and celebration of diversity.

Organisation of Pastoral Care

- Daily check-ins with trusted adults.
- Mentoring and wellbeing programmes to build confidence and emotional strength – e.g Hamish and Milo

Specialist advice and Support

- We work with external professionals such as:
 - **Educational Psychologists**
 - **Early Help Community Partners**
 - **School Nursing and CAMHS Mental Health Teams**
 - **Counselling Services**
 - **CHUMS Emotional Wellbeing Services**
- These partnerships ensure pupils receive the right help at the right time.
- Sarah Bowley is a trained Mental Health Lead.



6. How we make sure the right equipment and facilities are available for children

Commissioned Specialist Services

- Educational Psychologists
- Speech and Language Therapists
 - Occupational Therapists
- Mental Health Support Teams

Specialist Training for Staff

- Lift off to Language Training
- Precision teaching training

Specialist Assessments

- Learning assessments
- Speech and language evaluations
- Occupational therapy assessments

Equipment

- Laptops and tablets
- Adapted seating
- Sensory tools

Learning Support

- 1:1 support
- Small group interventions
- Targeted literacy and numeracy programmes

Adapting the Physical Environment

- Quiet spaces for regulation
- Clear signage and improved lighting



7. How we work together with parents and carers to support every child's journey

Day-to-Day Communication

- Parents/carers can contact the **SENDCo or teachers** via:
 - **Email or phone – pbailey@ken.dsamat.co.uk**
 - **Online platforms** (e.g., Class Dojo, Teams)
 - **Scheduled meetings** when needed at least termly

Supporting Parents to Share Views

- Opportunities include:
 - **Review meetings and parents' evenings**
 - **SEND-specific meetings**
 - **Questionnaires and feedback forms**
 - **Home-school communication apps**
 - **Parent governor roles**

Using Parent Feedback

- Feedback helps us:
 - **Improve SEND provision**
 - **Shape policies and practice**
 - Ensure support reflects **children's needs and family priorities**

Reassurance

- Parents/carers can **always contact the SENDCo or teachers** to:
 - Ask questions
 - Share concerns
 - Give updates on progress



8. How we listen to children and young people and involve them in decisions about their learning

Supporting Pupils to Share Their Views

- Pupils with SEND are encouraged to take part through:
 - **School council membership**
 - **Class discussions and circle time**
 - **Questionnaires and surveys**
 - **Suggestion boxes and pupil voice activities**

Opportunities Outside School

- Pupils are supported to access:
 - **Clubs** (sports, arts, social groups)
 - **Community activities**
 - **External programmes** run by local organisations

Involvement in Decisions About Support

- Pupils share their views during:
 - **SEN Support review meetings**
 - **EHC Plan annual reviews**
 - **One-to-one discussions with trusted adults**
 - **Using visual tools or apps to express preferences**



9. How parents and carers can share concerns and know they will be listened to

If Parents/Carers Are Concerned

- First step: **Speak to your child's teacher**
- If needed: Contact the **SENDCo**
- We aim to resolve concerns **quickly and collaboratively**

Making a Formal Complaint

- Complaints can be made:
 - **In writing**, via **email**, or using the school's **complaints form**
- Contact details are in the **school's Complaints Policy** (available on the website)
- The Headteacher will review and respond promptly

Support Available

- **SENDIASS** (Special Educational Needs and Disabilities Information, Advice and Support Service)
- **Parent support groups** and local SEND networks
- Guidance from the **school's SEND team** to help you through the process

[SENDIASS](#)

[Kensworth Complaints Policy](#)



10. How we work closely with other services and organisations to support children and families

In our school, we sometimes work with other services to make sure children with special educational needs get the right help. |

Education	Health	Social Care	Third Party
Educational Psychology Service (Link EP)	Speech and Language Therapy (SALT)	Children's Services	SNAP
SEND Advisory Teacher Service (SENDAT)	Occupational Therapy (OT)	Early Help	Autism Bedfordshire
Communication and Interaction Outreach (ASD)	Physiotherapy	Trust Safeguarding Lead	SENDIASS
Specific Learning Difficulties Advisory Team (SpLD)	School Nurse	DSL Network (Trust and CBC)	Local charities
SEMH Outreach service (Jigsaw)	Community Paediatrics	Virtual School (Children Looked After)	Alternative Provisions
Trust SEND and Inclusion lead and SEND Network within the Trust	CAMHS (Mental Health Support Team)		
Early Years SEND team CBC	Specialist Nurses (Epilepsy, Asthma, Diabetic)		
School Attendance Officer			



11. Where parents and carers can find extra advice, help and support

SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) is a free and confidential service that offers advice and support to children and young people with SEND, and to their parents and carers.

- Telephone number - 0300 300 8088
- Email address - support@sendiass.co.uk
- Website - Contact - Central Bedfordshire SENDIASS



12. How we support children as they move on to new schools or prepare for adult life

Planning Support for Transitions

- Transition planning starts **early** and involves:
 - **SENDCo, teachers, parents/carers, and the pupil**
 - Sharing information with families and new settings

Person-Centred Reviews

- Reviews focus on:
 - **Strengths, needs, and aspirations**
 - What works well for the pupil

Information Sharing

- Permission is always obtained before:
 - Transferring records to new schools or services
 - Sharing reports with external professionals

Learning About New Pupils

- We gather information through:
 - **School records**
 - **Meetings with previous settings**
 - **Visits and conversations with families**

Supporting New Pupils

- Strategies include:
 - **Induction visits and social stories**
 - **Buddy systems**
 - **Visual timetables and clear routines**

Staff Understanding

- All staff receive:
 - **One-page profiles**
 - Key strategies for supporting the pupil

Building Relationships with Families

- We communicate through:
 - **Welcome meetings**
 - **Regular updates**
 - **Open-door policy**

Future Planning

- Pupils are supported to think about:
 - **Education and work goals**
 - **Independent living and health**
 - **Community involvement**



13. Where to find the Local Authority's Local Offer (a guide to all the services and support available in the area)

The Local Offer is an online guide to all the services and support available in your area for children and young people with special educational needs or disabilities, and for their families. It includes information about education, health, social care, activities, and support groups.

[Central Bedfordshire SEND Local Offer](#)

