Kingsbrook View Primary Academy

Special Educational Needs and Disabilities Information Annual Report 2026/2027

Updated by	Kiran Khan
Updated in	September 2026
Review due	September 2027

1. The kind of SEND that Kingsbrook View Primary Academy caters for:

Special Educational Needs and Disabilities of children aged 4 to 11 which can be met in a **mainstream setting.**

These needs and disabilities may be categorised under the headings below:

- Cognition and Learning
- Communication and Interaction
- Emotional, Mental and Social Health
- Sensory and/or Physical

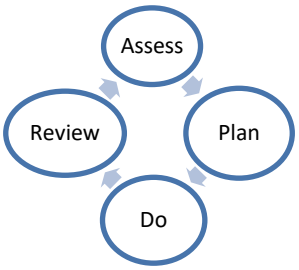
The Academy's Accessibility policy can be found here:
https://www.kvpa.org.uk/Policies/

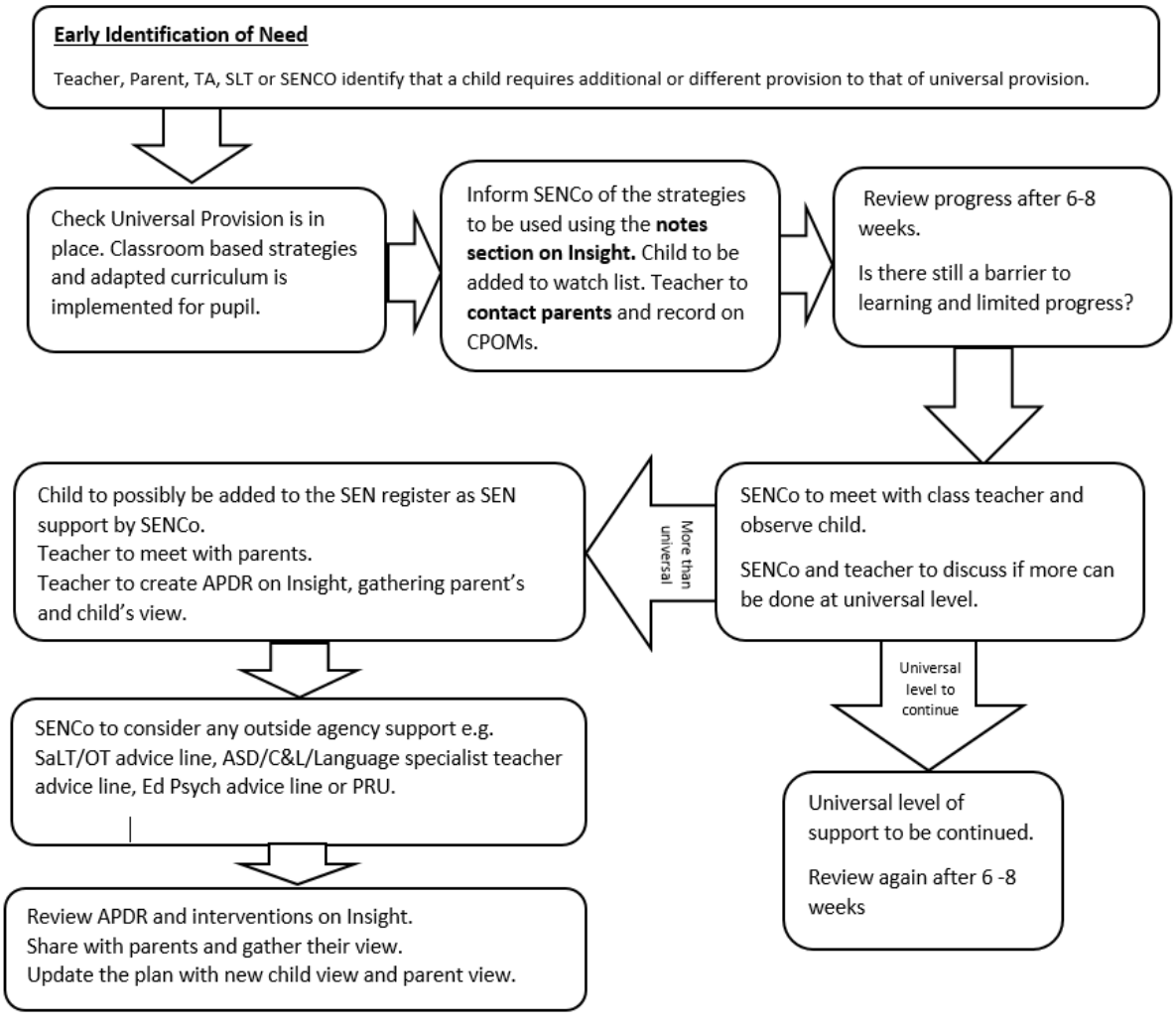
The Academy's policy

2. The Academy's policy for:

- **identifying and assessing pupils with SEND is:**

The Academy follows the guidelines, outlined in the Special Educational Needs Code of Practice (2014), which recommends a graduated approach.
The flowchart below details the Academy's process to identification of SEND.





Assess

Strategies that are used by teaching staff to identify whether a child requires additional or different provision.

- teacher's assessment
- pupil progress and attainment
- social, emotional and behaviour tracking/assessment
- individual's development in comparison to their peers
- the views and experience of parents/carers
- the child's own views
- advice from external support services (if relevant)

The first response to an assessment that shows less than expected progress should be universal provision including high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN.

Plan and Do

Where it is decided to provide a pupil with SEND Support, the parents/carers will be notified and their views should be gained. The pupil will be placed on the Academy's SEND Register. A plan of support for the pupil will be created (APDR) and the additional provision they receive will be detailed on a provision map. This additional support and targeted intervention may be embedded in classroom practice or in a small group intervention. The quality, suitability and frequency of this provision will be monitored by the SENDCo and teachers at least termly. However, an intervention will be adapted sooner if evidence suggests it is not having the intended impact.

When a child has an EHCP, their targets will be based on their long-term outcomes from the EHCP.

Review (evaluating the effectiveness of the provision and assessing the pupil progress)
The impact of the support plan/APDR (Assess Plan Do Review) and the effectiveness of the provision map will be reviewed termly. If required, due to a significant change in the pupil's circumstances, an early review may be held.

The views of the pupil, their attainment and their parents'/carers' views will be fed back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will revise the targets and linked intervention. This will consider the pupil's progress and development, deciding on any changes to interventions and revised outcomes. The Academy's SENDCo will work with class teachers to monitor the attainment and progress of pupils on the school's SEN register. The monitoring will include learning walks, monitoring of intervention logs, discussions with TAs and teachers, children's voice, parent's voice and reviewing the plans on Insight.

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to mainstream schools a request for a statutory assessment may be made. This may result in an Education, Health and Care (EHC) plan being issued by the local authority.

If a child has a significant medical need, a detailed health care plan and/or an emergency care plan will be put in place with support from the school and/or the community nursing team in consultation with parents/carers. These plans are discussed with all staff who are involved with the pupil and appropriate support in put in place.

The Academy's approach to teaching

3. The Academy's approach for teaching pupils with SEND (including pupils on SEND support and EHCP)

- adapting the curriculum & learning environment:

Pupils are grouped in classes according to age.

As there is a wide range of ability in each class, the teachers use adaptive teaching and a scaffolded curriculum, suitable for all of the pupils, to ensure access at all levels. They use high-quality teaching strategies to ensure that children are supported in their learning. Any pupils, with additional needs, are included as fully as possible in the whole class environment.

Examples of provision that has been used to support children:		
Cognition and Learning		
Universal	Targeted	Specialist
Quality First Teaching 1:1 Reading intervention Visual prompts and resources Organisational reminders Non-negotiable reminders Scaffolding	Phonics intervention Numberstacks intervention Shape coding Now/next board Targeted adult support* Pre-teaching	Differentiated curriculum Individual interventions Regular access to ICT Support from outside agencies including Cognition and Learning Specialist Teachers
Communication and Interaction		
Universal	Targeted	Specialist
Quality First Teaching Talk partners Modelling Visual Timetables Teachers communicate appropriately to all pupils	Social group Speech and Language Link Vocabulary pre-teaching Visual prompts Comic strip conversations Lego Therapy Now and Next board Shape coding	PECs Support from outside agencies including, SALT, Language/ASD specialist teacher Intensive Interaction Objects of Reference
Social, Emotional and Mental Health		
Universal	Targeted	Specialist
Consistent approach by adults Learning for Life Curriculum Zones of Regulation Reward system Soft start to the day Brain breaks + Go Noodle Monitoring of incidents	Worry box Playground monitoring Buddy system Home/school communication system Social stories Comic strip conversations	Sensory resources Access to quieter areas in class Key adult 1:1 Zones of Regulation work Individual timetable Risk assessment Reduced timetable External support including: School nursing service, MHST, CAMHs, PRU
Sensory and physical		
Universal	Targeted	Specialist

Regular handwriting practice Regular fine motor activities (KS1) Specialist pencils and scissors Brain breaks (Go Noodle)	Fine motor skills intervention Gross motor skills Support during PE Wobble cushion Additional movement/sensory breaks Ear defenders Weighted blanket Resistance bands	Specialist equipment Sensory circuits Enlarged/adapted texts Risk assessment Support from outside agencies

*Targeted adult support must not result in over-reliance and the child will be encouraged to work as independently as possible.

When possible, this intervention and support will be delivered in the classroom so that the child does not miss out on learning opportunities in a range of subjects. When this is not possible, the pupil may be sensitively withdrawn from the classroom to work individually or in a small group with a Teaching Assistant or Teacher in order to gain intervention to a target in the child's ADPR. In significant cases, pupils with SEND may require a more personalised curriculum in line with their academic or emotional needs.

To ensure that all children are included within all aspects of the school curriculum, we aim for all children to be included on school trips. Prior to the trip, a risk assessment will be carried to ensure the safety of all pupils, including those with specific needs. Class teachers will work closely with parents and the SENDCo to make reasonable adjustments to enable pupils to access the activities on the school outing.

Pupils with SEND have equal access to the extra-curricular activities that are offered to all pupils.

The Academy's Anti-Bullying Policy can be found here:
https://www.kvpa.org.uk/Policies/

The Academy's facilities

4. The Academy's facilities to include pupils with SEND and how you obtain new or specialist equipment & facilities:

   The Academy is DDA. Reasonable adjustments are made to make sure the school environment is as accessible as possible. Steps have handrails. To reach the second floor there is lift access. Modifications are made to fixtures as appropriate. There is an allocated disabled parking bay which can be used by parents who hold a disabled parking badge.

The Academy's training

5. The Academy's arrangement for training staff in relation to pupils with SEND:

   - whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
   - reading and discussion of relevant documentation and keeping up to date with DfE guidance

- SENDCo/teacher/TA meetings are considered to be part of staff development, as well as a time to share information
- the SENDCo and other relevant staff attend LA meetings and INSET as appropriate.
- newly appointed teaching and support staff meet the SENCo to discuss SEND procedures in the Academy
- specialist expertise is obtained by the Academy through referrals to a range of external agencies. Each agency has its own referral criteria which may include advice clinics.

The Academy's consultation

6. The Academy's arrangements to consult with and involve:
    - parents/carers of pupils with SEND about the education of their child/ young person:

    If parents/carers are concerned about the progress their child is making, they should contact the class teacher in the first instance who will liaise with the SENDCo as appropriate.

    Parents/carers of pupils on the SEND register will be invited into the Academy, once a term, to review and update their child's plan of support and the related expected outcomes, in collaboration with the class teacher and SENDCo.

    - children/ young people about their education is:

    Where appropriate the pupil will be involved in planning and reviewing their support. Pupils will be made aware of the support in place and the related expected outcomes. They will answer pupil's voice questions at least once a term.

The Academy's partnerships

7. The Academy's governing body involve other bodies (incl health, social care, BCC support services, voluntary & community groups) to meet the needs of pupils with SEND and their families:

    The Academy may draw on specialist expertise from a range of outside agencies, which are listed below:
    - Educational Psychology Service
    - Speech and Language Therapy Service
    - Occupational Therapy Service
    - Specialist Teaching Service
    - Pupil Referral Unit Outreach/In-reach Support (PRU)
    - Child Adolescent and Mental Health Service (CAMHs)
    - Community Paediatrics
    - School Nursing Team
    - Social Care
    - Family Resilience
    - Local authority SEND team
    - Bucks SENDIAS Service
    - Play Therapists

    Kingsbrook View is part of a Multi Academy Trust and works closely with other schools in the area, such as Chepping View Primary Academy and Abbey View Primary Academy.

8. The Academy's arrangements for pupils with SEND transferring between other education providers or preparing for adulthood & independent living:

Transfer from the Academy to secondary education

- SEND records are transferred following local authority procedures
- There are opportunities for all pupils to visit their prospective Secondary School
- Pupils with SEND are given additional visits or video calls, if required, so that they will become more confident in the new setting
- Representatives from the receiving school visit the Academy to meet pupils, if appropriate, before transfer.
- Representatives from local secondary schools are available for consultation before the time for transfer
- For pupils with an EHCP, parents will select their preferences for secondary school in the Yr5 annual review. In the Yr6 annual review, we aim to invite the SENCo from their prospective school to attend.

Transfer from nursery to the Academy

- SEND records are transferred following local authority procedures
- Foundation Leader and SENCo will liaise with feeder nurseries and parents/carers to obtain relevant information
- Foundation Leader and/or SENCo may conduct observations of prospective pupils, if appropriate
- Prospective pupils and their parents/carers will be invited to an induction morning.

Transfer from Kingsbrook View to a specialist provision (children with EHCPs only)

Meetings will be held between the class teacher, the SENDCo and the child's parents to discuss the option for moving a child to a specialist provision. The SENDCo will sensitively discuss why the child's needs may be suited for a specialist educational setting and the parents will share their views on their child's education. The SENDCo will also explain to parents that it is parental decision on where their child attends school. Should the parents agree that their child should transfer to a Specialist Provision, the following steps will take place:

- Parents will visit a range of schools to find a setting suitable for their child's needs.
- An annual review will be called to discuss the change in placement with external agencies and to request a change of the named school on the child's EHCP.
- The child's annual review paperwork will be taken to the specialist panel who decide whether the change in placement is appropriate.
- Once the child's school placement is confirmed, the prospective class teacher will be invited to meet the child at Kingsbrook View and to conduct observations.
- Kingsbrook View will support the child with visits to their new school to ensure they feel settled.
- SEND records are transferred following local authority procedures.

The Academy collaborates with a wide range of nurseries, secondary schools and specialist settings.

- The school/nursery school communicates the contact details for the support listed above to pupils with SEND and their families by:
    - The Academy's website
    - Review meetings including Parent Consultations
    - Direct contact with SENDCo

The arrangements for the admission for SEND pupils.

For pupils with SEND, who have an EHCP the Academy will consider each application in detail. The Headteacher and SENDCo will discuss if the Academy is able to meet the child's needs and if the setting is able to provide the best education for that child. During the consultation period, the SENDCo will discuss the child's needs with the child's parents/carers, the child's previous setting, any external agencies and the local authority. The SENDCo may conduct an observation of the child.

The Academy's key contacts

9. The name and contact details of the Academy's SEN co-ordinators (SENDCos)

   Name: Mrs K Khan (Inclusion Lead) and Mr D Rose (Trust Inclusion Lead)

   Email: office@kvpa.school

   Tel: 01296 255000

10. The contact for compliments, concerns or complaints from parents/carers of pupils with SEND

    Name: Mr J.Turner

    Email: office@kvpa.school

    Tel: 01296 255000

    The Academy's Complaints policy can be found here: https://www.kvpa.org.uk/Policies/

The Academy's link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire is available at www.bucksfamilyinfo.org/localoffer

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckscc.gov.uk