



Kenningtons Primary Academy

SEND Information Report

**This Policy was reviewed by the SENDCo, approved by the Pupil, Admissions and Curriculum Committee and ratified by the Governing Body on a 1-year cycle.
It must be displayed on the school's website.**

Date of Approval	15 th January 2026
Review Duration	1 Year
Date of Review	January 2027



Special Educational Needs and Disabilities at Kenningtons Primary Academy.

SEND Information Report 2025

(All photos of children are chosen regardless of whether they have SEND or not.)

Key People	
 Mrs Thomas	SEND Coordinator (SENDCO) <ul style="list-style-type: none"> • I lead and manage SEND in school How to contact me: <ul style="list-style-type: none"> • 01708865663 • enquires@kenningtons.thurrock.sch.uk
 Mrs Sawtell- Haynes	Headteacher <ul style="list-style-type: none"> • I lead and manage the whole school How to contact me: <ul style="list-style-type: none"> • 01708865663 • headteacherpa@kenningtons.thurrock.sch.uk
 Tracey Dole	Pastoral Manager How to contact me: <ul style="list-style-type: none"> • 01708865663 • enquires@kenningtons.thurrock.sch.uk
 Mr Anzie	SEND Governor How to contact me: <ul style="list-style-type: none"> • 01708865663 • governors@kenningtons.thurrock.sch.uk

Welcome to Kenningtons Primary Academy

Tamar Drive, Aveley, Essex, RM154NB

This SEND Information report has been written to help children and their families understand the support and provision available here for pupils with Special Educational Needs and Disabilities (SEND)

Any questions, please get in touch.

Main Entrance



What do we mean by SEND?

A child has special educational needs if they have a **learning difficulty** or **disability** that we need to make special provision for. We identify children as having a learning difficulty if they have a significantly greater difficulty in learning than the majority of others of the same age, or if they have a disability which prevents or hinders them from making use of the facilities provided for others in our school. When children are identified as having a learning difficulty, special educational provision is provided for them.

Some key terms explained:

- **SEND:** special educational needs and/or disability
- **Learning difficulty:** when a child finds it harder to learn than other children do.
- **Special provision:** is support that is extra or different to what is generally provided for other children or young people of the same age by mainstream schools.
- **Disability:** This is a legally defined term. Someone has a disability if they have a physical or mental **impairment** which has a **substantial** (more than minor or trivial) and **long-term** (lasting more than one year or likely to last more than one year and has an **adverse** effect on their ability to carry out day-to-day activities.

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What are our ambitions and values?

Our school aims to provide a safe and secure learning environment where children are able to learn the skills they need to succeed in life and prepare them for their future. We understand and celebrate that each child is an individual with their own specific needs. We strive for equality and are committed to meeting our legal duties duty under the provisions of the The Equality Act 2010. All pupils, regardless of their SEN or Disability, will be catered for and reasonable adjustments will be made to ensure that no pupil is treated less favorably than others. unless it is a proportionate means of achieving a legitimate aim.

What kinds of SEND are provided for at Kenningtons Primary Academy?

We are an inclusive school that caters for children with a wide range of needs including;

- **Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia,
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD),
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

How do we identify children with SEND?

Our school regularly monitors your child's learning to ensure they are making good progress. Your child's teacher may raise concerns about his/her progress and if targeted teaching is not meeting their needs, the teacher may then refer your child to the school Special Educational Needs and Disability Coordinator (Mrs Thomas) who will contact you to discuss your views and analyse your child's needs. She may carry out further assessments to identify any barriers to learning. Only children who need support that is not available in our Universal offer will be added to the SEN register.



How will the school let me know if there are concerns with my child's progress?

If your child is identified as not making expected progress the school will provide additional support and monitor their progress closely. Your views are important to us and we will discuss with you:

- Any concerns you/we may have
- Any further interventions or referrals to outside professionals to support your child's learning
- How we will work together, to support your child at home/school.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher. If you have any further concerns you are welcome to speak to the Headteacher, SENDCO, Pastoral Lead or the school SEND Governor. Please ask at reception, or telephone the school on 01708865663 to make an appointment.

Our school aims to work in partnership with parents and carers to provide children with the best possible school experience. If you are unhappy with the support being offered for your child and you have spoken to the above members of staff, please consult our complaints procedure which can be found on the school website.

How will my child's views be listened to?

We always listen to our pupils as their welfare and happiness is important to us. We take into consideration their views, aspirations, preferences and needs. Our children are regularly asked to share their views about their learning. All children on our SEN register are involved in writing an Individual Support Plan to explain their needs and to communicate the additional provision being provided for them.

How will you assess and review my child's progress?

All children's progress is assessed and reviewed each term so that appropriate provision is provided. This will take place in a variety of ways including, tests, observations, discussions with staff and looking at children's work.



The overall strategy we apply is the Graduated Approach.
The Assess-Plan-Do-Review cycle.

Assess:
The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on: <ul style="list-style-type: none"> • The teacher's assessment and experience of the pupil • Their previous progress and attainment and behaviour • Other teachers' assessments, where relevant • The individual's development in comparison to their peers and national data • The views and experience of parents • The pupil's own views • Advice from external support services, if relevant
Plan:
Outcomes, Interventions and SEND provision are planned and shared.
Do:
SEND provision is then delivered by appropriately trained staff in the form of additional in-class support or an intervention group to address a particular need, these are time limited. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.
Review:
The effectiveness of the provision and the impact on pupil progress will be monitored regularly by the class teacher and will be shared with you.

When will I be involved?

You will be invited to meet with your child's teacher during our parent consultation evenings. The SENDCO is also available during this time to discuss your child's additional needs. We will have an early discussion with you and your child when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and needs
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

Additional meetings may be arranged to discuss our provision for your child. We aim to hold additional person-centered planning meetings for all pupils with higher level or complex needs. Children who have an Education Health Care Plan will also have an annual review where all of the people involved in their provision will be expected to contribute to their plan.

How will we support your child when they are leaving this school? Or moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another primary school:

We will contact the new school's SENDCO and ensure they know about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible. If your child would be helped by a book to support them while moving on it will be made with them. Additional visits to their new school can be arranged and in some cases staff from the new school may visit your child here.

If your child is moving on to secondary school:

There are many strategies in place to enable your child's transition to Secondary school to be as smooth as possible.

- Secondary school staff visit pupils and speak to current Year 6 teachers before they join their school.
- Secondary schools may arrange meetings with the SENDCO to discuss the children with SEND further.
- Children attend transition days/weeks at the particular schools they are going to. For some children, we may book additional visits.
- All SEND reports and information are passed on to the new school as soon as we have received confirmation that they are on roll.

How will teaching be adapted for my child with Special Educational Needs?

All children's' needs are initially met through High quality inclusive teaching. Class Teachers plan lessons according to the specific needs of all children in their class, and will ensure that to enable your child to learn as independently as possible. Some children will have personalised learning planned for them. Additional support is available for pupils with SEND depending on their level of need. Here are some examples of the type of support some children with SEND currently receive:

Additional adult support

- Teachers and Teaching assistants provide additional hover support for most pupils with SEND in the classroom.
- Teaching assistants support some pupils with SEND in small groups as part of their additional classroom provision or when delivering a specific intervention.
- Teaching assistants support some pupils with SEND on a 1:1 basis if this is identified on their Learning support plan or Educational Health Care plan.

Different types of therapy may also be delivered when advised by external agencies

- physiotherapy
- speech and Language therapy
- occupational therapy
- individual counselling in school

We have 22 teaching assistants, 1 emotional wellbeing teaching assistant and 2 HLTA's all of whom are trained to deliver various interventions such as:

Toe by Toe

Toe By Toe is a highly structured Multi-sensory Phonetic Approach to Literacy. It is designed for anyone who finds reading difficult. This includes readers who struggle to decode or those with dyslexic type difficulties.

Precision Teaching

Precision Teaching enables children to hone their key skills by engaging in short, focused tasks on a regular basis. We use a multi-sensory approach to teach reading, spelling and number skills.

Colourful Semantics

Colourful semantics is an approach that is used to develop children's speech and writing abilities. It uses a system for colour coding sentences according to the role of different words. It can help children to break down sentences and understand the individual meaning of each word. We use colourful Semantics to support children with speech and language difficulties and to help children to build up meaningful, well-structured sentences.

Attention Bucket

Attention bucket is an exciting and motivating shared experience. The approach helps children to understand and respond to a structured, adult directed routine. It gives children an irresistible invitation to engage in an adult directed activity.

It helps to support and build attention and listening skills. It also supports and develops the child's social communication skills, such as taking turns or using vocalisations.

Lego therapy

Lego-based therapy aims to develop social communication skills in children who have difficulties with sharing, turn-taking, following rules, using names and problem-solving. In practice, children work in groups of three with each participant having a distinct role to build a Lego model collaboratively.

Plus 1 Maths

Plus 1 Maths provides a highly structured one to one maths coaching system that is particularly suited to dyslexic and dyscalculic students or those who require extra support in order to bond the basic maths facts into their long-term memory.

Number Stacks

Number Stacks uses a combination of stackable place-value counters and video tutorials to help children master the foundations of the number system. With support from the teaching assistant our pupils are able revisit areas of the maths curriculum that they have not yet managed to develop fluency in.



Gym Trail

Gym Trail is a circuit of motor co-ordination activities that supports pupils with movement and co-ordination. The benefits of Gym trail include: improvement in fine motor skills and handwriting, increased ability to balance, follow instructions and listening and increased self-esteem.

What adaptations can be made to support my child?

Our school encourages inclusivity. Therefore, we will ensure that reasonable adjustments are made for your child to access the curriculum. We promote a multisensory approach to learning which is particularly beneficial for children with a variety of needs. We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding and personalising our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Scaffolding and personalising our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



How are adults in school helped to work with children with SEND?

Our SENDCO is an experienced Primary age teacher who has over 12 years' previous experience working as an Inclusion Manager and/or SENDCO. She has completed the required training for SENCOs. She works 3 and 1/2 days a week to manage SEN provision. All of her time is focused on SEND.

Part of the SENDCO's job is to support the class teacher in planning for children with SEND. She delivers regular training sessions for teaching assistants and teachers to update their knowledge and skills related to SEND. Whole staff training takes place on a regular basis to improve the teaching and learning of children including those with SEND.

Individual teachers and support staff can attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Which specialist services and expertise are available at or accessed by the school?

The school has good links with outside agencies who offer a range of specialist services and support. We currently draw on the following:

- Educational Psychologists
- CASS (Child and Adolescent Support Team)
- CAHMS (Child and Adolescent Mental Health Services)
- EWO (Educational Welfare Officers)
- Advisory Teachers for Hearing Impairment, Visual Impairment and Speech and Language Difficulties
- Beacon Hill and Treetops Outreach Service (these are both Special Schools)
- Social Services
- Children's Therapy Team (Speech and Language / Occupational Therapy / Physiotherapy)
- Pediatricians and local hospitals
- School Nurse

How do you work with other agencies?

The school liaises closely with a variety of outside agencies and professionals to assess and support children's needs. We host multi agency meetings to support children who have complex needs and their families. We can signpost families to a range of support available. Children who are looked after by the local authority are screened for special educational needs and receive emotional wellbeing wrap around care. Any identified difficulties are supported with additional provision and their progress is monitored closely by our Designated safeguarding lead.

How do you know if things are working?

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term
- Using pupil questionnaires
- Monitoring by the SENDCO
- Monitoring progress data
- Holding annual reviews for pupils with EHC plans

How will you make sure my child is included?

We are an inclusive school that values the participation of all children. We actively encourage pupils with SEND to take part in all school activities and make adaptations where necessary. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Some children, who have complex needs, may need a risk assessment carried out to ensure they can access these activities safely. All pupils are encouraged to go on our residential trip to Stubbers and to take part in interhouse events. Class trips are Risk Assessed so that children may attend the trip safely. Accessible toilets are available in all buildings. All buildings are accessible by ramp. Further modifications may be made to the school site where required for the needs of future pupils. Resources are purchased on a need analysis basis. They may be requested by an external agency or requested by the class teacher.

What emotional wellbeing support is available?

There are opportunities for children to talk about their feelings in class. We are a 'listening' school and ensure children know who they can talk to if they have particular worries. The school offers a variety of pastoral support for all pupils including those with SEND these include:

- Pupils with SEND are encouraged to be active participants in areas of Pupil Responsibility to promote teamwork/building friendships etc.
- We have a zero-tolerance approach to bullying. Please see our Anti-Bullying Policy.
- We have an Emotional Wellbeing Team, including Pastoral Manager and an Emotional Wellbeing Teaching Assistants.
- The Oasis Room is available throughout the day, including break and lunchtime.
- We provide a Counselling Service.
- Emotional Wellbeing Interventions take place

What if my child has a medical need?

If your child is a pupil who has a complex medical need, then a detailed care plan should be compiled by the NHS and shared with school. In specific circumstances, where one is not provided by the NHS, the school and the parents/carer, following advice from a medical professional may write an Individual Health Care Plan (IHCP). The key information is shared with all staff. Parental consent must be obtained in order for children to be given prescription or non-prescription medication at school.

How do I make a complaint?

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

What other support is available for parents of pupils with SEND?

Thurrock PATT SENDIASS



Whilst we always try to support families whose children have SEND, it may also be beneficial for you to contact the Parent Advisory Team Thurrock.

Details can be found here <http://www.patt.org.uk/>



The Thurrock SEND Local Offer

This is the 'Local Offer.' It is also an important resource for parents in understanding the range of services and provision in the local area.

The Local Offer can be found at: [Thurrock SEND Local Offer](#)



The local offer is part of the reforms to support children and young people with SEND under the [Children and Families Act 2014](#).

You can find out more about the reforms in the Department for Education's guidance:

- [Easy Read Guide for Children and Young People](#)
- [Easy Read Guide for Parents](#)

For further information please refer to the SEND Policy which can be found on the school website