



POLICY:

SEND (including Information Report 2027/28)

Review

Approving Body:	Board of Trustees	Effective Date:	April 2026
Review Cycle:	Annual	Next Review Due:	January 2027

This policy is statutory and applies to Kennet School, developed in line with Equinox Learning Trust expectations and guidance. It operates within the Trust's governance framework and Scheme of Delegation.

Where this policy reflects statutory requirements, compliance is mandatory. Any significant non-compliance or concerns will be escalated in line with the school's governance arrangements.

Contents

1. Aims	2
2. Legislation & Guidance	2
3. Definitions.....	3
4. The Graduated Approach	3
5. Roles & Responsibilities	3
5.1 The SENCO.....	3
5.2 The SEND Governor	4
5.3 The Headteacher	4
5.4 Class Teachers.....	4
5.5 Trustees.....	4
5.6 Teaching Assistants and other support staff.....	4
6. SEND Information Report	4
6.1 The SEND that Kennet School provides for	5
6.2 Identifying Pupils with SEND and Assessing Their Needs.....	5
6.3 Consulting & Involving Pupils & Parents/Carers	5
6.4 Assessing & Reviewing Pupils' Progress Towards Outcomes	6
6.5 Supporting Pupils Moving Between Phases & Preparing for Adulthood.....	6
6.6 Our Approach to Teaching Pupils with SEND	7
6.7 Adaptations to the curriculum and learning environment	8
6.8 Additional Support for Learning	8
6.9 Staff Expertise & Training	9
6.10 Securing Equipment & Facilities	9
6.11 Evaluating the Effectiveness of SEND Provision.....	9
6.12 Enabling SEND Pupils to Engage in Activities (available to those in the School who do not have SEND)	9
6.13 Support for Improving Emotional & Social Development.....	10
6.14 Working with Other Agencies	10
6.15 Medical Support for Children with SEND.....	11
6.16 Complaints about SEND Provision	11
6.17 Contact Details of Support Services for Parents of Pupils with SEND.....	11
6.18 The local authority local offer	11
7. Monitoring Arrangements.....	11
8. Links with Other Policies & Documents.....	12
Appendix	13
Glossary.....	14

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

The vision of our SEND policy and practice at Kennet School are:

- To ensure every pupil is provided with quality first teaching with appropriate tilting/adaptive teaching to enable challenge, success and progress
- To ensure that all pupils have access to a broad and balanced curriculum which is adapted to enable children to understand the relevance and purpose of learning (including over teaching of core subjects, if required).
- To provide an accessible learning environment.
- To seek early identification and intervention for SEND pupils to ensure that progress and opportunities are maximised, particularly with our Rising Year 7 cohort
- To develop pupils' independence and life skills to thrive socially and emotionally
- To regularly review the provision and progress pupils of SEND pupils, working closely with pupils, parents and carers
- To offer high quality training and CPD to support and develop teachers and teaching assistants regarding SEND provision
- To provide professional guidance and support for parents and carers to ensure high quality support for all SEND pupil
- To work closely with external agencies and other professionals to ensure that there is a collaborative approach to support children with SEND.

Inclusion Statement

We endeavour to achieve maximum inclusion of all pupils whilst meeting their individual need. Teachers provide quality first teaching with appropriate tilting to enable full access, challenge, success and progress through our curriculum; whilst providing adaptive learning opportunities for all pupils through our co-curricular programmes. We believe that it is vital that our pupils embody our Kennet values and are equipped with the toolkit needed to become independent and resilient learners, who can contribute positively to the community.

There may be occasions when a pupil's needs dictate that they should be disapplied from a subject/s. It is the responsibility of the Head of Resource Base to arrange this for pupils within their charge. We focus on individual progress as the main indicator of success and strive to make a clear distinction between underachievement and special educational needs. Some pupils in our school may be underachieving but will not necessarily have a special educational need. Other pupils will genuinely have SEND and this **may** lead to lower attainment.

It is our responsibility to identify this quickly and ensure appropriate interventions are put in place to help close the gaps for these pupils. It is our responsibility to ensure pupils with SEND have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need, and carefully planned programmes, which address the root causes of any learning difficulty, are essential for the success of these pupils. These will be provided, initially, through additional SEND Support funded from the devolved school's budget.

2. Legislation & Guidance

Kennet School: This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND Information Report
- The Equality Act 2010.

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have learning difficulties or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. The Graduated Approach

SEND Support

When staff identify a pupil has SEND, subject teachers, in consultation with the SENCO, will devise interventions additional to or different from those provided as part of the school's usual adapted curriculum offer:

- Subject and pastoral teachers remain responsible for working with the pupil daily and for planning and delivering an individualised programme. A Support and Achievement Plan (SAP) will be devised and discussed with parents.
- SENCO would take the lead in:
 - Planning future interventions for the pupil in discussion with colleagues
 - Involving help from other external agencies and disseminating advice and support from these agencies to teachers
 - Monitoring and reviewing the action taken and attainment.

Education Health & Care Plans

Some pupils will have SEND needs greater than that which can be supported at SEN Support. These pupils could have an EHC plan. A plan is necessary so that special educational needs provision can be made for the child or young person. The provision must be additional to what can be reasonably provided by a mainstream school.

- Subject and pastoral teachers remain responsible for working with pupils daily and for planning and delivering an individualised programme (including Welfare Care Plans and Individualised Therapy Review plans) with the help of the SENCO, Head of Resource and other advice from external agencies
- A Support and Achievement Plan (SAP) will be devised and reviewed on a regular basis
- The SENCO or Head of Resource (HRB and PDR) would take the lead in:
 - Reviewing the EHC plan formally once a year
 - Liaising with external agencies, if additional support is required, and disseminating advice and support to teachers
 - Monitoring and reviewing.

5. Roles & Responsibilities

5.1 The SENCO

The SENCO is [Mrs Lucy Parker](#)

The role holder will:

- Work with the Deputy Headteacher (Pastoral) and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Oversee the day-day management of SEND provision, including supporting staff in the early identification of SEND, planning and coordinating provision, and monitoring impact of provision
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure pupils with SEND receive appropriate support and high-quality teaching
- Ensure interventions are evidence based, appropriate and effective
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Be a qualified teacher and holds/ will complete the mandatory SENCO qualification within the required timescales in line with national requirements.

5.2 The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Have knowledge of SEND processes in school regarding funding, identification of pupils and attainment of pupils with SEND
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body appropriately
- Work with the head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

5.3 The Headteacher

The Headteacher will:

- Work with the SENCO, Heads of Resources and SEND governor to determine the strategic direction and development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND
- Ensure high quality teaching is delivered with appropriate tilting for all SEND pupils, whilst providing CPD opportunities for all staff to best support pupils with SEND.

5.4 Class Teachers

Each class teacher is responsible for:

- Including pupils with SEND in the classroom and for tilting the teaching as required
- The progress and development of every pupil in their class, through the cycle of 'assess, plan, do, review'
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO or Head of Resource to review each pupil's progress and development and decide on any changes to provision
- Committing to CPD opportunities specially related to SEND
- Ensuring they follow this SEND policy.

5.5 Trustees

The Trust's Trustees, in co-operation with the head teacher, have a legal responsibility for:

- Determining the policy and provision for pupils with SEND
- Maintaining a general overview and have appointed a representative who takes particular interest in this aspect of the school
- Ensuring that SEND provision is an integral part of the school development plan and are fully informed about SEND issues including the most recent Code of Practice
- Delegating monitoring the policy to the Headteacher and senior staff in the school.

5.6 Teaching Assistants and other support staff

Each teaching assistant will:

- Be aware of the SEND Policy and Information Report
- Provide appropriate support in class, deliver evidence-based interventions (where appropriate) and liaise with other staff (teachers and SENCO) to ensure best practice
- Be appropriately trained with a good knowledge of SEND and commitment to CPD.

6. SEND Information Report

Introduction

Kennet School is an inclusive, dynamic, and ambitious 11-18 co-educational comprehensive school, which serves the population of Thatcham and the surrounding villages. The school is larger than average with around 1,800 pupils on roll. Kennet School is a member of the Equinox Learning Trust, alongside two feeder primaries: Whitelands Park and Francis Baily.

Kennet School is a vibrant place of learning where all pupils will be given every assistance to exceed expectations in every aspect of their lives and flourish as confident individuals. 'Excellence Through Endeavour' our school motto, perfectly communicates our belief that through hard work and determination every pupil can achieve things they did not think possible.

Kennet School is justifiably proud of its provision and the wide range of pupils with special needs who choose Kennet. Provision is made not only for the range of learning difficulties encountered across most mainstream schools but also for pupils who are physically disabled and hearing impaired.

All admissions to the school are administered by West Berkshire Council's School Admissions Team, on behalf of the academy, via email admissions@westberkshire.gov.uk or by calling 01635 551111.

6.1 The SEND that Kennet School provides for

Kennet School has a SEND department which provides additional and/or alternate provision for pupils with a wide range of special educational needs and disabilities, which fall under one or more of these broad areas of need:

- Communication and interaction, for example, autistic spectrum disorder, 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, physical disability, visual impairments, hearing impairments, processing difficulties.

In addition, Kennet School has a dedicated Physically Disabled Resource (PDR) and Hearing Resource Base (HRB). There are 19 and 10 places respectively in these resources, which are maintained through the Local Authority. Places are awarded to pupils who have an EHC plan through West Berkshire Local Authority and consultation with the respective Head of Resource and the Headteacher.

- Head of Hearing Resource Base – [Dr A Chrimes](#)
- Head of Physical Disabled Resource - [Mr O Joyce](#).

See [Appendix](#) for more information on the primary areas of need at Kennet School in January 2026.

6.2 Identifying Pupils with SEND and Assessing Their Needs

On transition to Kennet School, we work in collaboration with our primary feeder schools who provide information from class teachers and the SENCO about the progress of pupils including Key Stage 2 attainment data, teacher assessments and additional SEND information. We also use information provided by parents and carers. In Year 7, pupils complete baseline assessments in a range of subjects, including reading. We also monitor pupils in the first few weeks through Teaching Assistant observations.

Identification of SEND is a whole school responsibility and the assessment and tracking of pupils a whole school process. Class teachers at Kennet are responsible for checking the progress of all pupils in each class through ongoing teacher observations and assessments. Where class teachers have a concern, when targeted, tilted teaching has not met the child's needs, they will alert the SEND and Pastoral staff, through the Kennet School Intervention Team (KSIT) referral system. This will trigger an appropriate action for the individual child. We also appreciate that parents know their children best and follow up concerns expressed by parents about their child's development and wellbeing.

Appropriate assessments of the child will be completed by the SEND team based on the area of concern. For pupils with a higher level of need, we work with additional outside agencies and consider advice and guidance from external reports. Indicators could be that progress is significantly slower than that of their peers starting from the same baseline or failing to close the attainment gap between the child and their peers. This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

6.3 Consulting & Involving Pupils & Parents/Carers

If a parent or carer is concerned about their child and a difficulty in relation to SEND, they should contact their class teacher, tutor, Head of House, Head of Resource and/or the SENCO directly. Contact can be

made via email, by completing the Contact Us form on the school website.

We will have an early discussion with the pupil and their parents/carers 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 difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

We will formally notify parents/carers when it is decided that a pupil will receive SEND support. Once parents have been consulted, pupils with special educational needs will be placed on the SEND register. Pupils receiving SEND support will be identifiable to class teachers using a (K) and those pupils who have been awarded an Education Health Care plan (EHC plan) will be categorised as (E). As a school, we have a duty to record the progress of pupils with SEND.

Parents/carers of children with SEND will be invited to additional meetings to discuss and review targets as part of the Support and Achievement Plan (SAP) process. Parents are also encouraged to contact the SENCO if they wish to discuss a referral to outside professionals, such as speech and language therapists, occupational therapists, an educational psychologist and physiotherapists.

Should a parent/carer identify himself or herself as having a disability, that parent/carer would be consulted on their preferred method of communication.

Pupils are consulted when advice notes are written and reviewed. These advice notes are pupil centred reflecting their voice. Pupils with SAPs are also consulted as part of the 'assess, plan, do, review' cycle. Pupil feedback is also recorded following their SEND intervention. Pupils are consulted during learning walks and comments shared with colleagues.

Those pupils with an EHC plan are present at all annual reviews and have an opportunity to voice their opinions through written or verbal feedback. This is a key part of this process. For those moving from one key stage to another and/or one setting to another, the school ensures the pupils' views and wishes are taken into consideration.

6.4 Assessing & Reviewing Pupils' Progress Towards Outcomes

All pupils' progress is monitored and tracked through the normal school reporting procedures. The school communicates achievement in summative tests in an Assessment Results Certificate (once a year for Key Stage 3, twice a year for Key Stages 4 & 5) as well as reporting on pupils' Learning Habits twice a year for all pupils. Pupils in Key Stage 3 are tested for their reading age twice a year (three times for Year 7) and this accompanies the Report home, informing intervention and support.

At Key Stages 4 & 5 pupils receive a predicted grade to track their likely achievement at the end of the course. The data gathered across these systems informs conversations with parents at our consultation evenings, as well as departmental and cohort level interventions.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO or Head of Resource to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or attitude and engagement in learning
- Other teachers' assessments, where relevant
- The pupil'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.

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 required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6.5 Supporting Pupils Moving Between Phases & Preparing for Adulthood

All SEND pupils are supported through the sharing of SEND information at each phase of transition at Kennet School, within year, across different year groups, and into Sixth Form. We will agree with parents and pupils which information will be shared as part of this.

Information is shared by primary schools to Kennet School as transition from Key Stage 2 through:

- Dissemination of initial information of pupils with SEND
- Attendance of Annual Reviews in Year 6
- Visits by staff to meet with pupil
- Additional transition visits for small number of identified pupils
- ASC transition meetings
- Rising Year 7 transition days for all pupils due to start Year 7 in September
- Participation in Summer School
- Parents at Rising Year 7 meetings.

In Year 9, all SEND pupils have a 1:1 meeting with the SENCO, Deputy SENCO or Head of Resource to discuss their Key Stage 4 Pathway. Pupils at Kennet experience a broad and balanced curriculum, which places value on traditional academic pathways, whilst ensuring appropriate challenge for all pupils. The SENCO, Deputy SENCO or Head of Resource supports the pupils with planning their pathway.

Advice will be given to SEND pupils through the pastoral system and interviews with our in-house Careers Advisor, when appropriate.

At Key Stage 5 pupils may also receive additional support with sessions that explore aspects of sixth form such as courses, sixth form facilities, independent study and the most effective way of using study periods and enrichments.

Year 13 SEND pupils will receive guidance on progressing to Further Education. The Sixth Form Pastoral Lead, SENCO and/or Head of Resource will liaise with appropriate families about applying for the Disabled Students' Allowance and will develop a programme to ensure they are given the right access to support for the next stage of learning.

The Sixth Form Pastoral Lead, SENCO and/or Head of Resource will also work in collaboration with the Careers Advisor to ensure pupils have targeted advice for future careers, especially where they have a particular strength or skill, and where they may require support in accessing an apprenticeship or employment. We welcome other schools, colleges and universities to contact the SEND department to ensure all relevant information is passed on. Some pupils may require additional visits to college and attend taster sessions. These are co-ordinated by the Careers Advisor and Sixth Form Pastoral Lead.

6.6 Our Approach to Teaching Pupils with SEND

At Kennet School, every teacher is a teacher of SEND and are responsible and accountable for the progress and development of all the pupils in their class. The school takes a personalised approach to teaching pupils with SEND. The school adapts the curriculum for the child's need by ongoing assessments in subject areas and knowledge of individuals. Specifically trained support staff can support teachers' planning where necessary.

Initially, we ensure that pupils are set in the appropriate classes, where applicable, in line with our whole school strategy.

We have a whole school three-step approach for all class teachers to ensure all pupil needs are met in the classroom:



High-quality teaching is our first step in responding to pupils who have SEND. To enable teachers to know their pupils and their needs, leading to effective planning and tilting in their lessons, staff have access to two supporting documents. Class teachers use the 'tilt quadrant' to map the needs of the pupils in their classes, whilst selecting effective tilt strategies, based on EEF (Education Endowment Foundation) guidance, to ensure appropriate challenge, success, and progress in lessons.

This is supported through the writing of advice notes, which include pupil's needs and recommended strategies. Pupils with an EHC will have their EHC outcomes and SAP targets on the reverse of the advice note to support with teachers knowing their pupils. Pupils will then be effectively sat in the class, to enable quick access to their work to check understanding and progress.

The effectiveness of classroom teaching, deployment of support staff and the progress of SEND pupils is quality assured through our review cycle, incorporating learning walks, book looks and raising standards meetings.

Training and support for staff is available through our whole school training programme, our SENCO, Heads of Resource and our in-house training videos. These can be accessed to help meet the needs of all learners.

6.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- Tilting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud
- There may be occasions when a pupil's needs dictate that they should be disapplied from a subject or subjects. This is rare. In the main school, this is the role of the SENCO. In the PDR and HRB, it is the responsibility of the Head of Resource.

6.8 Additional Support for Learning

Kennet School balances support and pupil independence by effective use of Teaching Assistants in the classroom. They are there to facilitate the learning, but also to promote as much independence as possible focusing on the learning rather than task completion. Monitoring takes place to avoid pupils becoming over reliant and dependent on adult support (learned helplessness).

We have specialist teachers and teaching assistants who are trained to deliver additional interventions such as small group literacy and 1:1 teaching for identified pupils. See table below:

Type/Title of Intervention	<input checked="" type="checkbox"/> One to one	<input checked="" type="checkbox"/> Small group
Spelling	✓	✓
SpLD teaching	✓	
Social skills group		✓
Handwriting	✓	✓
Emotional regulation	✓	
SRA programme		✓
Numeracy Intervention	✓	✓
Phonics Intervention	✓	✓
Touch Typing		✓

The school uses the SEND provision map to identify and evaluate the effectiveness of intervention and support. Teaching Assistant (TA) appraisals are used to address the impact of TA intervention. The SENCO and Heads of Resource carry out targeted pupil learning walks to qualitatively evaluate the impact of SEND interventions in the classroom. Pupils receiving a Support and Achievement Plan (SAP) will have this reviewed regularly according to the needs of the pupil.

There are a range of special arrangements that can be made for a child with SEND that are set out by the JCQ regulations. These are updated every year along with the criteria which an individual candidate must meet. The SENCO will inform the parent about the eligibility and application of these arrangements. Pupils who may qualify are assessed by authorised assessors at the end of Year 9. Those pupils accepted for access arrangements will have this confirmed in writing to parents, and the information will also be shared with subject teachers.

6.9 Staff Expertise & Training

The SENCO, Deputy SENCO and Heads of Resource all have a reduced teaching allocation which enables them to effectively plan and manage support and effectively meet the needs of our SEND pupils. We have a team of over 30 teaching assistants, including Welfare Assistant who are trained to deliver welfare provision. The SENCO, Heads of Resource, SEND teachers and TAs actively engage in continued professional development opportunities to inform and develop their practice and keep abreast of current local and national initiatives and support. Our approach is based on the following model:

- Whole school training from visiting professionals, such as Speech and Language Therapist or ASC advisory teachers
- Whole school training delivered in-house by SEND teachers/SENCO/Heads of Resource
- Early Career programmes
- Key staff training as appropriate for their role
- TA training programme.

Areas of training include:

- Emotional Literacy Support Assistants - ELSA
- Online training, e.g., visual impairment training
- Accredited courses, such as OCR Level 5
- ASC training
- Local authority training in specific area of literacy and behaviour
- STAR Reading Intervention
- Manual Handling
- Phonics training (Ruth Miskin Foundation – Read, Write, Inc. Fresh Start)
- ACES training.

6.10 Securing Equipment & Facilities

The SENCO or Head of Resource tracks the SEND facilities via the provision map. This is a spreadsheet which records each provision that a pupil on the SEND register receives. The provision map displays the cost and effectiveness of provision for each pupil, to ensure the SEND budget is being used effectively.

Kennet School has a Physical Disabled Resource (PDR) and Hearing Resource Base (HRB) attached to it. Kennet School is physically adapted to allow access for pupils with mobility difficulties/wheelchair users and hearing and visual impairments to access mainstream lessons. Within the resource buildings there are specialist equipment, staff and facilities to support pupils. Within the school site, we have nearly 50 classrooms and the main hall, which are fitted with Soundfield systems to ensure accessibility to communication by our hearing resource pupils.

The SEND department has a bank of laptops, notebooks, and iPads that are loaned to pupils with handwriting difficulties to use in classrooms. The SEND department also works closely with Sensory Consortium Services with regards to the loan of specialist equipment for hearing impaired and visually impaired pupils.

For specific details on the equipment and facilities, please refer to the [Kennet School Accessibility Plan](#).

6.11 Evaluating the Effectiveness of SEND Provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Using pupil and parent questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans.

6.12 Enabling SEND Pupils to Engage in Activities (available to those in the School who do not have SEND)

Every pupil regardless of need is actively encouraged to participate in our co-curricular activities and competitions, through the House system, school councils, and our pupil participation programmes: Rising Stars, Kennet Stars and Kennet Honours. All the calendared school visits and trips, including residential trips are available to all pupils. Appropriate planning and risk assessments are carried out prior to trips, and all pupils are invited to participate. Parents are welcome to discuss forthcoming trips with the most relevant member of staff.

As a school we ensure there are no barriers to pupils with SEND enjoying the same activities as other pupils in our school who do not have SEND. The specialist resources encourage non-SEND pupils to visit and socialise and we actively promote our Kennet Values, which include respect for everyone in our community.

6.13 Support for Improving Emotional & Social Development

The PSHE within the tutor programme, Ethics & Philosophy lessons, assemblies, and co-curricular opportunities help to promote the emotional and social development of children within Kennet School. The House system is key here, as are our student services, ELSA trained staff, and the Mental Health Support Team (MHST) counselling service, which the school offers. External agencies are signposted where appropriate.

In consultation with key pastoral staff and parents, short-term targets are agreed which prioritise key areas of behaviour to address and how this progress can be measured. The school sanctions and reward systems are set out in the [Kennet School Behaviour Policy](#). The school has a team of Behaviour Support Workers who work with targeted pupils and groups to help them develop positive behaviour. Internal suspension is used, where necessary, but external suspension will be used when the individual pupil's behaviour is deemed extreme. All pupils are treated equally and fairly.

We provide support for pupils to improve their emotional and social development in the following ways:

- Encouraged to be part of the school council
- Encouraged to be part of the co-curricular offer
- Identified for ELSA sessions
- Identified for social skills sessions.

At Kennet, we are committed to ensuring all members of our community are safe from bullying. In order to do this, we aim to ensure that all pupils and staff know what bullying is (and is not), that bullying is always reported by pupils or staff, that there are clear consequences for persistent bullies and that every member of the community knows bullying will not be tolerated. Kennet makes sure that the values of kindness and respect run through all the pastoral work.

6.14 Working with Other Agencies

Kennet School engages a broad range of services and organisations to provide additional support for pupils with SEND (not limited to):

- Sensory Consortium Services (SCS) – Teachers for hearing impairment and visual impairment
- ASC advisory teacher
- Cognition and Learning Team (CALT)
- Child and Young Persons Integrated Therapies (CYPIT) (including Speech and Language Therapy)
- Child and Mental Health Services (CAMHS)
- Educational Psychologist (EP)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Mental Health in Schools Team (MHST) – we are a champion School
- Therapeutic Thinking
- Counsellors
- Occupational Therapist
- Deaf CAMHS
- Other professionals as required by the individual.

We have access to a speech and language therapist, who provides a flexible, integrated and holistic service to the school. The therapist will consider the learning environments of the children and provide targeted advice and strategies to teaching staff to support the development of their speech, language and communication within the school.

The speech and language therapist works alongside school staff to use a range of approaches within the school, which may involve discussion with school and family, assessment, training and demonstration, advice direct therapy and/or joint target setting.

The school can make referrals via CYPIT for speech, language and physiotherapy. Referrals to Occupational Therapy are made via the GP. The school can make referrals to Sensory Consortium Services, the Cognition and Learning Team and the Educational Psychologist (EP).

The school fully engages with a range of social care professionals to support young people and their families to achieve the best possible educational outcomes.

6.15 Medical Support for Children with SEND

There is a matron who supports the medical needs of all pupils including those with SEND. In addition, several staff undergo yearly first aid training, with PE Staff completing annual updates.

Any pupil with a medical condition requiring regular medication or support in school should have Medical Care Plan which details the support the child needs. If the parents, healthcare professional and school agree that a healthcare plan is inappropriate or disproportionate, a record of the child's medical condition and any implications for the child will be kept in the school's medical record and the pupil's individual records.

PDR Pupils have support through a variety of personal care plans, led by a child's Education, Health, and Care Plan. Plans could be one or more of the following three plans: Medical Plan, Manual Handling Care Plan, and Intimate Care Plan. Each pupil has a summary of the plans called a Daily Care Plan which is an equivalent to an Advice note for the welfare team in PDR to follow. The plans are developed in conjunction with parents, pupils and relevant professionals and appropriate provision is provided.

The school has a statement on managing medicines which follows the guidelines by the Department for Education – Managing Medicines in Schools and Supporting pupils at school with medical conditions: [Managing Medicines in School](#) PDR welfare staff are trained to administer medication, where appropriate.

6.16 Complaints about SEND Provision

The school has a complaints procedure, and it is available on the policies and procedures section of our [school website](#).

Should pupils or parents/carers be unhappy with any aspect of provision they should be encouraged to discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the class teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO or the Head of Department.

In the event of a formal complaint parents are advised to write to the Headteacher and they will be referred to the school's complaints policy. The Local Authority Parent Partnership Service is available to offer advice.

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

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

6.17 Contact Details of Support Services for Parents of Pupils with SEND

Information from external agencies is distributed to appropriate families. [Parenting Special Children | West Berkshire Directory](#) is available and the Help for Families Service. We also regularly upload new support materials on the [SEND pages](#) of our school website and share via newsletters.

6.18 The local authority local offer

- Our mainstream SEND contribution to the local offer is: [Mainstream SEND Offer](#)
- Our Physical Disabled Resources contribution to the local offer is: [Physical Disabled Resource Offer](#)
- Our Hearing Resource Base contribution to the local offer is: [Hearing Resource Base Offer](#)
- Our local authority's local offer is published here: [West Berkshire Local Offer](#).

7. Monitoring Arrangements

This policy and information report will be reviewed by the SENCO, Heads of Resource and Deputy Head Pastoral **every year**. It will also be updated if any changes to the information are made during the year. The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the SENCO, Heads of Resource, Heads of Department and the Senior Leadership Team
- Analysing pupil progress data for all pupils and for cohorts
- Monitoring of SEND procedures and practices by the SEND governor
- Completing an annual SEND review
- Reviewing the School Improvement Plan (used to plan and monitor the school's provision)

- Responding to visits from local authority personnel and inspections
- Acting on feedback from parents and staff, both formal and informal.

The SEND Policy and Information report will be approved by the governing body.

8. Links with Other Policies & Documents

This policy links to our policies and procedures on our [school website](#) including Accessibility Plan, Behaviour Policy, Equality Information and Objectives, and Supporting Pupils with Medical Conditions.

Appendix

Area of Primary Need	Number
Communication and interaction	140
Cognition and learning	80
Social, emotional, and mental health difficulties	79
Sensory and/or physical needs	33

* Data correct as of January 2026.

The table contains the breakdown of the primary categories of need for the SEND pupils at Kennet School in the SEND register. A significant number of pupils also have comorbid diagnosis and therefore additional needs; these are also recorded on the SEND register.

	Cohort	EHCP	%	K- Support	%	Total	%
Year 7	290	2	0.7	52	17.9	54	18.6
Year 8	300	11	3.7	49	16.3	60	20.0
Year 9	295	10	3.4	44	14.9	54	18.3
Year 10	294	6	2.0	55	18.7	61	20.7
Year 11	288	8	2.8	52	18.1	60	20.8
Year 12	191	1	0.5	21	11.0	22	11.5
Year 13	164	2	1.2	19	11.6	21	12.8
Total	1,822	40	2.2	292	16.0	332	18.2

Note: Data correct as of January 2026.

SEND EHCP Totals by Resource

	PDR	HRB	SEND	Total
Year 7	3	1	2	6
Year 8	5	1	11	17
Year 9	4	0	10	14
Year 10	7	2	6	15
Year 11	0	1	8	9
Year 12	3	1	1	5
Year 13	2	0	2	4
Total	24	6	40	70

Note: Data correct as of January 2026.

Glossary

Annual review: The review of the EHC plan, which the Local Authority must make as a minimum every 12 months.

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

EHC plan: Education Health and Care Plan, which replace statements and Learning Difficulty Assessments (LDAs). An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEND or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

EP: An educational psychologist is concerned with helping children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning. Their work involves an assessment of the child using observation, interviews, and test materials. Educational psychologists offer a wide range of appropriate interventions, such as learning programmes and collaborative work with teachers or parents.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

SAP: Support and Achievement Plans may be created with a pupil and parent to outline the steps pupils need to take to meet desired outcomes. These can be any of the following six categories: Communication; Learning and Development; Behaviour and emotions; Health; Everyday life and Family Community. SAPs are not a statutory requirement.

Special Educational Needs Co-ordinator (SENCO): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEND provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

Special Educational Needs and Disability (SEND): A child or young person has 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 or disability if he or she has a significantly greater difficulty in learning than most others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SpLD: Specific learning difficulty is an umbrella term sometimes used as a synonym for dyslexia but now generally accepted as also including the following: Dyscalculia, Dysgraphia, Dyspraxia, Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder (ADD or ADHD) and Asperger Syndrome.