SEND Information Report

Autumn 2026

SENCO: Miss Teresa Bicknell
Contact: senco@hale.kite.academy
Working days: Monday-Friday

Link Academy Council member: Mr Ian Ayre

Academy Provision Map: Available on our academy's website or via our office https://hale.kite.academy/our-school/special-education-send/

SEND Policy: Available on our academy's website or via our office. https://hale.kite.academy/our-school/special-education-send/

Academy Inclusion Strategy: Available on our academy website by December 31st 2026. This explains our academy's approach to developing inclusive universal and targeted provision, the barriers to learning and participation identified within our pupil cohort, and how our core funding, notional SEN budget and Inclusive Mainstream Fund are being used to address these

SEND website link: https://hale.kite.academy/our-school/special-education-send/

Surrey Local Offer: https://www.surreycc.gov.uk/children/support-and-advice/local-offer

This SEND Information Report has been prepared in accordance with section 69 of the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice: 0 to 25 years. It should be read alongside the academy's SEND Policy, Accessibility Plan and Inclusion Strategy.

1. The kinds of special educational needs for which provision is made at the school

We are a mainstream, inclusive primary and nursery academy that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015). Staff receive training in order to cater for learners who may have additional needs associated with:

- Cognition and Learning (C&L)
- Communication and Interaction (C&I)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs (S&P)

We continuously ensure that we make reasonable adjustments where necessary to our practices to best meet the needs of our children and comply with the Equality Act (2010).

Our whole academy provision map (available on our website) shows examples of the range of provisions and interventions that are available in our school. This is used to help us identify which provisions are most beneficial for which children. Provisions may include individual timetables, task boards, specific writing tools, additional time to complete tasks etc. All of the intervention programmes that we use are tried and tested and are known to support children to make increased progress. Interventions currently being used successfully within the academy include the Talk Boost, ELS interventions, Precision Teaching, Attention Autism, ELSA, Sensory Circuits, and Language for thinking.

We carefully monitor the progress of all children in the school receiving additional support throughout the provision to ensure it is having the expected impact. If this is not the case, it is stopped and alternative support is established. Regular reports about the progress and attainment of children on the academy SEND register and those who have taken part in interventions are provided by the SENCO to the Senior Leadership Team.

Further information related to Special Educational Needs and Disability (SEND) can be found on the academy website or by contacting the Special Educational Needs Coordinator (SENCO). https://hale.kite.academy/our-school/special-education-send/

Further information about our whole-academy approach to inclusion, the barriers to learning and participation identified within our pupil cohort, and the actions being taken to address these can be found in our Academy Inclusion Strategy, which will be published on our academy website by 31st December 2026.

2. Policies for identifying children with SEND and assessing their needs

All teachers are teachers of children with additional and special educational needs. High quality teaching is essential for all children. The progress of all children, including those with special educational needs and disabilities, is continuously monitored by class teachers. As part of our assessment cycle, regular pupil progress meetings are held throughout the year between school leaders and class teachers. During these meetings the progress of individual children is discussed and any concerns we have regarding this is quickly identified and appropriate additional support is planned and agreed.

When a concern is raised, we follow the cycle of:

- **Assess** the difficulties/barriers to learning
- **Plan** how to support
- **Implement (Do)** the programme of agreed support
- **Review** the effectiveness of the support

Initially this may be through the SEND internal referral process, where a short- term action plan is implemented with targeted support. Information about concerns and the need for support are shared with parents/carers via the class teacher and/or SENCO and a plan is agreed.

Once an ongoing need has been identified, we seek to identify the most appropriate support to enable that child to make or exceed expected progress as quickly as possible. This individual SEND Support Arrangements Plan (SEND SAP) will detail what support is being provided, what outcomes are expected, who will provide it and for how long.

Progress is carefully and regularly monitored by the Class Teacher, SENCO and Senior Leadership Team.

Clear systems are in place throughout the academy and nursery to enable us to use data to track the progress of children. We also ensure that we celebrate individual and group achievements. Weekly events such as our Celebration Assembly are used to support this and help raise self-esteem.

There are good communication systems within the academy to ensure that information is shared with appropriate staff swiftly. Staff attend regular internal and external training to ensure they are best equipped to meet the needs of our children. These include regular professional development sessions for Teachers and LSA's.

3. Arrangements for consulting with parents of children with SEND and involving them in their children's education

At Hale we have an open-door policy where parents are welcome to come in and speak to the class teacher, or SENCO should they have any concerns regarding the overall progress of their child. Staff are very keen to work alongside parents/carers to maximise each individual child's potential across the whole curriculum.

Where appropriate, parents/carers are encouraged to make an appointment to speak to the class teacher so that adequate time and/or privacy can be given to discuss a concern. These appointments can be made via the office or directly with the member of staff (in the first instance this is usually the class teacher but can also be done in conjunction with the SENCO).

We also encourage parents/carers to alert the class teacher about any events, concerns or needs outside of school which may impact on their child's wellbeing and focus at school.

Parents can request appointments with the SENCO by contacting the school office or SENCO@ hale.kite.academy. The SENCO also holds regular SEND coffee mornings to provide advice and support.

We regularly share feedback about progress with our children and their parents/carers. Teachers meet with parents/carers through parent/teacher consultations and more frequently when there is a cause for concern or closer monitoring is taking place. At these meetings we discuss the progress their child is making, next steps/targets and how they can support their child at home. If appropriate, this will also include a discussion about additional support being provided to enable their child to make progress and we clearly share what can be done by families to support their children with their learning. We welcome input from parents/carers about concerns they may be experiencing at home too.

If a teacher becomes concerned about a child part way through the term, they will contact parents/carers to discuss this. Careful records of progress are kept for all children. For those accessing interventions additional records are also kept by the member of staff delivering it. These are monitored by the SENCO as well as the class teacher. To support with learning at home, each class teacher sends home a class newsletter at the start of each term outlining what the focus of the learning will be (details are also published on the class pages of the academy website).

For some children who require more detailed or specific information to be shared, a separate home-school link book may be set up.

Regular updates are made to the curriculum, and these are shared via our academy website.

We believe in supporting the development of everyone's understanding of child development and as such, we work in collaboration with Local Authority Family Support Workers and other agencies to signpost parents/carers (through Arbor, newsletters and the website) to relevant information and training opportunities. Parents are encouraged to become involved in the school by hearing children read, supporting on educational visits and sharing time in other ways appropriate to the year group. Regular invitations go out to parents to support at specific school events, and they are invited to watch school productions. Communication about ways to be involved in academy life is made through the academy newsletter and are published on the academy website.

4. Arrangements for consulting children with SEND and involving them in their education

The SENCO liaises with key staff in the academy where there are concerns about progress or engagement. Following the sharing of information, decisions are made as to the most appropriate type of support to be put in place for the child. We speak with children regarding their progress and their views are sought about their areas of concern and what they would find helpful in order to overcome these. It is often through conversation with a child that specific interventions are found to be beneficial. These conversations form the basis of the child's One Page Profile, which enables children to share their views about themselves and what helps them, alongside teachers and their parent/carers.

A One Page Profile captures all the important information about a child on a single sheet of paper under four simple headings; what people like about me/what I like about myself; things that are important to me; how best to support me; what I am working towards; how best to communicate with me; things that I find tricky**.** They enable anyone supporting the child to quickly ascertain an accurate and holistic picture of the child.

5. Arrangements for assessing and reviewing children and young people's progress towards outcomes

During our 'assess, plan, do and review' cycle we will look at the actions needed to support a child towards their outcomes and highlight what each person involved can do in order to make a positive contribution.

We adopt a graduated response to our 'assess, plan, do and review' cycle. This is in line with Surrey's graduated response SEND guidance. Initially, this will primarily be led by the class teacher and parents/carers. If at any point during the cycle it is felt the needs of the child are not able to be met with the current level of support the SENCO becomes involved. The needs of the child are reassessed and a new cycle is started. Similarly, if during this cycle it is felt the needs of the child are still not able to be met, a decision may be made to seek support from outside agencies - which includes Kite colleagues, Specialist Teachers for Inclusive Practice (STIPS) Educational Psychologists (EP), Speech and Language Therapists (SALT) and Occupational Therapists (OT) etc.

This information is recorded on the child's individual SEND Support Arrangements Plan. Whilst they are reviewed on an ongoing basis in school, they are formally reviewed with parents/carers every term (usually around the half term break).

6. Arrangements for supporting children in moving between phases of education

Induction of new children into our academy is very important to us. As a result, we invest a significant amount of time in welcoming our children in a way that makes them feel a part of our setting. All children entering or leaving our academy are discussed in a transition meeting. We have established clear information sharing systems with partner schools with an aim to create as smooth a transition as possible.

The Early Years Leader/Reception class teacher, alongside the SENCO where appropriate, will visit nurseries to liaise with staff there about any needs a new pupil may have. Observations and meetings with parents/carers will take place during the summer term and children may also attend additional visits to our academy prior to starting in our Reception class. We also offer transition booklets for children who may require additional support at this time so that children can share these during the summer holidays with their parents/ carers.

The SENCO and Year 6 teacher work closely with local secondary schools to keep staff informed of any vulnerable children. Good practice is shared so that transition to the next phase is made easier. In some cases,

staff from the secondary school come to meet children to give them a familiar face for when they transfer. Visits to the local secondary schools are also organised and we fully encourage our children to attend the induction days. Where we know there is likely to be a high level of anxiety, we may arrange additional visits or send staff along for all or parts of the induction day. Parents/carers are invited to discuss the next stage of their child's education with their child's class teacher or the SENCO, particularly if there are concerns about the transition.

Where appropriate, individualised transition programmes are planned (this may include attending additional transition sessions as a group or 1:1, social stories, visit at the child's current setting).

To support parents/carers with transition, they are invited to induction meetings where key members of staff are present. All members of staff have meetings to ensure thorough handover of key information about the children are communicated, including a discussion of their SEND SAPs.

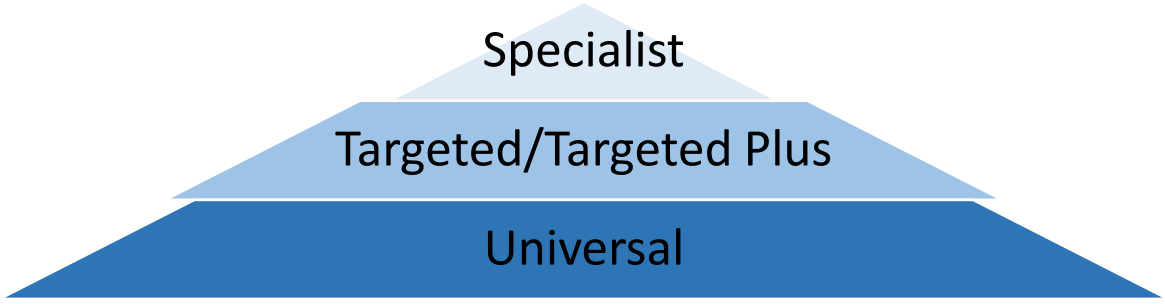
Children within our setting are also supported as they transition between year groups. For some children this may involve spending additional time getting to know the new adults they will be working with and/or the new classroom their learning will be based in. Opportunities to enable this are planned well in advance

7. Our school approach to teaching children with SEND

We adopt a graduated approach to meeting needs through quality first teaching which is available to all children, regardless of need. Our graduated response is in line with that of Surrey's SEND guidance. Our teaching staff use ordinarily available provisions to help include all children. We aim to support whole child development; we see that achievement and mental health and wellbeing go hand in hand. We are conscious that support for emotional health is equally important when enabling children to achieve well and become confident children.

Inclusive High-Quality Teaching (Universal) is clearly demonstrated in our academy and there are high expectations that all staff will deliver this. All teachers have a clear understanding about what they are expected to provide for all children. Each class teacher has the responsibility for the wellbeing and progress of the children within their class. Regular assessments form the backbone of decisions made.

Our graduated response comprises Universal and Targeted/Targeted Plus provision. Some pupils may also receive specialist advice or provision, including provision specified through an Education, Health and Care Plan.



8. Adaptations made to the curriculum and the learning environment of children with SEND

All staff have a clear understanding of the needs of the individual children within their class. They make a conscious decision to make reasonable adjustments to include and support all children. Adaptation is embedded in our curriculum and daily teaching practice. This may take the form of different learning/tasks being set, additional resources being provided or specific training being given to staff. Where appropriate, we tailor learning to topics of specific interest to children. For example, a child with a particular interest in animals may be encouraged to use this knowledge in a non-fiction piece of writing.

Our curriculum has been carefully designed to be broad and ambitious where the aim is for all children to achieve their full potential. The curriculum focuses on a small-step approach to ensure the key knowledge

needed is explicit. For our children with SEND, adaptations may be included to ensure they are able to access the curriculum and achieve their full potential. Where necessary, tasks may be adapted to enable all pupils to learn the key identified learning.

Regular pupil progress meetings are held between teachers and members of the leadership team. During these meetings the progress and needs of both individuals and groups of children are discussed, including how to ensure our curriculum is meeting their needs. The curriculum is designed to ensure that it is accessible to all children.

Our Accessibility Plan is robust and we continually ensure staff and children know about the Equality Act 2010, as appropriate and we are fully aware of our obligations to support adults and children with disabilities. We value and respect diversity in our school and do our very best to meet the needs of all of our learners. We are committed to making reasonable adjustments where possible.

Our main building is wheelchair accessible and there is a disabled access toilet. Where parents/carers do not speak English as a first language or have their own learning needs, advice and support/expertise is sought. We value and respect diversity in our setting and do our very best to meet the needs of all involved in our school. Carefully evaluated equipment is purchased with additional funding to support the specific needs of all children.

9. Expertise and training of staff to support children and young people with SEND

All teaching staff have undertaken teacher training, and we have staff within the school who have been trained in a number of different strategies and interventions to support children's needs. These include ELSA (Emotional Literacy Support Assistant), ELKLAN (speech and language support), Positive Behaviour Management (Team Teach), Precision Teaching, Makaton and ASD support strategies. We have a comprehensive staff development plan that ensures all of our staff receive regular and appropriate training to ensure it is in line with the current/projected needs of the children in our academy and our academy development plan. Staff are also encouraged to undertake their own learning and training.

We aim to ensure that all staff working with children who have SEND possess a working knowledge of the needs to help them in supporting access to the curriculum. Where it is deemed that external support is necessary, we discuss any referrals with parents/carers in the first instance and gain full consent before proceeding with a referral. Over the last academic year we have worked closely with Specialist Teachers for Inclusive Practice (STIPS), the Educational Psychology Service (EP), Speech and Language Therapists (SALT), Occupational Therapists (OT), Local Early Autism Programme (LEAP), Play therapists and outreach support (through local specialist provisions such as Freemantles and Carwarden) and EYFS support.

10. Evaluating the effectiveness of the provision made for children and young people with SEND

The academy uses its core funding, including its notional SEN budget, alongside additional funding such as the Inclusive Mainstream Fund, to strengthen inclusive universal provision and provide early, evidence-informed targeted support. Funding decisions are informed by the identified needs and barriers within our pupil cohort. Further details are set out in our Academy Inclusion Strategy, published on our academy website by 31 December 2026.

Some of the funding the academy receives may go towards funding training so that in-house provision is more targeted at needs, this is carefully planned for alongside our development plan. The SENCO regularly carries out monitoring which includes reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance.

Our provision management tool also looks at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention. Each year we review the needs of the

whole cohort to see if there is a change in the overall make-up of the academy. Decisions are then made as to whether any additional interventions or support needs to be put in place.

We keep meticulous records of progress of attainment data of children including phonics, reading and times-table knowledge. We report children's progress as working below age-appropriate outcomes, working towards age-appropriate outcomes, or working at age-appropriate outcomes.

11. How children and young people with SEND are enabled to engage in activities available with children in the school who do not have SEND

We have a whole academy approach to inclusion which supports all learners engaging in activities together, including all aspects of the curriculum both inside and outside of the classroom. Any barriers to learning or engagement (including concerns of safety and access) are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that children can join in with activities regardless of their needs. This is supported by full risk assessments (where necessary) which are carefully planned and then implemented. During the last academic year additional staff accompanied school trips (both day and residential) so that learners with SEND could attend. Registers are taken for all academy activities, and we actively monitor the engagement of learners across the academy.

12. Support for improving emotional and social development

Every child is well supported both in the classroom and on the playground to ensure that their social and emotional development needs are being met. All children are aware of members of staff s/he can talk to, should the need arise, and feel safe that this is done in a secure and non-judgemental environment (these include class teachers; support staff; Emotional Literacy Support Assistant – ELSA; members of the leadership team as well as play therapists). In some circumstances, where a child or family requires regular social and/or emotional support, planned sessions with the ELSA may be arranged.

The SENCO also meets frequently with the School Based Needs team, who are part of the Mental Health Support Team from CAMHS to discuss possible support strategies to meet the needs of children in school. Schools can also refer to the MHST for 1:1 support for children with specific needs. This may result in a one-off discussion with the parent and they may signpost them to other services for further support. Alternatively, they may do some direct work with the child either in a group or 1:1 (this is usually for older pupils in Year 5 and 6).

We have a zero-tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. Our Personal, Social and Health Education (PSH~~C~~E) programme also looks to support emotional and social development.

Identified staff have basic first aid training, with nominated members of staff receiving more advanced training. Where appropriate, specific training for staff is arranged to ensure we can meet individual children's medical needs through outside agencies.

Pupil voice is very important to our academy and feedback from the children is ascertained regularly. This includes our active academy council but is also gained through small group pupil discussions and questionnaires.

13. Involvement of other bodies (including health, social care, Local Authority support services, voluntary organisations) in supporting children's SEND and their families

We hold meetings where professionals from outside the academy are invited to attend. During these meetings, we may discuss individual cases where it is felt support above and beyond what the academy is able to offer is necessary. In these cases, parents/carers and children will be consulted and consent sought so that agencies are able to work together in supporting the overall development of the child.

During the last academic year, we worked with services including Social Services, Surrey Family Support Service, primary care trust workers, Child and Adolescent Mental Health teams and young carers as well as SEND specific services.

We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. At times where we do have Looked After Children our designated teacher (Miss Teresa Bicknell) meets with social services and the virtual school to ensure the child's wider needs are being met. A Personal Education Plan (PEP) is produced termly to help support the child develop holistically.

14. Arrangements for handling complaints from parents of children with SEN about the provision made at the school

The SENCO at the academy is Miss Teresa Bicknell (please see contact details on page 1).

In the first instance if a parent has a concern, they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage, then the SENCO may become involved and a meeting convened so as to discuss the nature of the concern and look for a resolution. If the concern has not been resolved, a copy of the academy's complaints procedure can be found on the academy website. The complaints procedure will outline the formal steps the academy will take in handling each complaint. Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through SEND Advice Surrey.

Document Management

Date written:	Autumn Term 2026	**Review period:**	Annual
Responsibility of:	SENCOs		