



# Kenilworth Primary School

## SEN Information Report – September 2025

School	Kenilworth Primary School
Interim Headteacher and SENCo	Mrs Sampson
Interim Deputy Headteacher	Mrs Chidley
Contact details (email addresses)	Mrs Sampson, Headteacher: <a href="mailto:head@kenilworth.herts.sch.uk">head@kenilworth.herts.sch.uk</a> Mrs Chidley, Deputy Headteacher: <a href="mailto:k.chidley@kenilworth.herts.sch.uk">k.chidley@kenilworth.herts.sch.uk</a> School Office: <a href="mailto:kseal@kenilworth.herts.sch.uk">kseal@kenilworth.herts.sch.uk</a>
Contact details (school telephone number)	0208 953 3459

### *How does the school know if children/young people need extra help, and what should I do if I think my child may have Special Educational Needs?*

At Kenilworth Primary School we take great care to ensure that we are meeting the needs of all pupils, including those who require additional support. We make this judgement through:

- Obtaining information through parents, outside agencies, professionals and other settings.
- Close monitoring of pupils at school through observations, feedback and marking, pupil voice, assessment, moderation and data analysis. Your child's progress will be carefully monitored and reviewed during half termly Pupil Progress meetings with the Headteacher, SENCo or the class teacher.
- Early identification of children who may need additional support in Nursery and Reception. This allows carefully targeting provision to be put in place at the earliest stage, ensuring every child is fully supported from the start of their academic journey.

If you think your child has additional needs, you should contact their class teacher in the first instance. The class teacher will advise you, and if necessary refer you to Mrs Sampson (Headteacher and SENCo).

An appointment can be made with any member of staff via the following email addresses:

Mrs Sampson, Headteacher and SENCo: [head@kenilworth.herts.sch.uk](mailto:head@kenilworth.herts.sch.uk)

Mrs Chidey, Deputy Head: [k.chidley@kenilworth.herts.sch.uk](mailto:k.chidley@kenilworth.herts.sch.uk)

The school office: [kseal@kenilworth.herts.sch.uk](mailto:kseal@kenilworth.herts.sch.uk)

### *How will school staff support my child?*

The SEND code of practice (2015) states that it is the teacher's responsibility to provide for SEND in the class and to follow school procedures for identifying, assessing and meeting those needs. It is also the class teachers' responsibility to ensure that progress is being made where children are having targeting interventions. The SENCo supports the class teacher by providing advice, monitoring and links with outside agencies.

If a child has been identified as making less than expected progress the first response is high quality teaching targeted at their areas of weakness. Following that, it may be necessary to organise specific intervention programs or additional support. This could be in the form of extra group work or individual support by a trained adult. Below are some of the interventions that we offer groups or individual pupils:

- Phonics catch up interventions
- Writing and maths catch up Interventions
- Reading interventions (e.g., Keep Up and Rapid Catch Up)
- Speech and Language Interventions (e.g., 'Wellcomm')
- Closely targeted interventions run in EYFS (e.g., 'Attention Bucket')
- SEMH support (e.g., the 'HIVE Emotional Literacy' intervention, the 'Zones of Regulation Intervention' and Lego Therapy intervention)
- Mental Health Support, provide through Hertsmere Mental Health Support Team

### *How will I know how my child is doing?*

Every child on the SEND register at Kenilworth has a personalised provision in place, which we continually review using the 'Assess, Plan, Do, Review' cycle. We utilise the monitoring system 'Edukey' to allow us to review and track the progress of children accessing these provisions. This allows us to carefully monitor the impact these provisions are having on a child's learning, and identify how much progress a child has made, whilst also providing key information about their next steps. We believe that it is vital that this information is then clearly communicated with parents, to ensure the parents in our community all have a secure knowledge about their child's progress. To enable this, we offer termly APDR meetings (virtual or in person) whereby we carefully discuss the provision put in place for each child. This allows parents and carers the opportunity to discuss their child's provision, the progress they are making, and their next steps going forward.

We also hold termly meetings with parents of children with EHCPs (offered in person or virtually). During these meetings we review the child's progress, look at how the provision set out in Section F of the EHCP is being met, and provide parents with an opportunity to ask any questions they may have.

Additionally, we have two formal parent consultations, one in the Autumn Term and one in the Spring Term, as well as an annual report at the end of the Summer Term.

We also operate an open-door policy, and warmly encourage parents to contact their class teacher or Mrs Sampson if they would like more information about how their child is progressing.

The effectiveness of the school's provision for children with SEND is evaluated, reported to Governors and monitored by Ofsted. There is also a school governor responsible for SEND (Sasha Capocci) who is responsible for monitoring the quality of provision in this area.

### *How will the learning and development provision be matched to my child's need?*

All teachers are expected to offer high quality teaching and carefully plan differentiated lessons to support the needs of all learners in their class, ensuring that provision is well matched to meet the needs of all children. We believe in setting aspirational targets for all children to support them to achieve their full potential, in line with our school vision 'High Aspirations Today, Inspiring the Leaders of Tomorrow'.

We carefully monitor provision for children with SEND and EHCPs through focused half-termly Learning Walks and Book Looks, with collaborative actions decided on to continually drive provision forward. Where a child has an EHCP, the Learning Walks specifically monitor and review the impact of the provision as set out in Section F of their EHCP.

In addition, small group interventions are run which target specific areas necessary to move children towards age related expectations. These interventions may be Literacy or Numeracy based, or may support children to develop their Social, Emotional, and Mental Health skills. Interventions are recorded on our intervention trackers, which are updated and reviewed termly. Where advice has been sought from various agencies, this will be carefully incorporated a child's provision.

We also use Pupil Voice and Parent Voice to ensure we are carefully listening to the views of our children and parents to gain a deeper insight into their views about provision, and then adapt our practice in light of this.

### *What support will there be for my child's overall wellbeing?*

At Kenilworth we recognise that SEMH is a key need of our children. As a direct result of this need, we have prioritised SEMH and wellbeing support for children, and provide support in the following ways:

#### Mental Health Support

At Kenilworth we are in a very fortunate position to have secured a two-year programme of support with the Hertsmere Mental Health Team. With parental consent, the Mental Health Team will support identified children with emerging mental health needs. The Mental Health Team will additional provided support to the child's family, offering a holistic level of mental health support.

#### SEMH Interventions

We run the 'HIVE Emotional Literacy' intervention throughout the school, to support children to develop key SEMH skills and identify supportive strategies. Further interventions run to support SEMH include Lego Therapy and the 'Zones of Regulation' intervention.

#### Links with outside agencies

We have set up strong links and work closely with a variety of outside agencies to ensure that children's wellbeing is supported. For a list of services, please see the '*What specialist services and expertise are available or accessed by the school?*' section below.

#### Staff Training

All staff members are highly skilled in behaviour management and training, which is updated regularly. All staff members have safeguarding training when starting at the school, and this is updated annually.

### Pastoral Support Lead

We have a designated member of SLT, Miss Schumacher, who leads pastoral care across the school. Her contact details for any pastoral needs are:

[e.schumacher@kenilworth.herts.sch.uk](mailto:e.schumacher@kenilworth.herts.sch.uk)

### School Values

We promote key school values to support children to develop strong social skills. Our values include self-belief, resilience, respect, moral courage, celebration of difference, and kindness and empathy.

### *What specialist services and expertise are available or accessed by the school?*

The school has access to a variety of supportive outside agencies, and we regularly seek advice from these services or refer children where appropriate. These services may include:

- **Hertsmere Mental Health Team** for 1:1 support.
- **Family Support Workers** for 1:1 support (who work with families to support them with school life or family life, including financial support signposting).
- **Hertfordshire Advisory Teachers.**
- SpLD Advisory Teachers.
- EYFS Advisory Teachers.
- S&L Support through a **private in house S&L Therapist** (at key times).
- S&L Support through **NHS S&L Therapists.**
- S&L Support through **SCERTS S&L Support.**
- SEMH support through **The Hive SEMH Base at Summerswood.**
- SEMH Support through **SEMH outreach through Watling View Specialist School.**
- **CAMHS** – Children and Adolescent Mental Health Service.
- **Educational Psychologists.**
- **Paediatricians** at the Peace Centre (Watford).
- **School Nurse.**
- **Physiotherapy and OT Services.**
- **Autism Advisory services.**
- **ADD-VANCE.**
- **In house dyslexia assessment and diagnosis service.**

### *What training have the staff supporting children with SEND had or are having?*

At Kenilworth, our teaching staff and support staff have undergone a wealth of training to support children with specific needs, including:

- Social, Emotional and Mental health
- Behaviour management
- Autism (e.g., 'Attention Bucket')
- English and maths interventions
- Phonics and reading Interventions
- SEND training
- All staff have had Safeguarding Training, which is updated annually to ensure all staff have an up-to-date knowledge of SEND issues and legislation. DSPs additionally have regular annual updates.
- Key staff have first aid.
- Protective Behaviors training
- The Interim Headteacher and SENCo has obtained the NASENCO Award and the Level 7 Dyslexia Assessment Practicing Certificate.

In addition, Kenilworth has a scheduled plan of staff meetings for all staff to improve the teaching and learning of children including those with SEND.

### *How will you help me to support my child's learning?*

At Kenilworth, we aim to work with all stakeholders to support the education of our children and provide support for learning at home in a variety of ways:

- The class teacher is available to discuss your child's progress or any concerns you may have. We have an open-door policy and value conversation with parents.
- Mrs Sampson is available to meet with you to discuss your child's progress or any concerns/worries you may have, by appointment.
- All information from outside professionals will be discussed with you, or where this is not possible, will be provided in a report.
- Parent workshops are run to ensure parents and carers feel confident and have a good knowledge about how to support their child's learning.
- There are many helpful phonic and homework resources on the school website to support families in working with their children. These can be located by accessing our website at <https://kenilworthprimary.com> and navigating to the 'curriculum' tab.

### *How will I be involved with discussions about and planning for my child's education?*

At Kenilworth we strongly believe a strong partnership between parents and school is essential to support children to achieve their full potential. You are welcome to speak to your child's teacher or Mrs Sampson (Headteacher and SENCo) with any concerns or questions. In addition, Assess, Plan, Do, Review (APDR) plans with personalised learning targets are discussed and reviewed with parents at least termly.

For children who present with more complex SEND, we work very closely with families/outside agencies to ensure that we are meeting the child's needs and parents or carers are fully involved at every stage. If your child has an EHCP you will be invited to review their EHCP annually with other professionals involved. If an outside agency has offered advice, you will see a written report with any recommendations made.

### *How will my child be included in activities outside the classroom including school trips?*

Kenilworth is a fully inclusive school and we realise the importance of activities outside the classroom to enhance and support learning. All classes regularly take part in trips (e.g., visiting London Zoo, the National History Museum, London Art Gallery and Legoland), and Years 5 and 6 also have the opportunities to attend residential trips (for example Phasels Wood and Carroty Wood).

We additionally have a variety of visitors who visit our school weekly (e.g., music specialists and PE coaches). Children with SEND may sometimes require additional support and their needs will be looked at individually to assess how this is achieved. If necessary, children will have a personalised risk assessments to ensure they are fully supported.

### *How accessible is the school environment?*

Kenilworth is fully compliant with the Equalities Act 2010 and reasonable adjustments are made for all children with SEND where necessary. Specialised equipment is provided where appropriate for children and advice is sought from the appropriate medical/health professionals to ensure that all children's health and physical needs are catered for within the school environment. An annual audit of the school environment takes place to inform the process of updating our Accessibility plan.

The following features are part of the school environment:

- Disabled access to all rooms and areas of the school
- Disabled toilet facilities.
- Disabled spaces in carpark
- Access slopes to enter key points of the building
- Appropriate equipment, aids and resources provided for children with disabilities such as specialist furniture and toilet frames.

Kenilworth has an Accessibility Plan in compliance with paragraph 3 of schedule 10 of the Equality Act 2010, which can be found by visiting <https://kenilworthprimary.com/statutory-documents>

### *Who can I contact for further information?*

- Mrs Sampson (Headteacher and SENCo): [head@kenilworth.herts.sch.uk](mailto:head@kenilworth.herts.sch.uk)
- Class Teachers, via each year groups individual year group email.
- Mrs Chidley (Deputy Headteacher): [kchidley@kenilworth.herts.sch.uk](mailto:kchidley@kenilworth.herts.sch.uk)

Please visit <https://kenilworthprimary.com/statutory-documents> for copies of our School Complaints Policy, Accessibility Plan, Equality Policy, Inclusion Policy and SEN Policy.

### *How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?*

At Kenilworth, we recognise that transition can be challenging for a child with SEND, so we ensure we take progressive steps to ensure this transition is as smooth and supportive as possible.

We have clear transition programmes in place between year groups and settings.

- If your child is joining us from another school:
  - We will contact you to find out about your child and the best ways to support them.
  - We will contact their previous school to find out what they found successful in supporting your child.
  - We will offer you and your child a tour of the school and an opportunity to meet their new teacher
  - We will provide your child with a photo transition booklet.
- If your child is moving to another school:
  - We will pass on any records and contact the school to ensure they know about any special arrangements or support that need to be made for your child.
  - We will arrange a transitional meeting with the SENCo at your child's new school to discuss to ensure a clear continuation of support is established.
- If your child transition from Year 6 to their new Secondary School:
  - The SENCo will discuss the specific needs of your child with their secondary school.
  - Your child will complete focused learning about aspects of transition to support their understanding of the changes ahead.
  - Where possible your child will visit their new school.
  - If your child has SEND and is attending our local Secondary School Hertswood, they will additionally be offered a tour of the school with the Hertswood SENCo.
- If your child is moving to the next year group within school:
  - All information and assessments will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All SEND information will be shared with the new teacher.
  - We will provide your child with a photo transition booklet.
  - Children will take part in transitional activities and, where possible, spend time in their new teacher in their new classroom to get used to the environment.
  - In addition, children with EHCPs are offered an additional meeting with their new teacher in their new classroom to support transition and ease any anxieties they may have.

### *How are the school's resources allocated and matched to children's special educational needs?*

The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, based on current needs of pupils within the current school cohort.

The Headteacher and the SENCo discuss all the information they have about children with special educational needs and disabilities in the school, including:

- Children who are already in receipt of support
- Children who have Higher Needs Funding allocations
- Children who require extra support
- Children who are being monitored for referral for extra support
- Children who have been identified as not making as much progress as would be expected

The Headteacher will use this information to decide what resources, including training and staffing, as well as equipment is needed.

*How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?*

The Local Education Authority's Local Offer can be accessed at [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer) and accessed on our website at <https://kenilworthprimary.com/parents/send>