

SEND Information Report Kingsbury Green Academy 2026-27

The SEND code of practice January 2015 highlights (Section 6) and Children and family act 2014 (section 69) sets out a requirement for providers, schools and colleges to publish their SEND provision in a SEN information report and policy, previously known as setting/school offer.

Wiltshire County Council's Local offer can be accessed through [SEND Local Offer - Wiltshire Council](#) offer. If you do not have internet access, it is also available at your local library and selected children's centres. You can also contact the Wiltshire Parent Carer Council (WPCC) who will do their best to assist you. The WPCC can be contacted on 01225 764647, Monday-Friday from 10am-5pm.

1. What types of SEND does the school provide for?

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment

	Physical impairment
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2. Which staff will support my child, and what training have they had?

Our SENDCo is Susan Giddings, she has worked at Kingsbury Green Academy for over 10 years as a Pastoral Leader and took up the post of SENDCo in September 2025. Our teaching Deputy SENDCo is Jake Johnstone who has worked within the SEND department for 3 years. KGA also have a non-teaching Deputy SENDCo, Julie Angell, who has worked at the school for over 5 years as a member of the Pastoral Team and takes up her new post in September 2026. We also have a Secondary Resource Base for students who have been identified by Wiltshire Council as requiring a more specialist provision. Liam Collingborn is our Head of Specialist Provision and oversees and teaches in the Resource Base, working alongside Gemma Vallis who is also a specialist teacher.

All of our teachers receive in-house SEND training, and are supported by the SENDCo to meet the needs of pupils who have SEND.

We have a team of 3 full-time TAs, 3 part time TAs, 1 higher-level teaching assistant specific to English and 1 higher-level teaching assistant who is part time and delivers small group intervention. All TAs are trained to deliver SEND provision.

Such interventions include:

- ELSA
- Speech and Language
- Training Advice on teaching students with Autism
- Training sessions on ASD and ADHD
- Safeguarding Training
- Solution Surgeries provided by the Educational Psychologist
- Support and advice from Speech and Language Teams
- Support and advice from Local Authority in small training groups on cognition and learning
- Corrective reading programme
- Corrective numeracy programme

The first person to contact on any issue is the tutor. If there are still concerns then the Heads of Year, Deputy SENDCo and SENDCo can be contacted as below:

Head of Year 7 – Miss M Todd – mtodd@kga.ascendlearningtrust.org.uk

Head of Year 8 – Mrs F Newton – fnewton@kga.ascendlearningtrust.org.uk

Head of Year 9 – Mr M Williams – mwilliams@kga.ascendlearningtrust.org.uk

Head of Year 10 – Mr J Savery – jsavery@kga.ascendlearningtrust.org.uk

Head of Year 11 – Mr D Phillips – dphillips@kga.ascendlearningtrust.org.uk

Head of Sixth Form – Mr L Collins – lcollins@kga.ascendlearningtrust.org.uk

Deputy SENDCo – Mrs J Angell – jangell@kga.ascendlearningtrust.org.uk

Deputy SENDCo – Mr J Johnstone – jjohnstone@kga.ascendlearningtrust.org.uk

SENDCo – Miss S Giddings – senco@kga.ascendlearningtrust.org.uk

You can also contact the local authority through - Statutory SEND Service at Wiltshire Council:

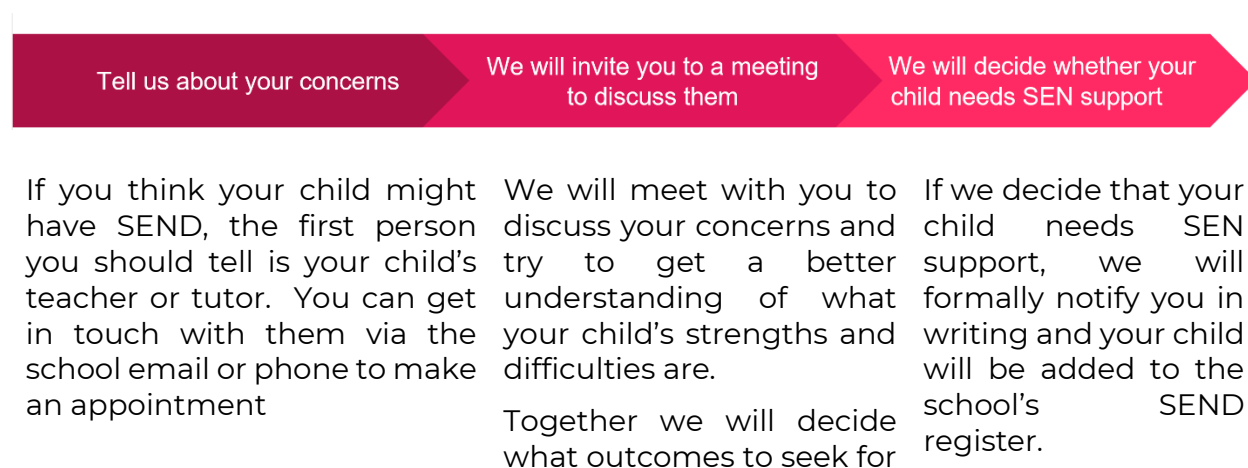
Wiltshire Council County Hall Trowbridge BA14 8JN

statutorysen.service@wiltshire.gov.uk or phone 0300 456 0108 option 2

What specialist services are available or accessed by the setting? Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- CAMHS
- Education Welfare Support
- MASH (Multi Agency Safeguarding Hub)
- ELSA
- Specialist teacher Advisor Services and Support (provided by Wiltshire Council)
- Specialist Teacher assessor
- MNES
- Alternative Provision

3. What should I do if I think my child SEND?



your child and agree on
next steps

4. How will the school know if my child needs SEN support?

Students are tested on entry using reading tests from Sparx Reader screening and NGRTs for those who have a Standard Average Score below 100. This allows us to target support for students with additional needs, whilst giving us an indication of gaps in learning. If there are concerns, then they are discussed with the SENDCo. There are some cognitive tests that we can complete in school, and if there are further concerns, students can then be referred to a specialist teacher advisor at the Local Education Authority should we need additional support. We also invite a SPLD teacher in on a needs basis, this is necessary when ascertaining whether or not students qualify for access arrangements. We are also able to ask for support from the SENDS service, to include Educational Psychologists and specialist teacher advisers. This involves meetings with parents and the completion of an online screening tool; SSENS Referral, which allows us as professionals to access the correct support.

Links with Primary schools are robust, and information shared. As early as year 5, we start the transition process for students with SEND needs. We have very close liaison with our feeder primary schools.

If you are concerned that your child has SEN, and would like us to investigate further, please contact your child's tutor who will either be able to help you directly or will signpost to the correct member of staff.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. See further details in our SEND Policy.

In addition to tracking the progress of all our YP through school assessments and reports. We test all YP on entry through reading tests from Sparx Reader and then an NGRT if needed. This then gives us a profile of the pupils strengths and areas for development as well as giving us a baseline for their progress. On occasions we may need to run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress

Your child's teachers will meet you at Parents Evening to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's tutor.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are accountable and responsible for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils on a 1-to-1 basis
- Teaching assistants may support pupils in small groups

We may also provide the following adjustments

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories One Page Profile
	Speech and language difficulties	Speech and language therapy One Page Profile
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Coloured overlays Sentence starters Word banks Literacy Intervention One Page Profile

	Moderate learning difficulties	Coloured overlays Sentence starters Word banks Literacy Intervention One Page Profile
Social, emotional and mental health	ADHD, ADD	Quiet working area in the Safety Net Time out card One Page Profile
	Adverse childhood experiences and/or mental health issues	Intervention groups ELSA School counsellor
Sensory and/or physical	Hearing impairment	One Page Profile Specialist teacher advisor
	Visual impairment	One Page Profile Limiting classroom displays Coloured overlays Specialist teacher advisor
	Multi-sensory impairment	Specialist teacher advisor Support dependent on individual need
	Physical impairment	Lifts Hand rails Accessible toilets Specialist teacher advisor

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals
- Regularly reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO, Deputy SENCO and Head of Year
- Using Arbor to track progress through attitude to learning reports
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

13. How will the school make sure my child is included in activities alongside pupils who do not have SEND?

The Trust believes all pupils have the entitlement to a broad, balanced and relevant curriculum.

ALT recognises that each child is different in terms of ability, aptitude, interests, motivation, social and ethnic background. This demands a curriculum which is differentiated – a curriculum that provides learning experiences which meet the needs of the individual child: a curriculum they can understand and through which success is experienced.

There will be effective co-operation between the SENDCo and each department and teacher to ensure a planned strategy that will differentiate the curriculum to suit the ability of all pupils. Literacy acquisition – and, where possible, numeracy – should be embedded in department, key stage as appropriate.

Wherever possible or appropriate pupils with SEND are taught for most of the week with their peers in mainstream classes by their subject teachers and study the appropriate curriculum.

All teaching and support staff are teachers of SEND and as such work to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove or mitigate the barriers to learning and assessment

With advice and the support of the SENDCo, Deputy SENDCo, Teaching Assistants and outside professionals, teachers will strive to match the learning to the needs and abilities of the pupils.

Teaching styles should provide opportunities for pupils with SEND to:

- reflect upon their own learning
- negotiate their own targets
- develop their strengths
- experience success

Teachers will use a range of strategies to develop the pupils' knowledge, understanding and skills.

Teachers will endeavour to match their teaching to the identified learning styles of their pupils in order to remove or mitigate barriers to achievement.

Access to the wider curriculum

In addition to the statutory curriculum the school provides a range of additional activities. These include:

- Sports activities and teams
- A range of performing arts
- School productions and theatre trips
- Choir, orchestra and instrument lessons
- Field trips to enhance learning – Geography
- Academic visits including locally and abroad
- A varied enrichment programme
- Clubs reflecting a diversity of needs

Staff will strive to ensure equal access to these activities for all pupils.

14. How does the school make sure the admissions process is fair for pupils with SEND?

At Kingsbury Green Academy we follow our Trust Policy on Admissions. ALT schools all have Admissions policies and individuals responsible for the admission arrangements which do not discriminate against pupils with special educational needs or disabilities; this policy has due regard for the guidance in the Code of Practice (2015). Parents and carers seeking the admission of a pupil with mobility difficulties are advised to approach the individual school well in advance so that consultations can take place.

15. How does the school support pupils with disabilities?

The school site has a main block, with 4 other blocks all in department areas. There are lifts in each block. Handrails are in place on all staircases. We have evacuation chairs and trained personnel to use them in case of emergencies. PEEPS and risk assessments in place where required to aid SEN students. Clear signage throughout, with areas of hazard and safety risk locked. Around the school site, there are dropped kerbs clearly marked.

At Kingsbury Green Academy we take very endeavour to ensure that all our children are treated equally regardless of any disability. For specific details please refer to our Accessibility Policy.

16. How will the school support my child's mental health and emotional development?

The Kingsbury Academy operates a robust pastoral system. Each year group has a Head of Year and Pastoral Support Assistant, we also have an Attendance Officer, and a Student Receptionist. We have a school counsellor and Mrs Angell, our Deputy SENDCo is ELSA trained. The library is also open during break and lunchtime to provide a quiet space for students. The 6th form also have their own common room. The Learning Support Department have a range of rooms that can be used to support students. Students who have additional needs often use our 'Safety Net' as a safe space for a timeout. There are supportive members of staff in the room to support the students.

We have two Teaching Assistants, who work closely with some students and manage the 'Safety Net'. This is a quiet learning space for students who are on a reduced timetable and for mentoring.

We also can put individual programs of study together for particular students as part of an EHCP Plan.

17. What support is available for my child as they transition between classes or settings or in preparing for adulthood?

Transition from primary school begins as early as year 5. This is particularly necessary for students with EHCP's since transition forms part of the EHCP Annual review process. Our SENDCo works alongside the Head of Year 7 in building links and relationships with the feeder primary school to ensure that Transition is as smooth as possible, and that information is shared. For students with an EHCP, the SENDCo or Deputy SENDCo will also attend annual review meetings they have been invited to during Year 5 and 6 to ensure that we are clear on the details pertaining to each child. The SENDCo works with the Education Officer to ensure needs are met. The SENDCo is available at targeted parents' evenings. The EP also provides clinics for informal discussions with staff twice during the academic year.

Testing for exams access arrangements takes place from the start of Year 10 since it means that any arrangements will remain in place for KS4 examinations and are sent on with the students to their KS5 setting, or remain with us, if the students continue for sixth form. Should concerns arise outside of this period we will of course test the students for access arrangements. The SENDCo and Deputy SENDCo works with the specialist teacher, and the exams officer to ensure that this is compliant.

In preparing for KS5, each student with an EHCP meets with their Head of Sixth Form who outlines and prepares provision required for KS5. This is shared with the KS5 provider to ensure that all needs are prepared for.

18. What support is in place for looked-after and previously looked after children with SEND?

Our SENDCo works closely with our teacher in charge of looked after children, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

19. What should I do if I have a complaint about my child's SEND support?

All complaints will be treated seriously and investigated thoroughly according to the school's complaints procedure.

Any initial concerns should be directed to the Head of Year. In the unlikely event that this concern becomes a complaint, please contact the SENDCo and when necessary Mrs Henderson, the ALT Deputy Headteacher.

The Trust is committed to working with parents and to keeping them fully informed of sources of independent support and advice in regards to SEND: SIAS (SEND information and advice Service) in Swindon and SENDIASS in Wiltshire.

Details of how to access this disagreement resolution service can be obtained from the relevant Local Authority and support will be given to parents in accessing the information.

18 What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Wiltshire Council, which publishes information about the local offer on their website.

19 Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages

ALT schools should have two separate SEND policies relating to SEND – one being the SEND Policy and the other the SEND Information Report.

The SEN Policy and SEND Information Report should be read in conjunction with other relevant policies such as:

- Accessibility Policy
- Exam Access Arrangements
- E-safety
- Safeguarding and Child protection
- Anti-bullying
- Positive handling
- Behaviour for Learning
- Administration of Medication
- Supporting Students with Medical Conditions
- Admissions Policy
- Health and Safety

This report was first published in October 2025 by Caroline Catt and will be reviewed annually.