

SEN Information Report

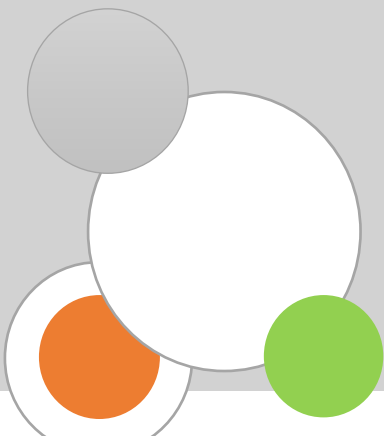
Version: **December 2026**

Ratified by the Board of Trustees

Date: December 26

To be reviewed annually:

Date: December 26



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1. Introduction

The SEN Information Report is a requirement under the Children's and Families Act 2014 and will be updated annually by the Academy in order to reflect any changes that have taken place or are planned to take place. It is intended as a response to specific questions identified within the Act and should be read in conjunction with the Academy prospectus and additional information available on the Academy website.

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you have any further questions or would like to seek clarification regarding the content of this document, then please do not hesitate to contact the Academy.

Telephone: 02476 594952

Email: c.nutt@kingsbury.thrive.ac

Website: <https://www.kingsbury.thrive.ac/>

2. School Information

What is important to us:



Helping you to do your best at school

Who we are:



What we do:



- Value you as an individual



- Help you develop communication skills.



- Help you to experience learning outside the classroom.



- Help you have exciting and fun experiences.



- Help you learn new skills



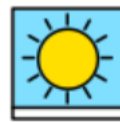
- Develop life skills to help you prepare for adulthood

Who we offer this service to:



Children between the ages of 5 – 11

How and when we do it:



Monday
Tuesday
Wednesday
Thursday
Friday

Our school day runs from 8.50 – 3.10

How to contact us:



Kingsbury Academy, Kingsbury Road, Coundon, CV6 1PJ



Telephone: 02476 594952



[Kingsbury Academy – Part of Thrive Education Partnership](#)



enquiry@kingsbury.thrive.ac

2.1 School ethos and Values

Our vision and ethos are at the core of everything we do, this policy should be read in conjunction with 'Kingsbury Learning for Life Curriculum'.

At Kingsbury Academy we promote an ethos which demonstrates mutual respect for all children, their families, and our staff. It is important for us to get to know all our children and those who care for them. This ensures the children feel safe and confident when they are at school and helps us understand every child's strength and needs. We encourage all children and staff to be sensitive to the needs and feelings of others and to show respect for all cultures and beliefs.

We are committed to:

- Putting pupils first
- Providing a welcoming, dynamic, and supportive learning and teaching environment
- Delivering the curriculum through an individualised and child centred approach
- Ensuring that the highest standards of Care, Safeguarding and Child Protection are in place
- Promoting, modelling and sustaining appropriate behaviour
- Treating everyone with dignity and respect
- Continuing to foster and develop effective home/school links
- Working together as a team for the benefit of each pupil

2.2 Admission

The school offers full time education from Year 1 to Year 6. Our commissioned number of pupils on roll is 106. We currently have 106 pupils on school roll. Learners attend fulltime. Learners attending Kingsbury Academy already have an Education, Health and Care Plan. On occasions pupils will occupy an assessment place before an Education, Health and Care Plan is finalised. The school is described as admitting pupils with a broad range of special educational needs; Autism, Sensory Impairment, Communication Difficulties and some pupils may display behaviours that challenge.

2.3 Kingsbury Learning for Life Curriculum and Learning Pathways

“Learning for today, preparing for tomorrow”.

Our curriculum is purposeful, empowering and pupil centred. The curriculum caters for pupils who have a range of complex cognitive difficulties alongside sensory, physical and/or behavioural barriers to learning. The ambition of our curriculum is to seize the opportunities today to prepare for tomorrow. We always look to improve the quality of life of our pupils and to prepare them for their next stage.

Our curriculum is designed to:

- Develop knowledge and skills that lead to greater independence, successful transitions, and purposeful employment
- Develop knowledge and skills that help pupils become active citizens that are visible in our local and wider community
- Develop life-long communication systems so pupils can make positive connections with others and access and enjoy the wider world
- Develop resilience and creativity so pupils can solve problems and take risks safely
- Discover individual talents and celebrate all successes both big and small

We have two curriculum pathways to support the education of our broad-spectrum school. At Kingsbury Academy we implement broad subject areas that branch across our pathways and Key stages.

For our Aspire Pathway, the subjects are designed to promote key life skills so that our pupils can lead happy, fulfilled, and independent lives.

For our Inspire Pathway, the subjects are designed to promote functional learning, adapted from the National Curriculum to maximise future opportunities and positive destinations.

Each individual class at Kingsbury Academy is typically organised by key stage with mixed-year groups in each class. Pupils develop knowledge and skills through different topics, subjects, and experiences. The order in which topics and experiences are covered is deliberately planned and sequenced with the intention of helping pupils know more and remember more over time. Across each pathway and key stage, all

learning supports the skills and learning we want our pupils to learn and remember and they always lead back to our aims which strengthen the connectivity and purpose of our curriculum.

2.4 Assessment

Assessment at Kingsbury Academy is relevant and rigorous. It includes:

- Daily assessment against curriculum targets
- Formative Assessment for Learning remains a high priority for all staff.
- Termly Summative Assessment completed.
- Teachers report to parents on pupil progress at Parental Consultations.
- The school commits to internal and external moderation programmes.
- Parents and pupils are fully involved in the annual review of the EHC Plan, recording and sharing their views within the meeting (where appropriate).
- All parents invited to participate in 2 Structured Conversations per year. This means with the EHCP review all parents are offered a termly meeting to discuss their child's progress and needs so that school and home can work in partnership.
- Senior Leaders and Governors undertake termly review of the School Development Plan.
- Self-Evaluation Form updated regularly.
- All staff included in Performance Management to maintain focus on school vision.

2.5 Transition

Transition between phases or provision in education is accomplished through an induction programme for learners transitioning to/from Kingsbury Academy. The programme implemented includes, school visits, coffee mornings and staff exchanges alongside parental meetings. Additional student visits are organised if required by individual pupils.

2.6a Working with Parents/Carers

Kingsbury Academy works in partnership with parents of pupils with special educational needs, this is achieved through:

- An Annual Education, Health and Care Review is held every year to which parents/ carers and all agencies involved with the learner are invited to attend. These reviews include the views of the young person.
- Our Welfare Lead regularly contacts parents and carers, organising coffee mornings, Signposting Services and workshops.
- School Tours, Coffee Mornings and some home visits are undertaken by SLT, DSL'S and Pathway Leads, prior to learners attending Kingsbury Academy.
- Home school diaries ensure daily opportunities for communication.
- Regular opportunities for meetings with the class staff at Annual Reviews, Parental Consultations (2 per year) and school events to discuss student progress.
- Multi-agency meetings held on site.
- Annual Reports to Parents.
- Parents are actively encouraged to contact school to discuss support required.

2.6b If you are worried: complaints and next steps

- First, speak to your child's teacher or member of senior leadership team. Most concerns can be solved quickly this way.

- If you are still unhappy and want to make a formal complaint. We follow our school/ Procedure accessible via complaints policy on the Academy website

<https://www.kingsbury.thrive.ac/content/?pid=16&contentid=11>

2.7 Facilities, Services and Activities that are provided within or in collaboration with Kingbury Academy.

- Speech and Language Therapy / Occupational Therapy and Physiotherapy.
- Clinics with Consultant Paediatricians and Psychiatrists.
- Behaviour Analyst and Educational Psychologist.
- Dietician.
- RISE and CAMHS LD.
- Referrals to Community Dental Services.
- Specialist teachers for Vision and Hearing Impairment.
- Home/School Transport
- Sensory Studio
- Sensory Hub
- Kingsbury Garden's
- Adventure Trail
- Forest School
- Life skills studio
- Access to Music Intervention
- Open Theatre
- Community visits
- Midland Mencap
- Sporty Minds – SEND Active

We use ICT Technology such as switch toys, ipads, Kindles, Tonie boxes, touch screens, Beebots and Microbit programmes to promote:

- Understanding of cause and effect.

- Support Communication for students with specific speech and language needs through the use of apps.
- Adaptation of curriculum resources for students who rely on symbols to support their understanding i.e. Widgeo online/communicate in Print.
- Teachers make active use of Laptops, interactive whiteboards and iPad for pupils' curriculum use.

2.8 Support for Communication

Communication is supported by:

- A Speech and Language Therapist & Communication support role.
- NHS Speech and Language Therapy
- Total Communication environment including signs and symbols, visual schedules, Music cues, Objects of Reference, Communication books and Aided Language Displays.
- Talking Mats communication aid

Please see the Kingsbury Academy Communication Strategy for further information.

2.9 Support for Sensory Processing and emotional, social development needs

- Appropriate curriculum and provision underpin the social and emotional wellbeing of the students.
- Positive Behaviour support plans are drawn up to support individual learners.
- Access to Behaviour Analyst
- Access to Consultant Psychiatrist.
- Access to therapeutic play sessions.
- Commissioned Occupational Therapist from Links Therapy

- Sensory Studio and Sensory Hub
- Sensory circuits within class pods
- Achievement and success is regularly celebrated.
- Please see the Kingsbury Academy Sensory Strategy for further information.

2.10 Support for Behaviour

Pupils' behaviour is supported by:

- Positive Behaviour Support approach – all staff trained.
- Routines and structures
- Positive re-enforcement.
- Individual Behaviour Support programmes for identified learners.
- PBMpro intervention – identified staff trained.
- Sensory diets.
- Therapeutic interventions.
- CAMHS LD.

Additional personalised support:

- Individual timetables.
- 1:1 staffing resource where appropriate and the result of assessment.
- Functional Behaviour Assessment.
- Flexible school day.

2.11 How expertise in supporting learners with special educational needs is secured for teaching staff and others working with our learners.

- Annual CPD (Continuing Professional Development) programme.
- Teacher and TA Performance management programme.

- Weekly INSET programme of professional development for teachers and teaching assistants.
- 6 termly INSET sessions for teachers and teaching assistants.
- Specialised training for PBMpro intervention and medical competencies.
- Individual professional development priorities.

3. Contact details for Support Services

Outlined below are some of the useful sites and contact details for parents/carers of children with special educational needs;

SENDIASS Coventry: www.covsendiass.co.uk/

Contact a Family: www.cafamily.org.uk

National Network or Parent Carer Forums: [National Network of Parent Carer Forums](#)
[C.I.C – Company Number: 12362344](#)

Family Information Service [Welcome to the Family Care Trust | Solihull charity](#)

National Parent Partnership Network <http://tinyurl.com/IASS-guidance>

Autism Education Trust www.autismeducationtrust.org.uk

Bullying Guidance <http://tinyurl.com/DfE-Bullying-Guidance>

Communication Trust [Home - SLCF - The Communication Trust](#)

Dyslexia SpLD Trust www.thedyslexia-spldtrust.org.uk

I CAN (Students' communication charity) <https://www.icancharity.org.uk/>

MindEd www.minded.org.uk

National Sensory Impairment Partnership www.natsip.org.uk

4. Coventry City Council Local Offer

The requirement for Coventry City Council providing information falls under the Students and Families Act 2014, the SEND Code of Practice 0-25 June 2014 and the SEND Regulations 2014. The Local Offer includes information about provision expected

to be available across education, health and social care for students who have SEN or are disabled, including those who do not have Education, Health and Care Plans:
[send-home](#)

5. Changes

Description	Date	Page	Section
N/A New document	October 2021		
Social/Emotional well-being	December 2022	11	3.12
Commissioned Numbers	February 2023	5	2.2
Assessment – Track removed	February 2023	14	3.5
Document revised	December 2023	Whole document	Whole document
'Learners/students' amended to 'pupils'	December 2024	Whole document	Whole document
Admission Year groups, Pupils on roll	December 2024	5	2.2
Change to Curriculum Pathway information	December 2024	6	2.3
Update to facilities/services; Forest School/ Behaviour Analyst and Educational Psychologist.	December 2024	8-9	2.7
Behaviour – Addition of Functional Behaviour Assessment	December 2024	11	2.10
Website links updated	December 2024	12	3
Local Offer Link updated	December 2024	12	4
Introduction - reworded	December 2025	3	1
Commissioned number updated to 106	December 2025	5	2.2
Talking Mats Communication Aid added.	December 2025	10	2.8
PALs removed as link no longer active.	December 2025	12	3