

Kiwi Primary School Special Educational Needs and Disability (SEND) Information Report



Academic Year 2026–2027

Review: 2027

This SEND Information Report explains how Kiwi Primary School identifies and supports children with special educational needs and/or disabilities (SEND), what provision is available and how we work with children and their families.

It should be read alongside our Special Educational Needs and Disability (SEND) Policy, Accessibility Plan and other relevant school policies.

Kiwi Primary School is committed to inclusive education and recognises that every teacher is a teacher of pupils with SEND.

In Wiltshire, information about SEND services forms part of the Wiltshire Local Offer, which provides information and guidance about education, health, social care, preparing for adulthood and other services for children and young people aged 0–25 with SEND.

Wiltshire Local Offer: <https://www.wiltshire.gov.uk/local-offer>

What types of special educational needs does Kiwi Primary School support?

Kiwi Primary School is an inclusive mainstream primary school with a Specialist Resource Base.

We support children across the four broad areas of need identified within the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Children may have needs within one or more of these areas, and their needs may change over time.

Kiwi Primary School also has a Local Authority Resource Base, known within school as Lakeside, for children whose identified needs require specialist provision and who have been placed within the Resource Base through the appropriate Local Authority processes.

How does the school know if my child needs additional help?

We aim to identify children's needs as early as possible.

A concern may arise through:

- observations by the class teacher or other staff;
- assessment and progress information;
- pupil progress meetings;
- information from a preschool, nursery or previous school;
- information from parents/carers;
- the child's own views;
- attendance, behaviour or wellbeing information;
- school-based assessments or screening; or
- information from external professionals.

Pupil Progress Meetings are held three times each year and provide an opportunity for teachers and school leaders to consider children's progress and whether additional support may be required.

Slow progress or low attainment does not automatically mean that a child has SEND. Equally, children can have SEND while achieving in line with or above age-related expectations.

A child does not need a formal diagnosis before support can be put in place.

If school staff identify concerns about your child's learning or development, we will discuss these with you.

What should I do if I think my child may have SEND?

Your child's class teacher should normally be your first point of contact.

You can contact the class teacher through Class Dojo or contact the school by telephone or email to arrange a conversation or meeting.

Where appropriate, the class teacher may complete a SEND concern form which is shared with the Inclusion Team so that the child's needs and appropriate next steps can be considered.

If further advice is required, the class teacher may discuss your child with the SENCo.

Parents and carers know their children well and the information you provide is an important part of understanding your child's strengths and needs.

What is Ordinarily Available Provision for All Learners (OAPAL)?

High-quality teaching is the starting point for supporting all children at Kiwi Primary School.

We use Ordinarily Available Provision for All Learners (OAPAL) to describe the range of inclusive teaching approaches, adaptations, resources and strategies that should ordinarily be available to children within the classroom.

Our OAPAL works alongside our Teaching and Learning Policy and may include:

- clear and predictable routines;
- explicit teaching and modelling;
- learning broken into manageable steps;
- scaffolding;
- practical and concrete resources;
- visual supports;
- pre-teaching and overlearning;
- explicit teaching of vocabulary;
- additional processing time;
- regular checks for understanding;
- flexible grouping;
- different methods of recording;
- communication-friendly approaches;
- movement and regulation opportunities;
- sensory adaptations; and
- supportive relationships and access to trusted adults.

Teachers adapt teaching according to children's needs while maintaining high expectations and an ambitious curriculum.

What happens if OAPAL is not enough?

Where a child requires provision that is additional to or different from that ordinarily available, we may identify the child as requiring SEND Support.

We follow the graduated approach within the SEND Code of Practice: Assess, Plan, Do, Review.

Assess

We build a clear picture of the child's strengths, needs, progress and barriers to learning. This includes the views of the child and their parents/carers and may include advice from external professionals.

Plan

We agree the outcomes we are working towards and the provision, adaptations, strategies or interventions required.

Depending on the child's needs, this may be recorded through:

- an Individual Education Plan (IEP);
- an Individual Behaviour Plan (IBP);
- a Wiltshire SEND Support Plan; or
- other appropriate individual planning documentation.

The type of plan used depends upon the individual child's needs.

Do

The agreed provision is put into place.

The class teacher remains responsible for the child's learning and progress, including when teaching assistants, specialist staff or other adults provide additional support.

Review

We review the child's progress and the impact of the support provided.

We consider what is working, what may need to change and the views of the child and their parents/carers. The review then informs the next Assess, Plan, Do, Review cycle.

How will the curriculum be matched to my child's needs?

We recognise that every child has individual strengths and needs.

Teachers adapt teaching to remove barriers and enable children with SEND to access a broad, balanced and ambitious curriculum.

Adaptations may include:

- breaking learning into smaller steps;
- additional modelling;
- practical and multisensory learning;
- visual supports;
- adapted resources;
- pre-teaching;
- additional processing time;

- alternative ways of recording learning;
- scaffolding;
- appropriate technology or equipment; and
- personalised approaches where required.

Adaptation does not mean lowering expectations. It means considering the barriers affecting a child and identifying how we can support them to participate, learn and become increasingly independent.

How will I know how my child is doing?

We believe that working closely with parents and carers is essential.

Communication may include:

- informal conversations with the class teacher;
- Class Dojo;
- meetings or telephone conversations;
- parent/teacher evenings;
- annual school reports;
- discussions about individual learning needs and provision;
- IEP, IBP or Wiltshire SEND Support Plan reviews;
- EHCP annual reviews, where applicable; and
- meetings involving external professionals where appropriate.

Where a child requires more frequent communication, this can be agreed according to their individual needs.

Parents/carers will be encouraged to share their views and contribute to planning and reviewing their child's support.

How will my child be involved in decisions about their support?

Pupil voice is an important part of SEND provision at Kiwi.

Children should have opportunities to express:

- what they feel they are good at;
- what they find difficult;
- what helps them to learn;
- what support works well for them;
- what they would like to change; and
- their aspirations and goals.

How we gather a child's views will depend upon their age, development and communication needs.

This may include conversations, pupil voice activities, visual approaches, observations, contributions to IEPs or SEND Support Plans and participation in EHCP annual reviews.

We want children to increasingly understand their own strengths and needs and develop confidence and independence.

How do we support children's wellbeing, behaviour and emotional development?

We are an inclusive and relational school and place children's wellbeing at the heart of our practice.

Our Behaviour, Relationships and Regulation Policy is based around the expectations Ready, Respectful, Safe.

Our approach recognises that behaviour can communicate an underlying need and that SEND, emotional wellbeing, attendance, behaviour and safeguarding can be closely connected.

We use trauma-informed and relational approaches, including Five to Thrive, to support children's emotional development and regulation.

Support available according to individual need may include:

- our PSHE curriculum;
- ELSA support delivered by trained staff;
- Time to Talk interventions;
- trusted adult support;
- emotional regulation strategies;
- individual behaviour planning;
- support from mental health services and other external professionals;
- enrichment opportunities;
- Education Support Assessment (ESA) processes involving the family where appropriate; and
- individual medical or healthcare planning.

Pupil voice is considered when support is planned.

Bullying is not tolerated and concerns will be addressed in accordance with the school's relevant behaviour and anti-bullying procedures.

What specialist services and expertise can the school access?

Depending upon a child's needs, Kiwi Primary School may work with a range of professionals and services.

These may include:

- Educational Psychology;
- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- Specialist Learning Difficulty (SpLD) services;
- Behaviour Support;
- Visual Impairment services;
- Hearing Impairment services;
- Physical Disability advisory services;
- School Nursing and other health professionals;
- Community Paediatrics;
- mental health and SEMH services;
- Wiltshire SEND services;

- SENDIASS;
- Social Care and safeguarding services;
- Virtual School;
- Education Welfare services;
- Young Carers services; and
- other relevant education, health and social care professionals.

The professionals involved will depend upon the individual child's needs.

Parental consent will be sought for referrals where required.

We will not delay appropriate school-based support while waiting for a diagnosis, assessment or external professional involvement.

What SEND training do staff receive?

All staff have access to continuing professional development (CPD).

Training is responsive to the needs of the children within the school and may include whole-school training, targeted training for particular staff or individual training relating to a specific child's needs.

Training and professional development may include:

- SEND and inclusive teaching;
- OAPAL;
- safeguarding;
- medical needs;
- First Aid;
- speech, language and communication;
- phonics and literacy;
- emotional regulation and SEMH;
- behaviour and relational practice;
- specific interventions; and
- training relating to particular disabilities or individual pupil needs.

The SENCo supports staff with advice, resources, modelling and professional development and liaises with external professionals where specialist advice or training is required.

How do we know whether SEND support is effective?

We evaluate provision by considering the difference it makes to the child, rather than simply whether an intervention has taken place.

This may include:

- progress towards individual outcomes or targets;
- curriculum progress and attainment;
- increased independence;
- engagement and participation;
- attendance;
- emotional wellbeing and regulation;

- pupil voice;
- parent/carer feedback;
- observations and assessment;
- reviews of IEPs, IBPs and SEND Support Plans;
- EHCP annual reviews; and
- advice from external professionals.

Provision may be continued, adapted, increased or reduced depending upon the outcomes of review.

SEND provision is also monitored by the SENCo, senior leaders and Governing Body.

How will my child be included in activities outside the classroom?

Children with SEND are entitled to participate in the wider life of Kiwi Primary School alongside their peers wherever possible.

This includes:

- clubs;
- enrichment activities;
- educational visits;
- residential visits;
- PE;
- performances;
- school events; and
- other wider opportunities.

We consider reasonable adjustments, individual support and risk assessment where required to enable children to participate safely.

A child will not be excluded from an activity simply because they have SEND or a disability.

How accessible is Kiwi Primary School?

Kiwi Primary School is committed to improving access for disabled pupils.

The school is wheelchair accessible and has disabled toilet and changing facilities.

We make reasonable adjustments for children with physical, hearing, visual, sensory or other disabilities so that they are not placed at a substantial disadvantage.

Adjustments are considered individually and may relate to:

- the physical environment;
- classroom organisation;
- teaching and learning;
- communication;
- equipment and resources;
- routines and timings; and
- participation in wider school activities.

Further information is available within the school's Accessibility Plan, which explains how we work to improve access to the curriculum, physical environment and information.

How will Kiwi support my child when they join, move class or transfer to another school?

Transition is planned according to the individual child's needs.

When a child joins Kiwi, this may include:

- liaison with their preschool, nursery or previous school;
- information and record sharing;
- meetings with parents/carers;
- liaison with external professionals;
- visits to Kiwi;
- additional familiarisation visits;
- visual supports;
- home or preschool visits where appropriate; and
- an individual transition plan where required.

Transition between year groups is also planned carefully, with relevant information and SEND documentation shared between staff.

For children transferring to secondary school, the SENCo will liaise with receiving schools and additional transition arrangements can be put into place where required.

Children with EHCPs will be supported through the relevant statutory transition and annual review processes.

How are SEND resources allocated?

Resources are allocated according to the individual needs of children and the provision required.

The SENCo and Headteacher oversee the effective use of the school's SEND resources and any additional funding provided by the Local Authority.

Support may include:

- adapted resources or specialist equipment;
- targeted interventions;
- additional adult support;
- specialist professional advice; or
- other provision identified as necessary.

Where a child has an EHCP, the school will use its best endeavours to secure the special educational provision specified within the plan.

Funding does not determine whether a child has SEND. Support is based upon identified need.

What happens if my child may need an Education, Health and Care Plan?

Where a child has significant and/or complex needs and support through the graduated approach has not been sufficient, the school may discuss whether an Education, Health and Care needs assessment (EHCNA) should be requested from Wiltshire Council.

Parents/carers also have a statutory right to request an EHC needs assessment.

The school will contribute evidence about the child's strengths, needs, progress and provision and work with the family, Local Authority and relevant professionals.

Where an Education, Health and Care Plan (EHCP) is issued, the school will use its best endeavours to secure the educational provision specified within the plan.

EHCPs are reviewed at least annually.

What is Lakeside Resource Base and how is a place accessed?

Kiwi Primary School has a Local Authority Resource Base known within school as Lakeside.

Lakeside provides specialist provision for children whose identified needs require this level of support.

Places within Lakeside are determined through Wiltshire Council's appropriate statutory placement and consultation processes.

Having an EHCP does not in itself automatically provide a child with a Resource Base place, and attending Kiwi Primary School's mainstream provision does not provide automatic access to Lakeside.

Where Kiwi is consulted about a Resource Base placement, the school considers whether it can meet the child's identified needs and provision.

Children placed within Lakeside remain part of the wider Kiwi school community and opportunities for inclusion within mainstream classes and wider school life are considered according to each child's individual needs.

Who is responsible for SEND at Kiwi Primary School?

SENCo: Nicola Wright

Headteacher: Laura Eatherington

SEND Governor: Angela Bayliss

The SENCo coordinates SEND provision across the school and works with class teachers, families, school leaders, external professionals and Wiltshire Council.

However, responsibility for children with SEND is shared across the school and every teacher is a teacher of pupils with SEND.

Who can I contact for further information?

If you would like to discuss your child's learning, development or SEND provision, your child's class teacher should normally be your first point of contact.

For further SEND advice, you can contact:

SENCo: Nicola Wright

Telephone: 01980 632364

Email: sen@kiwi.wilts.sch.uk

Parents/carers can also access independent information, advice and support through Wiltshire SENDIASS and information about local SEND services through the Wiltshire Local Offer.

What should I do if I am concerned about my child's SEND provision?

We encourage parents/carers to raise concerns as early as possible so that we can work together to resolve them.

Concerns should normally be raised with:

- the child's class teacher;
- the SENCo; and
- the Headteacher, where further discussion is required.

If a concern remains unresolved, parents/carers can use the school's published Complaints Policy.

This does not affect parents' statutory rights relating to Education, Health and Care needs assessments, EHCPs or appeals to the SEND Tribunal.

Further Information

This report should be read alongside:

- Kiwi Primary School SEND Policy;
- SEND information on the school website;
- Accessibility Plan;
- Behaviour, Relationships and Regulation Policy;
- Supporting Pupils with Medical Conditions Policy;
- Safeguarding and Child Protection Policy;
- Attendance Policy; and
- Complaints Policy.

Wiltshire Local Offer: <https://www.wiltshire.gov.uk/local-offer>

Academic year: 2026–2027

Review: Annually and updated during the year where information changes.

Responsible Officers

Nicola Wright – SENCo

Angela Bayliss – SEND Governor

Laura Eatherington – Headteacher