



Special Educational Needs Information Report

September 2025





At Kingsthorpe Village Primary School, we endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.

Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.

Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs. Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up

Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.



The **Special Educational Needs Coordinator (SENDCo)** for the school is Mrs Stephanie Tillman.
You can contact Mrs Tillman via the school office on 01604 714223 or via email at senco@kvps.northants-ecl.gov.uk

The SEND governor for the school is Mrs Nicola Jacobs.
You can contact Mrs Jacobs via the school office on 01604 714223.

West Northamptonshire Council provide a **local offer** to support children with additional needs. Click [here](#) for a link to their website.

The school provide an Inclusion policy that provides details of the support stages and different needs of children. This is updated annually in September and can be found on the school's website kingsthorpevps.co.uk



Mrs Stephanie Tillman

This shows the number of children receiving SEN support in school as of September 2025

Area of Need	Number of children
Cognition & Learning	4
Communication & Interaction	16
Sensory & Physical	4
Social, Emotional and Mental Health	8
Total	32
Percentage of the whole school	16%



Identification

The **SEN Code of Practice 2014** sets our four areas of need. Children can have difficulties in one or more area, however the dominant area of need is recorded.

Area of need	Difficulties
Cognition & Learning	Acquiring basic literacy and numeracy skills Concentration and attention Reading and spelling Number Coordination Writing
Communication & Interaction (including Autistic Spectrum Disorder)	Communication skills Sound production Fluency with words and sentences Meaning of words Social interaction
Sensory & Physical	Mobility and coordination Fine motor skills Visual impairment Hearing impairment Multi-sensory impairment
Social, Emotional and Mental Health (including Attention Deficit Hyperactive Disorder (ADHD) and Attention Deficit Disorder (ADD))	Social skills Immature relationships Challenging behaviour Mood (anxiety and depression) Conduct (opposition and aggression) Self harm Attachment disorder Recognised mental health disorder





Identification

Schools in West Northamptonshire use guidance of **SEND Ranges** to support the identification of additional needs and the provision that may be effective in supporting them.

The SEND Ranges are within the following areas of need:

SEND Ranges Areas of Need
Cognition & Learning
Communication & Interaction – Autism Spectrum Disorder
Communication & Interaction – Speech and Language
Sensory & Physical
Social, Emotional and Mental Health

The SEND Ranges are used across the local authority by all professionals to ensure there is a common language between all professionals and services. This should help build a picture of what quality first teaching (QFT) and ordinarily available provision (OAP) looks like for the area. The guidance can then be used to support the identification of areas of SEND and level of need and transfer this information between schools.





Identification

The **SEND Ranges** are broken down into six sequential categories, as shown below:

	Range 1	Universal support in mainstream classrooms
	Range 2	Universal and Targeted support in mainstream classrooms
	Range 3	Targeted support in mainstream classrooms
	Range 4a	Targeted and specialist support in mainstream or specialist classrooms
	Range 4b	Targeted and specialist support in mainstream or specialist classrooms
	Range 5	Specialist support or setting
	Range 6	Specialist setting





STAGE 1

All children will have access to well-differentiated, **quality first teaching**, including, where appropriate, the use of small group interventions.

Children who are underperforming will have access to carefully differentiated activities and intervention programmes to help them make accelerated progress. These children do not necessarily have a special educational need.

If quality first teaching, differentiated activities and short term intervention, is not leading to progress for a child, then the class teacher will refer the child to the SENDCo. The SENDCo will gather information on the child to identify if the child may have a special educational need.

Classroom
observation
and
assessment

Tracking
progress
over time

Parental
concerns

Background
context

Information
from
services

More in
depth
assessment

Previous
pre-school
or school
information

During the information gathering, the school SENDCo will make contact with parents to gain their view on their child's progress and level of need at school and at home. It is important that the home view is considered in this process.





STAGE 2 - SEND Support

If a child is identified that they need provision that is 'additional to' or 'different from the Stage 1 provision, they will be recognised as having a special educational need.

At this point, a **LEARNING PLAN** will be written each term to outline the 'additional to' and 'different from' provision with a maximum of 4 targets to work towards. This is a working document which will evolve with the child and their needs.

The **LEARNING PLAN** will be reviewed, at least, once a term by the adults working with the child, but will also involve the SENDCo, parents and any professionals involved with the child.

It may be appropriate for the school to apply for **TARGETED SEND FUNDING** from the Local Authority (West Northamptonshire Council) to ensure the child's needs are being met. The school must evidence that more than £6000 of extra support has been, or needs to be, spent on a child within one financial year.

Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process, with health and social care, in order to consider the need for an **Education Health and Care Plan**.





Stage 3 – Education, Health and Care Plan

If a child requires a formal assessment by the Local Authority for a **Education, Health and Care Plan**, the SENDCo can make a formal request to the Local Authority. Parents can make this request themselves by visiting the website [here](#).

Children with an Education Health and Care Plan (EHCP) will have access to all arrangements at the different stages, and in addition to this, will have an Annual Review of their EHC plan.

Children at Stage 3 will have proceeded through Stage 1 and 2 and will still have access to provision outlined in those stages.





Provision

The school strives to provide children for children with special and/or additional needs from the resources generally available to the school. The stages of support are outlined in the following pages.

The school aims to provide an inclusive environment, curriculum and resources for all children. Where possible, children with SEND will attend the mainstream classrooms and participate in all curriculum learning and activities. We will make reasonable adjustments to the curriculum, learning styles and teaching to support all learners, and also provide targeted interventions that are tailored to specific needs of groups or individuals.

Children who require more than Stage 3 support or cannot access the mainstream classroom or curriculum are considered for our internal provision. This provides an alternative learning space for children to access a pre-formal curriculum with pre-subject specific skills. There are opportunities to develop personal care skills, promote independence and support the co- and self-regulation of emotions. Access to our internal provision is determined by level of need and provision and at the Head Teacher's discretion.





Provision Map

The school provides a range of arrangements at the different stages of SEN support. The lists are not exhaustive and children at Stage 3 can access strategies from any other stages.

Area of need	Stage 1	Stage 2	Stage 3
Cognition and Learning	Quality First Teaching Read, Write Inc phonics Talk 4 Writing White Rose Maths scheme Pupil progress reviews	KS1 Phonics target group Target readers Guided reading groups PP target groups Y6 Comprehension groups Handwriting development Pupil Premium mentoring	Catch Up Reading Switch On Reading Talk 4 Number Number stars 1:1 Phonics development Precision Teaching



Provision Map

The school provides a range of arrangements at the different stages of SEN support. The lists are not exhaustive and children at Stage 3 can access strategies from any other stages.

Area of need	Stage 1	Stage 2	Stage 3
Communication and Interaction - ASD	Whole school ethos RHE curriculum - Jigsaw Whole class visual schedule Buddy Bench Therapeutic Thinking Calm boxes Time out Wellbeing Track Zones of Regulation Mindfulness	Zones of Regulation 'Time out' Visual schedule Steps checklist Communication cards Play Buddies Social Stories Time to Talk Socially Speaking Anticipation games Individual workstation	Pictures of Me Comic Strip Conversations Communicate in Print Sensory Circuits Lego Therapy Bucket Time Social Detectives
Communication and Interaction - Speech and Language	Visuals Word mats Sound charts	Phonics intervention Speech development sessions	Speech and Language development Speech and Language targets from SALT



Provision Map

The school provides a range of arrangements at the different stages of SEN support. The lists are not exhaustive and children at Stage 3 can access strategies from any other stages.

Area of need	Stage 1	Stage 2	Stage 3
Physical and Medical Needs	Real PE and Gym Accessibility Plan Physical extra-curricular clubs and events	Medical Care Plan Fine motor intervention Environmental adaptations Inclusive sporting events	Physiotherapy Exercises Occupational Therapy Exercises Specialist equipment Reduced physical timetable Alternative playtimes Sensory Circuits
Vision or Hearing Impaired	Position in classroom Produced materials Additional resources	Enlarged texts Specialist whiteboards/pens Magnifiers	Advice from VI or HI team Specialist hearing equipment
Sensory Needs	Therapeutic Thinking Calm boxes Time out Wellbeing Track Zones of Regulation Mindfulness	Individual equipment Sensory circuits Wobble cushions Fiddle toys	Specialist equipment Occupational Therapy advice Sensory diet Sensory breaks





Provision Map

The school provides a range of arrangements at the different stages of SEN support. The lists are not exhaustive and children at Stage 3 can access strategies from any other stages.

Area of need	Stage 1	Stage 2	Stage 3
Social, Emotional and Mental Health	Whole School Behaviour Policy RHE curriculum - Jigsaw Protective Behaviours Mindfulness Calm Boxes Worry Eaters	Wellbeing Club Wellbeing Café for families Wellbeing Buddies Behaviour mentoring Relax Kids Forest Schools Individual reward system	Wellbeing Workshops (NHS) 1:1 Emotional Development Meet and Greet 1:1 Mindfulness techniques Calming strategies 1:1 Protective Behaviours Drawing and Talking 1:1 Therapy sessions 1:1 Counselling Anger Management Solihull Approach Lego Therapy



Wellbeing

Promoting well-being and positive mental health is a whole school priority on the School Improvement Plan and is led by the Mental Health Lead (Mrs Stephanie Tillman).

Well-being is important for all children, however it is of even more importance for children with special educational needs. Children experiencing difficulties can suffer from poor mental health in areas such as self-esteem, mood and anxiety. All children receive support with their mental health, alongside their educational needs.

Mental health and well-being arrangements are available at Stages 1-3 as can be seen on our **Provision Map**.

Whole School Values



TaMHS Gold Award



Jigsaw PSHE scheme



Graduated Approach

The school uses a **GRADUATED APPROACH** to assessing and reviewing arrangements for children with special educational needs.

Every child with a special educational need has a **learning plan** which is part of a continuous cycle of assess, plan, do and review. This ensures that the child receives the appropriate strategy or intervention for their need. However, we do not review too quickly, as children need time to try out strategies and adults need time to evaluate them.





Partnership with Parents and Carers

The school has a open door policy to parents as we encourage parents and carers to come into school to discuss anything about their child's learning and progress. Parents can speak to class teachers by arranging an appointment to speak to them after school.

The school SENDCo is available to discuss any concerns a parent may have concerning their child, but we do encourage that you speak to the class teacher in the first instance.

If a child is recognised as having a special educational need, then the parent will be invited to formally review their child's learning plan at the end of each term (December, March and June). However, Mrs Tillman is available in between these times to support parents with any issues or advice concerning their child and their additional need.



Outside Agencies

The school works with a range of professional external services to provide specialist support for children with SEND. This may be in the form of advice and support for the school, home or the child themselves.

Click on any of the images below to find out more about some of the services we use.

SEND Support Service



MOSAIC PSYCHOLOGY



SEND Local Offer directory



CHILDREN'S 0-19 SERVICES





Staffing and Development

The school has a number of specialist staff who support children at the different stages of SEND. Some children require most intense adult support according to their needs. These staff are often funded by the school with the support of the Local Authority High Needs Funding allocation.

Some children, often Stage 3, require more adult time to carry out their personalised curriculum and arrangements. Children with complex needs will usually need more adult time and specialist resources to make progress. However, we still encourage independence as this is important to development in all areas.

The training and development of staff is important to the effectiveness of the provision and outcomes. We ensure that staff have appropriate information and training to be able to meet the child's needs. This development is ongoing as children's needs change and evolve over time and staff need to be equipped to facilitate progress.





Glossary

Education, Health and Care Plan	A formal plan outlining a child's additional needs and the provision that is needed to meet those needs
Graduated Approach	The approach used to outlining and reviewing provision for a child with additional needs
High Needs Funding	Top up funding that can be applied for from the Local Authority
Learning Plan	An individualised plan outlining the targets and provision for a child with additional needs
Local Offer	Provision available from the Local Authority
Provision Map	Whole school outline of provision available at different levels
Quality First Teaching	Teaching and learning available to all learners
SENDCo	Special Educational Needs and Disabilities coordinator
SEND Code of Practice 2014	Legislation that outlines the legal requirements for children with special educational needs and/or disability

