



Kington St Michael Primary School Annual Report to Governors July 2025

At Kington St. Michael School, we are committed to providing every opportunity for all children to reach their full potential. We believe that every child is unique, with their own strengths, talents and aspirations, and it's our mission to nurture these qualities within a safe, inclusive and stimulating environment.

Our staff aim to create a culture of high expectation, where learning is engaging, achievement is celebrated and personal development is at the heart of everything we do. Our commitment to early identification, tailored support and close collaboration with families and external professionals ensures that every child receives the provision they need to flourish. We celebrate diversity and strive to create a learning environment where all pupils feel valued, respected and empowered to succeed.

The Special Educational Needs and Disabilities Coordinator (SENDCo) is Miss Nicola Waylen and the named Governor for SEND is Mrs Andrea Bridle. The Governor and SENDCo meet three times per year to discuss and evaluate progress of SEN Provision across the school.

This report should be read alongside the following policies, all of which are accessible on our school website:

- **Special Educational Needs and Disability Policy** which outlines our aims and objectives for supporting children with SEND and details the processes we use to ensure their needs are met effectively.
- **SEN information report** which addresses a range of questions parents may have about the support available at Kington St Michael, including access to external services.
- **Wiltshire Local offer**, which provides comprehensive information about provision and support available across the county for children and young people with SEND.
- **Accessibility Policy**, which outlines our commitment to ensuring all children can access the full range of educational opportunities

SEND School Profile July

There are currently 19 pupils on the Special Educational Needs (SEN) Register at Kington St Michael School, representing 13% of the total school population. This figure is below both the Wiltshire and National averages, reflecting a smaller proportion of pupils identified with SEND needs.

| | KSM -June 2024 | Wiltshire | National |
|--------------------------------|----------------|-----------|----------|
| SEND Concern | 8% | | |
| SEND Support total | 10% | 15% | 13.6% |
| EHCP (Wiltshire My Plan) | 3.6% | 5.4% | 4.8% |
| FSM with SEND | 4.4% | | |
| PP with SEND | 5% | | |
| EAL | 2.9% | | |
| Traveller Children | 0.7% | | |
| Previously Looked after (PLAC) | 3.6% | | |

The table below outlines the percentage of pupils identified within each of the four broad areas of need, as defined by the SEND Code of Practice (2014). Some pupils may have needs across multiple categories and may therefore be represented more than once.

| Area of need | % of SEN Register | % of school population |
|---|-------------------|------------------------|
| Communication and Interaction inc Autism | 31% | 4.3% |
| Communication and Interaction with speech and language needs (SLCN) no Autism | 21% | 2.9% |
| Social Emotional and Mental Health (SEMH) | 31% | 4.3% |
| Sensory and Physical (S&P) | 15% | 2.1% |
| ASD Formal Diagnosis | 5% | 5% |
| Children on Needs led pathway | 21% | 2.9% |
| Cognition and Learning | 42% | 5.8% |

Medical Needs

We have one child in school with a medical care plan. Mrs Rogers and Mrs Metcalf are our named Paediatric First Aiders. Our school Health Policy can be viewed on our school website.

Identification of Special Educational Needs

At Kington St Michael School, early identification of special educational needs is a key priority in ensuring that every child receives the support they need as soon as

possible. Our approach is both proactive and continuous, enabling timely and effective intervention.

Definition of Areas of Needs

In accordance with the SEND code of practice (2014) special educational needs are categorised into four broad areas.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

These categories guide our understanding of each child's unique profile and inform the planning of tailored support strategies.

Early Identification

Early identification is a key priority in our approach to supporting children with special educational needs. We take proactive steps to recognise and respond to emerging needs as early as possible. To facilitate this:

- Nursery visits are conducted for all children entering Reception, allowing staff to gather insights into each child's development and learning styles.
- Transition in to school (TISM) meetings are arranged for children with known or emerging additional needs ensuring a smooth and informed handover of information from early years settings

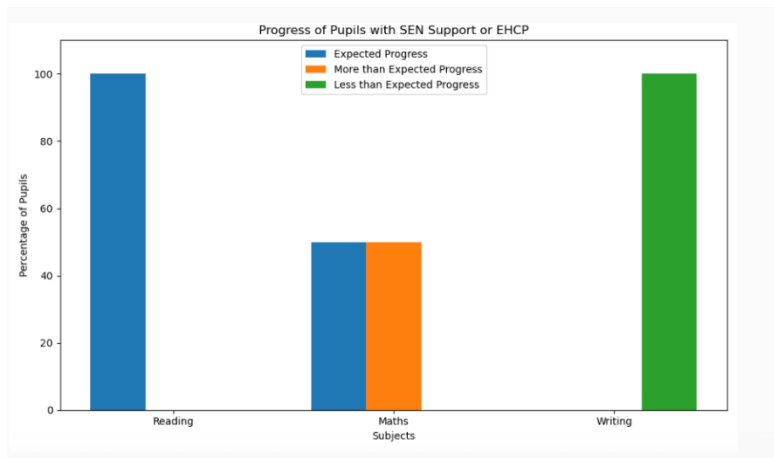
This collaborative approach enables:

- Timely assessment of needs
- Early planning for additional resources and interventions
- Prompt referrals to external agencies where appropriate.

Attainment and Progress of pupils with SEND 2024-2025

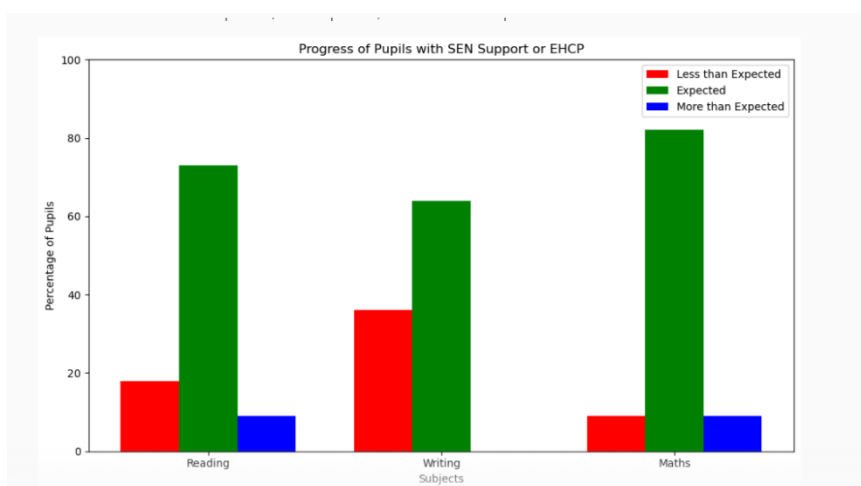
Key Stage 1

In key stage one 100% of pupils with SEN made expected progress in Reading. 50% made expected progress in Maths and 50% made more than expected progress.



Key Stage 2

In key stage 2 73% of pupils with SEN made expected progress in reading and 9% made more than expected progress. 64% made expected progress in Writing. 82% made expected progress and 9% made more than expected progress in Maths.



SEND Provision and Monitoring

Assessment of need is a continual and embedded process within our school, ensuring timely and appropriate support for pupils with special educational Needs. High quality first teaching provides the foundation for all of our SEN support. All teachers are responsible for inclusive practice, ensuring access to a broad and balanced curriculum and where needed, pupils receive individualised intervention programmes, tailored to their specific needs.

Monitoring of SEN provision is collaborative and carried out by:

- Termly analysis of assessment data to identify pupils not meeting age –related expectations.
- Classroom observations and learning walks to understand learning behaviours and barriers.
- Regular parent discussions to incorporate home perspective
- Collaboration with external professionals for specialist input
- Ensuring SEND is a standing item at staff meetings, keeping it a whole-school priority

- Regular reviewed Learning plans and one page profiles for all children on the SEN register
- Recording all provision on our online tracking system and evaluating impact through analysing pre and post intervention scores

This structure and responsive approach ensures the SEN provision remains effective, inclusive and continuously evolving to meet pupil needs.

Transition

The SENDCo, alongside the Year 6 teacher, attends transition meetings with staff from local secondary schools. Where applicable, the school liaises with specialist settings to support pupils moving into these environments. Additional transition visits and tailored support are arranged for pupils with identified needs to ensure a smooth progression to secondary education.

For pupils entering reception, the reception teacher and, where necessary the SENDCo, participate in transition meetings with nursery staff, external professionals and parents. This collaborative approach supports a well-informed and positive start to school life.

The SENDCo also coordinated with other primary schools when pupils with Special Educational Needs join or leave Kington St Michael School. This included transfer of pupil records and ensuring class teachers are fully briefed supporting continuity of provision.

External Agencies

Throughout the year, the school has worked closely with a wide range of external agencies to ensure pupils with additional needs receive the appropriate support. These include Educational psychologist, behaviour support service, speech and language therapists, school nurse, The specialist SEND service, School Improvement team, Child and Family support practitioners, virtual schools and EMTAS (Ethnic minority and traveller support service). This collaborative approach ensures that the school can draw on specialist expertise to provide a coordinated and responsive network for pupils and their families.

Staff Development

The school SENDCo Nicola Waylen leads the strategic development of SEND provision and ensures that pupils with special educational needs receive high quality support. SEND is a standing item on the agenda at staff meetings, reinforcing its important as a whole school priority. Staff training needs are identified through a variety of methods, including professional development discussions with staff, staff questionnaires and identification of specific pupil needs and priorities outlined in the school development plan. This comprehensive approach ensures that staff are well equipped with the knowledge and skills required to meet the diverse needs of all pupils.

Key priorities identified for SEND provision for 2025/2026

The key priorities for SEND provision in the 2025/2026 academic year focus on enhancing support, collaboration and inclusive practice across the school. These include:

- Planning and delivering a training package for teaching assistants to strengthen their knowledge and confidence in supporting pupils with additional needs

- Continue to strengthen partnerships with parents to foster greater collaboration and shared understanding.
- Develop our ordinary available provision available for learners (OPAL) offer to embed inclusive strategies in everyday practice.
- Maintaining classroom monitoring as a central element in the development and implementation of effective SEND strategies, ensuring that provision is responsive and consistently high quality.

Nicola Waylen
SENDCo.