Kinson Academy
The best in everyone™
Part of United Learning

Special Educational Needs (SEND) Information Report 2026-27

Key Information

School: Kinson Academy

Executive Principal: Mrs Jo Wakeman

Principal: Mrs Michele Lawson

SENDCo: Mr Jamie Dighton

Inclusion Lead: Louise Pollock

SEND Lead: Mrs Sian Reid

SEND Governor / Local Academy Board link: Vicky Peters

Address: School Lane, Kinson, Bournemouth, BH11 9DG

Telephone: 01202 572713

Email: inclusion@ka.weareauthentic.education

General enquiries: kinson@ka.weareauthentic.education

BCP Local Offer: https://www.fid.bcpcouncil.gov.uk/send-local-offer

SENDIASS BCP (independent advice): https://sendiass4bcp.org/

Inclusion at Kinson Academy

At United Learning, we are ambitious for all students. To achieve this ambition, we are committed to developing inclusive practices that ensure every child receives the support they need. It is driven by three trust-wide frameworks: high quality inclusive teaching; inclusion-led leadership at all levels; inclusive community approaches. By embedding inclusive practice across every layer of school life, we ensure that all children regardless of need are supported to succeed, feel a sense of belonging, and thrive in every aspect of their education.

Working with Families

We understand what a huge decision it is to choose a school which will enable your child to thrive. We strive to make sure that our families feel included and supported in all decisions made about their child.

Parents and carers can speak with their child's class teacher about day-to-day learning and can request a meeting with the SENDCo. Parents' evenings and end-of-year reports provide opportunities to discuss attainment and progress. Pupils with a Learning Plan / Pupil Passport and those on the SEN register should have additional opportunities to discuss their needs and progress; the precise schedule should be confirmed by the school before publication.

For pupils with an Education, Health and Care Plan (EHCP), the SENDCo arranges review meetings as required and an annual review in line with statutory guidance. Parents' and carers' views are requested and form an important part of the review. Pupil views are gathered in an accessible way and included in planning and review.

The academy seeks feedback from families to support ongoing improvement. If you need information in a different format or help to access a meeting, please contact the school office or SENDCo.

Context

Kinson Academy is a mainstream primary school. The school supports children across the four broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs.

As of October 2026, Kinson Academy has 159 students on roll, of which 18 have an Education, Health and Care Plan (EHCP) and 37 access SEND Support (K). The most common type of need is communication and interaction.

Admissions Arrangements

Admissions are managed through Bournemouth, Christchurch and Poole (BCP) Council in line with the published admissions arrangements. Kinson Academy's website states that it welcomes applications irrespective of disability or academic ability and that parents may contact the school to arrange a visit or request help with admissions forms.

Main admissions information: https://www.kinson-academy.co.uk/About-Us/Admissions/

Admissions policies: https://www.kinson-academy.co.uk/Policy-and-Document-Zone/

BCP in-year admissions: https://www.bcpcouncil.gov.uk/Schools-and-learning/School-admissions

No student will be refused admission to Kinson Academy based on his or her special educational needs. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability.

Where BCP Local Authority proposes to name Kinson Academy in an EHCP, made in accordance with section 324 of the Education Act 1996, the school will be sent a consultation and will outline whether the student's needs can be met and whether a place will be offered or not. If it is deemed that it would be incompatible with the provision of efficient education for other children, this will be outlined in the consultation response to the Local Authority.

Kinson Academy welcomes any requests to visit our site to ensure we can meet individuals' needs (with advice as necessary from health professionals on suitability).

Identification and Assessment

Needs may be identified through teacher observation, discussions with the pupil and family, work scrutiny, progress and attainment information, attendance and wellbeing patterns, and information from previous settings or professionals. Baseline assessments are completed for children starting in Reception: Baseline and Wellcom assessments.

If a pupil is experiencing a barrier to learning or participation, the class teacher and SENDCo consider what is happening, what has already been tried and whether further assessment or provision is needed. Parents and the pupil are involved in understanding strengths, needs and priorities. Where helpful, advice may be sought from relevant external professionals with appropriate consent and referral routes.

The academy uses a graduated approach: Assess, Plan, Do, Review. Provision is reviewed in light of evidence of progress and the pupil's response. Where needs are persistent or complex, the SENDCo may coordinate further assessment or specialist advice and discuss whether an Education, Health and Care needs assessment may be appropriate.

A difficulty or difference does not automatically mean a pupil has SEND. Factors such as gaps in learning, interrupted attendance, learning English as an additional language, or social and emotional circumstances may affect progress and should be understood carefully. These factors can co-exist with SEND; decisions are based on the individual child and not assumptions.

Reviewing Progress

Teachers assess pupils' learning through ongoing classroom assessment and the school's assessment arrangements. Progress is considered alongside engagement, independence, communication, wellbeing and participation—not attainment data alone.

Assess: identify the barrier and establish a baseline using classroom evidence, assessment information, observation and the views of the pupil and family.

Plan: agree a small number of clear outcomes, the provision or adjustments to be used, who is responsible and when the impact will be reviewed.

Do: the class teacher remains responsible for the pupil's learning and implements the agreed strategies, with support from teaching assistants and the SENDCo as appropriate.

Review: evaluate whether the provision has helped the pupil move towards the agreed outcomes. Continue, adapt or stop provision based on evidence and agree next steps with the pupil and family.

Pupil voice may be captured through discussion, observation, visuals, pupil surveys, learning plans / passports and participation in review meetings. Parents' views are gathered through termly meetings to discuss the child's progress and ongoing provisions.

At whole-school level, the SENDCo regularly reviews the SEND register, provisions, impact of interventions and patterns in progress and participation. SEND developments and statutory duties are reported through the academy's governance and United Learning assurance processes.

High Quality Inclusive Teaching

Ambition for All: We are ambitious for students from all starting points, ensuring they are well-prepared for further education, employment, or higher-level apprenticeships.

Accessible Curriculum: We ensure all learners access a well-sequenced curriculum that builds knowledge and skills effectively.

Equity in Assessment: All students are given the exam access arrangements they need to access assessments and demonstrate their abilities fairly.

Evidence-Based Interventions

Ordinarily available / classroom support: adaptive teaching, scaffolded tasks, quality-first teaching, guidance to staff and visual timetables.

Targeted group support: social skills, Read Write Inc Phonics, Fresh Start, Attention Bucket, play-based learning, sensory circuits and EAL group.

More individualised support described in the previous report: Read Write Inc tutoring, Drawing and Talking, Sand Play, 1:1 reading, speech and language interventions, Stormbreak and pastoral support.

Availability, eligibility, frequency and duration depend on the pupil's needs, staffing and current provision. Families should be informed when an additional intervention is planned. Kinson Academy will record the intended outcome and evaluate whether it has helped.

Mentally Healthy School

Kinson Academy's has a designated Mental Health Lead: Mrs Michele Lawson

Kinson Academy off a comprehensive range of pastoral support through the Inclusion Team including a range of wellbeing interventions, such as Drawing and Talking, Think Bricks, sand play, sensory circuits, Stormbreak and Mental Health Support Team (MHST) involvement where available.

Staff monitor pupils' wellbeing and attendance and work with families to identify concerns early. Where appropriate, the school may liaise with health services, the school nurse, mental health services and other professionals. Safeguarding concerns are managed through the academy's safeguarding procedures.

Families should contact the class teacher or SENDCo about concerns linked to learning and SEND, or the Inclusion Team about pastoral and wellbeing concerns. If a child is at immediate risk of harm, use the school's safeguarding procedures and appropriate emergency services.

Behaviour Support and Reasonable Adjustments

The SEND Code of Practice (2014) states that, *'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.'*

Reasonable Adjustments

At Kinson Academy, we make reasonable adjustments for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. These reasonable adjustments are tailored to the individual student and consider the advice of professionals as required. These adjustments may relate to the way that instructions are given, the way that behaviour is managed or the consequences and rewards that are used. Kinson Academy is committed to providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour *(for more information please see our Behaviour Policy).*

Behaviour policy: https://www.kinson-academy.co.uk/Policy-and-Document-Zone/.

Inclusive Community

Pupils with SEND are encouraged to participate in the full life of the academy, including classroom learning, pupil voice, leadership opportunities, clubs, trips and wider school activities. Staff plan reasonable adjustments so that pupils can participate safely and meaningfully.

Student leadership and pupil voice: Students have the opportunity to take on different roles across school. Reasonable adjustments are made to ensure pupils with SEND are successful in their role. Termly pupil voice is taken to review their views and make improvements to whole school provision if required.

Rewards: pupils are recognised in ways that are accessible, meaningful and consistent with any agreed individual adjustments.

Extra-curricular activities and educational visits: all clubs and trips are open to all pupils subject to appropriate risk assessment. Staff plan for the needs of pupils with SEND, discuss individual arrangements with families in advance and make reasonable adjustments where required.

Other agencies: Kinson Academy has strong links with outside agenices. This includes the school nurse, counselling and mentoring services, Young Carers, GPs and hospitals, NHS outreach, educational psychology, CAMHS, social care, specialist teachers, speech and language therapists and occupational therapists. Access depends on need, referral criteria and service availability. The SENDCo can help families understand appropriate routes.

Transition

Joining Reception / primary transition: To ensure a smooth and supportive transition into Kinson Academy, school tours and stay-and-play opportunities along with home visits for Reception pupils,. The school liaises with families and early years settings to understand strengths, needs and successful strategies.

Moving between year groups or classes: relevant information is shared with receiving staff on a need-to-know basis. Additional visits, transition resources, visual supports or meetings can be arranged where needed.

Transition to secondary school at the end of Year 6: the academy liaises with receiving secondary schools and shares relevant information to support continuity. For pupils with an EHCP, transition is discussed through the annual review and statutory process, involving the family, pupil, SENDCo and receiving setting as appropriate.

Transition plans are individualised according to need. Families are encouraged to raise concerns early so that support can be agreed in good time.

Staff Expertise

All teaching staff are responsible for the progress and inclusion of pupils with SEND. Staff receive SEND information during induction and teaching assistants have ongoing SEND training at academy level, and that training is updated in response to pupils' needs.

Staff have access to relevant Learning Plans, provision information and advice from external professionals so that agreed strategies can be implemented in class and across the school day.

Training includes safeguarding, first aid, communication and interaction, cognition and learning, social and emotional wellbeing, sensory and physical needs and specific interventions, according to the needs of the cohort.

Kinson Academy has a trained ELSA and an ELKLAN trained Speech and Language adult who support these key interventions.

Communication and Complaints Process

For questions about classroom learning, contact your child's class teacher in the first instance. For concerns about SEND provision or an EHCP, contact the SENDCo, Mr Jamie Dighton, via inclusion@ka.weareauthentic.education or 01202 572713. For pastoral concerns, contact the Inclusion Team through the school office.

We aim to resolve concerns through early, respectful communication and a clear discussion of the issue, actions and review date. If the concern is not resolved, parents and carers can follow the formal complaints process.

Complaints policy: https://www.kinson-academy.co.uk/Policy-and-Document-Zone/ .

Concerns about decisions or provision that are the responsibility of BCP Council should be raised with the relevant Local Authority team. SENDIASS BCP offers free, impartial and confidential information, advice and support: https://sendiass4bcp.org/.

The BCP Local Offer is available at https://www.fid.bcpcouncil.gov.uk/send-local-offer.

Accessibility Plan

Schools need to carry out accessibility planning for disabled pupils (as directed in the Equality Act 2010). This plan must be reviewed at least every three years. Kinson Academy's accessibility document is listed in the Policy and Document Zone.

Accessibility policy / plan: https://www.kinson-academy.co.uk/Policy-and-Document-Zone/.

The previous SEND Information Report describes the academy as operating across one floor, with two main buildings accessed by ramp or steps and wheelchair access supported by ramps. This description should be checked against the current site and accessibility plan before publication.

The school should confirm the date of the latest accessibility plan, the next review date and any current priorities, and ensure the published document is accessible to families.

Links to Other Useful Policies

SEND Policy: https://www.kinson-academy.co.uk/Policy-and-Document-Zone/

Admissions: https://www.kinson-academy.co.uk/About-Us/Admissions/

Safeguarding and Child Protection: https://www.kinson-academy.co.uk/Policy-and-Document-Zone/

BCP SEND Local Offer: https://www.fid.bcpcouncil.gov.uk/send-local-offer

SENDIASS BCP: https://sendiass4bcp.org/