



Annual Report
2025—2026

Introduction from Jenny Baker

Headteacher

Dear Carers and Parents

This year has been an exciting and significant one for KLS, as we have successfully launched our Informal Curriculum Lane and continued to embed our Semi-Formal Curriculum Lane. These developments have strengthened our ability to provide highly personalised learning pathways that meet the diverse needs of our learners and ensure that every young person receives an education that is meaningful, engaging and ambitious.

Our first year of the Informal Curriculum Lane has been a great success. We have seen learners thrive through a curriculum that prioritises communication, interaction, sensory engagement, independence and emotional wellbeing. By creating learning experiences that are closely matched to individual needs and developmental stages, learners have been supported to build confidence, develop relationships and celebrate progress in ways that are significant to them and their families.

Our Woodlands Hub has continued to develop this year, with a focus on making sure our learning spaces meet the needs of our learners with complex needs. We have made a number of changes to the environment, including the creation of a new sensory and soft play area. This space gives learners additional opportunities to explore, play, regulate and relax in a setting designed specifically for their needs. It has been lovely to see learners enjoying and benefiting from the new area as part of their daily routines.

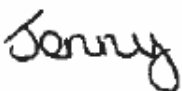
We have continued to refine and embed our Semi-Formal Curriculum Lane. Colleagues have worked hard to develop learning opportunities that build communication, independence, problem-solving and functional skills while maintaining high expectations for every learner. It has been wonderful to see learners grow in confidence, engage more actively in their learning and apply their skills in a range of real-life contexts.

Our Formal Curriculum Lane has continued to support learners to achieve their best in a range of subjects. Learners have worked hard throughout the year, showing determination, independence and a positive attitude towards their learning. We are particularly proud of our learners who completed their Art GCSE, whose creativity and commitment have been evident in the work they have produced. Their final portfolios reflect not only their artistic skills but also their hard work and personal expression, and we look forward to celebrating their results later this year.

These successes are a reflection of the dedication of our colleagues, the determination of our learners and the ongoing support of you, our carers and parents. Thank you for the trust you place in us and for working in partnership with the school. I am incredibly proud of what we have achieved together this year and look forward to building on these foundations in the year ahead.

Wishing you a wonderful, safe and happy summer!

Best wishes



Message from Chris Reece

Chair of Governors

As a quick introduction my name is Chris, and I am happy to have completed my first full year as the Chair of Governors at Kennel Lane School. I joined in 2020 and it's incredible to see all the great progress the school has made in a challenging time. This year we have had all the weather; scorching sun, never ending rain and a sprinkle of snow to complete the seasons.

I am supported by an incredible group of Governors, made up of staff, parents and co-opted governors. We align closely with the school and Senior Leadership Team to ensure we are providing the oversight and governance to ensure the success of the Kennel Lane School.

The role of the governors maintains the same as previous years:

- ◆ Ensuring clarity of vision, ethos, and strategic direction
- ◆ Holding the Headteacher to account for the educational performance of the school and the performance management of colleagues
- ◆ Overseeing the financial performance of the school and making sure its money is well spent

Additionally, we focus on:

- ◆ Safeguarding and promoting the welfare of our learners
- ◆ Acting as a critical friend to the Headteacher and the school leaders.

We have gone into our 2nd year with Corvus Learning Trust (CLT) and are seeing the benefits of a wider view on education, as well as ensuring the Trust benefits from the knowledge that Kennel Lane can bring to the other schools.

Once again, Kennel Lane has enjoyed a fantastic year, with a wide range of activities and opportunities for our learners, including Christmas events, external trips, and the ever popular Enrichment Week. Staff continue to work incredibly hard to provide meaningful experiences and new challenges for all learners.

The Local Governing Board continues to provide valuable support and challenge to the school. We have welcomed new governors whose skills and experience have strengthened the board's knowledge and participation. We will continue to review the balance of expertise and develop this further where needed.

Safeguarding remains a top priority. We are committed to ensuring every child feels safe, supported and able to thrive. Ongoing staff training, policy reviews, learner support, online safety and strong partnership working with families, ensure safeguarding remains central to all we do.

From a finance and site perspective, we continue to face pressures from rising energy and staffing costs. However, teams work closely together to ensure resources are used effectively and always in the best interests of learners. The Finance and Site Committee continues to oversee budgets, support key projects with the Senior Leadership Team, and work alongside Corvus Learning Trust to maximise efficiencies.

Finally, staffing and wellbeing remain a regular focus during governor meetings. Governors have attended training and development sessions to better understand staff needs and experiences. Like many schools, recruitment and retention continue to be challenging, and we fully support the school's commitment to staff wellbeing through regular monitoring and ongoing support.

Thank you for taking the time to read this update. As governors, we're proud to support the school and are committed to helping every child succeed. Any comments, please feel free to reach out to clerk@kennellaneschool.com.



TALENTS Curriculum

Total Communication
Academic
Life Skills
Employability
Nurture
Therapies
Social

Total Communication

This academic year, learners at KLS have continued to benefit from our Total Communication approach, which helps everyone to communicate in the way that works best for them. Across the school, learners have been supported through the use of various means, including communication boards, visual symbols, signs, objects of reference and communication devices. Colleagues have also embedded 'First / Next / Then' boards and visual timetables into daily routines, helping learners to understand what is happening, develop greater independence throughout the school day and increase opportunities for expressive communication.

To further strengthen communication opportunities for our learners, selected colleagues have completed professional development in ELKLAN, Blank Level Questioning and DERIC. This training has helped colleagues to better understand each learner's communication needs and adapt their language and questioning appropriately. As a result, learners have been given more opportunities to express their choices, share their ideas, develop their understanding and engage confidently in learning and social interactions across the school.

Academic

This year has been another successful one for the Academic strand of our TALENTS curriculum, marked by innovation, reflection and growing engagement across the whole school. A key focus has been the continued review and development of our Curriculum Lanes. This work has led to greater clarity, cohesion and a notable increase in learner engagement across all areas, ensuring that lessons are purposeful, accessible and inspiring for every learner.

We have also seen the exciting expansion of outdoor learning across the school. Young people have embraced opportunities to take their learning beyond the classroom, exploring their environments in meaningful ways. This has not only enriched the curriculum but also supported wellbeing and engagement, with many learners thriving in these more dynamic settings.



A highlight of this academic year has been the introduction of the 'World Around Us'. This new area has already proven to be a tremendous success, culminating in a superb Victorian Day in Secondary. Learners fully immersed themselves in the experience, bringing history to life through creativity, role-play, and hands-on activities.

It has been equally encouraging to see learning through play continue to grow and embed across the school. This approach has enabled learners to develop key skills such as problem-solving, communication and resilience in a motivating and enjoyable way.

World Book Day was another memorable moment, enhanced by a visit from author Dan Freedman. His engaging sessions inspired many of our learners to develop their own writing, sparking creativity and enthusiasm for storytelling. We look forward to what the 2026–27 academic year will bring.

Academic cont'd...

At Key Stage 5, we are particularly proud of those learners who have undertaken Art GCSE this year—an important academic milestone and one of many achievements across the strand. We wish them every success as they await their results.

As always, our STEM Days and Multi-Cultural Days have enriched the curriculum. Most recently, learners enjoyed a virtual journey to Switzerland, broadening their global awareness in exciting ways.

It has also been fantastic to see increased engagement in home learning, with learners accessing platforms such as REAL PE Burst, NumBots, MyMaths, Lexia, and the Oxford Owl Online Library. This demonstrates a positive partnership between school and home in supporting learning.

Regular, successful reviews from Corvus throughout the academic year have provided strong affirmation of the quality of our academic provision. These outcomes are a testament to the dedication and expertise of our subject leads and staff teams.

Life Skills

This academic year, we have refined our Life Skills curriculum to meet the diverse needs of all learners. A key focus has been adapting the Equals 'My Independence' curriculum to align with the Kennel Lane Life Skills framework, ensuring coherence and meaningful real-world experiences/application. We remain dedicated to developing independence, confidence and practical skills for everyday life, prioritising learning through structured lessons and real-life opportunities.

Primary

Learners continued to develop essential self-care skills, including washing hands, brushing teeth and dressing by selecting weather-appropriate clothing. In Key Stage 2, learners increasingly developed other practical skills, such as cooking simple meals, using kitchen equipment safely (cutting with a blunt knife), as well as practising shopping with resources donated by a local supermarket. Additionally, learners used money and made informed choices.

Secondary

Learners have developed independence through weekly community visits, where they:

- Shop to a budget
- Navigate the community using shop signage
- Interact with members of the public (shop staff/asking for directions)
- Pay for items, count change and choose alternatives if something is unavailable



They have also taken part in travel training, learning how to:

- Stay safe on pavements
- Cross roads safely
- Plan bus journeys and take the bus with minimal support
- Explore train journeys, including reading timetables



In cooking lessons, learners practised:

- Assessing and reviewing the safe use of the electrical kitchen equipment
- Preparing meals using a wider range of electrical kitchen equipment, such as air fryers, kettles, grills, and sandwich makers
- Functional Maths skills: weighing
- Kitchen hygiene and safety rules

Life Skills cont'd...

PE provision is a strength of the school, with high levels of learner enjoyment, strong feelings of safety and inclusion, and a positive impact on engagement and wellbeing.

Key Strengths

- High levels of enjoyment and engagement across learners
- Strong safety and inclusive practice
- Positive attitudes to physical activity and wellbeing
- Effective use of Real PE to support development
- Some Primary learners represented KLS in Interschool competitions
- Interschool football challenge hosted at Bracknell Football Club

Areas for Development

- Increase engagement in competitive sport
- Improve consistency in teaching and delivery
- Broaden curriculum offer across all phases
- Improve facilities and access to equipment
- Increase use of home learning (BURST)

Key Priorities (Next Steps)

1. Increase engagement for all learners through adapted and inclusive activities
2. Develop inclusive competition opportunities
3. Strengthen staff confidence through CPD and collaboration
4. Broaden the curriculum including dance, gymnastics and alternative sports
5. Improve resources and facilities
6. Increase physical activity beyond school through BURST and parent engagement

Conclusion

PE is a valued and impactful part of the curriculum contributing to learners' wellbeing, confidence and development. With targeted improvements, the school is well placed to further strengthen outcomes for all learners.

Employability

Throughout the academic year 2025/2026, our Employability curriculum has given learners a wide range of opportunities to learn about the world of work and develop important life skills. These experiences are designed to help learners feel confident about their futures, whether they move into further education, training or employment.

All learners across the school have taken part in employability activities. These have included whole-school events such as enterprise projects for the Christmas Fayre and 'WOW' days, as well as more personalised working experience opportunities for older learners. Learners have shown enthusiasm and pride in their work, and engagement has been very positive.

Through these activities, learners have developed important skills for life and work. These include working as part of a team, communicating with others, solving problems and becoming more independent. Many learners have grown in confidence, especially when speaking to new people and trying new experiences.

Learners have had access to a wide variety of real-life experiences. Semi Formal learners have taken part in workplace role play scenarios, as well as play opportunities within the classroom.

Employability cont'd...

Formal learners in KS5 have taken part in work experience placements at organisations such as Five Guys, Microsoft and other local businesses, such as Just Around the Corner Shop in Wokingham. Formal KS4 and Year 9 learners have enjoyed visits to venues such as Ascot Racecourse, The Look Out and Bracknell Police Station. There have also been creative opportunities, including theatre workshops and behind-the-scenes tours.



Older learners, particularly in Years 9, 11 and 13, have received additional support to help them plan for their next steps. This has included careers guidance, weekly College visits and extended working experience placements. Carers and parents have also been invited to information sessions to help them support their young person's future planning.



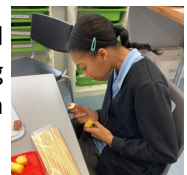
These experiences have had a very positive impact. Learners are more confident, have a better understanding of different jobs and are more prepared for adult life. Many have developed clear ideas about their future and feel more ready to take their next steps.

We continue to be proud of the progress our young people have made and will continue to provide opportunities that prepare them for happy and successful futures.

Nurture

The Nurture group ran from October half term through until Easter and consisted of 5 learners from KS3. They worked together in the SIT kitchen every afternoon from Monday to Thursday.

The focus of the group was to work cooperatively with peers, understand the needs of others and develop an understanding of our own emotions. Each day the group would share a snack, taking turns to pour drinks, wash up and cut up fruit. They had an emotional check in each session, cooked together, played games and took turns to choose music to listen to.



All learners made good progress in their emotional regulation, independence and self-help skills during their time in the group and were able to demonstrate their skills back in their class groups.

Therapies

ELSA



ELSA (Emotional Learning Support Assistant) has continued throughout the school for individual learners. We now have a team of 6 ELSAs with dedicated time each week for support. The ELSA room has again been well utilised and a new ELSA space has been created in preparation for next year. Sixteen learners have accessed ELSA support this year.

Art Therapy

Corinne has continued to deliver 1:1 Art Therapy sessions at Kennel Lane providing support to a number of learners working with them on both a short-term and long-term basis, depending on their level of need. The art provided a non-verbal way of expressing their thoughts and feelings, safely and in a confidential space.

Setting up the first Art Therapy group was exciting. The aims of the group were to:

- Provide a supportive and reflective space where learners could express themselves freely.
- Build trust and a sense of belonging within the group.
- Develop empathy by listening to and reflecting on others' experiences.
- Increase confidence in interacting with others.

The learners engaged well with the process and many asked to continue.

Colleagues attended a workshop with the theme 'working in a challenging environment'. This was a space for colleagues to explore their feelings safely, learn techniques to regulate their own nervous systems and express themselves creatively.

Social

Throughout the 2025-2026 academic year, the school has continued to prioritise the development of learners' social skills as part of its wider personal development curriculum. Progress has been made across key areas, both in structured learning and during unstructured times such as play and leisure.

1. Social Participation and Sports

- All primary learners share lunch times together in the hall whilst secondary eat together in their classrooms
- All learners attend weekly assemblies led by colleagues
- All learners took part in the Christmas Productions
- All learners participated in successful Sports Day events, which offered rich opportunities to practise turn-taking, cooperation and celebration of peer achievements
- Activities were designed not only to develop physical skills but also to encourage learners to engage socially, support one another and develop good sportsmanship
- Selected learners attended cinema trips
- Selected primary learners represented KLS in Interschool sporting events

2. Key Stage 2 Outdoor and Adventurous Activities (OAA)

- As part of the PE curriculum, Key Stage 2 learners engaged in a series of planned OAA sessions.
- These activities were carefully structured to promote team-building, problem-solving and encourage communication, contributing to learners' growing social confidence

3. Continued Use of the 'Real PE' Scheme

- The 'Real PE' scheme has been implemented consistently across the school, with a strong emphasis on developing both personal and social skills.

4. Improvements to KS2 Playground Environment

The KS2 playground has been enhanced with the addition of:

- A new waterwall
- Mud Kitchen
- Clubs in Primary: choir, drawing, dance
- Sports digital games board

These improvements have had a positive impact on playtimes, encouraging learners to:

- Take turns
- Share resources
- Engage in parallel and cooperative play.

5. Play and Leisure sessions

- Daily timetabled Play and Leisure sessions for all classes.
- Implementation of Real Play (Formal setting UKS2) encouraged imagination and team work, communication, turn taking and co-operative play.
- Implementation of the progression of skills to track individual progress and set next steps.
- Implementation of schemas to help learners organise knowledge in their minds. By connecting new ideas to existing knowledge, schemas make learning more efficient, improve understanding and support long-term memory recall. Colleagues received two training sessions and parents were offered two coffee sessions which were well attended.



Social cont'd...

Strategic Planning for 2026–2027

- Embed Play and Leisure tracking of Progression of Skills and upload to Earwig
- This framework outlines clear developmental milestones for social interaction through play and ensures continuity and progression across year groups.
- OAA units accessible throughout the school
- Real Play throughout Primary

The evidence from across the academic year demonstrates clear and sustained progress in promoting learners' social development through a wide range of structured and unstructured opportunities. Social skills have been successfully embedded across areas such as physical education, outdoor and adventurous activities, assemblies, shared mealtimes, play and leisure sessions and whole-school events including Sports Day and the Christmas Production. Enhancements to the playground environment, alongside the consistent use of programmes such as Real PE and Real Play, have further strengthened opportunities for learners to develop cooperation, communication and respect for others.

As a result, learners are increasingly engaging positively with their peers, demonstrating improved confidence, teamwork and social awareness. The school remains committed to building on this strong foundation through its strategic priorities for 2026–2027, ensuring that social development continues to be a central and progressive element of its whole-child approach.

Meadow

This year has marked the exciting introduction of the Meadow department, a new transitional Curriculum Lane that has already proven to be a resounding success. Designed to bridge the gap between informal and semi-formal learning, Meadow focuses on developing learners' self-awareness, communication, interaction, emotional regulation, confidence, self-esteem, mental wellbeing and problem-solving skills.

Learning is delivered primarily through play and carefully structured curriculum areas that mirror the semi-formal approach, including *My Independence* and *My Physical Wellbeing*. Alongside this, formal academic teaching such as Phonics and Numeracy is delivered on a one-to-one or very small group basis, ensuring that learning is personalised and pitched at each learner's individual level of challenge.

A key strength of the Meadow provision is the highly personalised approach. Colleagues have developed a deep understanding of each learner's interests and schemas, enabling them to tailor experiences that are engaging, meaningful, and effective.

As the year has progressed, learners have made fantastic strides, growing in confidence and independence. Many are now successfully accessing wider school environments such as the secondary field, MUGA and cooking area.

We are incredibly proud of all our Meadow learners and wish them a wonderful summer. We look forward to welcoming them back in September!



Woodlands Hub

It's been another wonderful year within the Woodlands Hub. We are proud of our young people who continue to be engaged and communicative learners, with developing independence. Learners have engaged in a wide range of enriching and meaningful activities designed to support communication, sensory exploration, social development and understanding of the world. These experiences provided valuable opportunities for learners to develop confidence, curiosity and engagement across different environments. Below is just a small snapshot of some of the activities which have taken place:

Our Autumn Term topic was 'Along the River'. The theme created many opportunities for sensory exploration of the world around us; animals, plants, water, sand, soil, boats etc. Learners engaged in water-based activities, exploring animals and river habitats. We explored how colours change, including exploring seasonal changes through autumn printing activities, using apples to create prints and investigate autumn colours. Learners engaged with natural materials, visual and sensory contrasts and topic-related vocabulary.

Our Spring Term topic was 'In the garden'. Learners completed many engaging activities such as: exploration in the Forest School area and using natural materials to make faces; sensory exploration of animal fur/scales/skin as well as habitats, plants, grass, herbs, water and mud; practical tuff tray activities such as working with vegetables, digging up carrots and exploring soil textures. Learners created their own ducks and then explored movement and play by sliding down the slide, supporting both creativity and gross motor development. As a memorable experience, classes prepared picnic food and had a picnic in their respective garden areas. This topic linked smoothly to seasonal Mother's Day and Easter, providing excellent revision and repetitive opportunities for learners to explore.

Our Summer Term topic was 'With a little help from my friends', focusing on the people who help us, how they support us, including family, friends and emergency workers. Learners explored what happens when we go to the hospital, who looks after us there and how nurses and doctors help people feel better. Through stories, visuals and communication, learners developed an awareness of medical environments and the roles of different healthcare professionals. A highly engaging part of the topic involved dressing up as nurses and doctors. Learners experienced and used toy medical equipment, bandages and stethoscopes. These activities supported turn-taking, communication and confidence in exploring unfamiliar experiences in a safe and positive way. One of the highlights was the visit from the Fire Brigade where learners could explore the equipment in a hands-on and realistic way.

There have been many additional enriching events over the course of the year, including but not limited to: Sports Relief sponsored walk; STEM days; Reindeer visit; Sports Day. Learners have continued to enjoy Make Sense Theatre sessions as well as individual and small group sessions in Orchard (large sensory resource room). The newly fitted sensory room has provided a positive space for learners' interactions and we have been thrilled to see communication and play develop in this area.



Support and Intervention Team (SIT)

Family Support

This year we welcomed Mel to the team and said goodbye to Karen. Our family workers have continued to support families of our learners across the school offering behaviour, sleep and communication support and advice, referring onto other services in order to access respite support and activities, support with paperwork such as PIP, DLA and housing and supporting with school attendance. They have completed home visits and worked closely with the Regulation/Co-regulation teams supporting with behaviour at home and in school. The Family Support Team are currently supporting a total of 86 families across the whole school and made 27 home visits from September to date.

PRICE

We continue to train all new colleagues in the use of PRICE principles and physical interventions alongside refresher training for all existing colleagues. We have worked closely with the PRICE team who have been a great support in helping us develop plans for some individual learners.

We have been able to train our long-term supply colleagues, leading to increased consistency in approach across the school. We have also provided targeted workshops for teams across the school to support individual learners and their emotional regulation.

The team have provided social articles, visual prompts and scripts to support learners across the school and at home and have worked closely with the Family Support Workers to ensure a consistent approach across school and home. All learners have been supported with their transition to the next step through individualised resources such as scripts, booklets and visuals.

Horse Riding

Five learners accessed Riding for the Disabled at Lands End Stables this year. The group built great relationships with their horses, they can independently mount, ride, steer and control their horses, recently learning to trot. The learners benefit hugely from the experience, connecting with their animals and taking responsibility for them supporting their confidence and self-worth.



And finally...



After nearly 23 years of dedicated service, we say a fond farewell to Michelle, who is retiring from her role as a valued member of the Senior Leadership Team and SIT Lead.

Throughout her time at Kennel Lane School, Michelle has made an extraordinary contribution to our community and has held many roles, such as class teacher, DSL, Assistant Headteacher, PRICE Instructor and Support & Intervention Team Leader, providing training to other schools in the most recent years. We wish her the very best for her future endeavours.

KENNEL LANE SCHOOL



TERM DATES FOR THE ACADEMIC YEAR 2026/2027

			
Holiday Period	Bank Holiday	Staff Training Days	12.45 pm finish for Primary / Woodlands Learners 1 pm finish for Secondary Learners
	Additional Trust-wide Inset Day		

Autumn 2026

	September	October	November	December
Monday	31 7 14 21 28	5 12 19 26	2 9 16 23 30	7 14 21 28
Tuesday	1 8 15 22 29	6 13 20 27	3 10 17 24	1 8 15 22 29
Wednesday	2 9 16 23 30	7 14 21 28	4 11 18 25	2 9 16 23 30
Thursday	3 10 17 24	1 8 15 22 29	5 12 19 26	3 10 17 24 31
Friday	4 11 18 25	2 9 16 23 30	6 13 20 27	4 11 18 25
Saturday	5 12 19 26	3 10 17 24 31	7 14 21 28	5 12 19 26
Sunday	6 13 20 27	4 11 18 25	1 8 15 22 29	6 13 20 27

Spring 2027

	January	February	March	April
Monday	4 11 18 25	1 8 15 22	1 8 15 22 29	5 12 19 26
Tuesday	5 12 19 26	2 9 16 23	2 9 16 23 30	6 13 20 27
Wednesday	6 13 20 27	3 10 17 24	3 10 17 24 31	7 14 21 28
Thursday	7 14 21 28	4 11 18 25	4 11 18 25	1 8 15 22 29
Friday	1 8 15 22 29	5 12 19 26	5 12 19 26	2 9 16 23 30
Saturday	2 9 16 23 30	6 13 20 27	6 13 20 27	3 10 17 24
Sunday	3 10 17 24 31	7 14 21 28	7 14 21 28	4 11 18 25

Summer 2027

	May	June	July	August
Monday	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30
Tuesday	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24 31
Wednesday	5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25
Thursday	6 13 20 27	3 10 17 24	1 8 15 22 29	5 12 19 26
Friday	7 14 21 28	4 11 18 25	2 9 16 23 30	6 13 20 27
Saturday	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28
Sunday	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29