SEND Report 2026/27

The Local Offer

- The *Children and Families Bill* was enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information and services they expect to be available for the children and young people with Special Educational Needs (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The North Yorkshire local offer can be found at: https://www.northyorks.gov.uk/children-and-families/send-local-offer

Our Environment

At Kellington Primary School, we are committed to providing our children with a broad, balanced and enriched curriculum, which is *accessible to all and promotes inclusion*. All our children are included in all aspects of school life and are equally valued in school. We create environments that are safe and calm so that our children feel comfortable to be in school and to enable them to flourish. All members of staff work hard as a team to support children through good practice and the use of effective strategies.

All children learn in different ways. Therefore classroom environments and teaching and learning is tailored in our school to meet a range of needs, which includes:

- Visual supports (including dyslexia friendly, speech and language friendly and autism friendly approaches)
- Sensory Processing strategies (movement breaks, noise reducing headphones, move and sit cushions, fiddle toys etc)
- Access to multi-sensory and hands-on learning
- Use of IT and alternative methods of recording where needed
- Use of de-escalation strategies, following the Thrive approach
- Access to a safe space for: calming, reflection and support.
- A preventative rather than reactive approach
- Positive praise – and lots of it, including achieving 'gold' on the zone board, house points, Star of the Week/Term and postcards home.
- Staffing ratios appropriate to the level of support needed

Identification and Intervention

At Kellington Primary School we believe that every child should be given the opportunity to be the best they can be. If a child's progress in class is causing concern or they are struggling in any way, strategies and/or intervention will be put in place to support them following discussions between the class teacher and with parents/carers. Advice is sought from the SENCO and progress is tracked to see if the strategies are proving to be successful.

If the child still is experiencing difficulties or progress hasn't improved, it may be that they need a greater level of intervention and appropriate resources to overcome their barriers to learning. Again, parents would be very much involved in the discussion and they would work with the school to plan targeted individual provision . The support that is given to each individual child will look different, depending on their level of need.

When a child has additional TA support it is really important to always promote independence and develop young people's life skills for the future; we always encourage a balanced approach of 1:1, group work and monitored independent time rather than an additional adult being 'velcroed' to a child. If deemed appropriate, the child may at this point be also referred to other professional agencies for support and advice, parents will be informed and asked to give their consent.

SEND Support Definition

The SEN Code of Practice (2014) defines children as having special educational needs (SEND) when:
They have a learning difficulty or disability which calls for special educational provision to be made for him or her.
A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The SENCO oversees the provisions and interventions we have in place. The effectiveness of provision is monitored through observations and data analysis and provision is adjusted as required to ensure children are fulfilling their full potential. Children will always be supported to have full access to the curriculum and where at all possible engage in the activities that are available to children who do not have SEN.

We work closely with different professionals and other agencies to help us identify the right support for each child, including:

- CAMHS (Child Adolescent Mental Health Service)
- Emotional Resilience Team
- Compass Phoenix (Children's mental Health 9+ years)
- Speech and Language Therapists (both in school and in clinic)
- Physiotherapists
- Occupational Therapists
- Physical and medical support
- Autism support

- Early years support
- Hearing Impairment support
- Local Authority SEN Hubs
- Educational Psychologist

Children's difficulties may fall into one or more of the following four areas of SEND:

Communication and Interaction

Children and young people with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. This encompasses a range of conditions such as dyslexia, dyscalculia and developmental coordination difficulties (DCD).

Social Emotional and Mental Health difficulties

Children may experience a wide range of social and emotional difficulties which display themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder. As part of our offer, here at Kellington, we have developed a nurture based resource - The Nook. This space offers pupils requiring specific SEMH support an alternate environment through which to develop social and emotional skills to enable their access to the classroom and school's curriculum.

Sensory and/or Physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

All children with SEN at Kellington Primary School are on our SEN register, which is reviewed at least termly, by the teachers alongside the SENCO.

Children with special educational needs are given the additional support within class that is required to support their needs and work is provided that is accessible and provides appropriate challenge. There are children who, due to their SEN, have an Education Health Care Plan, a statutory document that is written alongside the SEND Panel at the Local Authority.

Family and pupil engagement

Kellington Primary School maintains strong links with parents/carers to ensure the needs of the child are met. Teachers are always available to speak with them – either on an 'ad hoc' basis in the playground or via an appointment. Parents and carers are always kept in the loop regarding their child's progress through parent consultations in the autumn and spring term. For children with EHC plans, there are additional review meetings (we aim for at least two a year) which allow time to discuss the child's progress and future targets. By working together, there is a much greater chance of getting it right for the child. Within the EHCP, there are dedicated sections for parents/carers and children to complete. Children's views are sought before review meetings, EHC assessment requests and interim/annual reviews for EHCPs. Where appropriate children are invited to attend part of their review meeting.

Workforce

The SENCO attends appropriate training to update on new policies and procedures. Staff access in-house CPD as well as a range of external courses from other professionals and agencies.
Staff are using the Thrive approach to support pupils with Social, Emotional and Mental health needs.
The Senior Leadership Team carry lesson observations, learning walks and pupil progress meetings which ensure that advice and support is given regularly to staff to ensure we are confident that children are receiving the best possible support and teaching and learning.
All staff in school are made aware of individual children's specific needs and training/ support is put in place as needed. This helps ease transitions between different teachers as children move into new year groups in September. Careful transition is planned with secondary schools for those children in Year 6 and for children entering school into our EYFS provision.

SEN Team

SENCo Mrs Katie Houlden (Assistant Head)
SEN Governor Mrs Becky Cussans

Get in touch

Telephone: 01977 661127
Email: admin@kp.starmat.uk
SENCO Email: c/o senco@kp.starmat.uk

Complaints procedure

Kellington Primary School operates an 'open door' policy and parents and carers are encouraged to speak with the class teacher about any concerns they may have. They will be able to discuss additional support children are receiving. If you wish to discuss your child's needs further please contact the Headteacher/ SENCO who will be able to talk about how we can support children with SEND. In the event that you would like to speak to our SEND Governor, Mrs Becky Cussans, please speak to our admin team who will help you make contact. Finally, if you do not feel that the issues have been resolved then you will need to follow our formal complaints procedure as outlined in the Complaints Procedure policy.

Other links you may find useful

- SEND Code of Practice > https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Children and Families Act 2014 > http://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted