



## Kneesall C of E Primary School SEND Information Report 2025 - 2026

### **1. What kinds of special educational needs does the school make provision for?**

Kneesall C of E Primary School is an inclusive mainstream primary school where the whole child is valued, supported and encouraged in a secure and happy environment. Our school community is underpinned by Christian values, we have a kind and caring ethos where it is safe for our children to take risks and make mistakes and experience success. Our relationships with the children provide positive role models based on mutual respect, support and trust. Our school has a very positive “can-do” culture where praise and encouragement prevail and children achieve. We aim within our small school to nurture confident, emotionally resilient and thoughtful individuals, who understand the positive contribution that they can make in the world. We offer the National Curriculum with varying levels of adaptation and support dependent a child’s needs. We strive to offer a positive and engaging learning environment and actively reduce barriers to learning.

We are able to offer provision for a range of needs:

- communication and interaction needs
- cognition and learning needs
- social, emotional and mental health needs
- sensory and physical needs

### **2. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?**

Children with SEND are identified as early as possible at Kneesall C of E Primary School. Initial identification is often through school staff observations or concerns which have raised by parents/carers. Concerns may centre around behaviour, progress compared to age related expectations and against their peers, or presenting characteristics of specific types of SEND.

Children’s progress and attainment is monitored from baseline data, enabling school staff to monitor each child’s progress in relation to individual targets set. The Senior Leadership Team, including the SENDCo, along with teaching staff monitor pupil data through regular Pupil Progress meetings to identify children who may not have made the expected progress.

Through a graduated response, in-class enablement or classroom adaptations will be made to support learning, for example scaffolded curriculum, visual timetable, sensory fiddle toys to support regulation etc. If a child does not make expected progress with these adaptations in the classroom, then targeted SEN support such as personalised interventions may be offered. A cycle of assess, plan, do, review (APDR) will run to determine if a child makes progress as a result of intervention. Some children with the highest levels of needs may access or refer to provision from external services. The SENDCo maintains a list of pupils who require additional support to monitor and tailor provision accordingly, and in conjunction with staff, parents and the child.

We operate an open door policy. If you have concerns, please do talk with your child's teacher, the SENDCo or the Head Teacher. We are usually available at the beginning and end of the school day, and longer appointments can be made at your convenience.

**3a. How does the school evaluate the effectiveness of its provision for pupils with special educational needs?**

The SENDCo maintains a list of pupils who require additional support to monitor and tailor provision accordingly, and in conjunction with staff, parents and the child. Pupil Progress data is monitored by the Senior Leadership Team, including the SENDCo, along with teaching staff to determine if children are making expected progress towards their targets. Assessment for Learning identifies progress in daily work and additional SEN provision is monitored against success criteria throughout the intervention cycle, and adapted accordingly. Weekly staff meetings and briefings offer opportunities to identify, discuss and review SEND provision and its impact.

**3b. How will both the school and I know how my child/young person is doing and how will the school/setting help me to support their learning?**

Children are at the centre of everything we do at Kneesall C of E Primary School. Staff have high expectations for all learners. Assessment for learning takes place daily in lessons to enable children to make progress. Children also have tests throughout the year to assess progress. In addition, if your child has a personalised intervention, a cycle of assess, plan, do, review will run to determine if a child makes progress as a result of intervention. Pupil Progress data is monitored by the Senior Leadership Team, including the SENDCo, along with teaching staff to determine if children are making expected progress towards their targets. Comments in reading diaries, homework books or an informal conversation before or after school with the teacher ensures regular contact. Pupil progress is also shared with parents during termly structured conversations with parents and the pupil.

At the end of Key Stage 2, all children are required to be formally assessed using Standard Assessment Tests (SATs).

**3c. What is the school's approach to teaching pupils with special educational needs?**

Kneesall C of E Primary School is an inclusive school where opportunity access to appropriate learning is imperative. Through a graduated response, in-class enablement or classroom adaptations will be made to support learning, for example a scaffolded curriculum, visual timetable, visual prompts, sensory fiddle toys to support regulation etc. If a child does not make expected progress with these adaptations in the classroom, then targeted SEN support such as personalised interventions may be offered. Examples of interventions include Number stacks Maths, Toe by Toe, Five Minute Box, RWI, RWI Fresh Start, social stories, Theraplay and ELSA support. A cycle of assess, plan, do, review will run to determine if a child makes progress as a result of intervention. Some children with the highest levels of needs may access or refer to provision from external services. The school seeks advice from a variety of specialists including Educational Psychology Services, Speech and Language Therapy, Heathy Family Team, Schools and Families Specialist Services, Child and Adolescent Mental Health Service (CAMHS), Sherwood Area Partnership, BPBP Behaviour Partnership, and Integrated Children's Disability Service.

**3d. How will the curriculum and learning be matched to my child's needs?**

Each teacher ensures curriculum and learning is optimised to the needs of the children through appropriate differentiation. Areas of strengths and needs will be considered for a child with special educational needs. Further, a child's support plan will include information about how best to support them, through discussion with the teacher, parents and the child. Through a graduated response, in-class enablement or classroom adaptations will be made to support learning, for example working memory prompts, a scaffolded curriculum, visual timetable, visual prompts, sensory fiddle toys to support regulation etc. Children will learn work suited to their attainment level, to ensure gaps in learning are addressed for example by recapping learning objectives to promote independence in

learning and a growth mind set. If a child does not make expected progress with these adaptations in the classroom, then targeted SEN support such as personalised interventions may be offered. A cycle of assess, plan, do, review will run to determine if a child makes progress as a result of intervention. Some children with the highest levels of needs may access or refer to provision from external services. Pupil Progress reviews and structured conversations will assist in identifying what is working and what could be adapted for each child, ensuring a personalised learning pathway.

### **3e. How are decisions made about the type and amount of support my child will receive?**

Decisions about the types and amount of support a child needs will be based on their progress and how we can meet their identified needs at school. Children who make good progress will access learning with lower levels of support than children who make less than expected progress. Support can vary from individual support in lesson, in a small group or through one to one intervention. The school will work with parents to ensure they are aware of learning needs and support offered. If school seeks support from other services, parents will be consulted and permission sought.

### **3f. How will my child be included in activities outside the classroom, including school trips?**

Kneesall C of E Primary School endeavours to provide opportunities for children to benefit from education outside of the classroom including school trips, residential trips (KS2) and after school clubs. Prior to any off-site trips, a pre-visit is made by staff and a risk assessment is conducted, which considers the needs of children with SEND. The risk assessment is approached via Nottinghamshire County Council Evolve. Parents may be consulted to consider additional support that may be required to support inclusion.

### **3g. What support will there be for my child's overall well-being?**

The social and emotional wellbeing of our children is of the upmost priority at Kneesall C of E Primary School and is embedded in our Christian school ethos. Spiritual wellbeing, growth and understanding is promoted through spiritual exploration and a nurturing environment. Through PSHE lessons and collective worship, and throughout opportunities in the school day, we promote positive relationships, growth mind set, self-esteem, teamwork and co-operation within the curriculum. At school, we have staff trained as Mental Health Ambassadors and Emotional Literacy Support Assistant (ELSA), and are able to provide wellbeing support. Where a specific plan is put in place to support a child's wellbeing, including referral to other services such as the Healthy Families Team or CAMHS, parents will be consulted and permission sought. The School Council promote positive mental health, through highlighting Children's Mental Health Week, Be Yourself Day and Anti-bullying Week, as examples, and proactive action such as being lunchtime play buddies.

### **4. Who is the school's special educational needs co-ordinator (SENDCO) and what are their contact details.**

The SENDCo is Mrs Jenny Wass and can be contacted via the school office 01623 861069 [office@kneesall.notts.nhs.uk](mailto:office@kneesall.notts.nhs.uk).

### **5a. What training have staff supporting special educational needs had and what is planned?**

Our Special Educational Needs Co-ordinator is Mrs Wass BSc (hons) MSc PGDE NASENCO Staff access courses to support specific needs as appropriate. Staff can attend up to date SEND courses such as on dyslexia, Trauma and Attachment, ACEs, proprioceptive needs, or maths / literacy interventions when it is appropriate to supporting children in their classes. Staff training includes for example: Mental Health Ambassador training, ELSA emotional literacy training, precision training, Mastery in Maths, CPA approaches in Maths, Safeguarding; Paediatric and Workplace First Aid.

### **5b. What specialist services and expertise are available or accessed by the school?**

Kneesall C of E Primary School works with a range of external support services to support children with SEND and to enhance inclusion. The school are proactive in building working relationships and seeking professional advice from other professionals in the identification, assessment and provision of support for children with SEND. Services that can be accessed include:

Healthy Families Team and Community Paediatricians

Social Services

Education Psychology Service

Local Authority advisors including Early Years, Cognition and Learning, Communication and Interaction, Visual Impairment and Hearing Impairment, the Sherwood Area Partnership.

Therapists including Speech and Language Therapy, Occupational Therapy, Physiotherapy and Physical Disabilities Service

Bassetlaw Primary Behaviour Partnership (BPBP)

Child and Adolescent Mental Health Service (CAMHS)

**6. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school/setting?**

Both the main school building and the Foundation Stage Unit are accessible via a ramp and both have an accessible disabled toilet. We have a designated parking space in the car park. We make every effort to make equipment and activities accessible to all children and will take advice from specialist services to improve accessibility as appropriate. Equipment required can be sought and loaned / purchased as required, making reasonable adjustments to support accessibility.

During statutory assessment, an application is made for pupils with specific needs to receive support with e.g. increased size of print, additional time or readers if allowed.

**7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child?**

Parents / carers are welcome to contact teachers at any time to discuss how your child is progressing. We can offer advice to support you at home. Parental involvement is very welcomed at Kneesall C of E Primary School and we strive to make parents feel welcome and their opinions valued. Pupil progress and support provided is monitored termly and is reported to parents during Structured Conversations termly. Parents receive an annual report at the end of the school year.

**8. What are the arrangements for consulting young people with SEN and involving them in their education?**

Children, parents / carers and teachers are involved to form a support plan highlighting a child's strengths and needs and is personalised to the child's needs. Children's opinions are highly valued and their hopes and goals are included in the support plan. Children are also involved in the termly structured conversation and are consulted on their views of targets set. Pupil views are also sought for example through the school council, wellbeing council and questionnaires.

**9. What do I do if I have a concern or complaint about the SEND provision made by the school?**

Parent involvement is very important to us. If you have any worries or concerns, please speak to your child's teacher or the SENDCo or Head Teacher who will investigate. If parents' concerns remain, they should follow the procedures within the Complaints Policy, which can be found on the school website.

**10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?**

The school governors have responsibility for ensuring the quality of provision across the school. Mr Whitchurch is the designated governor for SEND. Regular meetings between the SEND governor and SENDCO take place to ensure that all pupils make progress.

## **11. How does the school seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?**

Kneesall C of E Primary School works with a range of external support services to support children with SEND and to enhance inclusion. The school is part of the Dukeries Family of Schools and the Tuxford Family of Schools that has an identified Family SENDCo. The Family of Schools regularly meet and also participate in Springboard meetings with other services.

The school are proactive in building working relationships and seeking professional advice from other professionals in the identification, assessment and provision of support for children with SEND. Services that can be accessed include:

Healthy Families Team and Community Paediatricians

Social Services

Education Psychology Service

Local Authority advisors including Early Years, Cognition and Learning, Communication and Interaction, Visual Impairment and Hearing Impairment the Sherwood Area Partnership.

Therapists including Speech and Language Therapy, Occupational Therapy, Physiotherapy and Physical Disabilities Service

Bassetlaw Primary Behaviour Partnership (BPBP)

Child and Adolescent Mental Health Service (CAMHS)

The SEND Local Offer aims to highlight opportunities for children who have additional needs to engage in a broad range of activities, from cinema screenings for children with specific needs, to evening clubs like cubs/scouts or brownies/guides running during the week, to specific events offered during the school holidays. The SEND Local Offer can be accessed through Smart phones, tablets as well as the internet at:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

[www.nottshelpyourself.org.uk](http://www.nottshelpyourself.org.uk)

## **12. How will the school prepare my child to:**

### **i) Join the school?**

All new families are invited to meet with the Head Teacher and have a tour of the school. We recognise that transition can be difficult for a child with SEND and we will adapt to make transition as smooth and positive as possible for the child. Staff will liaise with a child's previous setting, such as pre-school, Early Years or a nursery setting to collect relevant information and routines to support the child.

### **ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?**

Kneesall C of E Primary School is a feeder primary school to both the Dukeries Academy and Tuxford Academy secondary schools. Transition arrangements are supported to both secondary schools, and are carefully considered on an individual basis. Support may include:

- Early discussions regarding transition needs for children with SEND during structured conversations
- Plan on an individual basis for additional transition arrangements, which are in addition to the standard transition arrangements.
- Arrangements for extra visit to schools
- Inclusion in transition days in the Summer term are arranged for all children
- Secondary school staff visit Kneesall C of E Primary School

### **iii) Prepare for adulthood and independent living?**

Children are supported to develop life skills through PSHE lessons, collective worship and through our Christian ethos and Christian concepts. Life skills and cultural capital are promoted at Kneesall C of E Primary School including resilience and ambition, emotional regulation, cooperation and collaboration, effective communication skills such as listening and leadership skills, goal setting and decision making, and imagination and asking questions.

### **13. Where can I access further information?**

The School SEND policy and further information linked to areas of need is available to read on our school website.

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

[www.nottshelpyourself.org.uk](http://www.nottshelpyourself.org.uk)