



SEND Information Report 2025-26

What kinds of SEND are provided for?

Nether Kellet is a mainstream primary school. We are an inclusive school and welcome children from all backgrounds and abilities. We are committed to working in partnership with parents in order to ensure that all of our children can be inspired, have belief and grow.

Within school, we are currently able to meet the needs of our children through support in class, through specific interventions, through support from specialist teachers, health professionals, counsellors, mental health workers, the school nurse, educational psychology and in consultation with our LA SENDO. We are currently supporting children whose needs come under all four of the broad areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and/or Physical impairment.

How will school know if children need extra help and how will their needs be assessed?

The school monitors the progress and development of all pupils, from the beginning of their time in Nether Kellet CPS. We have detailed tracking systems to measure progress including Baseline assessments, EYFS data, use of PIVATS. Standardised scores and screening and assessments can also be carried out by teachers, specialist teachers or the Educational Psychologist to identify SEND. The school liaises closely with pre-school providers and organises visits, prior to entry to YR. Parents are encouraged to share any concerns or queries school as soon as possible through discussion with Class teachers initially, and with the SENDCo or Headteacher as appropriate. We work closely with parents to assess individual children's needs and put into place measure to address those needs.

We assess children with SEN using the expertise of our SENDCo, teaching staff, TAs who work with children with SEN, Specialist teacher, Educational Psychologist, liaison with other agencies such as Occupational Health, Physiotherapy, Speech and Language Therapy, School Nurse, School Doctor.

Within class, work is differentiated to cater for the range of abilities in the group. If a child is not making expected progress or is having difficulties accessing learning, then a number of strategies may be used. Each class has a teaching assistant and where a child's special needs requires it, additional teaching assistants are employed to work with the individual child. We provide additional provision 1:1 and in small groups to facilitate learning in addition to that in whole class lessons. We provide a high level of intervention to meet a range of individual needs as identified by staff, parents or health services e.g. fine and gross motor skills, social speaking skills, speech and language, phonics, reading, maths, etc. Children work 1:1 or in small groups with teaching assistants following programmes of support some of which are set by experts from other agencies: physiotherapists, occupational therapists, etc. Children are supported in SATs and other assessments in the same way that they are as general classroom practice. They receive assistance through

scribes, additional time, rest breaks where this is in line with their Special Needs and IEP targets. Our Provision mapping is carefully carried out to ensure that the needs of all of our children are met and staff hours are allocated in the best possible way to meet those needs. Our provision mapping is reviewed regularly to ensure that children's SEN are met.

If learning needs are considered to be greater, involving outside agencies or having a significant impact upon learning, then children would be classed as having SEN Support on the SEND register. Each child on the SEN register has an IEP and their targets are addressed through differentiation in the classroom, additional resources, varied teaching strategies, computer programs designed to meet children's individual needs, apps to support learning, use of laptops and 1:1 or small group work, input from Occupational Therapy, Physiotherapy, Speech and Language Therapy, Educational Psychologist, Specialist teachers. This would involve reviews carried out by class teachers and TAs and consultation with pupils and parents to plan next targets. Some children with more profound or complex SEND may have an Education Health Care Plan.

How will the curriculum be adapted to my child's needs?

All work is differentiated according to the age and abilities of the children. Children who need more specific support may have access to a Teaching Assistant and/or learning/physical as is necessary. This could include coloured overlays, access to a computer, movement breaks, specific 1:2:1 interventions carried out by staff with appropriate training or support from outside agencies.

What should I do if I think my child has SEND and how can I be involved in their education?

The school works closely with parents to assist them in accessing resources, services, medication and health care relevant to their child. The school posts advice and information in their communication with parents and signposts parents to health facilities and courses. Where a child or parents have specific needs, the head teacher, SENDCo and other staff inform parents of any courses, support networks and other services that may be relevant including courses at local special schools, children's centres, clinics, etc.

As a small school, our parents know all of the staff involved with their children well. Also, all staff have an understanding of each child's circumstances and needs to some degree and there are several points of contact for a parent regarding a particular child including: head teacher, class teacher, SENCo, teaching assistants, etc.

Parents are invited to contribute their views formally via the parent questionnaire, parents' evenings and reply slips from annual reports as well as via the suggestions box near the front door. Parents' views are often sought on particular issues via the monthly newsletter. Opinions or concerns can also be expressed more informally via our open door policy and teachers are available at the beginning and end of the school day to speak with a parent on an ad hoc basis, while appointments can be made for more formal meetings. Parents can also phone school to make an appointment to speak with staff. IEPs are sent to parents of pupils on the SEND register. They are given a formal update on their child's progress as part of IEP review on a termly basis. They are also invited to parents' evenings twice a year. Parents receive an annual report with detailed information about their child's progress. We hold open days on average twice a year, we also invite parents to class assemblies which showcase children's learning on a termly basis for each class and parents are always consulted before external support is sought to meet children's needs.

How will my child with SEND be involved in consultations about their support and education?

Pupil voice is encouraged through the School Council and all classes from Y1 upwards have representatives. Older pupils take responsibility for collecting suggestions made via pupil suggestion boxes and these are discussed in council meetings. Pupils with SEND are also representatives on the School Council. Pupils are involved in discussions about their targets and provision as is appropriate throughout school. Pupils with EHCPs' views are sought via the one page profile documents which are reviewed annually and contribute to annual reviews.

How does the school evaluate provision and how will I know how well my child is doing?

For pupils with EHCPs, annual reviews are held at school with all agencies invited to attend along with parents and child where appropriate. The school prepares their information regarding the child's progress in school and their ongoing needs and these are shared with parents and other agencies in order to agree needs moving forward.

IEPs for all children with SEN are reviewed on a termly basis and these are shared with parents and with children where appropriate. Targets where strategies can be used at home are shared and discussed with parents so they are able to support their children with these out of school too. Children's IEPs are reviewed with attention paid to the effectiveness of provision and the outcomes against targets.

Children on the SEN register have their academic progress tracked on a half termly basis to assess the effectiveness of provision and intervention in these areas. Where children have needs that involve other agencies, their progress in these areas is assessed by specialists from those agencies and provision in school adjusted where necessary. Reviews of IEPs take account of academic progress and needs but also take account of the needs of the whole child e.g. self-esteem, confidence, social skills, organisational skills, etc. and progress in these areas is assessed regularly and provision put in place where required.

What opportunities are there for my child to engage in activities with other children in school who do not have SEND and to have the same access to before and after school provision?

We offer a breakfast and after school club and, when a child with particular needs to want to attend those clubs, the school works with the LA to try to ensure adaptations could be put in place if needed in order to facilitate this. As a school we offer a wide range of after school and lunchtime clubs. Where a child with particular SEND attends, adaptations are made including additional teaching assistant hours, where necessary, to facilitate that child accessing the club. Our teaching assistants are trained in supporting individual children in developing social skills and work with them during playtimes to facilitate this. It is expected that pupils with SEND be able to access school visits, including residential visits, and staff will work closely with parents to ensure that needs can be met during such experiences. We are committed to our inclusive approach to children being able to access extra-curricular activities and be fully integrated into our school.

What support is available to support pupils emotional and social development?

We run interventions around emotional and social development which might include 1:2:1 or small group interventions including 'socially speaking' games, PSHE games, Lego therapy and support during playtimes. We have worked with pupils on understanding the body and brain's response to emotional distress and used approaches such as the Homunculi approach or Zones of Regulation to support children to better understand their own needs and to help them find strategies which work to self-regulate. We have resources in school such as sensory equipment and a dark den which can be used by pupils as needed. We seek

support from counsellors and CAMHS where appropriate and some children are supported clinically, or in school via access to these services.

What expertise and training do staff have to support children with SEND? What if further expertise is required?

In school we have a teacher with particular expertise in ASD and ADHD, and two teaching assistants with particular expertise in ASD; we have a teaching assistant with particular expertise in developing children's motor skills, we also have a TA with training in meeting the needs of children with signs of dyscalculia. Recent training for TAs has focused on comic strip interventions for two TAs and pupils' individual reading. All staff are involved regularly in training as a whole staff and individual teaching assistants and teachers attend courses where these are particularly relevant to the children in their care. TAs are experienced in using a range of strategies and approaches for meeting specific needs linked with SEND including using IDL, precision teaching, sensory circuits, ASD-specific strategies such as social stories, social and emotional interventions, motor skill interventions and regularly take advice from specialists linked with individual children in order to best meet needs. All teaching assistants have performance appraisal meetings annually where professional development needs are identified and training put in place accordingly. CPD is provided as required and as courses are offered that meet the needs of our staff and children.

How does the school involve other professionals to support children's needs?

A range of therapists visit school to work with individual children where specific needs have been identified, these include Specialist teachers, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Educational Psychologists, Clinical Psychologists, School Nurse, etc.

What support is available to help with transitions to High School?

The school works closely with local secondary schools and meet with Y7 heads of year and SENDCos to ensure that the needs of children with SEND are understood and met once they transfer to secondary school. Children are supported in various ways in different schools we feed to and these approaches are explained to parents in transition meetings. Where we feel it is appropriate for children with SEND to have enhanced transition, such as additional visits, or through a specific transition programme used by the receiving school in order to better support this process, we will contact the Secondary to discuss in advance and parents are involved in this decision.

What arrangements are there for supporting children who are looked after by the Local Authority?

Children who are looked after by the local authority have their needs met and reviewed as part of the school's SEND provision where relevant. Needs and progress are also considered and addressed as part of the CLA review. Guardians will be involved in the process and have the opportunities to share their concerns and views as per all avenues open to all parents. School liaises with the Virtual School for CLA in these instances and completes all PEP paperwork, identifying any needs as part of this process.

What can I do if I have a concern about the support provided to meet my child's needs?

In the first instance, all concerns about children's progress should be raised with class teachers. This can be done by speaking to staff before or after school, telephoning school, or through a meeting if a longer conversation is required. Parents can also ask to speak to the school's SENDCo - Rebecca Starr, or the Headteacher, Nicki Bradbury.

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENDCO
- discuss the problem with the Headteacher
- More serious on-going concerns should be presented in writing to the Chair of the Governors.

Parents may then access the Information Advice and Support Services (formerly Parent Partnership)

The local offer can be found at <https://www.netherkellet.lancs.sch.uk/wp-content/uploads/2022/11/SEND-Nether-Kellet-Community-Primary-Local-Offer.pdf>

The school's accessibility plan can be accessed at:
<https://www.netherkellet.lancs.sch.uk/wp-content/uploads/2023/01/Accessibility-Plan.doc.pdf>

All school curriculum policies include information about how pupils with SEND are included. These are available on the school's website under 'Policies'.

Lancashire Local Authority's Local Offer can be found at <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancshires-local-offer.aspx>. This policy forms part of the school's SEND Information Report.

Rebecca Starr - SENDCo

Nicki Bradbury - Headteacher.

September 2025

Update required September 2026.