Kirkoswald CE Primary School

SEND Information Report

Autumn 2026

Headteacher: Leigh Andrews

SENCO: Catherine Reding

SEND Governor: Jemma Nelson

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

In our small and friendly school, the staff build up strong relationships with children and families over time, which enables us to know the children really well. This helps us to spot if children may need extra support academically or with their wellbeing. We monitor children's progress across the curriculum in order to identify any children who may be making less than expected progress.

If you have any concerns about your child's progress or wellbeing, please do not hesitate to contact your child's teacher, our SENCO Catherine Reding or our Headteacher Leigh Andrews.

How will school staff support my child?

Children are supported to reach their full potential in school in a variety of ways, depending on the needs of the individual child.

Our school vision is Explore, Dream Discover: Be the best that you can be. All children will be supported to be the best that they can be through an inspiring, engaging curriculum, quality first teaching, hands-on experiences, learning in nature and a positive, friendly, family atmosphere. Staff have high expectations of children, both academically and behaviourally.

Some children may require additional support, depending on their individual needs.

This may include

- Regular individual or small group learning sessions focussed on a particular development area, for example reading
- Additional adult support in class or on school visits
- Pre-teaching aspects of the curriculum prior to learning in class
- Personalised targets and provision to aid progress towards targets

How will I know how my child is doing and how will you help me to support my child's learning?

All children receive an annual school report during the summer term. Additionally, parents and carers are invited to attend parents' evenings during the autumn and spring terms to discuss their child's progress with their class teacher.

Children with special educational needs will receive a Pupil Passport which will be shared and reviewed with parents at least once every term. Staff will discuss ways that parents and carers can support their child at home and this will be included on the Pupil Passport.

We hold Curriculum meetings for parents, for example about phonics and reading, to support parents with children's learning at home.

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

All children benefit from Quality First Teaching strategies, including

- Well organised classrooms
- Clear lesson objectives, structures and expectations
- Consistency with teaching methods across the school
- Learning experiences and lessons focused on personal development and wellbeing
- Children demonstrate their understanding in a variety of ways
- Support with learning and using memory techniques

All children have the right to access the full curriculum and teachers will adapt their teaching to meet the needs of the children in their class. Any adaptations will depend on the needs of the child.

These might include

- additional adult support
- additional or different learning resources and activities
- teacher questioning / interactions adapted to ensure all children are learning appropriately to their skills and abilities.

What support will there be for my child's overall wellbeing?

Kirkoswald School has a caring ethos where we prioritise children's overall wellbeing. We have reflection areas in each classroom where children can spend time to think and reflect, and lessons and activities on Personal, Social & Health Education. We regularly check in with any children and families where there is a concern over wellbeing, and offer support appropriate to the needs of the child and family.

What training have staff teaching children with SEND had or undertaking?

Miss Reding has completed the NPQSENCO Course.

Staff in Class 1 have completed an Early Years Speech and Language course.

All staff have completed Level 1 Safeguarding and Mr Andrews and Miss Reding have completed Levels 2 and 3.

What specialist services and expertise are available at or accessed by the school?

Staff at our school have many years of expertise working with children with a variety of needs, including speech and language needs, autistic spectrum conditions and dyslexia. We are able to draw on additional expertise of SEND professionals within the Local Authority and support within our local cluster of schools.

How does the school enable constructive partnership working with families?

We pride ourselves on working closely and constructively with families to enable all children to enjoy school and make good progress. Our Headteacher and school staff are available to speak with parents and families informally at school drop off and pick up times. Parents are welcome to make an appointment with the Headteacher, SENCO or your child's class teacher for a more in-depth discussion if required. Parents are also encouraged to write in children's homework books and reading records to record children's learning experiences at home.

We welcome feedback from parents regarding our school and want to use this to help improve children's and families' experiences.

For children with an EHCP or SEN Support (Pupil Passport), we will work closely with families to ensure that they can contribute to and support their child's learning targets and understand the progress their child is making. This will include meetings at least once per term to discuss children's attainment and progress in more depth.

How will my child be included in activities outside the classroom, including school trips?

Learning outside the classroom is integral to our school's curriculum. Children take part in regular, exciting outdoor learning experiences, making use of our outdoor school space and our beautiful historic village, including the village field and the Common, where our school's outdoor classroom 'Ozzy's Outlook' is located. All children are supported to take part in these experiences, through ensuring appropriate adult:child ratios, including one-to-one support where necessary, and activities appropriately adapted for all.

School trips are carefully planned and risk assessed.

How accessible is the school's environment?

Our school building is accessible from both levels, through the main entrance, and a lower-level door if needed. It is possible to access all three main classrooms and all toilets without using steps. There are several areas with a small number of steps in school, for example

within Class 1. There is a staircase within the building which leads to the lower level of the building, where the staffroom, library and computer room are located.

How will the setting prepare and support my child to join school or to transfer to a new school or the next stage of education and life?

New and prospective families are encouraged to arrange a visit, where you will be able to meet current children and staff, get a feel for the ethos and atmosphere of our school and discuss the curriculum we offer and any questions you may have.

When your child has a school place confirmed, we will be in touch to arrange a home visit and give each family a welcome pack. During the summer term we hold two open afternoons where children due to join the Reception class can visit school and spend time playing and learning together with children already in Class 1 and with their new classmates. Families are welcome to arrange additional transition visits as required. Older children transferring to our school are also most welcome to visit and spend time in their new class as appropriate.

School staff will arrange for any documentation and information to be passed on as appropriate when transferring between settings, in order to ensure that children's transition between settings is as smooth as possible.

How are the school's resources allocated and matched to children's special educational needs?

Our school allocates and matches resources appropriately to children's individual needs. Support staff are used to work with children individually and in small groups, for example for additional reading and maths support. Where appropriate, school will ascertain support from special advisory teachers to ensure resources, provision and strategies are in place to meet needs of individual and groups of children.

How is the decision made about what type and how much support my child will receive?

Decisions about levels of additional educational support and provision for individual children are taken based on a number of different factors. Experienced members of staff build strong relationships with our children and families, in order to build up the overall picture of each child. Daily formative assessments, records of children's attainment and progress over time will help school staff determine if children are making expected levels of progress, and in which areas they may need additional support. This support can be targeted to specific development areas such as reading, and can be temporary until children are meeting expected levels of development for their age group. For some children, for example, those

with an EHCP, levels of support may be determined in consultation with outside agencies. The level of support required will be detailed in the child's EHCP.

Who can I contact for further information?

Please speak to our school office for further information and to make an appointment to speak to our Headteacher Leigh Andrews, our SENCO Catherine Reding, or your child's class teacher.