

SEND Information Report

Kates Hill Primary School

Date: 13.1.26

Our school Vision:

At Kates Hill we want all children with SEND to:

- Access high-quality, inclusive teaching every day, with targeted adaptations and evidence-informed strategies that remove barriers to learning and promote positive outcomes for pupils with SEND.
- Are recognised and valued as individuals, with their voice, communication methods, strengths, and lived experiences central to assessment, planning, and provision.
- Make meaningful progress from their unique starting points through personalised support and achieve outcomes that prepare them for the next stage of learning and life.
- Feel safe, included, and fully part of our school community, with the right support to participate in all aspects of school life alongside their peers.

February 2026 Information

Kates Hill Primary currently has 447 pupils on role

There are currently 100 children on the SEND register.

15 of these children have an EHCP (15%)

27 of these have the primary area of need of Cognitive and Learning 27%

22 of these have the primary area of need of Social, Emotional and Mental Health 22%

51 of these have the primary area of need of Communication and Interaction 51%

CPD and Training opportunities for staff

It is essential that all staff have access to high-quality, relevant CPD opportunities to effectively support the diverse needs of pupils. Each term, targeted SEND-focused training is provided through insets addressing current areas of need within the school. These sessions may be delivered by the SENCO or external specialists such as the Reflexions Team or ECHO, who offer expertise in communication and interaction. In addition, termly CPD opportunities are available to enhance staff understanding of speech and language development through SALT/ECHO, as well as deepen knowledge of mental health and neurodiverse conditions via the Educational Psychology service. This approach ensures staff can apply the latest evidence-based strategies within their classrooms, enabling them to meet the needs of all learners effectively.

IEPs and Provision Mapping

Provision mapping remains a key strategy for monitoring and evaluating the support provided to SEND and disadvantaged pupils throughout the academic year. This process offers a clear framework for tracking progress and assessing the impact of interventions. Staff are responsible for implementing termly provisions and creating Edukey plans that outline specific targets informed by teacher assessments and external agency reports. Comprehensive training ensures staff are confident in using Edukey to develop and review these plans. Regular evaluation of provision maps and plans enables the identification of progress, gaps, and next steps, ensuring that interventions remain purposeful and responsive to pupil needs.

Creating Communication Friendly Environments

Working in partnership with the ECHO team, the school has undertaken a comprehensive audit to create a communication-friendly environment. Findings confirm that our use of visual aids significantly supports SEND and EAL learners. Building on this, we are embedding visual strategies into planning, resourcing, and classroom practice to provide additional scaffolding for pupils who require enhanced guidance.

Adaptive strategies to support pupils accessing the curriculum

- A broader and balanced curriculum for all SEND learners.
- More of a focus on quality first teaching for SEND learners with a focus on adaptive teaching and scaffolding (using I Do, We Do, You Do approach).
- Developing TA interventions so they are more sharply focused ensuring appropriate subject knowledge and scaffolding methods based around their needs.
- Communicate in Print software has been implemented across the school, giving staff access to high-quality visual resources for displays, learning materials, and flashcards. Training delivered through ECHO-led workshops has equipped staff to use the software purposefully. Further support has been provided through learning walks, observations, and team teaching, ensuring effective integration of visual aids into lessons. Good practice is shared across the school through peer observations and collaborative professional development.
- Each year group is equipped with a sensory box to support pupils with sensory and physical needs. This provision also assists with anxiety management and behaviour regulation. Additionally, some staff utilise sensory 'bumbags' containing fidget tools for complex learners, ensuring immediate access to resources that help with emotional regulation.
- Several staff members are trained to Level 1 in Makaton, enabling them to support pupils with communication needs, particularly in Early Years and Key Stage 1. This expertise also benefits learners with EAL and those requiring speech and language support.
- The school employs a dedicated Speech and Language (SAL) member of staff who works with pupils identified through SALT reports and targets. Their role includes delivering interventions for children in Years 1–6, monitoring progress, and sharing

strategies with class teachers and the SENCO. They also assist with internal assessments and provide practical guidance for supporting communication needs within classrooms.

- The school promotes the use of concrete resources, particularly in mathematics, to enhance conceptual understanding for all pupils, including those with SEND. This approach ensures learning is accessible and supports mastery through hands-on experiences.
- A robust phonics programme underpins early reading development, supporting all learners in mastering blending and segmenting skills. Daily phonics sessions are delivered in ability-based groups, with progress assessed half-termly to inform group adjustments and ensure continuous improvement.
- The school prioritises strong communication and collaboration with external agencies to ensure timely assessments and expert advice, enabling swift and effective support for pupils with SEND.
- Inclusion is a focal point of life within the school and the SENCO monitors SEND children and what support they have had during the academic year, they monitor who is also classed as disadvantaged within this cohort and also what extra-curricular activities have been given to these children to support their educational life.

Supporting children's behaviour, mental health and wellbeing

- The school places a strong emphasis on supporting pupils' mental health through collaboration with the Reflexions Team and the School Mental Health Lead. This partnership provides audits, workshops, and guidance for pupils, staff, and parents. A structured planning tool is used to identify staff support needs, and pupils can be referred for targeted interventions, particularly those experiencing anxiety-related challenges.
- To further promote emotional wellbeing, the school has embedded the Hamish and Milo programme, which offers resources addressing themes such as friendship, bereavement, and emotional regulation. Staff have received training to deliver weekly small-group interventions, with progress recorded in learning journals. Positive feedback from pupils and staff has led to wider implementation, ensuring at least one trained practitioner per year group. A referral system and the Navigator Tool are used to monitor impact and identify future support needs.
- The school benefits from a strong partnership with the Early Help Police Officer, who delivers workshops on key safeguarding topics including gangs, online safety, bullying, and substance misuse. In addition, the officer provides one-to-one support for pupils with identified behavioural concerns and offers guidance to staff on managing complex cases.
- Behavioural and emotional support is further strengthened through collaboration with Phase Trust, which delivers weekly sessions for pupils focusing on coping strategies and emotional regulation. The school counsellor complements this provision by supporting pupils with issues such as bereavement, anxiety, and self-esteem, ensuring a holistic approach to wellbeing.

Parental Contact

- To strengthen parental engagement in their child's learning, the SENCO actively involves parents in EHCP annual reviews and requests, while providing guidance and support to address any concerns. This collaborative approach ensures that the school delivers the appropriate provision for each child to thrive. The SENCO also provides support for parents and invites them into school to speak about any concerns they have offering guidance and next steps.

SEND Teaching and Learning

To support SEND Teaching and Learning we have implemented and consolidated the following actions:

- The implementation of structured modelling strategies, such as 'I Do, We Do, You Do,' has strengthened teaching practice by supporting Assessment for Learning (AfL) and enabling teachers to identify pupils requiring additional support. Misconceptions are addressed promptly through direct modelling, ensuring clarity and progression. Subject leaders provide targeted guidance, and lesson observations and learning walks monitor the impact of these strategies on classroom practice.
- To enhance communication for pupils with EAL and speech and language needs, the SENCO collaborates with external agencies to deliver staff training in approaches such as Makaton, Wellcomm, Colourful Semantics, and narrative development techniques. The use of Communicate in Print software is now embedded across subjects, supporting inclusive access to the curriculum. This tool enables teachers to plan and resource activities effectively for pupils with SEND and lower attainment, so they are more inclusive within the curriculum. Ongoing training in Colourful Semantics ensures staff are equipped to support writing development for pupils unable to access mainstream schemes.
- The school works closely with external agencies, including Learning Support Services, Phase Trust, Sycamore, Reflexions, and Educational Psychologists, to conduct cognitive assessments, provide specialist advice, and inform targeted strategies that meet individual pupil needs.
- Clear processes are in place for identifying and addressing pupil needs promptly, whether through internal interventions or external referrals. Staff use Cause for Concern forms following initial monitoring, ensuring concerns are documented and parents are engaged early in the process. Parental views are gathered prior to escalation to the SENCO, promoting transparency and collaboration.
- The SENCO and Nursery teacher maintain strong partnerships with parents to ensure early identification of needs and timely referrals to IEYS. This proactive approach provides essential support for pupils and families, particularly in areas such as social, emotional, and communication development, securing a positive start to school life.
- Termly strategic meetings between the SENCO, IEYS, and EYFS Lead ensure a clear overview of caseloads, pupil progress, and emerging needs. This collaborative

approach guarantees timely interventions and targeted support, enabling every child to access the best possible provision.

- The school maintains a strong focus on mental health and wellbeing for both pupils and staff. Comprehensive audits inform planning, and a dedicated tool supports staff needs. Pupils benefit from interventions delivered by the Reflexions Team through referrals, workshops, and assemblies. The Hamish and Milo programme has been embedded as an early intervention strategy, equipping staff to address emotional wellbeing proactively before escalation to external agencies.
- To capture and monitor the incremental progress of SEND and lower-attaining pupils in core subjects, the school is implementing the AAT SEND Tracker system. This approach provides greater visibility of small-step achievements compared to traditional assessment tools, enabling teachers to identify next steps and plan targeted resources and lessons effectively.

EHCP Reviews

EHCP reviews are carried out annually and involve parents, agencies, school staff and where possible children involved. SENCO calls for an annual review and speaks with all agencies that are involved with the child so they have the opportunity to participate and create assessments/reports if needed for the annual review meeting. Parents are also invited within the meeting as well as the child/children in question. A review of the current targets is carried out before the meeting with the class teacher so that new targets can be set and discussed with all parties as well as next steps to support the child's needs.

If needed emergency reviews of EHCPs are undertaken to address any concerns that arise and all agencies, parents and the Local Authority are contacted to attend the meeting and next steps.

Trauma Informed Practice

A strategic priority for The Trust is to develop Trauma Informed Practice across the academies. The purpose of this is to ensure our schools are trauma informed and mentally healthy places for all. By working with Reflexions we are having some new training recently so new staff can be trained as well as refreshing existing staffs understanding of a Trauma Informed approach and the support they can be offered.

Support Staff CPD

The aims of the Support Staff CPD is to develop a consistent approach in developing their understanding of our SEND learners and to provide effective support to meet the needs of SEND learners. Staff have accessed the following training to support their CPD as well as support the children they have worked with:

- Hamish and Milo intervention training
- Trauma Informed training through Reflexions staff support

- Colourful semantics training
- Wellcomm training
- Understanding children with possible ADHD, ASD and Dyslexia diagnosis and classroom strategies to support them
- Supporting SLCN in children with additional needs
- Understanding Anxiety and strategies to support this
- Anger – de-escalation and assault cycle training
- Get Moving Training
- Strategies to use within the classroom for children with SEND needs
- Diabetes training

Key Actions:

- Phonics groups have been created for children to carry out every day first thing in the morning for EYFS and Year 1-3, Progress is monitored and assessed by the Phonics lead within school every half term.
- To work alongside the Write Stuff scheme, Colourful Semantics will be used in addition to this to support children struggling to access this scheme and training is being given to staff around Colourful Semantics where needed.
- Communicate to Print to continue to be used by all year groups and used within all lessons as a useful resource aid for activities which can be for EAL, SALT, SEN and lower attaining children to support their inclusivity within the curriculum.
- On entering reception all children are assessed using Wellcomm to identify if they have any communication needs. Those who have undertaken Wellcomm assessment will be carrying out targeted interventions working on the areas they need to develop based on their assessment. These children will be reassessed later to identify progress. If so, these are met with interventions carried out within Reception and are timetabled for by Reception staff who are trained to deliver and use Wellcomm. Children who have more complex SAL needs and children who present SAL needs across years 1-6 are assessed by the schools SAL teacher who has been trained to deliver Early Years and Primary Wellcomm assessments and targets that come from this are then delivered by SAL teacher who has a timetable for the week to work with these children. If there is a SALT report with targets the SAL teacher works with these children within her timetabled time. Communication between the class teacher and SAL teacher happens frequently to make sure skills learnt are being embedded within class as well.
- Phonics 1:1 interventions are timetabled and carried out by identified TAs/CTs across the school. These children are identified by phonics lead through assessments and children carry out a phonics programme to develop their understanding. Evidence is recorded and reviewed by phonics lead.
- All EHCP children have some contact time with a key adult to ensure that they are receiving support needed against their EHCP objectives set.
- All SEND learners access the same ambitious and broad curriculum.

- All SEN children have an Edukey plan to identify targets and base intervention/provisions on.
- Focus on Quality First Teaching for all learners with a specific SEND need. Specifically ensuring that SEND learners have adequate time in retrieval tasks. Also, with an understanding that SEND does not mean low-ability and that Quality First Teaching benefits all learners but SEND more favourably.
- When book moderations take place there is the expectation that SEND children's books are moderated as well to identify the support that they have been given and the progress they have made.
- Communication friendly environments to be seen around the school which supports children with SAL, SEN and EAL needs i.e. visual timetables, lanyard pictures etc.
- Communication Friendly Space Audits carried out for the whole school by Education Outcomes (ECHO) to identify next steps and strategies to make sure classrooms are meeting requirements to be a Communication Friendly Space and act upon suggested improvements.
- To make sure Communication to Print is being used across school so staff are using consistent visual/pictorial resources for learning, communication and listening activities supporting our EAL, SEN and SAL needs. This will support children's reading and writing needs.
- Continuing to support staff, parents and children regarding Mental Health and liaise with Reflexions Team who will offer support and guidance with workshops, one to one meetings and audits.
- Continued support from Phase Trust with identified children who need support and guidance mainly around SEMH difficulties.
- To widen the support offered by our Hamish and Milo interventions where children will be referred and interventions carried out based around the theme needed to meet their current needs identified. Progress to be recorded on the Navigator Tool.
- To liaise with ASPIRE lead when children are referred to ASPIRE to identify needs and how they will be supported when having placements especially if they are on the SEND register.
- To identify children who can use the new AAT SEND Tracker system from the Local Authority to track small step progress of identified children who are working well below the expected age of their year group.
- SENCO to have regular meetings with Trust and Trust SENCOs on progress and next steps to support our children within our school/Trust.
- Work closely with the Police and link Early Help Police officer in offering advice and guidance to children and their parents on concerns that have arisen.
- To track inclusion of SEND children across the year especially if they are also disadvantaged identifying extra-curricular opportunities for them as well as the interventions and extra support they are receiving.
- Provide CPD opportunities for staff to develop their skills to support the children within our school.