

Knowleswood Primary School

SEND Information Report 2026 – 2027

We are proud to be an inclusive school. Through our comprehensive approach to SEND, we strive to provide a secure, caring and happy environment in which all of our pupils experience '**Learning Without Limits**'.

How does Knowleswood Primary School know if children need extra help?

At any point in the school year a teacher or support staff member can discuss specific needs with our SENDCO (Special Educational Needs and Disabilities Coordinator). The SENDCO is available to discuss any observations you have made or questions you have about your child's development, behaviour or learning. This may include concerns or features that seem unusual to you. Parents / carers know their children best. Practitioners at school can support you in analysing your child's development and plan some next steps.

Assessments are updated each term and are monitored by the Senior Leadership Team. Teachers regularly monitor children's progress and will discuss with yourself and the SENDCO if they have concerns at any point throughout the year about your child's progress.

What should I do if I think my child may have special educational needs?

Please discuss at the earliest opportunity with your child's class teacher or the SENDCO if you are worried about your child. We have an open-door policy at Knowleswood and the individual needs of children are at the centre of all we do. Staff always seek to be understanding and have a range of staff with a wealth of experience.

How will school staff support my child?

The Code of Practice for SEND states that it is the teacher's responsibility to provide for SEND in the classroom and to follow school procedures for identifying, assessing and meeting those needs. Where interventions include teaching away from the class, it remains the class teacher's responsibility to ensure that progress is being made. The SENDCO supports the class teacher by providing advice, monitoring support and progress and liaising with outside agencies. If a child has been identified as making less than expected progress, the first response is quality first teaching targeted at their areas to work on. Following that, it may be necessary for the class teacher to organise specific intervention programmes or additional support. This could be in the form of extra group work or individual support by a trained adult. Here are some of the interventions that we offer groups or individual pupils:



- Phonics catch up interventions
- Maths catch up interventions
- Reading/Writing interventions
- 1:1 reading support
- Individualised reading/writing interventions e.g. 20:20 reading, Precision Teaching
- Small group support
- Interventions to develop gross and fine motor skills e.g. Jungle Journey, Write from the Start
- Same day interventions to support children who have found a particular subject tricky
- Social and emotional support on a 1:1 or small group basis, additional to our PSHE and wellbeing curriculum
- Mental health and wellbeing therapy sessions

How will I know how my child is doing?

Where a child requires additional support, parents are informed by the class teacher, SENDCO or a member of SLT and targeted interventions and appropriate support methods are put into place. If this is new for your child, then this will first be discussed with the SENDCO and parents/carers. If your child is placed on the SEND register and requires significantly additional provision and support at school, you will be invited to three SEND review meetings a year along with our twice-yearly consultation meetings or more frequently if required. The SEND review meetings will review your child's targets and plan next steps for them to further achieve on their IEP (individual education plan).

The effectiveness of the school's provision for children with SEND is evaluated, reported to Governors and monitored by Ofsted. There is also a Trust Appointed Governing Board who regularly monitor the quality of provision in this area.

How will the learning and development provision be matched to my child's needs?

Teachers continually plan differentiated lessons throughout the curriculum to support all children's learning in the classroom. In addition, small group interventions are run which target specific areas necessary to move children towards age related expectations. These may English or Maths based but could also involve a range of other areas of support such as language and communication, or social emotional and mental health needs.

Interventions are detailed on provision maps on our system called Edukey, which are updated and evaluated each term and used to plan resources and additional support where needed. Where advice has been sought from various external agencies, this will be incorporated into the IEP. In all cases children are regularly assessed to ensure that their needs are met and that they're making progress.



Where a child has complex needs and / or an EHCP there may be more specific provision in place. Within school we have three additional provision rooms:

1. The Hub (mixed ages) – a provision room for pupils with profound and complex learning needs, including neuro diversity and medical conditions. Some children spend most of their time in this provision with visits to mainstream classrooms for key parts of the day. Others spend all their time in this provision along with visits to outdoor learning areas, a sensory room and larger spaces for physical activities.
2. The Nest (mixed ages) - a provision room for pupils with communication and interaction needs. Some children spend most of their time in this provision with visits to mainstream classrooms for key parts of the day. Others spend all their time in this provision along with visits to outdoor learning areas, a sensory room and larger spaces for physical activities
3. The Burrow (mixed ages) – provision rooms for pupils with SEMH needs who require individual timetables and extra support with learning in a mainstream classroom setting. Children spend key parts of their day in this classroom to ensure their time in class is successful.

At Knowleswood we are keen to support individual learners to achieve their best, therefore if reasonable adjustments are needed we will do all we can to cater for them. Ear defenders, meet and greets, sensory circuits, chair bands, chewies, pencil grips, now and next boards, visuals and Zones of Regulation are examples of different adjustments you will see in all of our classrooms.

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

Knowleswood Primary school has an Inclusion Team to support the overall wellbeing for children. All staff members are skilled in behaviour management. All staff members have safeguarding training when starting at the school, and this is updated every year. A number of staff members are trained in basic first aid, paediatric first aid and positive handling.

As a school we use the My Happy Mind programme which enables all children to be knowledgeable about how their brain works and how all emotions are valid and can be identified and supported.

We have a restorative and relational approach to our behaviour management and teach children how they can resolve difficult social situations and work on making positive choices for themselves and others.

We work closely with outside agencies to ensure that any unmet wellbeing and mental health needs are supported and catered for. This may be from CAMHS, social care, Living Well or NHS Mental Health Trailblazers.

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

The school has access to outside agencies and regularly seeks advice from or refers children to these services which may include:

- SCIL Team - Communication and Interaction (Autism) Team, Speech and Language Therapist, Learning Support Team (Cognition and Learning), Social, Emotional and Mental Health Team, Early Years Team
- Educational Psychology Service
- SALT (Speech and Language Therapy)
- Bradford Sensory and Physical Impairment Team
- Occupational Therapy
- School Nursing Team
- CAMHS
- Evolve
- Early Help

What training have the staff supporting children with SEND had or are having?

A number of teaching staff and Teaching Assistants have undergone training to support children with specific needs, including:

- Social, emotional and mental health
- Behaviour management – relational approach (Positive Regard consultancy support)
- Team Teach
- Autism
- Dyslexia and dyscalculia
- English and maths interventions
- Reading interventions, such as 20:20
- Fine and gross motor skills
- Attachment, trauma and ACEs (adverse childhood experiences)

Safeguarding training is updated regularly and opportunities for additional training are available to ensure that staff have an up to date knowledge of SEND issues and legislation.

Our SENDCo holds the SENDCo qualification and is part of the Senior Leadership Team.

As a school within Exceed Academies trust, we are further supported by a SEND Exceed Expert Colleague (EEC).

How can I help support my child's learning?

The class teacher and/or SENDCO will discuss your child's learning needs with you and share your child's targets and progress. We will also suggest ways that you can help your child at home.

How will I be involved with discussions about, and planning for my child's education?



We strongly believe that for children to achieve their potential, partnership between parents/carers and school is essential. You are welcome to speak to your child's teacher or the SENDCO with any concerns or questions. For children who present with more complex SEND we work closely with families to ensure that we are meeting their needs and an individual education plan (IEP) will be formulated, this will be discussed with you at the SEND review meetings.

If your child has an EHCP you will be invited to review this annually with other professionals involved along with the three review meetings. If an outside agency has offered advice, you will see any written reports with any recommendations made. Parents/carers are welcome to request to see any SEND related paperwork about their child.

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

We operate a fully inclusive school and realise the importance of visitors and visits to enhance and support learning. All classes take part in trips and experiences throughout the year and a variety of different visitors (such as road safety officers, PCSOs and sport coaches) visit the school. Children with SEND may sometimes require additional support and their needs will be looked at individually to assess how this is achieved. Occasionally we may ask a parent/carer to accompany their child on a school trip if this presents as the safest option for the child.

How accessible is the school environment?

The school is fully compliant with The Equalities Act and reasonable adjustments are made for all children with SEND where necessary. Specialised equipment is provided where appropriate for children and advice is sought from the appropriate medical/health professionals to ensure that all children's health and physical needs are catered for within the school environment. An annual audit of the school environment takes place to inform the process of updating our Accessibility Plan.

Who can I contact for further information?

The school has a SENDCO who can be contacted by telephone or email and is available to meet with parents/carers should any questions or concerns arise. You may feel it is more appropriate to speak with your child's teacher in the first instance. All contact details are available on the school website.

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

Children who are new to school in Years 1 – 6 are offered a tour prior to starting school and parents/carers are able to ask any questions they may have. If your child has any additional needs, it may be necessary to have separate meetings with the class teacher and SENDCO. We will always make contact with a child's previous school to ensure a smooth transition. A gradual transition into school is an option if a pupil is going to find starting a new school difficult.

Children who are new to Nursery or Reception receive a home visit / setting visit first to ensure they are as comfortable as possible whilst we find out all about them. The transition into school then consists of visits before the pupil starts fully.

For secondary school transition, staff meet the relevant staff from the secondary school and staff from the secondary schools come to visit the children. Children with SEND who are transitioning to secondary schools will receive additional visits and extra meetings are held where appropriate. SEND files accompany pupils as they move through different schools.

For children moving up to the next class within the school, comprehensive transition takes place. This could involve meeting early with their new teacher, spending time in their new classroom to get used to the environment, or photos and information about their new class. In addition, all assessment and information regarding children moving class is communicated with the new teacher before the end of the summer term.



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

The SENDCO audits resources each year, which forms part of the SEND action plan. Whole school systems such as B Squared Assessment and Boxall Profiling are reviewed to ensure impact and renewed accordingly. Our classrooms have reset corners to support SEMH needs and classrooms are equipped with resources such as laptops, visual timetables, word banks, base 10, counters to facilitate all learning styles effectively. These are reviewed according to the learning needs in the classroom each year.

Teaching Assistants are deployed across classes and occasionally specialised Teaching Assistants are used to support children on a one to one basis or in small groups. Teachers and Teaching Assistants who are working in the extra provision rooms have additional training in areas that are relevant to the pupils they are teaching.

Where external agencies are involved, the school will receive written advice with regards to resources needed, such as speech and language therapy programmes.

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

The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views, their own views and consultation with the class teacher and SENDCO. The progress made and support given is reviewed regularly with the SENDCO. Interventions typically last between one and two terms with the emphasis on early identification. Parents/carers are regularly involved in the decision-making process via SEND reviews or phone calls/discussions when required.

How can I find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The Local Education Authority's Local Offer can be accessed at <https://localoffer.bradford.gov.uk/>

Contacts

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