



Kelsall Primary School

SEND Information Report

2025 – 26

Kelsall Primary and Nursery School has a clear approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and is supported by other Cheshire Academies Trust schools as well as the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

1) What kind of special educational needs do we have provision to support at Kelsall Primary and Nursery School?

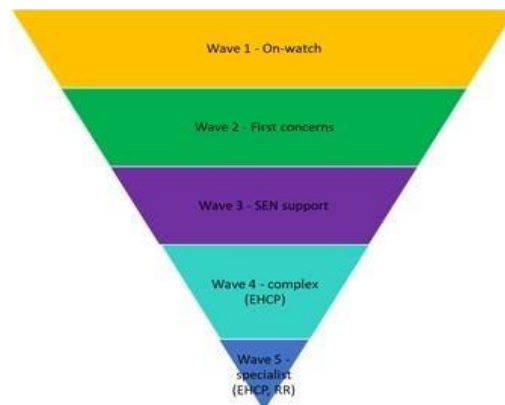
As an inclusive school, special education needs and provision can be considered under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

2) How does Kelsall identify and assess pupils with SEND?

Identification:

Class Teachers, working with the SENCO, should identify where a pupil is not making adequate progress, despite high quality teaching.



A tiered system of support reflects the various levels of need within school. To identify the level of need, staff should draw on evidence from a clear analysis of a pupil's needs such as:

1. Individual's development in comparison to their peers; information on pupil progress, attainment, and behaviour; Teacher's assessment and experience of the pupil– every pupil's progress is reviewed termly.
2. The views and experiences of parents/carers – meetings and discussions as well as formal parents' evenings.
3. The pupil's own views – child/teacher interaction on a daily basis as well as reported pupil voice on SEND documentation.
4. Advice from external support services – if involved and when needed.

3a) How do we evaluate the effectiveness of our provision for pupils with SEND?

We evaluate the effectiveness of our provision by using the following criteria:

- The school works to ensure that any pupil's SEND needs are identified early.
- We take account of the views of the parents/carers and the child.
- Progress is monitored and reviewed at least termly by assessing the targets that have been set.
- There is co-operation between agencies and feedback is positive.
- We monitor the strategies, techniques, resources that are used to support interventions that are in place.

3b) How do we assess and review the progress of our pupils with special educational needs?

Progress is continually monitored by the teacher, SENCO and the Senior Leadership Team and reviewed formally every term, sometimes using standardised test which gives a score which can be interpreted at age expectation.

The class teacher will also check that pupils are making good progress within any individual work and in any group work that they take part in.

The progress of pupils with an Education Health Care Plan (EHCP) is formally reviewed at an Annual Review with all adults involved in the pupil's education. In Early Years, regular Action for Inclusion meetings are held to review progress.

3c) How do we teach pupils with special educational needs?

Teachers use a mastery approach alongside adaptive teaching to ensure that all pupils, regardless of ability, are supported to achieve their full potential. Lessons are carefully planned to meet the specific needs of every pupil, with high expectations for all. Teachers identify and address individual learning needs through targeted instruction, flexible grouping, and tailored activities.

Where additional adults are involved, they play a key role in supporting learning both within and beyond the classroom, reinforcing key concepts and helping pupils to access the curriculum effectively.

Specific resources, strategies, and interventions are used to support your progress, whether working individually, in pairs, or small groups. This ensures that pupils receive the right level of challenge and support at the right time, enabling them to secure deep understanding and make sustained progress.

3d) How do we adapt the curriculum and learning environment for pupils with special educational needs?

Inclusive Practice and Curriculum Adaptation

In line with our commitment to provide inclusive teaching, we recognise that all pupils are unique learners with individual strengths and needs. We follow a *Learning Without Limits* approach, which means we believe in the potential of every pupil and do not put ceilings on their learning. Through adaptive teaching and curriculum flexibility, we ensure all pupils can access learning in meaningful and appropriately challenging ways.

Curriculum adaptations are carefully planned and implemented to remove barriers and provide equitable access. These adaptations are not fixed, but responsive to changing needs. Examples may include:

- Visual to support understanding of routines, transitions, key concepts, making choices etc
- Breaking down and simplifying instructions to support cognitive processing
- Structured frameworks for recording to reduce cognitive load and support expression
- Relevant support materials and toolkits tailored to the pupil's needs

Learning Environment Adaptations

We also adapt the physical and sensory environment to ensure it supports inclusion and promotes independence. Examples include:

- Enabling environments that support focus and ensure reduced stimulation
- Visual prompts and cues to reinforce key information and routines
- Resources and equipment to accommodate a range of physical, sensory, and learning needs

These strategies are planned as part of quality first teaching and reviewed regularly to ensure they remain effective. Our goal is to foster a learning environment where every child feels valued, supported, and able to thrive.

3e) What additional support for learning is available?

Tier of support	Characteristics	Next steps
Wave 1	Pupil is not making expected progress.	<p>When a pupil is not making expected progress, the class teacher responds through targeted, high-quality classroom teaching—often referred to as Quality First Teaching.</p> <p>This involves:</p> <ul style="list-style-type: none">• Maintaining high expectations for all pupils and believing in their potential to succeed with the right support.• Building on prior knowledge and understanding, ensuring that teaching is rooted in what pupils already know and can do, so that learning remains meaningful and accessible.• Adapting teaching methods to meet individual learning needs. This may include using more practical, visual, or hands-on activities, breaking tasks into manageable

		<p>steps, or providing additional scaffolding to promote full engagement in class learning.</p> <p>The teacher will continually assess and adjust their approach to ensure that barriers to learning are addressed, and that pupils are supported to make progress alongside their peers. These strategies are part of a proactive, inclusive approach designed to meet diverse needs within the classroom.</p>
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Wave 2	<p>Pupil is beginning to show signs of developing difficulty within one or more of the 4 broad areas of need and/or has not made expected progress over the last term whilst 'on watch'.</p> <p>OR</p> <p>Pupil has a diagnosis/ support from an outside agency e.g. dyslexia, Irlens, speech and language therapy, audiology etc.</p>	<p>In consultation with the SENCO, a First Concerns form will be completed. This will outline the pupil's strengths and needs and will identify strategies and/or interventions to support accelerated progress.</p> <p>These will be shared with parents/carers and reviewed termly to monitor impact and adjust strategies if required.</p> <p>If appropriate, advice from outside agencies is sought and recommendations are implemented.</p>
Wave 3	<p>The gap between the pupil and that of their peers is significantly wider than would be expected and/or they are not making expected progress despite adaptive teaching and in-class support (as outlined in their First Concerns form).</p>	<p>An Individual Education Plan (IEP) will be completed to set targets which are specific to the pupil, and which will support their progress. This will ensure a coordinated and responsive approach to meeting a child's individual needs.</p> <p>The Role of the IEP:</p> <ul style="list-style-type: none"> • Sets SMART targets (Specific, Measurable, Achievable, Relevant, Time-bound) • Describes teaching strategies, interventions, and support to help achieve the targets • Identifies who is responsible for delivering each part of the support • Ensures regular review and adaptation (termly) in partnership with parents/carers and, where appropriate, the pupil <p>An IEP is not a statutory document.</p> <p>After two cycles of Assess-Plan Do Review, if the IEP has not led to sufficient progress, even with tailored strategies and external input, the school</p>

		will consider if a request for an EHCP assessment is required.
Wave 4	Pupil has (or is on the pathway to receive) a diagnosis of SEND and has an Education Health Care Plan (EHCP). Their special educational needs are so significant that they require a coordinated, multi-agency approach and additional provision that goes beyond what the school can reasonably provide.	<p>The Cheshire West and Chester SEND Profile will be completed to set targets which are specific to the pupil's EHCP and which will support their progress. These will be shared with parents/carers and reviewed termly to monitor impact and adjust strategies if required.</p> <p>A statutory Annual Review meeting will be held once a year. It will ensure that the EHCP remains relevant and effective in meeting the pupil's needs and supporting progress toward their outcomes.</p>

Requesting an Education, Health and Care Needs Assessment

Either parents or the school can request that the Local Authority (LA) carry out a statutory assessment of a child's needs to determine whether an Education, Health and Care Plan (EHCP) is necessary. This is a formal legal process, and further details can be found on the Local Authority's Local Offer. [Special Educational Needs and Disability \(SEND\) Local Offer | Live Well Cheshire West](#)

Once the request is submitted—along with supporting evidence from the school, parents, and any relevant professionals—the Local Authority will review the information to decide whether to proceed with the assessment.

- If the Local Authority agrees to carry out the assessment, they will ask parents and all involved professionals to provide detailed reports about the child's needs and current support.
- If the Local Authority decides not to proceed, they will inform the family and advise the school to continue providing and reviewing the support already in place through SEN Support.

This process ensures that children with the most complex needs receive the appropriate level of support through coordinated, long-term planning.

3f) What activities are available for pupils with special educational needs in addition to those in accordance with the curriculum?

Kelsall Primary and Nursery School follows the statutory National Curriculum while also offering additional learning opportunities that we believe enhance both life and academic skills. All pupils are included in these activities, with individual adaptations made as needed to ensure full participation.

3g) What support is available for improving the emotional and social development of pupil with special educational needs?

- Learning Mentor (ELSA Trained)
- School wide Conscious Discipline approach to behaviour.
- Safe places in every year group.
- Calm Club at lunchtime
- Playtime provision
- Working with other agencies such as CAMHS, Autism Service, specialist education settings through outreach.

4) Who are the best people for parents/carers to talk to at Kelsall about their child's difficulties (SEND)?

Staff	Summary of responsibilities
Class teacher	<p>Focus on outcomes for the child: Be clear about the outcome wanted from any SEND support.</p> <p>Be responsible for meeting special educational needs: Liaise with the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.</p> <p>Have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.</p> <p>Involve parents/carers and pupils in planning and reviewing progress: Seek their views and provide regular updates on progress.</p>

SENCO Miss Hayley Nixon	<p>Overseeing day-to-day operation of school's SEND policy;</p> <p>Coordinating provision for pupils with SEND;</p> <p>Liaising with designated teacher (Mrs S White) where a Looked after Child has SEND;</p> <p>Advising on graduated approach to SEND Support;</p> <p>Advising on use of other resources;</p> <p>Liaising with parents/carers of pupils with SEND;</p> <p>Links with other education settings and outside agencies;</p> <p>Liaising with potential next providers of education;</p> <p>Working with head and governors on Equality Act;</p> <p>Ensuring that SEND records are up to date.</p>
Teaching Assistants	<p>Teaching Assistants (TAs) are part of the whole school approach to SEND - working in partnership with the class teacher and the SENCO to deliver pupil progress and narrow gaps in performance.</p> <p>It is for schools to decide how they deploy TAs depending on their level of experience. To be most effective the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND. This support will be shared with parents/carers. TAs can be part of a package of support for an individual pupil but should never be a substitute for the teacher's involvement.</p>

Headteacher Mrs Sarah White	Should take overall responsibility for implementing the SEND reforms; Ensure that the SENCO is able to influence strategic decisions about SEND; Ensure the wider school community understands the implications of the reforms for whole school improvement (from governors to classroom teachers and teaching assistants); Put in place arrangements to ensure parents/carers are regularly engaged in discussions about the progress of their child (at least three times a year); Ensure a process is in place for involving parents and pupils in reviewing provision.
SEND Governor Mrs Natalie Jensen	Must have regard to the SEND Code of Practice, oversee its implementation and provide strategic support to the head teacher; Must publish information on the school's websites about the implementation of the governing body's policy for pupils with SEND; Must ensure that there is a qualified teacher designated as SENCO; Must cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHCP; Must ensure that arrangements are in place in schools to support pupils at school with medical conditions; Must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

5) How are the teachers in school supported to work with pupils with SEND and what training do they have?

The SENCO's job is to support the teachers in co-ordinating provision for pupils with SEND. The school works to improve the teaching and learning of pupils including those with SEND. This includes whole school training on SEND issues such as ASD, Dyslexia etc. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific pupils in their class.

6) How are equipment and facilities allocated to support pupils with special educational needs?

In line with the SEND Code of Practice, schools are required to use their delegated SEND budget and the notional SEN funding element to make provision for pupils with additional needs. This means we use our best endeavours to meet needs within the resources available. The Headteacher decides on the budget for Special Educational Needs in consultation with school governors, on the basis of needs in the school.

The Headteacher and SENCO discuss all the information they have about SEND in the school, including pupils:

- getting extra support already
- needing extra support
- who have been identified as not making as much progress as would be expected

They decide what resources/training and support is needed. All resources/training and support are reviewed regularly, and changes made as needed and identified on the provision map.

Only where a child's needs are significant, complex and long-term — and cannot reasonably be met from the school's own resources — may additional funding be sought through an Education, Health and Care Plan (EHCP). The decision to issue an EHCP is made by the Local Authority following a statutory assessment process.

7) How do the school let parents/carers know if they have any concerns about their child's learning in school?

When a teacher or a parent/carer has raised a concern about a pupils progress, and targeted teaching has not met their needs, the teacher must raise this with the SENCO.

At Kelsall, there are termly assessments and subsequent meetings between class teachers and members of the Senior Leadership Team to ensure all pupils are making good progress.

When a pupil is identified as not making the expected progress and working significantly below age related expectations the school will discuss this with parents to:

- understand any concerns they may have too
- to plan any additional support
- to discuss with possible referrals to outside professionals

8) How do school consult with pupils and involve them in their education?

As part of our approach to teaching and learning for all pupils, we discuss progress and specific needs through:

- Verbal feedback
- Self-assessment of learning
- SEND review meeting where a pupil's view are sought and discussed
- Crew sessions

9) How can parents/carers let the school know if they are concerned about their child's progress in school?

We encourage parents and carers to raise any concerns with the class teacher or SENCO in the first instance.

Parents and carers can also access impartial advice and support through the Information, Advice and Support Service (IASS):

- Tel: 0300 123 7001
- Email: iasservice@cheshirewestandchester.gov.uk

10) How does the governing body involve other people in meeting the needs of pupils with special educational needs and in supporting families of such pupils?

Directly funded by the school

- Teaching Assistants
- A variety of SEND resources and training

Paid for centrally by Local Authority but delivered in school.

- Autism Service
- Outreach support from specialist schools
- Early Years Inclusion Service

Provided and paid for by the Health Service	<ul style="list-style-type: none"> • School Nurse • Community Paediatric Nurses • Occupational Therapy • Physiotherapy • Paediatricians • Health Visitors • Speech and Language therapists
11) Contact details of other support services	
SEN Team	0151 3376505 senteam@cheshirewestandchester.gov.uk
Information, Advice and Support Service (IASS)	0300 123 7001 iasservice@cheshirewestandchester.gov.uk
12) How do school support pupils when they are leaving the school or moving to another year?	
<p>We recognise that “moving on” can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <p>If a pupil is moving to another school we will:</p> <ul style="list-style-type: none"> • Meet with the school SENCo and ensure they are aware of any special arrangements or support that need to be made. • Make sure that all records are passed on as soon as possible. <p>Transition to the next class:</p> <p>Information about pupils is shared with their new teachers at transition meetings. If a pupil would be helped by a personalised plan for moving to another year, we will put this in place.</p>	
Local authority's offer	Special Educational Needs and Disability (SEND) Local Offer Live Well Cheshire West