Kettlefields Primary School

Written- September 2026 (Profile based on the academic year 2025-26)

Kettlefields Primary School:
Aspire, Believe, Achieve

Our School

At Kettlefields Primary School, we aim to create an environment in which every child's sense of curiosity and excitement is stimulated, their confidence and self-esteem is raised and their respect for and understanding of other people is developed. We are an inclusive school and every child is welcome.

What Inclusion Means to Us

We believe that every pupil, regardless of gender, race or disability, has the equal right to access a broad and balanced curriculum. At Kettlefields Primary School, we believe it is important to celebrate individuals and their achievements in an atmosphere which is inclusive and supportive. We aim to develop the full potential of the children in our school and to identify and break down possible barriers to learning.
Some pupils have needs that are additional to and different from other pupils of the same age and need extra help. These pupils have additional/special educational needs.

Celebrating Diversity

We promote understanding and tolerance of neurodiversity. We strive for the highest level of understanding, identification and support of every child in our care.

Our SENDCo

The school's SENCo is Mrs Laura Arbon

She teaches Robins Class 2 & ½ days a week, on a Monday, Tuesday and Wednesday morning. She has release time of one afternoon and one morning. Please contact the school office or email directly to arrange a phone call or to meet directly.

SEND Information Report

Data based on the year 2025-26
(These changed slightly throughout the year)

SEND

12 %
with identified SEND at the start of the year.

By the end of the year this figure was **15%**

EHCP

1.4%
of children hold an EHCP at the start of the year.

This was the same figure at the end of the academic year.

EHCNA placed

3
Additional referral was made and awaiting outcome for an EHCP.

Additional needs

A further **9 %** are monitored by staff for additional needs (Light Touch)

Ofsted

'Leaders and staff are quick to identify when pupils show signs of special educational needs and /or disabilities. (SEND) Detailed guidance from leaders helps teachers to plan learning activities to meet these pupil's needs.'

'Pupils take pride in their individual achievements and celebrate the success of others.'

'Pupils show sensitivity towards their own and each other's emotional needs.'

'Pupils feel safe and value the caring ethos of the school. They appreciate how well staff promote pupil's wellbeing.'

Ofsted 18th/19th October 2022

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Introduction

Welcome to our SEND Information Report, which forms part of the **Cambridgeshire Local Offer** for children and young people with Special Educational Needs and Disabilities (SEND). Schools have a duty to publish information on their website about how they support pupils with SEND. This information is reviewed and updated annually.

The Children and Families Act 2014 places a duty on every Local Authority to publish a **Local Offer**, setting out information about the provision available in their area for children and young people with Special Educational Needs and Disabilities.

At Kettlefields Primary School, we are committed to providing an **inclusive curriculum and learning environment** to ensure the best possible progress and outcomes for all our pupils, whatever their needs or abilities.

The SEND Code of Practice: 0 to 25 years states:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.'

A child or young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

The National Curriculum is our starting point for planning an appropriate and ambitious curriculum for all pupils. Teachers set suitable learning challenges and respond to children's diverse learning needs. Some pupils may require additional support for a short period, while others may need support over a longer period of time. We work with pupils and their parents and carers to understand individual needs and provide appropriate support to enable all pupils to participate effectively in school life.

Inclusion in the Broadest Sense

At Kettlefields, we believe that pupils with SEND should be fully included in all aspects of school life. Pupils with SEND are encouraged and supported to participate in school trips, clubs, responsibilities, productions and other enriching activities, according to their individual interests, strengths and needs.

We aim to ensure that every pupil with SEND has opportunities to contribute to and enjoy the wider life of our school. We celebrate individual achievements and recognise that success and participation may look different for every child

The 4 Broad Areas of Need

C&I C&L SEMH P&S

The SEND Code of Practice identifies **four broad areas of need**. These provide a framework for understanding pupils' needs, although individual pupils may have needs across more than one area.

At Kettlefields, we provide support across all four areas of need. Where required, provision may be **additional to or different from** that normally available to pupils of the same age.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) may have difficulty communicating with others. This may include difficulties with understanding or using language, expressing themselves, or developing and using social communication skills.

The profile of each pupil is different and needs may change over time. Some pupils may have difficulties with one or several aspects of speech, language and communication.

Autistic pupils may have particular differences or difficulties with social communication and interaction, alongside other characteristics which may affect how they experience and access learning and school life.

Cognition and Learning

Children and young people with cognition and learning needs may learn at a different pace from their peers and may require additional support or adaptations to access learning.

This broad area includes **moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD)**. It also includes **specific learning difficulties (SpLD)**, which affect particular aspects of learning and may include dyslexia, dyscalculia and other specific learning differences.

Pupils' individual strengths, needs and barriers to learning are considered when planning appropriate support and provision.

Social, Emotional and Mental Health (SEMH)

Children and young people may experience a wide range of social, emotional and mental health needs. These may affect emotional regulation, wellbeing, relationships, social interaction, attention, concentration, engagement or access to learning.

Some pupils may experience difficulties such as anxiety, low mood or difficulties with emotional regulation. Other pupils may have identified conditions such as attention deficit hyperactivity disorder (ADHD) or other needs which affect their social and emotional development.

At Kettlefields, we seek to understand the underlying needs, experiences, communication and regulation difficulties that may contribute to behaviours that cause concern. **Behaviour is not**

identified as a special educational need in itself. Our approach is informed by Cambridgeshire Therapeutic Thinking and recognises that behaviour can be a form of communication.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a sensory and/or physical need or disability which affects their access to learning, participation or the wider life of the school.

This may include **hearing impairment, visual impairment, multi-sensory impairment or physical disability**. Pupils may require adaptations to the learning environment, resources, equipment or teaching approaches to enable them to participate fully.

Individual needs may vary over time and provision is considered according to the needs of each pupil.

Other Factors

It is important to recognise that factors such as English as an additional language, attendance, disadvantage or other circumstances do not in themselves mean that a child has SEND. However, these factors may sometimes occur alongside SEND and will be considered when understanding a child's individual needs.

Further information about the Cambridgeshire Local Offer can be found on the Cambridgeshire SEND Information Hub.

You can find the Local Offer on the Cambridgeshire website

SEND Information Hub (Local Offer) (cambridgeshire.gov.uk)

Identification: How does the school know if children need extra help?

At Kettlefields Primary School, we recognise that every child is unique and that children may have different strengths, needs and ways of learning. We use a range of information to develop a clear understanding of each child's needs and to identify when additional support may be required.

Concerns about a child's progress, development, communication, wellbeing, engagement or participation may be identified through:

- day-to-day assessment and observation by class teachers and other staff;
- discussions between staff;
- discussions with parents and carers;
- the child's own views and experiences;
- termly Pupil Progress Meetings;
- learning walks and observations;
- information from previous settings or external professionals; and
- a **Cause for Concern** document completed by the class teacher where concerns have been identified.

There can be many reasons why a child may experience difficulties with learning or participation. These may include attendance, English as an additional language, changes in circumstances or other barriers to learning. These factors do not in themselves mean that a child has SEND, but they will be considered when developing a holistic understanding of the child.

What happens if a teacher has a concern?

Initially, the class teacher will use their knowledge of the child to consider and adapt the provision within the classroom. This may include changes to teaching approaches, resources, the learning environment, task structure, language, pace or level of support.

Many children benefit from these adaptations as part of **high-quality inclusive teaching** and do not require SEND provision.

Where concerns persist or a child appears to require additional or different provision, the class teacher will discuss these concerns with the SENDCo and, where appropriate, the child's parents or carers. 'A Cause for Concern' document may be completed and the SENDCo may observe the child or provide further advice and support.

The school will use the **Assess, Plan, Do, Review (APDR)** approach to develop a fuller understanding of the child's strengths and needs and to consider the effectiveness of the support already in place.

How is a child placed on the SEND register?

A child may be placed on the SEND register where, following appropriate assessment and discussion, it is identified that they have SEND and require special educational provision that is additional to or different from that normally available to pupils of the same age.

This decision will be made collaboratively, involving the class teacher, SENDCo and parents or carers, and taking into account the child's views where appropriate. Information from external professionals may also contribute to this understanding.

Being on the SEND register is not necessarily permanent. A child's needs and provision are reviewed regularly and may change over time as they make progress or their circumstances change.

What support might a child receive?

Pupils identified as having SEND may receive support through a range of approaches, depending on their individual strengths and needs. This may include adaptations to classroom teaching, targeted teaching or intervention, additional adult support, specialist resources or equipment, assistive technology, environmental adaptations or advice from external professionals.

Support is reviewed regularly as part of the APDR process to consider its impact and whether provision should continue, change or be increased or reduced.

Parents and carers are kept informed and involved in discussions about their child's needs, provision and progress.

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

If you have concerns about your child's learning, development, communication, wellbeing or progress, please speak to your child's **class teacher in the first instance**. We encourage parents and carers to raise concerns early so that we can work together to understand and support their child's individual needs.

Who is responsible for SEND?

At Kettlefields, all staff have responsibility for supporting the education, care, wellbeing and inclusion of every child, including children with SEND.

What is the class teacher's role?

The class teacher has day-to-day responsibility for the education and progress of all pupils in their class, including pupils with SEND. They will:

- monitor your child's progress and development through ongoing assessment and observation;
- adapt teaching and learning to meet your child's individual strengths and needs;
- discuss any concerns with you and, where appropriate, the SENDCo;
- identify and implement additional support where this is needed;
- contribute to Assess, Plan, Do, Review (APDR) planning and review; and
- work with the SENDCo and other professionals where additional advice or support is required.

What is the SENDCo's role?

The SENDCo: Mrs Laura Arbon:

As a small school, we pride ourselves on getting to know our children and families extremely well. Our SENDCo is also a **teaching SENDCo in Reception/ Year 1** and has been part of the Kettlefields community for many years. She has taught nearly all of the children in the school and therefore has a strong understanding of our pupils, families and the wider school community.

This close knowledge of our children enables the SENDCo to work closely with class teachers and families and to develop a clear understanding of individual strengths, needs and experiences. Parents and carers are welcome to approach the SENDCo with any concerns, however small they may seem.

The SENDCo coordinates the school's provision for pupils with SEND and will:

- coordinate the identification and support of pupils with SEND;
- support staff to understand and meet individual needs;
- advise on appropriate adaptations and additional provision;
- coordinate communication with external professionals where appropriate;
- maintain and regularly review the school's SEND register;
- support the Assess, Plan, Do, Review process;
- ensure that parents and carers are involved in discussions about their child's needs and provision; and
- contribute to the development and review of the school's SEND Policy and provision.

At Kettlefields, **co-production is an important part of our approach**. Parents and carers have valuable knowledge about their child and are encouraged to contribute to planning and reviewing support. Parents can share their views through our parent voice process and during meetings with staff.

How will school staff support my child?

All pupils are supported through **high-quality inclusive teaching**, with appropriate adaptations made to meet individual strengths and needs.

Where a child requires additional or different provision, this may include:

- adaptations to teaching, resources or the learning environment;
- additional teaching or targeted support;
- small-group or individual intervention;
- additional adult support where appropriate;
- specialist resources, equipment or assistive technology; and
- advice and support from external professionals where required.

The effectiveness and impact of additional provision is monitored regularly and reviewed as part of the **Assess, Plan, Do, Review (APDR)** process.

Parents and carers are kept informed about their child's provision and progress and are encouraged to work in partnership with school.

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

Where a child requires provision that is **additional to or different from** that normally available to pupils of the same age, we use a four-stage **Assess, Plan, Do, Review (APDR)** approach.

Assess – We consider a range of information, including the child's strengths, needs, views and experiences, alongside information from parents or carers, the class teacher, school assessments and, where appropriate, external professionals.

Plan – We identify the child's strengths and needs, any barriers to learning, intended outcomes and the adaptations or additional provision that will be put in place. This is recorded on an APDR plan where appropriate.

Do – The agreed provision is put in place. The class teacher remains responsible for the child's learning and progress and works with other staff to ensure that agreed strategies and support are implemented effectively.

Review – We consider the impact of the support provided, the child's progress and the views of the child and their parents or carers. Provision is then continued, adapted, increased or reduced as appropriate. This informs the next cycle of APDR.

Each APDR plan is personalised to the individual child. It records key information about the child's strengths and needs, the provision being provided, intended outcomes and the contributions of school, the child and their parents or carers. This provides a shared record and avoids unnecessary duplication of paperwork.

How will we know about my child's progress and how will you help me to support their learning?

We believe that good communication between home and school is essential for children to thrive. We work in partnership with parents and carers to share information about children's progress, celebrate their achievements and identify any areas where further support may be helpful.

Communication may take place through email, telephone calls, face-to-face meetings, home/school books or other methods appropriate to the needs of the child and family. We also work closely with external professionals where appropriate and will support families to access advice and guidance where needed.

To help us do this:

- **Parents and carers receive regular feedback** through Parent/Carer Consultations and an annual written report.
- **For pupils with an APDR plan**, there will also be a termly meeting involving the class teacher, SENDCo and parents/carers to discuss progress, review the support in place and agree next steps.
- **Additional meetings can be arranged** if parents/carers or school staff have concerns or feel that further discussion would be helpful.
- **Class teachers monitor learning and progress on a day-to-day basis** through observation, discussion, assessment and feedback. This helps teachers identify what children have understood, where they may need further teaching or support, and when they are ready for greater challenge.
- **Regular Pupil Progress Meetings** are held to consider every child's progress and attainment in relation to their previous learning and appropriate expectations. The SENDCo is involved in these meetings and contributes to discussions about pupils with SEND and those who may require additional support.
- **Staff are available to discuss concerns as they arise**, and parents/carers are encouraged to contact school if they have questions or information they feel may help us to support their child.
- **APDR plans record agreed outcomes, provision and next steps** where a child requires provision that is additional to or different from that normally available.
- **External professionals may work with school and families** where specialist advice, assessment or support is appropriate. Their advice is considered alongside information from the child, parents/carers and school staff.

We value **open, respectful communication between home and school** and recognise that parents and carers have an important role in helping us understand their child's strengths, needs and experiences. We will work with families to identify practical ways they can support their child's learning, independence and wellbeing at home.

External Agencies

The school has worked with and referred to a range of external agencies and professionals, including but not limited to:

1. **Cambridgeshire SEND Specialist Teaching Service**
2. **Educational Psychology Service**
3. **Speech and Language Therapy**
4. **Locality Team / Early Help services**
5. **Medical professionals and clinicians**, including GPs and specialist health services
6. **Sensory services**, including Visual Impairment and Hearing services
7. **Occupational Therapy and Physiotherapy services**
8. **Community Paediatrics**
9. **Children and Adolescent Mental Health Services (CAMHS)**, where appropriate
10. **Play Therapy / therapeutic services**, where appropriate
11. **Emotional wellbeing and mental health support services**, including Younited
12. **SENDIASS**, which provides impartial information, advice and support to children, young people and their parents/carers in relation to SEND

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

Kettlefields Primary School works closely with a range of specialist services and professionals to support children and families where additional advice, assessment or specialist expertise is required. We access support according to the individual needs of children and the circumstances of each case.

	Personal External Support
Specialist Teacher	Specialist Teachers provide advice and support to schools and families. Our SEND Specialist Teacher is **Veronica Casey.** SEND Specialist Teachers offer bespoke SEND training for schools, deliver parenting training programmes or interventions to support families. They also work alongside professionals to help children who are part of Early Support. Together, they monitor this plan and review progress.
Education Inclusion Family Advisor	Our school's EIFA is **Michelle West** and she sends regular newsletters relating to how she can support families and Laura Arbon is able to signpost families to her for support.
Educational Psychologist	**Rebecca Miller** is our School's link, Educational Psychologist. She helps when children have significant SEND difficulties which are affecting their access to learning or where the child's emotional health and well-being is affecting relationships with others. She may also contribute to Education, Health and Care Needs assessments.
Speech and Language Therapist	**Cara Tompkins** is our Link Speech and Language Therapist. If a child is identified as having significant speech, language and communication needs she may: give advice, demonstrate sessions or conduct training for parents /school staff or hold group or individual interventions.

External Agencies

How do we work with external professionals?

The SENDCo normally coordinates communication between school, families and external professionals. Parents/carers will normally be informed and involved when specialist advice or assessment is being considered.

External professionals may provide consultation, assessment, observations, advice, modelling, training or direct support. Their recommendations are considered alongside the knowledge and views of the child, parents/carers and school staff.

Specialist advice and support is monitored and reviewed as part of the school's **Assess, Plan, Do, Review (APDR)** approach, so that we can consider its impact and make appropriate changes to provision.

How accessible is the school?

Kettlefields Primary School is committed to being an inclusive and accessible school. We consider the individual needs of pupils and make **reasonable adjustments where required** to reduce barriers and enable pupils to access learning and participate fully in school life.

- Accessibility needs are considered individually and appropriate adjustments are made to the **environment, resources, teaching and activities** where required.
- Risk assessments are undertaken where appropriate to identify and reduce potential barriers or risks to participation.
- Where a pupil has additional medical or personal care needs, we work with parents/carers and relevant professionals to put appropriate arrangements in place.
- **Prescribed medication** can be administered in school in accordance with our Administration of Medicines Policy and the appropriate consent and medical information.
- Where appropriate, **individual healthcare or medical care plans** are developed in partnership with parents/carers and relevant health professionals.
- We work with external professionals and specialist services where advice is needed to support a child's access, health, communication, mobility, sensory needs or independence.
- We recognise that accessibility is not limited to the physical environment. We consider barriers to **learning, communication, participation and wellbeing** as part of our inclusive approach.

Further information can be found in our **Accessibility Plan, Equality Policy, Administration of Medicines Policy, Behaviour Policy, Anti-Bullying procedures and Safeguarding Policy**.

Transition Arrangements

How will the school prepare and support my child to join the school or transfer to a new school?

We recognise that transitions can be particularly important for children with SEND. We work closely with children, parents/carers, previous and receiving settings and relevant professionals to ensure that important information is shared and that transition arrangements reflect the individual strengths, needs and experiences of each child.

Transition support is planned according to individual need. This may include additional visits, meetings, photographs, transition books or passports, opportunities to meet key adults, and sharing information about successful strategies and support.

If your child is joining Reception at Kettlefields

We aim to make starting school a positive and reassuring experience for every child and family. Our arrangements may include:

- meetings with parents/carers and school staff before starting school;
- opportunities for children to visit Kettlefields and become familiar with the school, classroom and staff;
- visits by school staff to children's pre-school or early years settings where appropriate;
- opportunities to share information about a child's strengths, development, communication, interests and any existing support;
- a new parents' information meeting;
- further discussions with parents/carers once children have started school; and
- additional transition arrangements for children who may benefit from them.

Parents/carers are encouraged to share any concerns or information that may help us to support their child's transition.

If your child is moving between classes at Kettlefields

We recognise that changes of teacher, classroom and routines can be significant for some children. We therefore ensure that relevant information is shared with the receiving teacher before the move.

Depending on individual need, transition arrangements may include:

- discussions between the current and new class teacher and SENDCo;
- sharing relevant APDR plans and other important information;
- opportunities for children to meet their new teacher and become familiar with their new classroom;
- opportunities for parents/carers to meet the new teacher where appropriate;
- additional visits, support or familiarisation activities;
- photographs, visual information, transition books or passports to support preparation at home; and
- other personalised arrangements according to the child's individual needs.

If your child is moving to another school

We work with the receiving school to support a smooth transition and ensure that relevant information about the child's strengths, needs, provision and successful strategies is shared.

This may include:

- contact between SENDCos and other relevant staff;
- sharing appropriate school records and APDR information;
- visits by staff from the receiving school to Kettlefields where appropriate;
- opportunities for the child to visit their new school;
- additional or personalised transition visits where needed; and
- transition meetings involving the child, parents/carers and relevant professionals where appropriate.

For pupils with an **Education, Health and Care Plan (EHC Plan)**, transition planning will form part of the statutory review process where appropriate, and we will work with the receiving setting to support the child's identified outcomes and provision.

If your child is moving to secondary school

We work closely with the secondary schools to which our pupils transfer. Transition arrangements may include:

- opportunities for pupils to visit their new school and become familiar with the environment and routines;
- visits or meetings with secondary school staff;
- communication between primary and secondary school staff, including SENDCos;
- transition meetings involving parents/carers and relevant staff where appropriate;
- sharing information about the child's strengths, needs, successful strategies and support;
- additional transition visits or personalised arrangements for pupils who may require them; and
- transition books, passports or other visual resources where these would support the child.

Our Year 6 pupils also take part in the secondary school's planned transition activities, such as **Move Up**, alongside any additional arrangements needed to support individual pupils.

If your child joins Kettlefields at any other time

We recognise that joining a new school during the academic year can be a significant change. We will work with the child, parents/carers and previous setting to help them become familiar with Kettlefields and to understand their individual strengths, needs and experiences.

This may include:

- a visit or tour of the school;
- opportunities to meet key staff and become familiar with the classroom and routines;
- communication with the child's previous setting;
- sharing relevant information and records;
- a buddy or other peer support where appropriate; and
- additional transition support according to the child's individual needs.

Information about our school, including our **SEND Information Report and SEND Padlet**, is available to help families become familiar with Kettlefields.

School Based Assessments

How does the school assess and identify SEND?

At Kettlefields, we use a range of assessment and observation approaches to develop a clear understanding of each child's strengths, needs and any barriers to learning.

School staff use ongoing assessment, observation and professional knowledge, alongside information from the child and their parents/carers, to identify areas where a child may need additional support. Where appropriate, trained staff may use more specific assessment tools to provide further information about a child's learning and development.

These assessments help us to understand each child's individual profile and inform the support, adaptations and provision we put in place.

Specialist Assessments

Where school-based assessment and support indicate that a child may benefit from specialist assessment or advice, we may seek support from an appropriate external professional or specialist service. This may include Educational Psychology, Speech and Language Therapy, Occupational Therapy, specialist teaching services or relevant health professionals, depending on the child's individual needs.

We recognise that **children do not need a formal diagnosis for school to identify their needs and put appropriate support and reasonable adjustments in place**. We respond to the individual needs of each child and consider the information available to us when planning support.

For example, where a child presents with **traits associated with dyslexia or another specific learning difficulty**, we can provide appropriate support and adaptations based on their individual needs without waiting for a formal diagnosis.

Our SENDCo will discuss possible next steps with parents/carers and, where appropriate, the child. This may include considering whether further specialist assessment or a potential diagnosis would be helpful for the individual child and family. We recognise that families may make

different choices about whether or not to pursue a diagnosis and will support them in making informed decisions.

Where a child may require assessment or support from a health professional, school can provide information about the child's presentation and needs to support parents/carers when making a referral, usually through their GP or the relevant health service.

In some cases, school may seek advice from our allocated Educational Psychologist, including where this may contribute to an Education, Health and Care Needs Assessment.

Visual Stress

Where a child experiences difficulties when reading or working with text, we consider whether visual factors may be contributing to their difficulties.

Where appropriate, we encourage parents/carers to seek advice from an **optician or other appropriate eye-care professional** so that any underlying visual needs can be considered.

Where a child has been identified as experiencing visual stress, or where a particular visual adjustment has been recommended or found to be helpful, we can support the child through adjustments such as **coloured overlays, coloured exercise books or coloured paper**.

We recognise that coloured paper is not appropriate or necessary for every child. Visual adjustments are considered on an individual basis and we monitor whether they are helpful. Some children may use **tinted glasses**, which can mean that they do not require coloured paper or overlays. Where helpful, classrooms can also **adjust the tint or background colour of the interactive whiteboard** to support an individual child's visual comfort and access to learning.

We will work with the child and their parents/carers to understand what helps them to access reading and learning comfortably and effectively.

Education, Health and Care Plans (EHC Plans)

A small number of pupils at Kettlefields have an Education, Health and Care Plan (EHC Plan). At the start of the academic year, **2 pupils (1.4% of the school population) had an EHC Plan**.

During the academic year, two pupils were supported throughout the year with an EHC Plan. One further pupil was awaiting a decision following an EHC Needs Assessment (EHCNA), and two further EHC Needs Assessments were requested during the year.

At the end of the academic year, one pupil with an EHC Plan transferred to a specialist school. Another pupil was offered a place at a specialist school while awaiting the outcome of their EHC Needs Assessment.

For pupils with an EHC Plan, we work towards the outcomes and provision identified in the plan and monitor their progress as part of our ongoing assessment and support. Annual Reviews are held in accordance with statutory requirements and involve the child, parents/carers, school and relevant professionals.

We also work closely with families and professionals when an EHC Needs Assessment is being considered, ensuring that the child's strengths, needs, progress and provision are clearly understood.

Profile of Children with SEND at Kettlefields.

For the academic year **2025–26**, Kettlefields maintained a Special Educational Needs and Disability (SEND) Register to account for pupils within the school categorised as SEN Support (K) or in possession of an Education, Health and Care Plan (EHCP).

At the start of the year, **12% of pupils** were identified as having SEND. By the end of the academic year, **21 pupils were on the SEND Register, equating to 14.5% of the school population** from Reception to Year 6.

A further **9% of pupils** were monitored through a 'Light Touch' approach, where staff identified additional needs and provided appropriate classroom strategies, adaptations and support without the child being placed on the SEND Register.

During the academic year, **5 pupils were referred for Speech, Language and Communication Needs and were supported by a Speech and Language Therapist within school**. This included some re-referrals for further support. Some of these pupils were also on the SEND Register.

2 pupils held an EHCP at the start of the academic year, representing **1.4% of the school population**. During the year, the school worked closely with families, the Local Authority and specialist services to support pupils with EHCPs and to ensure appropriate provision and transition arrangements.

During the academic year, **3 EHC Needs Assessments (EHCNAs) were requested**. At the end of the academic year, **2 pupils were still awaiting the outcome of an EHC Needs Assessment**. One pupil with an EHCP transferred to specialist provision during the year, and a further pupil was offered a place at specialist provision while awaiting the outcome of their EHCNA.

At the end of the academic year, **2 pupils held an EHCP, equating to 1.4% of the school population**. This is below the national figure of **5.3% of pupils with an EHCP in 2024–25** across all school types and phases in England. The national figure provides useful context, although it is not directly comparable with a small mainstream primary school.

At the end of the academic year, **6 of the 21 pupils on the SEND Register were also eligible for Pupil Premium**, representing **28.6% of pupils with SEND**. There were **18 Pupil Premium pupils across the school**, meaning that **33.3% of Pupil Premium pupils were identified as having SEND**, compared with **11.8% of pupils who were not eligible for Pupil Premium**. This indicates that, within our school population, pupils eligible for Pupil Premium were more likely to be identified as having SEND. We continue to monitor this pattern as part of our evaluation of inclusion, provision and outcomes.

Main Area of Need at Kettlefields 2025-26

At the end of the academic year, the greatest primary area of need at Kettlefields was **Cognition and Learning**, with **13 pupils (61.9%)** identified within this area. Many of these pupils have traits associated with, or a diagnosis of, a specific learning difficulty such as dyslexia. Pupils are supported according to their individual strengths, needs and barriers to learning, with appropriate adaptations and additional provision where required.

The second greatest area of primary need was **Social, Emotional and Mental Health (SEMH)**, with **4 pupils (19%)**. This includes pupils with needs relating to emotional regulation, attention, relationships and engagement, including pupils with ADHD. Some pupils have needs across more than one area, and there can be overlap between diagnoses such as autism and ADHD.

Communication and Interaction was the primary area of need for **3 pupils (14.3%)**. This includes pupils with Speech, Language and Communication Needs and pupils with a diagnosis of Autism Spectrum Condition (ASC). Pupils with communication and interaction needs are supported through appropriate classroom adaptations and, where required, advice and intervention from specialist services such as Speech and Language Therapy. Several pupils across the school also receive support for Speech, Language and Communication Needs but are not recorded on the SEND Register.

Sensory and/or Physical needs were the primary area of need for **1 pupil (4.8%)**, where a medical condition created additional barriers to accessing learning and participating fully in school life. Appropriate adaptations and support were put in place in response to the individual child's needs.

These figures provide a snapshot of the primary areas of need within our SEND cohort. Some pupils have needs across more than one area, and provision is personalised according to each child's individual strengths, needs and circumstances.

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

Kettlefields Primary School Mental Health Offer

At Kettlefields, we recognise that children's emotional wellbeing and mental health are closely connected to their ability to feel safe, engage in learning, develop relationships and make progress. We take a whole-school approach to supporting wellbeing and recognise that every child may communicate their feelings and needs in different ways.

We are proud to be a **Cambridgeshire Therapeutic Thinking School** and use a therapeutic approach to understanding behaviour, relationships and emotional regulation. Staff seek to understand the needs and experiences underlying a child's behaviour and work with children and families to identify supportive strategies that help children to feel safe, regulated and ready to learn.

Our wellbeing provision includes:

Positive relationships and staff support
We place a strong emphasis on warm, respectful relationships between children and adults. Children are encouraged to communicate openly and know that their views and feelings will be listened to. Staff get to know children well and provide additional support or access to a trusted adult when needed.

Daily wellbeing and emotion check-ins
Children have opportunities to check in with how they are feeling and to seek support from a member of staff when needed. Time is built into the school day to support emotional wellbeing, regulation and reflection.

Cambridgeshire PSHE
We follow the Cambridgeshire PSHE programme, which supports children to develop an understanding of themselves, their emotions, relationships, resilience and mental health.

Individualised support and interventions
Where a child requires additional support with their emotional wellbeing, regulation, relationships or engagement, staff may provide individualised strategies or targeted interventions. These are based on the child's individual needs and may include access to a trusted adult, movement or regulation breaks, a sensory space, structured support or therapeutic activities such as LEGO-based interventions.

Sensory and regulation support
We have a sensory area which children can access when this is appropriate to their individual needs. Staff may also use movement, sensory or regulation strategies to help children feel comfortable and ready to learn.

Pupil voice
We value children's views and provide opportunities for pupils to share their ideas, opinions and experiences through class discussions, pupil voice opportunities and our School Council.

Wellbeing Week and assemblies
We hold an annual Wellbeing Week, exploring physical and mental wellbeing, including exercise, healthy lifestyles and mental health. Whole-school and class assemblies also provide opportunities to explore wellbeing, relationships, emotions and other aspects of mental health in an age-appropriate way.

Outdoor learning and Forest School
We recognise the positive contribution that outdoor learning, physical activity and time spent in nature can make to children's wellbeing. Our extensive school grounds support opportunities for outdoor learning and Forest School.

Support from specialist services
Where a child requires support beyond that which can be provided through our school-based offer, we work in partnership with parents/carers and appropriate external professionals and services. This may include Early Help, Family Support, Speech and Language Therapy, Educational Psychology, specialist teaching services, therapeutic services or children's emotional wellbeing and mental health services.

Our **Education Inclusion Family Advisor (EIFA), Michelle West**, also provides information, advice and signposting for families, with support from school where appropriate.

Where a child requires more specialist support for their emotional wellbeing or mental health, we can work with parents/carers to access appropriate services, including the **Children and Young People's Emotional Wellbeing Hub**, where appropriate.

Staff receive training and professional development to support their understanding of children's emotional wellbeing, mental health, regulation and therapeutic approaches. We continue to develop our provision in response to the needs of our pupils and the wider school community.

Our approach is individualised: we recognise that what supports one child may not be helpful for another. We therefore work with children and families to understand what helps each child to feel safe, valued, regulated and able to participate fully in school life.

Bullying of Children with SEND

At Kettlefields, we are proud to be a supportive, caring and inclusive school community where children are encouraged to look out for one another and celebrate difference. Our children are known for being kind, caring and supportive of their peers, and we work hard to nurture this positive culture across all aspects of school life.

We are committed to ensuring that all children feel safe, respected and included. We do not tolerate bullying of any kind and respond promptly to concerns in line with our Anti-Bullying Policy.

We recognise that children with SEND may be particularly vulnerable to bullying or may experience difficulties in recognising, communicating or reporting what has happened to them. Staff therefore remain alert to changes in behaviour, relationships, participation or wellbeing, as well as to concerns raised by children, parents or carers.

The playground and school environment are appropriately supervised during playtimes and lunchtimes. Staff are available to listen to children, respond to concerns and take appropriate action where there are concerns about bullying or unkind behaviour.

Through PSHE, assemblies and our wider school culture, we teach children about respectful relationships, kindness, difference, inclusion and the importance of speaking up when something does not feel right. British Values are embedded throughout school life, and children are encouraged to seek help for themselves or others.

All concerns about bullying are taken seriously, investigated appropriately and recorded and monitored in accordance with school procedures. Where a child with SEND is involved, we consider their individual communication, social and emotional needs when gathering information and responding to concerns. Parents and carers are kept informed and involved where appropriate.

Further information can be found in our Anti-Bullying Policy.

Child-Centered Approach

At Kettlefields, we place the child at the centre of all that we do. We take a person-centred approach to SEND, taking time to understand each child's individual strengths, interests, needs, communication and what is important to them.

We listen to children's views, wishes and feelings and consider these when planning their learning, support and provision. Children have opportunities to talk with their class teacher, SENDCo or Headteacher when they need to share something or seek support. Where plans are made or additional or different provision is offered, we involve the child in an age- and developmentally appropriate way so that their voice, wellbeing and dignity remain central.

Capturing Pupil Voice

Pupil voice is an important part of our APDR process. The front page of the APDR records key information about the child, including their views, strengths, interests and what helps them to learn. This is updated with the child's voice before review meetings so that their views are current and can directly inform discussions and decisions about their support.

We capture both pupil voice and parent/carer voice as part of our termly SEND review process. This helps us to understand what is working well, what may need to change and what the child and their family feel is important.

Where appropriate, children are invited to take part in meetings and reviews so that they can actively contribute to decisions about their education and support. We also consider children's hopes, interests and aspirations and, where relevant, help them to identify opportunities to develop these further.

The APDR and the information it contains can also support successful transitions between classes and settings by ensuring that important information about the child, their strengths and the approaches that help them is shared with the adults supporting them.

Parental Involvement

At Kettlefields, we value strong, respectful and collaborative partnerships with parents and carers. We recognise that parents and carers know their children particularly well and that their knowledge, experiences and views are an important part of understanding a child's strengths, needs and aspirations.

In the first instance, parents and carers are encouraged to speak with their child's class teacher, who has day-to-day responsibility for their child's learning, progress and provision. Often, concerns can be explored at this stage and appropriate adaptations or support can be put in place within the classroom. The class teacher can seek advice from the SENDCo at any time, and parents and carers are also welcome to contact the SENDCo directly.

Parents do not need to wait for a formal parents' evening to discuss a concern. Where a more detailed discussion would be helpful, a meeting can be arranged with the class teacher and/or SENDCo to explore concerns, share information and agree appropriate next steps.

Working Together Through APDR

Where a child requires additional or different provision, we work in partnership with the child and their parents or carers through our Assess, Plan, Do, Review (APDR) process. We share information about the child's strengths, needs and barriers to learning and agree appropriate outcomes, strategies and provision together.

Where appropriate, the child's views, wishes and feelings are included in this process. Pupil voice is recorded and updated on the front page of the APDR before review meetings, ensuring that the child's current views can inform discussions and decisions.

Parents and carers are invited to contribute their views and experiences and to review the impact of support. APDR plans are reviewed regularly and provision, outcomes and next steps are adjusted according to the child's progress and changing needs.

Parents and carers of children on the SEND register are invited to a termly SEND progress meeting to discuss their child's achievements, progress, wellbeing and provision, and to agree next steps. Parents and carers can also attend the school's whole-school Parent Consultations and receive an annual written report.

We also invite parents and carers of children on the SEND register to contribute through our Parent Voice questionnaire, which helps us to reflect on and improve our SEND provision.

Working in Partnership

We believe that effective SEND support is built on open communication and shared understanding. We aim to listen carefully to children and their families, share information clearly and work together to identify what will help each child to feel safe, included, confident and able to learn.

Where advice or support from external professionals is appropriate, we normally involve parents and carers in this process and consider their views alongside those of the child, school staff and professionals.

Our approach is based on equity: we aim to provide children with the support and adjustments they need to access learning and participate fully, recognising that this may look different for different children.

The SEND Padlet

We are proud of our SEND Padlet, created by our SENDCo to provide families with accessible information and support in one place.

The SEND Padlet brings together key information about our SEND provision at Kettlefields, alongside useful resources, guidance and signposting from Cambridgeshire County Council and other trusted organisations. It has been designed to help families understand SEND, access relevant services and find practical strategies and sources of support.

The Padlet is regularly developed and updated to ensure that families can easily access information that may be useful to them.

Kettlefields Primary School SEND Padlet

The SEND Padlet is shared with families through school communications and is also accessible from the school website.

Further Information and Support

Parents and carers can also access independent information, advice and support through **Cambridgeshire SEND Information, Advice and Support Service (SENDIASS)**.

Cambridgeshire SEND Information, Advice and Support Service

Information about the support, services and provision available across Cambridgeshire can be found through the **Cambridgeshire Local Offer**.

Cambridgeshire Local Offer

Inclusive Teaching and Adaptation

At Kettlefields, we recognise that some pupils with SEND may require provision that is additional to or different from that ordinarily available to other pupils of the same age. Our starting point is high-quality inclusive teaching, with appropriate adaptations made to meet individual needs.

Teachers consider the strengths, needs and barriers to learning of all pupils when planning and delivering lessons. Adaptations may include changes to the level of adult support, modelling and questioning, resources, language, task structure, pace, environment, or ways in which pupils

access or record their learning. Children may sometimes work towards the same learning as their peers with appropriate support or adaptations, while at other times additional or different teaching may be appropriate.

All staff share responsibility for ensuring that pupils with SEND can access learning and participate fully in school life. The SENDCo works closely with teachers and support staff to advise on appropriate adaptations and additional provision.

Resources and Equipment

Some pupils may require additional resources, equipment or assistive technology to support their access to learning. Depending on individual need, this may include assistive technology or software, coloured overlays or tinted exercise books, writing slopes, movement or seating equipment, sensory resources and other specialist or adapted equipment.

Where appropriate, recommendations from external professionals may inform the provision of additional resources; however, specialist advice is not always required before the school can put an appropriate resource or adjustment in place. Provision is based on the individual needs of the child and is reviewed as part of our ongoing assessment and APDR process.

Targeted Support and Interventions

Where appropriate, pupils may receive targeted teaching or intervention in addition to high-quality classroom provision. Interventions are selected according to the individual needs of pupils and, where appropriate, are informed by evidence-based approaches and professional advice.

We consider the purpose of each intervention, the intended outcome and the impact on the child. Where baseline and outcome measures are appropriate, these are used to help us understand progress and the effectiveness of the provision. If an intervention is not having the intended impact, we review and adapt the approach or consider whether an alternative form of support would be more appropriate.

When planning interventions, we also consider what the child may miss from their usual learning or wider curriculum and seek to ensure that additional support does not unnecessarily reduce access to important learning experiences.

Monitoring Provision and Progress

As a small school, we pride ourselves on being a close-knit and supportive team. The SENDCo works closely with staff and children and regularly monitors the experience of pupils with SEND through learning walks, observations, discussions with staff and children, and pupil voice.

Our approach is personalised, and the SENDCo knows our children and families well. Children on the SEND register are regularly checked in with, both formally and informally, to understand how they are accessing learning, how they are feeling and whether the support in place is working for them. Where there are concerns about a child who is not currently on the SEND register, these can also be discussed and monitored through our usual school processes.

Provision and progress are reviewed regularly through the Assess, Plan, Do, Review (APDR) process. Pupil and parent/carer views are included, and plans and provision are updated collaboratively where changes are needed.

Overall progress for all pupils is discussed through our termly Pupil Progress Meetings. SEND pupils are considered as part of this process, alongside their individual progress, attainment, engagement, wellbeing and access to learning.

We recognise that progress for children with SEND is not solely measured against age-related expectations. We consider individual progress and the impact of support against the child's strengths, needs, outcomes and starting point, alongside relevant academic and wider measures.

Working Together to Improve Provision

We are committed to continually reviewing and improving our SEND provision. The SENDCo works closely with pupils, parents and carers, class teachers, support staff, governors and external professionals to ensure that provision remains responsive to individual needs.

Parents and carers are encouraged to share their knowledge, experiences and views with us, as this helps us to understand what is working well and where further adjustments or support may be helpful. We welcome communication from families and aim to respond to concerns early and work together to identify appropriate next steps.

Complaints

We work hard to support all of our children and to build positive, open and respectful relationships with families. We hope that concerns can be resolved through discussion and working together at an early stage. However, we recognise that parents and carers may sometimes have concerns about their child's education, SEND provision or support that they feel have not been resolved.

If you have a concern or complaint about SEND provision, please speak to your child's class teacher in the first instance. If the concern cannot be resolved, or if it is more appropriate for the SENDCo to be involved, a meeting can be arranged with the SENDCo and/or Headteacher.

If you remain dissatisfied, you can make a formal complaint in accordance with the school's Complaints Policy. The current Complaints Policy, including details of the formal complaints process and how to escalate a complaint, is available on the school website.

We encourage parents and carers to raise concerns as early as possible so that we can listen, understand the issue and work together to find an appropriate way forward.

Parents and carers can also access impartial information, advice and support from Cambridgeshire SEND Information, Advice and Support Service (SENDIASS).

SEND Governor

Our SEND Governor is **Louenna Hood** who works closely with the SENDCo and school leaders to provide oversight and challenge around SEND provision and to ensure that the needs of pupils with SEND remain a priority within the school. Parents and carers should usually raise any questions or concerns about their child's SEND provision with the class teacher or SENDCo in the first instance. If a concern has not been resolved through these usual school channels, or a parent wishes to raise a broader concern about the school's SEND provision, they may contact the SEND Governor through the school. The SEND Governor provides strategic oversight rather than becoming involved in the day-to-day management of individual pupils.

Mrs Laura Arbon - SENDCo
Mrs Alicia Gadsby - Head Teacher
Mr Tom Pinnock – Deputy Headteacher
Mrs Diane Kingdon – Chair of Governors

All of the above can be contacted via the school office

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