



# Kettlefields Primary School

Written- September 2025 (Profile based on the academic year 2024-25)

## 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 SENDCo 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 2024-25  
(These changed slightly throughout the year)

<p><b>SEND</b> <b>11.8 %</b> with identified SEND at the start of the year</p>	<p><b>EHCP</b> <b>3.1%</b> of children hold an EHCP</p>
<p><b>EHcNA placed</b> <b>1</b> Additional referral was made and awaiting outcome for an EHCP.</p>	<p><b>Additional needs</b> A further <b>7.8 %</b> are monitored by staff for additional needs (Light Touch)</p>



'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 18<sup>th</sup>/19<sup>th</sup> October 2022**

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## Introduction

Welcome to our information report which is part of the Cambridgeshire Local Offer for children with Special Educational Needs and Disabilities. All governing bodies of maintained schools have a duty to publish information on the school website about the implementation of the school policy for pupils with Special Educational Needs and Disabilities (SEND). This information is updated annually.

The Children and Families Act places a duty on every Local Authority to publish a LOCAL OFFER, setting out in one place information on the provision they expect to be available in their area for children and young people who have Special Educational Needs and Disabilities.

At Kettlefields Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities.

'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 him or her.

A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

The National Curriculum is our starting point for planning the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some pupils will, permanently or from time to time, have areas of significant learning difficulty that widen the attainment gap between them and their peers. We will aim to close such gaps by working with the child and their parents and carers in planning and delivering bespoke provision. This will include encouraging confidence and positive self-image as well as developing empathy towards others.

These pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Teachers make provision to support individuals or groups of children with strategies to support these needs and thus enable them to participate effectively in all school activities.

## **Inclusion in the Broadest Sense**

All children on the SEND register: attend school trips, are able to participate in a club, enjoy a responsibility such as school council or junior sports leader (should they wish), play significant production roles and enjoy enriching activities. By the time a child has reached Year 6 at Kettlefields, all children with SEND will have played a key part in the life of the school.

### **The 4 Broad Areas of Need**

C&I      C&L      SEMH      P&S

**We provide for all four broad areas of need as identified by the SEND Code of Practice (January 2015). We make additional provision and where necessary provide what may be additional to or different from that of their peers.**

## **Communication and Interaction:**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autistic Spectrum Condition (often known as ASC/ASD), are likely to have particular difficulties with social interaction and communication.

## **Cognition and Learning:**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## **Social, Emotional and Mental Health:**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

## **Physical and Sensory:**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. These can consist of hearing impairment (HI), visual impairment (VI) or a physical limitation. In some cases, specialist settings are required when there are severe difficulties.

**You can find the Local Offer on the Cambridgeshire website**

[SEND Information Hub \(Local Offer\) \(cambridgeshire.gov.uk\)](https://www.cambridgeshire.gov.uk/SEND-Information-Hub-Local-Offer)

**The SEND Code of Practice has identified frequently asked questions about how we can support your child.**

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

At Kettlefields Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

Where a pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND. There can be many reasons for children falling behind. These may include absences, attending lots of different schools, difficulties with speaking English or worries that distract them from learning. Schools

understand that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable children have SEND. Only those with a learning difficulty that requires SEND provision will be identified as having SEND.

On a day to day basis Class Teachers assess children's work and will be aware if children have understood and met the learning objective for each session.

Regular Pupil Progress meetings are held termly following assessment weeks.

Every child's progress and attainment is measured against their own previous progress as well as national expectations. Targets are set by teachers to ensure expectations for each child are appropriate and measurable.

Class teachers know their children well and will notice when a child is behaving differently.

They will encourage the child to share their worries with an adult they trust or by using their own class well-being area where the children can select how they are feeling. Staff will always talk to parents if they have concerns.

Staff will endeavor to be available to discuss any concerns with parents, about the child's achievements as soon as they arise.

The use of diagnostics as screening tools. For example visual stress screening and assessments such as FFT, PHAB, YARC are used to assess.

- If outside agencies are needed, parents and teachers will discuss need for outside support collaboratively.
- The school's SENDCO aspires to know families and children well and can be approached about any concerns, however small they may seem.

### **Initially, the teacher will use their knowledge of the child to adapt the provision.**

Adapting what goes on in the classroom in order to meet the needs of the learners is known as 'quality first teaching' or QFT. Many children benefit from slight changes in classroom practice and are not identified as having a special educational need. Often, this early intervention within quality first teaching will alleviate any concerns.

A child may be placed on our 'Watch' list to monitor their progress in closing any gaps. If concerned, the teacher will complete a 'Cause for Concern' document and the SENDCO will do an observation based on the concerns raised.

### **Some children, however, need something which is 'different from or additional to' the opportunities offered to the majority of children in the class.**

Following an observation by the SENDCO and discussion with the teacher, it may be agreed that there is a special educational need. The parent is invited to a meeting and together we agree what additional support a child might need. At this point the child's name will be placed on the SEND Register.

**Most children on the SEN register are accommodated at 'SEND Support' (SENS).** These children will be set targets which will be documented in a format called an Assess, Plan, Do, Review (plan). Support will be put in place to help them achieve their targets. The support may take the form of an intervention, additional adult support, regular access to assistive technology or some change to their environment. Parents are invited to a termly meeting to discuss progress.

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

### **Speak to your child's Class Teacher as soon as you have concerns.**

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs Co-ordinator (SENDCO) know as necessary.

- Writing Assess, Plan, Do, Review Plans (APDRs), based on their progress, identified needs and sharing and reviewing these with parents at parents evening and at a separate APDR meeting. These run alternately each half term through the year.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

As a small school, we pride ourselves on getting to know the children and families who are part of the Kettlefields Community. The SENDCO is a teaching SENDCO in Reception and as such has taught nearly all of the children in the school. She liaises closely with staff at all opportunities and can be approached by parents if they have concerns.

### **The SENDCO: Mrs Laura Arbon:**

Responsible for

- Developing and reviewing the school's SEND Policy.
- Co-ordinating the support for children with Special Educational Needs or disabilities (SEND).
- Ensuring that you are:
- involved in supporting your child's learning; Co-production is extremely important to us at Kettlefields. Parents will have the chance to co-produce the APDR document by completing a parent voice form and bringing this to the APDR meeting.
- Kept informed about the support your child is getting;
- Involved in reviewing how they are doing.
- Liaising with all the external services who may be coming into school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible

### **How will school staff support my child?**

- On a day to day basis in the classroom, teaching will be differentiated to meet the needs of every child.
- Ongoing marking, target setting and tracking of pupil progress will show any children who may need extra help.
- Extra help may include support in the classroom, small group work or a specific intervention to focus on a particular target.
- Children identified as requiring extra help will be given an Assess, Plan, Do, Review (APDR) Plan.
- Any interventions used will be run by Teachers or specifically trained Teaching Assistants.
- The effectiveness and impact of any interventions and/or support is monitored regularly and shared with all those who have been involved.
- All School Governors are responsible for the education and wellbeing of all the children in our school. Our School SEND governor is Mrs Diane Kingdon. She can be contacted via the School Office at [office@kettlefields.cambs.sch.uk](mailto:office@kettlefields.cambs.sch.uk)
- Parents are very much encouraged to be active in supporting their child. Those parents with children who have APDR are invited to meet with staff termly and again at whole school- parent's consultations to discuss how best to do this.

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

When providing support that is 'additional to' or 'different from', we engage in a four-stage process - Assess, Plan, Do, Review - as part of the graduated response to need.

**Assess** -this involves taking into consideration all the information from discussion with parents or carers, the class teacher, the child and assessments.

**Plan** -this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an APDR plan and will form the basis of termly review meetings held as part of Parent Consultation meetings and child/staff conferences.

**Do** -providing the extra support, learning aids or programmes set out in the plan as well as recording the frequency and duration of interventions.

**Review** -measuring the impact of support provided and considering whether changes to that support need to be made. All of those involved contribute to the review. This stage then informs the next cycle. Discussions between teachers and teaching assistants will be on going and pupil progress will be monitored by the Senior Leadership Team on a termly basis. This additional support will be tailored to meet the child's needs and will target the areas of difficulty.

Each APDR is personal to the specific child therefore they are all tailored to meet the child's unique needs. At the top of the APDR plan is a brief context about the child and the provision that the child is receiving that is 'additional to' or 'different from' the main core of the class.

The first page of the APDR plan is used to highlight specific targets for the child. What the school will do and what the parents will do to support the child. There is also space to write any discussions with the parent and child and to record the parents signature once they have attended the meeting. This cuts the need for multiple paperwork and means that the child has one document for their learning needs.

## **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 may communicate with you via email, telephone or face to face meetings. We liaise with a wide range of professionals and will always try to support you however we can.

In order to do this to the best of our ability;

- Staff feedback to parents and carers occurs through regular Parent/Carer Consultations and yearly written reports.
- If children have APDR plans, there will **ALSO** be a termly meeting with their teacher, the SENDco and parents/carers to discuss the progress of the targets they are set.
- Extra meetings can always be requested by parents or staff.
- On a day to day basis Class Teachers will be marking children's work and will be aware if children have understood and met the learning objective for each session.
- Regular Pupil Progress Meetings are held where every child's progress and attainment is measured against their previous progress as well as national expectations. The SENDco is always a part of these meetings.
- Staff will be available to discuss any concerns with parents/carers as soon as they arise.
- Target setting is recorded on the Assess, Plan, Do, Review plan.
- External agencies may meet or contact parents/carers and school staff.
- Open communication is promoted between home and school through, email, home/school books, face to face discussions and phone calls. This is based on the needs of the child.

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

## External Agencies

The school has worked with and referred to multiple external agencies.

1. The Locality Team
2. The Specialist Teaching Service
3. Educational Psychologist
4. The Speech and Language Therapist, who also advises teachers and TAs on school based interventions.
5. Medical clinicians e.g GP, Visual Impairment Service
6. Joint Therapy Services-Physiotherapy/Occupational Health
7. Community Paediatrician
8. Cambridge Community and Adolescent Mental Health Services (CAMHS)
9. Play Therapist
10. Occupational Therapist Service.
11. Younited- Mental Health/ Emotional Well-being Service
12. SENDIASS- Impartial support and advice.

	Personal External Support
<b>Specialist Teacher</b>	Specialist Teachers provide advice and support to schools and families. Our SEND Specialist Teacher is <b>Veronica Casey</b> . 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.
<b>Education Inclusion Family Advisor</b>	Our school's EIFA is <b>Michelle West</b> and she sends regular newsletters relating to how she can support families and Laura Arbon is able to signpost families to her for support.
<b>Educational Psychologist</b>	<b>Rebecca Miller</b> 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.
<b>Speech and Language Therapist</b>	<b>Cara Tompkins</b> 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.

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

- Consultations with parents/carers, staff and children take place to discuss the individual needs (accessibility and funding) to be as inclusive as possible.
- Reasonable adjustments to any proposed activity are always made to enable a pupil to feel included and involved.
- Risk Assessments and Risk Reduction Plans (Therapeutic Support Plans) will be made, in agreement with parents/carers and children.
- Where helpful, advice will be sought from external support agencies.

### How accessible is the school?

- As far as possible, Kettlefields aims to be an inclusive school and reasonable adjustments will be made to enable it to be as accessible as possible for all pupils. Each pupil's needs will be addressed individually.
- Risk assessments will be carried out and reasonable adjustments made to make the school as accessible as possible for all pupils.

- See our school policies regarding premises, inclusion and accessibility.
- Prescribed medicines can be given following the completion of an “Administration of Prescribed Medicines” consent form.
- Medical Care Plans are created with the parents for ‘long term’ medication needs.
- Medical and personal care will be explained.
- See Administration of Medicines policy.
- See Anti- Bullying/Behaviour policy.
- See Safe Guarding Policies.
- We will consult external agencies as required to ensure access for all.

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

### **Transition Arrangements**

Where children are preparing to progress to the next phase of their education, a robust transition programme is put in place by the SENDCo. We recognise that transitions can be difficult for a child with SEND and we take steps to ensure any transition is as smooth as possible.

#### **If your child is joining Reception at Kettlefields**

- 1:1 meetings with parents and teachers, take place during the summer term before entry to school.
- Pre-school children have a programme of visits in the summer term before entry to school.
- School staff visit children in their pre-school settings.
- A New Parents’ information evening is held in the summer term before entry to school.
- Meetings are held between staff and parents/carers once children have come to school.
- Parents/carers are encouraged to discuss any concerns, however minor, with staff.
- Google Classroom is used as information sharing tool.

#### **If your child is moving classes at Kettlefields:**

- All School Based Plans will be discussed with the new teacher in advance of the move.
- The SENCO and the previous class teacher will meet with the new teacher in a planning meeting.
- Parents will be given the opportunity to meet with the new teacher.
- Children will meet their new teacher and spend time in their new class.
- Additional support can be put in place, depending on specific needs. Photographs and transition books can be taken home over the Summer holidays so that changes can be discussed at home.

#### **If your child is moving to another school:**

- We will contact the school SENCO and ensure that they know about any special arrangements or support that need to be made for your child.
- We will make sure that all important records about your child are passed on before they leave us.
- The SENCO from the new school will be given the opportunity to come and visit our school and meet your child.
- Transition visits will be arranged. These may be visits individually, with their peers or class group.
- Staff from the new school are invited to meet the children/ staff at Kettlefields.

#### **If your child is moving to secondary school.**

- Secondary school staff visit primary schools to speak to children and teach a “secondary” lesson.

- Year 7 children come to talk to children who are moving school.
- Transition meetings occur with parents/carers
- Transition books/passports are made if needed, to share with new staff.
- Extra transition visits to secondary schools can be arranged for those pupils who need them.
- Second Step programme (Locality Team)- this is a programme of activities in the summer holidays prior to starting Year 7. It is held on the secondary site and aims to familiarize children with the school layout and allow them to meet some staff.
- Meetings between school SENCOs can be held as part of individual transition programmes.
- Secondary staff are invited to any transition meetings for children with SEND.
- Year 6 children have a "Move Up" two days in the term before they start their new school.



### **Joining school at any other time.**

- A tour of the school can be arranged by contacting the school office.
- A wealth of information can be found on our school website including the SEND Padlet.
- Each child will be given a copy of our prospectus.
- Discussions will be held with previous the previous school.
- Children given a Buddy to begin with to support them with transition.

## **School Based Assessments**

At Kettlefields, we have invested in a variety of diagnostic assessment tools which can support us with providing further information. These can be carried out by our trained staff, for example visual stress screening and assessments such as FFT, PHAB and YARC.

## **Specialist Assessments**

Where school-based assessments have uncovered difficulties that may have a long-term impact, we will refer to external agencies. They hold the necessary qualifications to perform specialist, diagnostic assessments or action plans.

**At Kettlefields a diagnosis is not necessary to unlock the support that a child may need.** Outreach services do not require a diagnosis to secure a successful referral. A diagnosis is not necessary to apply for special arrangements for a child who is to participate in standardised tests such as SATs.

Our SENCO talks through all next steps with parents/carers and the child (where appropriate), inclusive of the personal, family choice as to whether or not to pursue a potential diagnosis.

In some cases, a child may need an assessment performed by a specialist in the health profession. In these instances, the school will always support with a letter to the correct department, usually the GP, detailing what can be seen at school or what has been reported from home for consideration by someone within health. This year we have provided two families with this support, who have since been placed on the appropriate waiting lists with referrals accepted.

In a very small number of cases, where all other avenues have been explored, the school consults with our allocated Educational Psychologist. This may be as a part of their Education, Health and Care Needs Assessment.

Where a child presents with visual stress, we make recommendations for children to undergo an eye test. We have a visual stress assessment in school and are able to provide children with coloured overlays, coloured exercise books and coloured paper to support. Many children at Kettlefields use these reasonable adjustments and find that this has a positive impact.

## **Educational Health and Care Plans**

A very small number of children will be referred for assessment for an Educational, Health and Care Plan (EHCP). Nationally, these children equate to 2.8% of children in mainstream primary schools. Children with EHCPs have a tracking document to ensure we are working towards the outcomes on the EHCP. A termly Individual Support Plan meeting is held to discuss progress in the same way as children on SEND Support. Each year an Annual Review will be carried out, inviting all necessary specialists, teachers, the family and the child.

This academic year, we have continued to support 4 children who hold an EHCP. We are waiting for the decision of a further EHC Needs Assessment and hope that this will take place in the Autumn Term. The school now has 3.1% of all children holding an EHCP, this is the same as the last academic year and broadly within the national statistic of 2.8%

## Profile of Children with SEND at Kettlefields.

### SEND Register 2024-2025

For the academic year 2024-25, Kettlefields generated a Special Educational Needs and Disability (SEND) Register to account for all the children within the school categorised as SEN Support (K) or in possession of an Educational Health Care Plan (EHCP). 15 children started the year on the SEND register, equating to **11.8%** of the school population from Reception to Year 6. At the end of the year, 16 children (**12.3%**) were on the SEND register. 2 children on the register left the school, and 1 further child joined in KS2 and was added to the SEND register. 2 children were added to the SEND register in the final half term of Reception.

A Further 5 children were placed on a 'Watch List' where 'light touch' support was provided.

6 children were referred for Speech, Language and Communication Needs and were supported by a Speech Therapist within school. 4 of these children were in Reception. 2 of these were also on the SEND register.

**4 children held an EHCP at the start of the year.** The same as the previous year.

Mrs Arbon had been working closely with the parents and the Local Authority throughout the year to support a move to Specialist Provision for three of those children. One child was in year 6 and would move naturally at the end of the year. Another place was found for a child in year 5 at a different specialist provision. Both children left Kettlefields at the end of the academic year.

A further child had a successful application in the Spring Term with an EHCP under Suffolk. **This took the number of EHCPs to 5.** He moved to a Suffolk school closer to his address, prior to the funding being obtained.

In the Summer Term, it was agreed that another Needs Assessment would take place for a child in year 3. At the end of the year, we were still waiting for this to take place.

At the end of the academic year, **2 children held an EHCP which equates to 1.5%** and one other child was undergoing a Needs Assessment. **1.5% is under the national 2.8% for mainstream primary schools.**

Of the 16 children, 4 were also pupil premium, which equates to 26% of all pupil premium children. Therefore, at Kettlefields, **pupil premium children are no more likely to have SEND** than children who are not pupil premium.

## Main Area of Need at Kettlefields 2024-25

At the end of the year at Kettlefields, the greatest primary need is **Cognition and Learning** at 69%. Many of these have traits of, or are diagnosed with the specific learning difficulty, dyslexia.

The second greatest need is **Social, Emotional and Mental Health needs**, constituting 19%. This includes children with ADHD. (Some children have dual ASD and ADHD diagnoses which means there are overlaps between their primary area of need.)

Two children at Kettlefields present with **Communication and Interaction needs** at 12%. One has speech, language and communication needs, met by both an NHS and independent speech therapist and both have a diagnosis of ASD. Several children are supported with their Speech, Language and Communication Needs but they are not on the SEND register.

Currently no children have a primary need which falls under **Physical & sensory needs** but there are co-morbidities across all other areas.

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

### Kettlefields Primary School Mental Health Offer

At Kettlefields, we recognise children's mental health and emotional state impact significantly on their ability to concentrate and make progress in school. Social and emotional difficulties are often communicated through angry, aggressive, hard to manage behaviours; through self-harming or through withdrawn, introverted behaviours.

All teachers are very aware of the social and emotional needs of the children in their classes and accommodate individual needs. This might be by having additional access to the teacher or a familiar teaching assistant, through individual reward systems, meet and greet, break cards or another intervention that meets the child's individual needs. We are proud to be a school where therapeutic thinking is prioritised and this is the behaviour model that we endorse.

Offer	Description
Cambridgeshire Therapeutic Thinking School. (Formerly known as STEPs)	We are committed to embedding a therapeutic understanding of the development and education of children. We focus on how all children can be supported in school in terms of their emotional well-being and mental health.
Staff compassion and care.	Positive relationships with staff encourage children to communicate openly, knowing they will be listened to.
Well-being is high on SLT agenda	Well-being of children and staff is a high priority at our school and is always on the SLT agenda. All children do a Well-being check in, every day.
Daily well-being time	Time is built in for well-being, throughout the school day.
Interventions	TAs and teachers may run bespoke interventions for emotional and cognition needs (as needed). Many of these are therapeutic in nature such as Lego club.
Cambridgeshire PSHE scheme	We follow the Cambridgeshire PSHE scheme which includes topics such as My emotions.
Classroom emotion check ins	All classes have emotion check ins where children can record how they are feeling and request a check in with a teacher if they feel they need it.

Sensory Area	We have a sensory area which children are able to utilise if needed.
Well-being week	We hold a well-being week each year in June where we look at physical and mental well-being including exercise, healthy eating and mental health.
Assemblies	We hold whole school and class assemblies termly addressing mental health issues at an age appropriate level.
Early help assessment	If we have concerns about a child's mental health, we would work with the parents to refer via Liquid Logic and access suitable outside agencies for support such as paediatrics, Family support. etc
Staff training on children's mental health	Staff have had training on children's mental health.
Vast outside space/ Forest School.	We promote being outside and the value that this has on our mental health. Our grounds enable us to do this effectively and children in years R-5 take part in Forest School or 6 weeks of the year.
Outside Agencies	Support and expertise of outside agencies can be accessed should parents/carers and staff feel this is in the child's best interests- for example, Lego Therapy, Play Therapy.
Pupil Voice	Opinions and ideas expressed by children to do with school are sought and listened to through School Council
Education Inclusion Family Advisor (EIFA)	Michelle West. Newsletters are sent regularly from Michelle via the office. We can support with contact.



Should a child need more specialised support in managing their emotional wellbeing and mental health, a referral can be placed through to the Children and Young People's Emotional Wellbeing Hub. This is done jointly with parents if appropriate.

## Bullying of children with SEND

As a school, we have a policy of zero tolerance towards bullying of any nature (see our anti-bullying policy). We recognise that bullying of children with SEND is particularly sensitive, especially when the children are either unaware they are being bullied or they struggle to communicate their experiences. The playground and school are always supervised during playtimes and lunchtimes. Members of staff, often the class teachers and members of the senior leadership team, are always available to listen and intervene where there is any suggestion of bullying.

We make teaching PSHE a priority and the British Values are embedded throughout life at Kettlefields. We teach children that bullying is everyone's responsibility. We encourage children to come forwards if they think another child is being bullied. We will also make in-depth investigations into complaints of bullying from parents, all of which is logged and monitored by all staff.

## Person Centred Approach

At Kettlefields, the child and their best interests is placed at the centre of all we do. In adopting a child centred approach to SEN, staff at Kettlefields take the time to understand what is important to a child with SEN. We will discuss their likes and dislikes with them and adapt their learning experiences accordingly. Time is made to sit with children, they may meet with their class teacher, the SENCO or head teacher at any time. Where plans are made, additional or different provision offered, the child is consulted so that their wishes, wellbeing and dignity remain paramount. This is recorded on their APDR Plan.

We capture the child's voice as well as the parent's voice each term.

Children on the SEND register also have a 'One Page Profile.' This is produced with the class teacher and/or SENDco. This document is vital to gain the thoughts and feelings of the children in our school. Any professional may instantly access essential information and deliver the correct provision. Children think about what helps them, what they are proud of as well as other targets and strategies which may support them in the future. If we know about children's hopes and dreams, we can sometimes direct them towards local opportunities for developing their skills and interests. Some children are invited to join meetings and reviews so that they are actively involved in the planning for their education. The One Page Profile is also used as a transition tool so that a robust programme of information sharing is in place between classes and settings.

## **Parental Involvement**

At Kettlefields, we seek to engage parental involvement at any opportunity. In the first instance, parents will make contact with the class teacher, as the person in the school who knows the child best. From there a relationship between home and school will be built upon. Often, concerns can be alleviated at this point, with reasonable adjustments made in class. The class teacher may consider it necessary to seek the advice and support of the SENCO, which can be sought at any time directly. Parents are also able to seek direct contact with the SENCO on her allocated days. Where necessary, a meeting may be arranged with the SENCO to discuss initial concerns. A parent need not wait until parents' evening for the opportunity for a dedicated discussion.

Where a child's progress is slower than anticipated, or progress in areas other than academia are of importance, the school will initiate individual support. This is run alongside parents with an initial meeting that captures the wishes and hopes of all parties involved, inclusive of the child. The child will be invited to the appropriate stage of the meeting, where their understanding and speech, language and communication needs will be accounted for. The Individual Support Plan (APDR) tracks the progress of their targets and should be SMART- (Specific, Measurable, Achievable, Realistic and Timely). These are reviewed on a half termly basis, where they are either amended or moved forward on to the next step. Parents will be invited to a termly progress meeting where their child's achievements for the term will be explored and new targets set for the following term. Parents are also invited to attend Parent Consultations that are available to the whole school. The parents of children on the SEND register are invited to complete a Parent Voice questionnaire. This is completed via Google Forms.

At Kettlefields we believe in equity over equality. We aim to give the children what they need rather than giving all children the same. Staff have all been trained using the Cambridgeshire Therapeutic Thinking programme. We refer to difficult and dangerous behaviours and use the flow chart to help us understand children's behaviour and how we can help children to make the correct behaviour choices. We use tools such as Roots and Fruits and anxiety mapping to analyse children's behaviour, feelings and experiences. We promote prosocial experiences, feelings and behaviour in school. We may use anxiety mapping to help us to plot anxiety and dependency over the course of a week to identify triggers that lead to antisocial behaviour. We try to de-escalate behaviour and use strategies to reflect on what went wrong and what we can do next time to change the outcome. Some children may have a Therapeutic Support Plan, to help them with their behaviour.

## **The SEND Padlet**

This year, to support parents further, A SEND Padlet was created by the SENDco. This padlet brings together key information about our SEND provision, as well as useful resources from the local authority and trusted online sources. This is designed to support families in accessing guidance, services and strategies in one place. <https://padlet.com/larbon/kettlefields-primary-school-send-padlet-xfqh4zqb56cdtdn5>

This was shared with all parents in a Newsletter in June and is also accessible from the school website.

Parents can find support and advice through Cambridgeshire County Council's Special Educational Needs and Disabilities Information Advice and Support Service. This can be accessed at

[https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa\\_9Q](https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa_9Q)



The Local Authority's Local Offer can be found using this link:

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/advice.page?id=bPe2xezmLJc>

## Support for SEND

### Reasonable Adjustments

Children with SEND need provision which is different from and additional to their peers. Most of this provision is through the class teacher planning different work for the child. This is known as differentiation. Differentiation can refer to allowing access to additional resources, doing different activities or doing the same activity as others but with additional support. All teachers plan in this way for the whole class and consider the needs of their SEND pupils when identifying the best pathways through learning. This is known as quality first teaching.

Children with SEN may require additional equipment. This year we have provided assistive technology, additional software, coloured overlays, tinted exercise books, writing slopes, move 'n' sit cushion, sensory equipment and much more. An external agency and professional will make recommendations for these additional resources, though it is not a pre-requisite for receiving this additional equipment.

### Intervention

Interventions and programmes purchased and deployed by the school are evidence-based. Staff complete baseline assessments and exit assessment, which record the progress made by individual pupils, the effectiveness of the intervention and the impact of the adult delivering. This allows us to decide whether the intervention is effective or not. Ineffective interventions are stopped or are altered so that they become effective. We always consider what a child will be missing in order to have intervention in another area.

## Monitoring

As a small school, we pride ourselves on being a close-knit and supportive team. Learning walks take place regularly, discussions with children and pupil voice is obtained as a matter of course and delivery of education is monitored. All children on the SEN register will be seen on regular learning walks, either through observation or a quick 'check in' to how they are. There is a highly personalised approach to these learning walks, with the SENCo knowing each child well. Where a teacher has completed a 'Cause for Concern' document about a child who is not on the SEND register, these children are also observed during these learning walks. The SENDCo spends a significant amount of time with staff and children ensuring the highest levels of support possible.

Reviews and next steps are set half termly, where documents such as the APDR plans are monitored and updated. Where paperwork needs adaptation, this is performed collaboratively between the SENCo and responsible teacher or support staff, with every opportunity to involve parents and children.

All of the work we do with our children is carefully monitored. Overall progress of all children is discussed at termly pupil progress meetings and any causes for concern are highlighted. Children can also be discussed through weekly staff meetings, which are attended by all teachers, the SENCO, deputy and headteacher. Progress for children with SEND is measured against their own personal targets, negotiated with parents through school-based plans and often informed by external agencies.

## Moving Forward

We are continually looking to improve our provision for children with SEND. The SENCO has an open-door policy where anyone may approach with a concern. She prides herself on her compassion and understanding and will always try to support in any way she can. Parents of those on THE SEND register work closely with us where there is an identified need, providing continual informal feedback and support for us as staff with their insight, perspectives and time. We have had several messages of gratitude and comments about the support that we put in place.

## Complaints

We work hard to support all of our children, but sometimes parents have concerns which they don't feel are addressed. If you have any complaints, please follow the complaints policy as outlined on our website, but can be summarised as follows:

- Step 1: informal discussion with class teacher
- Step 2: informal meeting with headteacher
- Step 3: formal written complaint to headteacher
- Step 4: referral to governing body or the local authority

At Kettlefields, the education, care and wellbeing of our pupils is the responsibility of all staff, as they fulfil their duty of care. Equally, all staff are responsible for the education, care and wellbeing of children with SEN. In addition, there are named, designated people who are specifically charged with responsibility over Special Educational Needs and Disabilities in our school. They are:

**Mrs Laura Arbon - SENCo**

**Mrs Alicia Gadsby - Head Teacher**

**Mr Tom Pinnock – Deputy Headteacher**

**Mrs Diane Kingdon – SEN Governor**

All of the above can be contacted via the school office

Tel: 01638 508360

Email: [office@kettlefields.cambs.sch.uk](mailto:office@kettlefields.cambs.sch.uk)