



Special Educational Needs (SEN) Information Report

June 2026

Introduction

Welcome to our SEN information report. The Special Educational Needs and Disability Regulations 2014 document requires us to provide you with information about how our school implements its SEN policy and makes effective provision for children with special educational needs and disabilities. We hope this report will answer some questions you may have about how we meet children's needs at our school. If you have further questions you can contact us at school. This information is updated annually.

Kirkby Stephen Primary School is an inclusive school which values all members of its community. We provide a professional, caring and stimulating learning environment that enthuses our children. We aim to make all children happy at school, and work towards academic achievement and personal development. We use high quality teaching and value-rich learning experiences. We expect high standards of behaviour and aim to help children develop an awareness of themselves and a positive regard for others. In order to promote independence and transferable thinking and learning skills we encourage our pupils to explore and become motivated in a school culture of interaction, support and co-operation. We strongly believe in developing close relationships between home and school and value developing links with our local and wider community, working together to enrich the experiences of our pupils.

We know that all children are unique and we value their differences. For those who have particular difficulties or barriers which may affect their ability to learn effectively, we have systems, strategies and resources to put in place. This process of identifying and monitoring children's needs is central to our role as teachers. We aim to identify children with Special Educational Needs as early as possible to start addressing those needs promptly and effectively. This report will provide you with information about the steps and strategies involved in this process.

In this report you will find some questions and answers which we hope you will find useful.

1. What should I do if I think my child has special educational needs?

The first step is to contact relevant staff at the school. In the first instance this will be the class teacher who has most contact with your child and is responsible for ensuring that your child is making progress. The class teacher can then discuss your concerns with the Special Educational Needs and Disabilities Co-ordinator (SENDCo). At Kirkby Stephen School this is **Jenny Finch** and her role is to arrange, co-ordinate and monitor appropriate support for your child. She supports the

class teacher by discussing the nature of your child's needs and identifying the measures appropriate to help them learn effectively and make best progress. She will also be involved in meetings with specialist staff from external agencies if this is deemed necessary. The Head Teacher, **Alison Capstick**, will be informed of the support being provided. There is also an appointed Special Educational Needs and Disabilities (SEND) governor, **Judith Bowman**, who has oversight of the School's SEND provision.

2. How do teachers at this school know whether my child may need extra help?

Our experienced staff understand very well children's expected development at different ages. Your child's progress is assessed, recorded and monitored throughout their time with us. Even on entry we have a wealth of information provided by baseline assessments undertaken by our Early Years staff and of course relevant information passed to us by nursery providers or parents/carers. Throughout the school year groups progress is carefully monitored. This may be through informal or formal assessments, written and oral work in class, frequent interactions with your child and ongoing observations. This means staff can use their professional knowledge to identify any specific educational needs your child may have. If any issues are identified they will be shared with you and with the SENDCo and, where appropriate, action will be taken.

3. What does it mean if my child is placed on the SEN Register?

If the class teacher sees that your child is not making the progress expected at his/her age and projected stage of development, careful monitoring will identify where perceived barriers to learning may lie. Specific interventions, perhaps small group or 1-1 support, may be put in place. This may well address any immediate difficulty and may represent a short-term period of targeted support. If, however, despite these interventions, adequate progress is not being made, the teacher, SENDCo and parents/carers may, through discussion, agree for the child to be placed on the SEN Register. **A child is deemed to have special educational needs if their needs require provision additional to or different from that which is ordinarily available to those of the same age.** Sometimes being added to the SEN Register may just be a temporary measure. With adjustments and targeted support the child may make up the gap in attainment. In other cases they may remain on the Register for a longer period, depending on the nature and level of their needs.

4. What areas of SEN are provided for at Kirkby Stephen Primary School?

There are 4 main broad areas of SEND. These are:

- **Communication and interaction** – e.g. speech and language difficulties, Autistic Spectrum Disorder, problems with social interaction, difficulty interpreting body language and social cues
- **Cognition and Learning** – e.g. Moderate or severe learning difficulties affecting overall learning ability, or specific learning difficulties such as dyslexia, dyspraxia
- **Social, Emotional and Mental Health Difficulties (SEMH)** – e.g. ADHD, depression, problems with emotional regulation, anxiety, low self-esteem

- **Sensory and/or physical needs** – e.g. visual or hearing impairments, medical conditions such as epilepsy or asthma

5. How many children at the school have Special Educational Needs?

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	No in year	Gs	Bs	SEN %	EHCP	SEN+PP
N	0/24	0	0	0%	0	0
R	2/23	0	2	9%	0	1
1	3/19	2	1	16%	0	0
2	5/21	1	4	24%	1	2
3	2/25	1	1	8%	0	1
4	2/28	0	2	7%	2	1
5	6/30	2	4	20%	1	3
6	10/28	4	6	36%	1	4
Total	30/198	10	20	15%	5	12

Key

N - Nursery

R - Reception

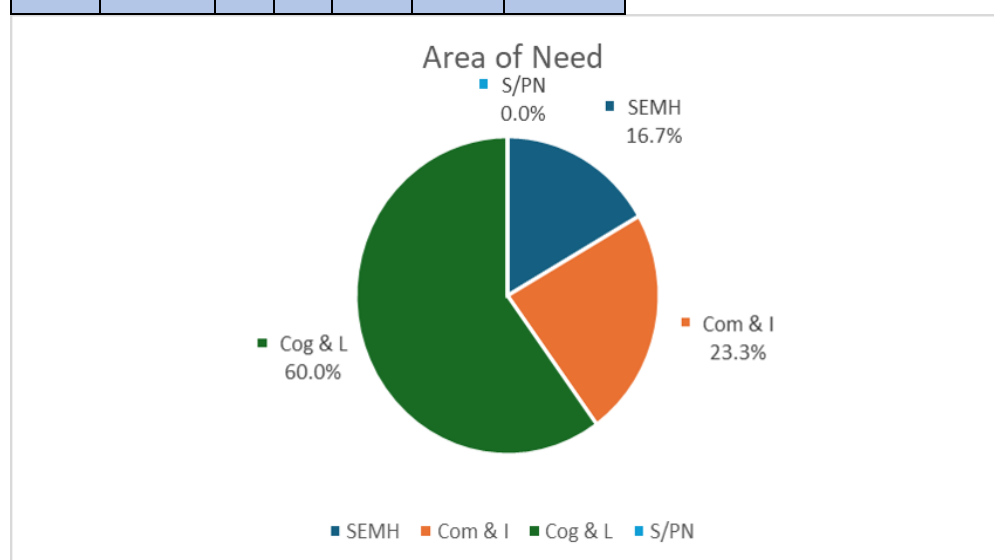
Gs - Girls

Bs - Boys

SEN - Special Educational Needs

EHCP – Education, Health and Care Plan

PP – Pupil Premium



Key

S/PN – Sensory and/or Physical Needs

SEMH - Social, Emotional and Mental Health

Com and I - Communication and Interaction

Cog and L - Cognition and Learning

The teacher, SENDCo and parents/carers will be involved in discussions to decide what kind of support the child needs. As already mentioned it may just be a case of short-term adjustments or extra support. Sometimes a **IEP** or an **EHCP** may be recommended.

What is an IEP? (Individual Education Plan)

If a child has a special need which requires more targeted support, an IEP will be produced in which the teacher, SENDCo and parents/carers will meet to discuss the targets and kind of provision to be put in place. Different strategies and resources will be suggested to best meet the child's needs. Parents/carers have a copy of the IEP and progress is constantly monitored to assess whether the set targets have been met. There will be ample opportunity to discuss the measures in place and monitor the effectiveness of the IEP at Open Evenings or in individual meetings with the SENDCo.

What is an EHCP? (Education, Health and Care Plan)

If over time the school and/or family are still concerned about a child's progress in any of the 4 areas of need (Cognition and Learning, SEMH, Communication and Interaction, and Sensory and/or Physical) despite receiving support, we may apply for the child to be assessed for an EHC Plan. We will discuss with you the procedure for applying to the Local Authority to carry out an assessment for an EHCP should the need arise. The EHCP is a legal document.

Generally, we may apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's cognition is well below the age-appropriate level and their ability to learn is impeded by their needs
- The child needs specialist support to learn and make additional progress
- The child needs additional support to ensure that a bespoke curriculum can be delivered in a small group/1:1 basis
- The child is Looked After and therefore additionally vulnerable and is not making the expected progress in school.

6. How will my child be able to access the curriculum?

There are various measures in place to enable your child's needs to be met to ensure they can access the curriculum. It is standard practice for teachers to adopt a **Quality First Teaching** approach. This will include:

- Highly focused lesson design with clear objectives
- High demands of pupil involvement in and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work

independently

- Regular use of encouragement and authentic praise to engage and motivate pupils
- Carefully monitored and recorded assessment
- A safe, calm learning environment.

In addition to this our enthusiastic and skilled teaching staff will plan and manage a range of **differentiated** strategies and resources to make learning more accessible. This approach is used for all pupils to help scaffold their learning. If your child has an IEP the teacher may use a range of measures more specific to the particular needs of your child, such as:

- more visual and concrete resources
- some children may require more challenging tasks than their peers
- focused small group or individual support
- different groupings for peer support and collaborative learning
- specific equipment
- small-step targets
- assistive technology to develop children's understanding
- quiet spaces
- resources which appeal to all their senses and experiences
- more physical and practical activities
- techniques to help children to manage their behaviour
- techniques to help the child manage their emotions, particularly trauma or stress. It is important to note that the child's social and emotional wellbeing will be catered for as well as any specific learning need.

If your child has a special educational need, the nature of the support provided and the strategies used will be bespoke to your child's specific need. Considering the 4 areas of need identified on page 2 of this report, you can see the kinds of practices, resources etc that this might mean in practical terms:

- Communication and interaction – use of timetables, visual prompts, symbols, alternative communication methods, extra time allocation, individual speech and language therapy goals
- Cognition and Learning - multi-sensory teaching, assistive technology, differentiated learning materials, phonics catch-up, Dyslexia Gold
- SEMH – creating a calm, predictable learning environment, reward charts, emotional literacy coaching(ELSA), structured activities to develop social skills, Barnardo's referral
- Sensory or physical needs – quiet areas, ear defenders, fidget tools, adjustable seating.

These represent just some of the strategies and resources available. We follow the **Assess, Plan, Do, Review cycle** to drive the process:

Assess

This is when we identify and analyse your child's needs. The teacher will consider their current level of attainment and progress relative to their peers, national data etc. Bringing their own

professional experience and judgement, there will be a meeting with parents/carers for further information and discussion on the way forward. Of course, it may be that you have initiated this process as you know your child better than anyone.

Plan

A plan of action will be devised which considers how their particular barriers to learning might be addressed. The setting of appropriate targets will be discussed with your family and the necessary adjustments, support, approaches etc will be recorded.

Do

The plan is put into action by the teacher and any support staff involved. Family may also have a role to play at home to consolidate practice. Progress will be carefully monitored and recorded against the targets set.

Review

The interventions etc will be reviewed by the teacher, the child and the parents/carers to evaluate the effectiveness of the approach taken. All the feedback and evidence then leads to further assessment to set new mutually agreed targets.

And so the cycle continues.

7. What is the expertise of school staff in supporting children with SEN?

All our staff are qualified teachers. We have designated Safeguarding Leads and regular safeguarding training is provided for all staff. We have trained Teaching Assistants and Higher Level Teaching Assistants. Some staff are trained in Paediatric First Aid and receive regular updates throughout the year. A member of staff is trained in Emotional Literacy Support (ELSA). Staff have undertaken training in Quality First Teaching, Supporting pupils with Autism, Sensory Training, Team Teach, and Online Safety. Our SENDCo is on track to complete the NPQ for SENCo (National Professional Qualification for SENCo) and is a member of the Westmorland and Furness SENDCo network which provides meetings relating to SEND, managed by Lead County Advisers. There is ongoing professional development for staff on a wide range of areas. These include training sessions on, for instance:

- Early Help training
- Scaffolding learning
- New Ofsted framework
- Decider Skills (Barnardo's)
- Inclusive Practice
- Managing IEP
- Responding to and managing a range of specific learning difficulties

8. How do you review SEN provision and judge its effectiveness?

Of course it is important to review the effectiveness of our provision. This will include measures such as:

- Reviewing interventions on a regular basis to monitor outcomes, assess impact/effectiveness or agree changes which should be evidence-based. This process involves staff, parents/carers and the child
- Maintaining and discussing intervention records
- Providing feedback on progress which will be included in IEPs to be shared with parents/carers
- Getting feedback from TAs, class teachers, parents/carers and of course the children
- Carrying out a process of book scrutiny, learning walks, lesson observations
- Audits of classroom provision to determine if new adjustments are necessary.

9. What about my child's general wellbeing at school?

A happy, safe, healthy environment is most conducive to effective learning. So it is important to us to establish good, mutually respectful relationships with the children and to encourage their positive emotional and social development. Children are valued and made to feel safe and secure. The learning environment should be calm and focused. All learners are made to feel that their contributions are valued. Good behaviour is praised and our behaviour policy is implemented rigorously. Bullying is not tolerated. All children are encouraged to participate in group activities, sporting events, after-school clubs etc. Children with an IEP will be actively involved in setting and reviewing their targets to have a sense of control and ownership of their learning.

10. What happens when my child moves to the next year group or moves to secondary school?

For children **joining Nursery or Reception** there are:

- Visits/meetings with local feeder nurseries
- Meetings with parents/carers
- Reception Welcome meeting attended by a member of the Early Years Family Hub team
- Transition Day for children to experience their new classroom environment and teacher
- Small groups of current Kirkby Stephen Nursery children join Reception during afternoon sessions in the Summer term

For in-school transitions **between year groups**:

- In-school transitions are examined extensively and plans (transition pupil passports) are shared with staff, children and, at times, families
- Information booklets and pictures of the classroom are provided to children with SEN. These are also sent to teachers at the end of the year to share with their whole class ready for September.
- We also have access to advice, information, resources and training to support us with transition and will sometimes require the support from outside agencies, such as Early Help, Virtual Schools, Barnado's.

For transition to secondary school we have a thorough transition plan in place for all children. This involves:

- close liaison with staff from secondary schools
- all Year 6 pupils meet with the secondary school KS2/3 Transition Co-ordinator and parents/carers and pupils also attend an induction evening

For children moving on from our school with EHCP/IEP to a different setting we provide extra transition measures. For example:

- additional multi-agency meetings to discuss the child's needs in readiness for the move
- additional transition visits to school
- staff from both settings coming together with the parent and child
- visits from key workers to our setting
- a child with a high level of need will have a plan outlining their needs and support required which will be sent to the secondary school.

Children with SEN who **transfer to our school** during the school year will work with our SENDCo and Head Teacher to tailor a bespoke transition plan to re-integrate them into full-time education.

This could include:

- multi-agency meetings to plan transition and provision
- specific meetings to discuss needs (SENDCo and class teacher as appropriate)
- visits to current setting to establish needs or relationships
- additional tours or transition books
- a tailored timetable (if appropriate).

11. Do you use specialists from outside school?

Yes, we can draw on the expertise of various external agencies and specialists if we need to. Where appropriate they may contribute relevant reports, carry out observations and assessment, provide 1:1 support, attend review meetings.

These include professionals and agencies such as:

- A range of Local Authority specialist services in Education, Health and Social Care including Speech and Language Service, Social Services, Occupational Therapy, Children's and Young People's Mental Health Services, EAL and Educational Psychology Service
- Cluster groups
- Medical professionals
- Barnardo's
- Family Hub Team
- Virtual Schools
- Cumbria Family Support
- Special Advisory Teachers
- Our school also subscribes to Dyslexia Gold, Learning by Questions, Precision Teaching and Learning Village, blended learning resources to teach SEND, and address low-level literacy skills. BEAM (for gross motor skills) and ShREC are both used in EYFS.

12. How might my child and I be involved in the process?

Our partnership with families is key to supporting children with SEN. Parents/carers are involved from the very beginning. It may be that you bring your concerns to the class teacher; or the teacher may involve you as soon as they think some action needs to be taken to address what they may consider to be a special educational need. From that point there is regular dialogue between school staff, the child and the family. Different perspectives and ideas can be brought to discussions. It is important that there is a consensus on how to progress, which targets should be set, how well they have been achieved, how your child is responding both academically and emotionally to the interventions or adjustments. There are termly reviews of your child's IEP though additional meetings which can be initiated either by you, the teacher or SENDCo if it is felt necessary or helpful to provide feedback and share our thoughts. Supporting a child with SEN is most definitely a collaborative process.

13. What steps can I take if I have a complaint?

If you are unhappy about any of the provision we have put in place for your child your first port of call should be the class teacher who may be able to address any queries or issues you may have. Working collaboratively with parents/carers is important to us so we would welcome any discussion about the support being provided. If the class teacher is unable to deal with your query or complaint, it will be escalated to the SENDCo.

As a last resort you can access the school's Complaints policy and procedure which you will find on our website.

14. Where can I go for more information on SEN provision?

Should you require more information on our SEN provision you can:

Read our SEND policy on the school website <https://ksps-cumbria.co.uk/send/>

Visit our School Website and access relevant services/links.

Arrange a meeting with the class teacher or SENDCo.

Access Local Authority websites. The address below offers a wealth of information regarding the Westmorland and Furness Local Offer.

<https://www.westmorlandandfurness.gov.uk/family-help/send-local-offer>

Staff contact details:

School Office – office@ksps.cumbria.sch.uk

Safeguarding Lead – Mrs Alison Capstick (Headteacher) head@ksps.cumbria.sch.uk

Safeguarding Deputy – Mr James Cullen (Deputy Head Teacher) james.cullen@ksps.cumbria.sch.uk
and Mrs Clara Allison (Deputy Head Teacher – **currently on Maternity Leave**)

SENDCO – Mrs Jenny Finch- jenny.finch@ksps.cumbria.sch.uk