This report explains how Kirkheaton Primary School supports children with special educational needs and disabilities (SEND). It is written for parents and carers, and it sets out what you can expect from us if your child has, or may have, SEND. It also describes how we include and support every child, whatever their background or need. It should be read alongside our SEND Policy and our Accessibility Plan, both of which are available on our website.

We publish this report because the law asks every school to do so (Children and Families Act 2014, section 69; the SEND Regulations 2014, regulation 51 and schedule 1; and the SEND Code of Practice 2015, paragraphs 6.79 to 6.83). We review it every year and update it sooner if anything changes. If you would like a printed copy, a copy in a larger font or help to read it, please ask at the school office.

Key contacts

Role	Name
Headteacher	Chris Duffy
SENCo (Special Educational Needs Co-ordinator)	Sarah Bevan
SEND Governor	
Kirklees SEND Local Offer	Kirklees Council

Our SENCo is a qualified teacher and is part of the school leadership team. The SENCo holds the National Professional Qualification for SENCOs

1. Our approach to inclusion

Our mission is to provide a high-quality, inclusive education for every pupil according to their needs, and to develop attitudes of mutual respect and responsibility.

Every child at Kirkheaton is a valued member of our school community. We believe that children with SEND should learn alongside their friends, take part fully in school life and leave us ready for the next stage of their education. High-quality teaching in every classroom is the first and most important part of our support, and extra help is added on top of this when a child needs it.

We work in partnership with families. You know your child best, and we will always listen to you, involve you in decisions and keep you informed.

2. Inclusion for every child

Our inclusion strategy is rooted in the belief that diversity enriches our school community, and that every pupil deserves equal access to a high-quality education and to every opportunity school offers, whatever their background, ability or need. We work to identify and remove barriers to learning for all children, not only those with SEND. Inclusion is not an add-on at Kirkheaton: it is part of everything we do, built on partnerships with families, staff training and a whole-school ethos of respect and understanding.

Some children may need extra support at particular times, and some belong to more than one of the groups below. Belonging to one of these groups does not mean a child has SEND, but we keep a careful eye on every child's progress and wellbeing so that we can act early.

Group	How we support them
Disadvantaged pupils	We use our pupil premium funding to improve teaching, provide targeted academic support and help with wider costs such as trips and clubs. Our Pupil Premium Strategy is published on our website
Pupils who speak English as an additional language (EAL)	We assess each child's English and their learning in their home language where possible, and we never treat learning English as a special educational need. Support includes visual resources, pre-teaching vocabulary, buddies, translation tools such as Immersive Reader and, where needed, interpreters for meetings with families.
Looked-after and previously looked-after children	Our Designated Teacher, Chris Duffy, works with the Kirklees Virtual School, social workers and carers, and makes sure every looked-after child has a high-quality Personal Education Plan. Where a looked-after child also has SEND, the Designated Teacher and SENCo work closely together.
Young carers	We identify young carers sensitively, make sure a trusted adult checks in with them, and work with families and local young carers' services to provide support.
Children supported by social care or early help	Our Designated Safeguarding Lead works with families and other agencies, and makes sure staff know how to support each child in school.
Children with medical needs or long absences	We plan support with families and health professionals, including work at home or in hospital where needed and a careful return to school.

We track the attendance, progress and wellbeing of each of these groups every term, and we use what we find to decide where to focus our support.

3. What we mean by SEND

A child has special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them. This means they either find learning significantly harder than most children of the same age, or they have a disability that prevents or hinders them from using the facilities generally provided for children of the same age.

For children below compulsory school age, such as those in our nursery, a child has SEN if they are likely to fall within the definition above when they reach compulsory school age, or would do so if special educational provision were not made for them.

Many children with SEN may also be disabled under the Equality Act 2010. This means they have a physical or mental impairment that has a long-term (a year or more) and substantial (more than minor or trivial) effect on their ability to carry out normal day-to-day activities. This can include sensory impairments and long-term health conditions such as asthma, diabetes or epilepsy. Not every disabled child has SEN, and not every child with SEN is disabled, but there is a large overlap.

A child is not regarded as having a learning difficulty simply because the language spoken at home is different from the language in which they are taught.

4. The kinds of SEND we provide for

We are a mainstream primary school and we make provision for children across all four broad areas of need described in the SEND Code of Practice. Many children have needs in more than one area.

Area of need	What this can include
Communication and interaction	Speech, language and communication needs, including developmental language disorder, and autism.
Cognition and learning	Moderate learning difficulties and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health (SEMH)	Anxiety, low mood, difficulties with emotional regulation, attachment needs and ADHD.
Sensory and/or physical	Hearing or visual impairment, multi-sensory impairment, physical disability and sensory processing difficulties.

SEND at Kirkheaton in 2026–27

At the time of writing, 50 children are on our SEND register, which is 16% of our pupils. Of these, 43 receive SEN Support and 7 have an Education, Health and Care Plan (EHCP). Social, emotional and mental health is the most common area of need, and it is the main area of need for 48% of our children with SEND.

Level of support	What it means	Number of children
SEN Support: One Page Profile	The first level of SEN Support. A short profile, written with your child, sets out their strengths, what helps them and the adjustments staff will make.	33
SEN Support: My Support Plan	For children who need more help. The plan sets out targets, the extra support in place and advice from specialists, and it is reviewed with you each term.	10
Education, Health and Care Plan	A legal document issued by Kirklees Council for children with the most complex needs. It sets out the support the child must receive.	7

To protect children's privacy, we do not publish a breakdown by year group or area of need.

5. How we identify children with SEND

We get to know every child well and check their progress regularly through day-to-day teaching, assessments and termly pupil progress meetings. A concern about a possible special educational need may come from:

- you, as a parent or carer, or from your child;
- your child's class teacher or another member of staff;
- information from your child's nursery, previous school, health visitor or other professionals;
- assessments, including the Reception Baseline, Early Years Foundation Stage checks and phonics screening;
- specialist services, such as speech and language therapy or the school nurse.

In our nursery and Reception class we pay particular attention to early communication, play, physical development and personal, social and emotional development, because spotting needs early makes a real difference.

If we think your child may need extra support, the class teacher will talk to you first. The SENCo may then observe your child, carry out further assessments or seek advice from specialists, always with your agreement.

Where more specialist advice is needed, the SENCo may, with your agreement, make a consultation request to the Kirklees Educational Psychology Service. The advice from that consultation helps us plan the next steps, which may include further support in school or, where appropriate, a request for an Education, Health and Care needs assessment.

If you are worried about your child, please speak to their class teacher or contact the SENCo directly.

6. How we support children with SEND

The graduated approach: Assess, Plan, Do, Review

When a child is identified as having SEN, we follow a cycle known as the graduated approach. This is how we make sure support matches your child's needs and changes as they grow.

Assess	We gather information from you, your child, staff and any specialists to understand your child's needs and strengths.
Plan	We agree with you what support will be put in place, the outcomes we are aiming for and when we will review progress.
Do	The class teacher remains responsible for your child's learning every day, working with teaching assistants and specialists to deliver the support.
Review	We review progress with you and your child at least three times a year, and adjust the support as needed.

High-quality teaching in every classroom

Class teachers are responsible for the progress of every child in their class, including children with SEND. We are building a consistent approach to adaptive teaching across the whole school, so that every child benefits from the same proven strategies whichever class they are in. These include:

- clear routines, visual timetables and consistent use of the Zones of Regulation;
- breaking learning into small steps, with worked examples and regular checks for understanding;
- pre-teaching key vocabulary and using visual prompts, word banks and practical resources;
- adapting tasks and scaffolds so that all children can work towards the same learning goals;
- thoughtful seating, movement breaks and a calm, organised classroom environment;
- digital tools such as Immersive Reader to support reading and recording.

Additional support and interventions

Where a child needs more than adaptive teaching, we provide support that is additional to or different from that given to most children. Depending on need, this may include:

- small-group or individual Read Write Inc. phonics and reading interventions, delivered by trained staff;
- reading fluency practice using Seesaw;

- IDL, a computer-based programme to support literacy and numeracy;
- speech and language programmes, following advice from speech and language therapists;
- social skills groups and brick-building groups;
- emotional literacy support from our trained ELSA (Emotional Literacy Support Assistant);
- support for children who feel anxious about coming to school;
- additional adult support in class or at break times where a child's plan requires it.

Our teaching assistants (ETAs) support learning in classes and deliver interventions. We decide how to deploy them according to children's needs across the school, and we review this regularly.

7. How we check that our support is working

We want to be sure that the support we provide makes a difference. We do this by:

- measuring children's progress at the start and end of each intervention;
- recording and reviewing all support on our school provision map;
- discussing every child with SEND at termly pupil progress meetings;
- reviewing One Page Profiles, My Support Plans and EHCPs with families;
- monitoring the quality of teaching and support through lesson visits, looking at work and talking to pupils;
- listening to the views of children and families;
- reporting to governors on the impact of SEND provision.

If something is not working, we change it.

8. Working with you

We will always tell you if we are making special educational provision for your child. You can expect:

- regular conversations with your child's class teacher, including at parents' evenings in the autumn and spring terms and an annual written report;
- a review of your child's One Page Profile or My Support Plan at least three times a year, with you and your child;
- an annual review meeting if your child has an EHCP, involving you, your child and the professionals who work with them;
- where helpful, more frequent contact, for example a home–school book or a short weekly conversation;
- ideas and resources so that you can support your child's learning at home.

Our door is always open. If you have a question or a worry, please speak to your child's class teacher in the first instance, or contact the SENCo.

9. Listening to your child

Children's views are at the centre of their support. We involve children by:

- writing One Page Profiles with them, so that they can say what they are good at and what helps them;
- asking for their views before and during reviews, using pictures, symbols or an adult to help where needed;

- inviting them to take part in review meetings in a way that suits them;
- giving every child regular opportunities to reflect on their learning, including through voice reflections on Seesaw;
- making sure every child knows which trusted adults they can talk to in school.

10. Supporting wellbeing, behaviour and attendance

Social and emotional development

Social, emotional and mental health is our most common area of need, and supporting it is a priority for the whole school. All staff use the Zones of Regulation, and staff have been trained in approaches such as PACE. We work with the SEMH outreach team and a clinical psychologist, who provided two days of support during the autumn term and we provide ELSA sessions, social skills groups and brick-building groups. At lunchtimes, trained older pupils act as Play Leaders to help everyone join in.

Preventing bullying

We take bullying seriously and know that children with SEND can be more vulnerable to it. Our anti-bullying policy is followed by all staff, we teach children about difference and respect, and we act quickly on any concern raised by a child or family.

Behaviour

Our behaviour policy applies to all children, and we make reasonable adjustments for children with SEND. Some children have an individual plan, agreed with their family, that sets out what helps them. Where needed, we seek advice from the Educational Psychology Service or other specialists. We take a child's SEND into account before making any decision about suspension, and we use alternative provision only where it is in the child's best interests.

Attendance

We monitor attendance closely. If your child is finding it hard to come to school, we will work with you to understand why and agree a plan together. A member of staff is trained to support children with emotionally based school avoidance.

Medical needs

We follow the statutory guidance on supporting pupils with medical conditions. If your child has a medical condition, we will work with you and health professionals, including the school nurse, to write an Individual Healthcare Plan. Several staff hold Paediatric First Aid qualifications, and eight staff hold Level 3 Paediatric and First Aid at Work qualifications. Staff receive training for specific conditions, such as the use of adrenaline auto-injectors, when it is needed.

A medical diagnosis or disability does not in itself mean that a child has SEN; it is the child's educational needs that we consider. However, some medical conditions can have a significant effect on how a child learns and takes part in school. We therefore work closely with families, GPs and specialist services, and every child with an Individual Healthcare Plan is recorded on our provision map so that their needs are considered in all our planning. Class teachers receive up-to-date medical information for their class as soon as it changes.

11. Including every child in school life

Children with SEND take part in all aspects of school life alongside their friends, including trips, residential visits, clubs, performances and sports events. We plan ahead with families, carry out risk assessments and make reasonable adjustments so that every child can take part. No child is excluded from an activity because of their SEND or disability.

12. Moving between classes and schools

Starting at Kirkheaton

If your child has SEND and you are thinking about our school, please contact the SENCo to arrange a visit. Once a place is agreed, we will plan your child's start with you. This may include extra visits, meetings with professionals who know your child and information from their previous setting.

Moving to a new class

Our classes and year groups are changing as the school becomes a one-form entry school, and some classes are mixed-age. We know that changes can be unsettling, so we plan every move carefully. Teachers hold handover meetings to share information, and children who need it have extra visits to their new classroom, photo books or social stories to help them prepare.

Moving to secondary school

We work closely with secondary schools to plan each child's move. For children with SEN Support, this includes meetings with the new school's SENCo, extra visits, transition booklets that you can use at home and sharing all relevant records. For children with an EHCP, the annual review in Year 5 is used to plan the move, and the local authority must name the secondary school in the plan by 15 February of Year 6.

13. Staff expertise and training

All staff receive regular training on SEND and inclusion, and we provide further training for individual staff to meet the needs of the children they work with. When we need specialist expertise that we do not have in school, we seek it from external services. Training completed during 2025–26 included:

Training	Who took part	What it helps us to do
Zones of Regulation	All staff	Use one consistent approach to help children recognise and manage their emotions.
Inclusive practice	All staff	Understand our levels of SEND support and what each one involves.
Emotionally based school avoidance (EBSA)	One member of staff	Support children who are anxious about coming to school.
ELSA (Emotional Literacy Support Assistant)	Two members of staff	Deliver planned emotional literacy support for individual children.
Brick-building groups	Eight teaching assistants, with the SEMH outreach team	Run consistent brick-building groups to develop social communication.
PACE	Teaching staff	Use PACE to support children with social, emotional and mental health needs.
Phonics for intervention groups	Teaching assistants	Deliver Read Write Inc. phonics interventions, after watching model sessions, so that they match whole-class teaching.
Developmental language disorder and dyslexia (nasen training)	Teaching assistants	Identify and support children with language and literacy difficulties in class and in groups.
Using Seesaw to improve reading fluency	Teaching assistants	Use Seesaw consistently to support reading fluency practice.
Transition from Early Years to Year 1	Early Years staff	Plan effective transitions for children moving into Year 1.
Pathological demand avoidance	SENCo	Share strategies for supporting children with demand avoidance.

Training planned for 2026–27 includes whole-staff training on IDL and on adaptive teaching, and individual training such as Intensive Interaction.

14. Working with other services

We work with a range of services to meet children's needs and support families. With your consent, we may involve:

- the Educational Psychology Service;
- speech and language therapists, occupational therapists and physiotherapists;
- the school nurse and other health professionals;
- the SEMH outreach team and a clinical psychologist;
- children's social care and early help services, where a family would benefit from extra support;
- Kirklees SEND services and voluntary organisations that support families.

The SENCo is the main point of contact with these services and attends local SENCo cluster meetings to share good practice.

15. Funding, equipment and facilities

Kirkheaton is part of South Pennine Academies. Every school receives funding for SEND as part of its budget, and this is used to provide staffing, interventions, resources and training. For children with the highest needs, including those with an EHCP, we can apply to Kirklees Council for additional top-up funding.

Decisions about support are based on each child's needs, using information from assessments, reviews and specialist advice. We use our best endeavours to secure the support that every child with SEN needs. Where a child needs specialist equipment, such as seating, sensory resources or technology, we obtain it on the advice of the relevant specialist, and we apply to the local authority or health services where appropriate.

16. Education, Health and Care Plans

Most children with SEND have their needs met through SEN Support. If a child's needs remain significant despite the school taking relevant and purposeful action, the school or the parents can ask Kirklees Council to carry out an Education, Health and Care needs assessment. Parents have the right to make this request themselves, and we are happy to help.

- The local authority must decide within six weeks whether to carry out an assessment.
- The whole process, from request to a final plan, should normally take no longer than 20 weeks.
- An EHCP is reviewed at least once a year at an annual review meeting.
- If you disagree with a decision, you can ask for mediation and appeal to the SEND Tribunal.

Further information is available on the Kirklees Local Offer.

17. Accessibility and disability

Admissions

Children with SEND and disabled children are admitted to our school in the same way as all other children, in line with our admissions policy and Kirklees Council's co-ordinated admissions arrangements. No child is refused a place because of their SEND or disability. If a child's EHCP names our school, we must admit them.

Preventing less favourable treatment

We make reasonable adjustments so that disabled children are not treated less favourably than other children. This includes adjustments to teaching, the curriculum, policies, school trips and the school environment, as well as providing auxiliary aids where needed.

Facilities

Our school is on a single level with step-free access, and we have an accessible toilet.

18. If you are unhappy or have a complaint

We want to work in partnership with you, and most concerns can be resolved quickly by talking together. If you have a concern about your child's SEND provision:

- **First,** speak to your child's class teacher.
- **Next,** if the concern is not resolved, contact the SENCo or the Headteacher.
- **Then,** if you remain unhappy, you can make a formal complaint under the South Pennine Academies complaints policy, which is available on our website

You can also get free, impartial advice and support from Calderdale and Kirklees SENDIASS at any stage. Kirklees Council offers independent disagreement resolution for disagreements about

SEN provision. If you disagree with a local authority decision about an EHC needs assessment or plan, you can use mediation and appeal to the SEND Tribunal. Claims of disability discrimination can also be made to the SEND Tribunal.

19. Support for families

The Kirklees SEND Local Offer brings together information about education, health, social care and leisure services for children and young people aged 0 to 25 with SEND. Visit www.kirkleeslocaloffer.org.uk or telephone 01484 416919.

Calderdale and Kirklees SENDIASS provides free, impartial and confidential information, advice and support about SEND for parents, carers, children and young people.

PCAN is the Kirklees parent carer forum, which gives families of children with SEND a voice in shaping local services.

20. Roles and responsibilities

Who	Their responsibilities
Class teachers	Are responsible for the progress of every child in their class. They provide high-quality, adaptive teaching, identify concerns, work with the SENCo and families, and deliver and review each child's support.
SENCo	Co-ordinates SEND provision day to day, advises staff, keeps records up to date, liaises with families and external services, and leads the graduated approach across the school. Works with the Designated Teacher where a looked-after or previously looked-after child has SEND.
Designated Teacher	Promotes the education of looked-after and previously looked-after children and makes sure their Personal Education Plans and any SEND support work together.
Teaching assistants (ETAs)	Support children's learning in class and deliver interventions, under the direction of the class teacher and SENCo.
Headteacher	Leads the school's overall approach to inclusion and SEND, makes sure resources are used effectively and keeps governors informed.
SEND Governor and local governing committee	Monitor the quality and impact of SEND provision, check that this report is accurate and challenge the school to improve.
South Pennine Academies trust board	Holds overall legal responsibility for making sure the school meets its duties to pupils with SEND.

Looking back at our priorities for 2025–26

What we said we would do	What happened
Strengthen support for social, emotional and mental health, working with the SEMH outreach team	All staff were trained in the Zones of Regulation and PACE, and two staff began ELSA training
Set up brick-building groups	Eight teaching assistants were trained in February 2026 and resources were prepared, with groups planned from after Easter.
Support children who are anxious about attending school	One member of staff completed EBSA training.
Improve provision for cognition and learning	Teaching assistants were trained in Read Write Inc. interventions, developmental language disorder, dyslexia and reading fluency.

22. Our SEND priorities for 2026–27

Priority	What we will do
Consistent adaptive teaching	Agree and embed one clear approach to adaptive teaching in every class, supported by training and regular monitoring.
Social, emotional and mental health	Continue to work with the SEMH outreach team and clinical psychologist, and extend ELSA and brick-building groups.
Cognition and learning	Introduce IDL across the school, train staff to use it and review the impact of all literacy and numeracy interventions.
Assessment and tracking	Strengthen how we assess and track the progress of children with SEND, so that we can show the impact of their support.
Reviews and transition	Complete all EHCP annual reviews on time, including phase transfer reviews, and hold termly reviews of all My Support Plans.
Staff confidence	Provide personalised training for individual staff, share good practice and give staff dedicated time to complete SEND paperwork.

23. National changes to SEND

In February 2026 the government published proposals to reform the SEND system in its schools white paper, Every Child Achieving and Thriving. These proposals require new legislation and would be introduced gradually over several years. For now, nothing changes: SEN Support, EHC needs assessments and EHCPs continue to work in the same way, and your child's rights remain the same. We will keep families informed as plans develop.

Glossary

Term	Meaning
EHCP	Education, Health and Care Plan: a legal document setting out a child's needs and the support they must receive.
ELSA	Emotional Literacy Support Assistant: a teaching assistant trained to support children's emotional wellbeing.
EBSA	Emotionally based school avoidance: when a child finds it hard to attend school because of anxiety or other emotional difficulties.
Designated Teacher	The member of staff responsible for the education of looked-after and previously looked-after children.
EAL	English as an additional language.
ETA	Education teaching assistant.
Local Offer	Kirklees Council's published information about SEND services for children and young people aged 0 to 25.
PEP	Personal Education Plan: the education part of a looked-after child's care plan.
SEMH	Social, emotional and mental health.
SENCo	Special Educational Needs Co-ordinator: the teacher who co-ordinates SEND provision in school.
SEN Support	The help a school gives to children with SEN who do not have an EHCP.
SENDIASS	SEND Information, Advice and Support Service: free, impartial advice for families.
Virtual School	The local authority team that supports the education of looked-after and previously looked-after children.