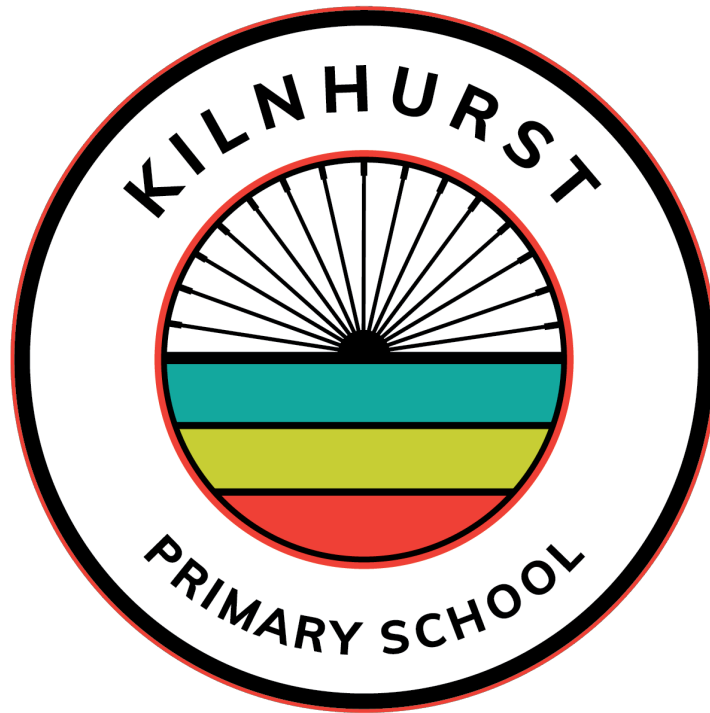




SEND Information Report

2025/6

Reviewed	September 2025
Next Review Due	September 2026
SENDCo	Elizabeth Swift
This report should be read alongside the WWPAT SEND Policy	

Introduction

At Kilnhurst Primary School, we are committed to ensuring every child, including those with special educational needs and disabilities (SEND), can thrive. This SEND Information Report explains how our school implements the Trust's SEND Policy in practice.

It sets out:

- How we identify, assess, and support pupils with SEND.
- How we work with parents, pupils, and external partners.
- The provision and resources available to meet a range of needs.

This report has been written in line with the SEND Code of Practice 2014 and links to other relevant policies, which can be found on the school website. This report was written in September 2025 and statistics and data relate to when the report was written. This report will be updated annually. Please also refer to the Rotherham Local Offer for SEND which can be found here: [Rotherham SEND Local Offer](#).

1 Our SEND Ethos

Kilnhurst Primary follows the vision and values outlined in the Trust SEND Policy, which emphasises:

- Inclusion in all aspects of school life.
- High aspirations for every child.
- Partnership with families and children.

We aim to provide pupils with SEND the same opportunities as their peers while adapting teaching, the curriculum, and the environment to meet individual needs.

2. Contextual information

We are a small village primary school situated next to the river Don with a substantial outdoor environment. The school is one-form entry situated in three buildings.

Background Information (correct as of September 2025)

Age group of school: 3 – 11

Number on roll: 164

Number on SEND Register: 26

Number of children with EHCP: 2

3. Types of SEND We Support

We provide support for children across the four broad areas of need (SEND Code of Practice, 2015):

- Communication and Interaction – e.g., speech and language needs, autism spectrum condition.
- Cognition and Learning – e.g., dyslexia, dyscalculia, moderate learning difficulties.
- Social, Emotional and Mental Health (SEMH) – e.g., anxiety, ADHD, attachment difficulties.
- Sensory and/or Physical Needs – e.g., hearing or vision impairment, physical disabilities.

4. Identifying pupils with Special Educational Needs

At Kilnhurst Primary School we aim to work together to identify children with SEND needs. As set out in our SEND Policy, we identify SEND by:

- Assessing attainment and progress on entry and throughout the year.
- Monitoring where progress is significantly slower than expected.
- Using observations, discussions with parents, and input from external agencies.

- Considering factors such as attendance, health, or EAL to avoid misidentification.

If a pupil may have SEND, we will talk with parents early, gather information, and agree a plan.

5. Our Approach to SEND Support

We use the graduated approach (Assess–Plan–Do–Review) described in the SEND Policy:

- **Assess:** Teachers and the SENDCo analyse needs, involving parents and specialists where needed.
- **Plan:** Clear outcomes and support are agreed with parents and pupils. An Individual Education Support Plan may be created.
- **Do:** Class teachers remain responsible for provision, supported by TAs and specialists.
- **Review:** Progress and provision are reviewed termly, with adjustments made as needed.

Provision may include:

- High-quality differentiated teaching.
- Targeted interventions (e.g., phonics support, precision teaching, social skills groups).
- Specialist programmes recommended by professionals.
- Support in class to access learning.

6. Working with Parents and Pupils

In line with our Trust Policy, at Kilnhurst Primary we place parents and pupils at the centre of SEND support. We will:

- Hold termly review meetings with parents.
- Provide an annual written report.
- Involve pupils in setting targets and reviewing support.
- Offer regular communication (emails, calls, meetings, dojo contact)
- Signpost parents to any supportive groups within the community that we are aware of.

7. Staff Training and Expertise

- Our SENDCo Elizabeth Swift is a qualified teacher with responsibility for SEND.
- Staff receive regular training (e.g., autism, dyslexia, precision teaching, SEMH).
- Where needed, we access external training and advice from agencies such as Educational Psychology, Speech and Language Therapy, or CAMHS.

8. Involvement of External Agencies

As set out in the Trust Policy, we work closely with external professionals, including:

- Educational Psychologists
- Speech and Language Therapists

- Occupational Therapists and Physiotherapists
- Specialist teachers (e.g., hearing/visual impairment)
- CAMHS and health professionals

9. Accessibility and Inclusion

Our Accessibility Plan sets out how we remove barriers for pupils with SEND. This includes:

- Adapting the curriculum and environment.
- Providing resources such as visual aids, assistive technology, or adapted equipment.
- Ensuring all pupils can access trips, clubs, and enrichment activities.

10. Transitions

We support children with SEND at key points of transition:

- Into EYFS (liaison with nurseries, extra visits).
- Between year groups (handover to new teacher, transition day visits, information sharing)
- Into secondary school (enhanced transition programme, meetings with SEND staff).

11. Funding and Resources

- Most SEND support is funded from the school's notional SEND budget.
- Additional funding may be available for pupils with an EHCP.

- Provision is tracked using costed provision maps (see SEND Policy for details).

12. Monitoring and Evaluating Provision

We review SEND provision regularly through:

- Tracking progress against outcomes.
- Reviewing interventions (using provision maps).
- Gathering pupil and parent feedback.
- Annual reviews for EHCP pupils.
- Monitoring by the SENDCo, Headteacher, and Trust.

13. Local Offer

All schools must contribute to their Local Authority's Local Offer, which provides information about SEND services across education, health, and care.

[Rotherham SEND Local Offer](#)

14. Concerns and Complaints

If you are concerned about your child's SEND support:

1. Speak to your child's class teacher.
2. Contact the SENDCo (Elizabeth Swift - e.swift@kps.wwpat.org).
3. Contact the Headteacher (Antony Booth - a.booth@kps.wwpat.org).

If the issue is unresolved, please follow the Trust's Complaints Policy, available on our website.

15. Key Links and Documents

- WWPAT SEND Policy (Trust-wide)
- School Accessibility Plan
- Local Offer
- Complaints Policy

This report is updated annually (or sooner if significant changes occur). It should always be read alongside the WWPAT SEND Policy.

Appendix

External Agency Support

- SIT – School Inclusion Team 01709334077
- ACT – Autism Communication Team 01709336413
- Autism Family Support Team
AutismFamilySupportTeam@rotherham.gov.uk
- Educational Psychology
- Neurodevelopmental pathway
<https://www.rdash.nhs.uk/services/childrens-and-young-peoples-autism-and-attention-deficit-hyperactivity-disorder-assessment/>
- CAMHS
<https://www.rdash.nhs.uk/policies/children-and-young-peoples-mental-health-service-camhs-out-of-hours-service-procedure/>
- EH – Early Help
- HIT – Hearing Impairment Team 01709336412
- VIT – Visual Impairment Team 01709336415
- SALT – Speech And Language Team 01709423229
- OT – Occupational Therapy team 01709423834
- PT – Physiotherapy team 01709428859
- EHCAT – Education, health and care assessment team 01709822672
- SENDIASS - Special Educational Needs and Disability Information, Advice and Support Service 01709823627

Contact details of support services for parents of pupils with SEND

The government's SEND Code of Practice and a related guide for parents have more information about the topics outlined in this report:

SEND Code of Practice: 0 to 25 years, GOV.UK – DfE

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

SEND: a guide for parents and carers, GOV.UK – DfE

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

IPSEA is a charity that helps parents and professionals to support children with SEN and disabilities:

<https://www.ipsea.org.uk/>

Rotherham Parent Carer Forum is commissioned by Rotherham to provide peer support for the parents and carers of children and young people who are accessing or about to access mental health services. This includes support with issues around child anxiety, behaviour, emotional regulation, ASD, ADHD, sensory and dietary needs.

<https://www.rpcf.co.uk/>

National data published in June 2025

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Contact Information:

Kilnhurst Primary School
Hooton Road
Rawmarsh
Mexborough
S64 5TA

Tel: (01709) 570590

Email: enquiries@kps.wwpat.org

SEND/CO: Mrs E Swift

Governor responsible for SEND: Mr P Swatkins

"Good teaching for pupils with SEND is good teaching for all."

EEF (Education Endowment Foundation), in their "SEN in Mainstream Schools: Guidance Report" (2020).

"All teachers are teachers of children with special educational needs."

(SEND Code of Practice: 0 to 25 years, DfE/DoH, 2015)

"When people are accepted and valued just as they are, they can begin to grow into who they are meant to be."

— Inspired by Carl Rogers