

Knowleswood Primary School Special Educational Needs and Disabilities Report 2024/25 for Families



Knowleswood
Primary School



We are proud to be an inclusive school where children can learn and feel safe in a happy environment.



At Knowleswood children succeed at meeting their own targets from their own starting points.

All staff at school are trained in supporting children with their learning and development. Teachers are skilled at noticing when a child might need some extra help. Extra help could be with learning, speech and language, behaviour or physical development.



Teachers and leaders (especially the SENDCOs) will communicate regularly with families if their child does require extra help and families should feel free to call in or book a meeting any time to discuss the progress their child is making.

We will always listen to what families think.



All children are assessed at least once per term at levels appropriate to them and progress is monitored so that we can identify any children who are not making expected progress.



Children at Knowleswood get lots of opportunities to learn through creative and engaging methods.

Children are encouraged to work independently as well as been great team players!

The SEND Code of Practice explains that there are four broad areas of SEND. At Knowleswood we provide support within every area of need. Some children need support in just one area and some need support in more than one.

Below are some examples of the types of provision we offer:

<p>Cognition and Learning</p> <ul style="list-style-type: none"> ○ Small group work ○ Carefully planned activities ○ Specific reading, writing and maths interventions ○ Dyslexic friendly strategies ○ Educational Psychology referrals 	<p>Communication and Interaction</p> <ul style="list-style-type: none"> ○ WELLCOM - speech support intervention ○ 1:1 speech sound intervention ○ Small group Oracy work ○ Visuals and individual time tables ○ Makaton trained staff members ○ Commissioned Speech Therapist support
<p>Social Emotional and Mental Health</p> <ul style="list-style-type: none"> ○ Behaviour support plans ○ Team teach trained staff (trained in helping children to regulate their emotions) ○ Zones of Regulation ○ My Happy Mind ○ SCIL Team support 	<p>Physical and Sensory</p> <ul style="list-style-type: none"> ○ Specific equipment linked to need (such as ear defenders, sensory toys) ○ Brain breaks and time out cards ○ BUSS (building underdeveloped sensorimotor systems) strategies ○ Sensory circuits

We also have three extra provision rooms to support children who have more complex special needs, these are called Rainbow Room, Beech Room and The Nest. These rooms are tailored to specific needs and planned for carefully by a team of teachers and teaching assistants.



WELCOME

Children who are new to Knowleswood are welcomed warmly and will receive whatever transition support they need. This may be strategies such as photo books, extra visits or a phased start.



All children have access to outdoor learning and experiences, and adaptations are put in to place if they are required. The school is fully accessible and there is a lift.



The mental health and wellbeing of all our children is vitally important and we have several ways of supporting this at a whole school and individual level, including My Happy Minds, NHS mental health support workers, drama therapy and social skills interventions.



We believe school trips are an essential part of the educational experience we provide and we strive to make our trips as inclusive, safe and engaging as possible.



We believe children should feel confident working and playing with their peers and we are proud of our friendly, kind community!





The team of people around a child must work together in order to get the best results for them. Families, school and outside agencies will meet regularly to review progress and make any adjustments to the support that are needed.

Sometimes children need an additional layer of support and may need an Education, Health and Care Plan to ensure their needs are met.

The SENDCO will help with this process and families can ask for updates and support at any time.

All children who are on the SEND register have an IEP (Individual Education Plan) and these are reviewed every term. Where ever possible, the children are involved in creating and reviewing the targets on their plans. Families are also provided with a copy of each plan.

Inclusion Team Lead – Clare Cosgrove (Deputy Headteacher)

SENDCOs – Serena Odedra and Clare Cosgrove