



SEN INFORMATION REPORT

2025-26

Killamarsh Junior School SEN Information Report (2025 Update)

1. Introduction

Killamarsh Junior School is committed to providing an inclusive, nurturing, and stimulating environment for all pupils aged 7–11. We currently have 127 pupils on roll, with 34 identified as having SEND. Our ethos is guided by the Learners' Code: Listening, Empathy, Attitude, Respect, Neat, Effort, and Ready.

2. Key Contacts

- **Headteacher:** Mr M Watson
- **SENDCo:** Miss H Alldread
- **SEND Governor:** Mrs E Chesterton

Contact: 0114 2486277 | info@killamarsh-jun.derbyshire.sch.uk

Statutory SEN Information (Schedule 1)

3. Types of SEND Supported

Killamarsh Junior School supports a wide range of needs:

- Autism Spectrum Condition (ASC)
- ADHD
- Speech, Language & Communication Needs
- Hearing Loss
- Visual impairment
- Attachment & Trauma
- Sensory Processing
- Physical Disabilities
- Social, Emotional & Mental Health (SEMH)

4. Identification & Assessment

- Transition meetings with feeder schools and agencies
- Staff observations and monitoring
- Parent consultations
- External assessments via Educational Psychologists, CAMHS, ISAS

5. Support & Provision

- Individual SEND Support Plans

- Differentiated curriculum and quality first teaching
- Targeted interventions: phonics (Little Wandle), Reading Rocketeers, Nurture Groups, Doodle maths, Write from the Start, Positive play, Reading Plus
- Access to external professionals: Speech & Language Therapists, Behaviour Support, ISAS, Engagement service, Educational Psychologist

6. Reviewing Progress

- Annual EHCP reviews
- Termly SEND Support Plan reviews
- Parent/carer meetings
- Pupil voice and involvement in planning

7. Staff Training

- Ongoing CPD in SEMH, autism, speech & language
- Collaboration with Educational Psychology and ISAS for bespoke training
- CPD for the PINS project

8. Transition Arrangements

- Head Start programme with feeder schools
- Get Set transition for Year 3
- Additional visits and meetings with secondary SENDCos
- Cross-key stage support post-transition

Accessibility & Disability Arrangements (Equality Act 2010)

9. Admission of Disabled Pupils

Admission follows national legislation, ensuring equal access for pupils with or without EHCPs.

10. Preventing Less Favourable Treatment

- Inclusive ethos and policies
- Staff training in disability awareness
- Positive Behaviour Policy and RSHE curriculum promoting empathy and respect

11. Facilities for Disabled Pupils

- Accessible classrooms and resources
- Use of iPads and assistive technology
- Support from external agencies for physical and sensory needs
- Adapted facilities for individuals with mobility needs

12. Accessibility Plan Objectives

- **Curriculum Access:** Differentiated teaching, tailored interventions, inclusive planning
- **Physical Environment:** Adjustments to buildings and resources as needed
- **Information Access:** Use of visual aids, simplified language and digital platforms

Additional Support & Wellbeing

13. Emotional & Mental Health

- 1:1 and group nurture sessions
- Positive Play
- Staff trained in emotional regulation strategies
- RSHE curriculum and pastoral care

14. Behaviour & Attendance

- The LEARNER Code Behaviour Policy
- Behaviour monitoring and intervention
- Attendance tracking and support from Early Help Services

15. Medical & Social Support

- Trained staff for medical conditions (e.g., epilepsy, diabetes)
- Social skills development through role modelling and structured activities

Consultation & Complaints

16. Pupil & Parent Voice

- School council
- Annual reviews
- Questionnaires and informal feedback

17. Complaints Procedure

Contact the class teacher, SENDCo, or Headteacher. Refer to the Complaints Policy on the school website.

Local Authority Offer

Visit Derbyshire SEND Local Offer for services and support available across the county.