

Kirton Primary School

Special Educational Needs and Disability (SEND) Policy

2026-2027

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1. How this Policy relates to our school vision?

At Kirton Primary School, we are ambitious for all our pupils' educational and personal outcomes. We value their abilities and achievements in all areas of learning and development. For those pupils with additional needs or with a disability, we want them to feel that they are a valued part of our school community. We respect that children with SEND may:

- have different educational and personal needs to their peers
- need additional or different strategies for learning
- make progress at different rates and in different ways
- need a range of adaptive teaching approaches

We aim to remove barriers and encourage all our pupils to achieve to the best of their abilities through quality first teaching in a supportive and caring environment. Where a pupil requires additional to, or different from the universal provision available, we are committed to ensuring that the needs of all pupils are met. We will explore every possible avenue and put extra support and resources in place so that all our pupils thrive regardless of their need.

To view our whole school provision, please see Appendix 3 in our SEND Information Report on our website.

2. Statutory Compliance

Our legal responsibilities

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice 0-25 (CoP) (Last updated September 2024) DfE/DoH which require all schools to 'have regard to the CoP' and has been written in reference to the following guidance and documents:

- **Children and Families Act** (2014)
- **Equality Act 2010**: The school has a statutory duty not to directly or indirectly discriminate against disabled children and must make 'reasonable adjustments', including the provision of auxiliary aids and services for them, and the school must have an 'anticipatory duty' towards disability.
- **Equality Act 2010: Advice for Schools** (DfE February 2013): Non-statutory advice from the DfE to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.
- **Working Together to Safeguard Children** (2013): Statutory guidance from the DfE which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.
- **Reasonable Adjustments for disabled pupils** (2012): Technical guidance from the Equality and Human Rights Commission.

- **Supporting pupils at school with a medical condition** (2014): Statutory guidance from the DfE.

This policy should be considered alongside our Safeguarding Policy, our SEND Information Report and our curriculum.

In line with DfE requirements, this policy will be updated annually, as will the SEND information report.

The SENDCo at Kirton Primary School is Mrs Lewis.
The SEND governor is Mrs Tyte.
The Designated Safeguarding Lead is Mr Neall.
The Deputy Designated Safeguarding Leads are Miss Wells, Mr Greaves and Mrs Fovargue.
The Designated Teacher for Looked After Children is Mr Greaves.

3. Policy Principles

At Kirton Primary School, our approach to supporting children with SEND will operate within the following ten principles.

1. All pupils with SEND must have their needs routinely met
2. Raising the achievement of pupils with SEND is a whole school responsibility
3. Early identification and early intervention are essential for ensuring better outcomes for all pupils
4. All pupils benefit from 'High Quality Teaching'. This means that the teachers are expected to assess, plan for and adapt their teaching to enable all pupils to make progress
5. All pupils with SEND should have the opportunity to learn alongside their peers in a fully inclusive environment
6. Parents/carers and pupils are encouraged and supported to be active partners in the decision-making process. This will support a positive impact on the learning and well-being of the pupil.
7. Collaborative working with outside agencies and services is essential to ensure that we effectively meet pupil's needs
8. Resources allocated to SEND must be used effectively to ensure maximum impact and value for money
9. Transition arrangements must be in place across all phases of education to ensure positive outcomes for all pupils
10. Systems for monitoring and evaluating SEND provision is in place to support improvement in progress and appropriate challenge for all pupils

4. Objectives

To meet our SEND Policy principles, we will:

- Identify at the earliest possible opportunity, barriers to learning and participation for all pupils and make an early, accurate identification of those who may have SEND
- Work in partnership with parents/carers to gain a better understanding of their child and to involve them in all stages of their child's education
- Value the contribution of all pupils and actively encourage them to share their views about their learning. Where appropriate to SEND, the voice of the child will be captured through adapted methods
- Ensure that every pupil experiences success in their learning and achieves to their highest potential
- Make sure that the curriculum remains ambitious but is accessible to all pupils so they can fully participate effectively in every lesson
- Where appropriate, work closely with outside agencies to further support the needs of individual pupils
- Ensure that all staff have access to high quality training and advice, so that they can provide quality adaptive teaching and learning for all pupils
- Work in partnership with the Governing Body to enable the school to fulfil its statutory duties for meeting the needs of pupils with SEND

5. Partnership with parents/carers

Kirton Primary School firmly believe in developing a strong partnership with parents/carers and that this enables pupils with SEND to achieve.

We recognise the key role that parents/carers have in the process and that their unique knowledge about their child, and how best to support them, is an invaluable resource to the pupil.

We will make available to all parents/carers of pupils with SEND details of LIASE (SEND Information, Advice and Support in Lincolnshire), this is available through the LA. A weblink to LIASE can be found in the SEND information Report.

We will publish a SEND Information Report on our website so that it is made available to all current and prospective parents/carers.

In accordance with the Children and Families Act 2014, schools have a duty to publish information about:

- The arrangements for the admission of disabled persons as pupils to the school
- The steps taken to prevent disabled pupils from being treated less favourably than others
- The facilities provided to assist access to the school by disabled pupils. The act requires schools to make 'reasonable adjustments.
- Accessibility plan prepared by the governing body.

6. Supporting Pupils with Medical Conditions

Kirton Primary School recognise that pupils with medical conditions should be properly supported so they can have full access to education, including school trips and physical education. Where a pupil's medical condition means that they are disabled, we will comply with our duties under the Equality Act 2010.

7. Admissions

Kirton Primary School's admission arrangements are in line with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health Care Plans (EHCP) and those without.

Where a pupil has an existing EHCP, their admissions will vary to the standard procedure.
When a pupil has an EHCP, parents/carers can name the school of their choice which gives them priority over many other applicants. Kirton Primary School must accept the pupil unless they provide evidence that the pupils attendance will be either unsuitable to the child or incompatible with the efficient education of others or the efficient use of resources.

If a pupil with an EHCP is transitioning from primary to secondary school, the Local Authority SEND team will then consult with secondary schools via the EHCP review and a school will be allocated that way. For all other pupils with SEND, applications for secondary schools will be accepted via the Lincolnshire County Council.

The SENDCo and Early Years Team will liaise closely with other settings and outside agencies with regard to the transition of SEND pupils from nursery settings into school.

Where a pupil is submitted at any point during their primary school years, the SENDCo will liaise with the previous SENDCo to support continuation of support.

We embrace the view that admissions should not discriminate against any pupil with SEND and will have due regard for the inclusive practice advocated in the SEND CoP, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing support for pupils not previously identified as having SEND. Pupils with special educational needs but without an EHCP must be treated fairly as all other applications for admissions.' (SEND CoP 1:33)

8. A Graduated Approach

In line with the Code of Practice methodology of 'Assess, Plan, Do, Review', pupils with special educational needs and/or a disability are identified as soon as possible. Class teachers are regularly assessing and monitoring pupil progress.

Where there are concerns about a pupil's progress or possible barriers to learning, a Graduated Approach will be followed. Please see Appendix 2 - Graduated Approach Flow Map and Appendix 1 – Our SEND Journey.

However, each case will be considered on an individual basis, and where necessary, action taken outside this approach.

Less than expected progress can be characterised by progress which:

- *Is significantly slower than their peers from the same baseline*
- *Fails to match or better the child's previous rate of progress*
- *Fails to close the attainment gap between the child and their peers*

If a student is known to have SEND when they arrive at Kirton Primary School, the SENDCo and SLT should:

- *Use the information from the pupil's previous setting to provide the starting points for the development of an appropriate curriculum for the pupil.*
- *Identify and focus attention on the student's skills and highlight areas for early action to support the pupil within class.*
- *Ensure early observation and assessment provide regular feedback to all teachers and parents/carers about the student's achievements and experiences, and that all outcomes of such assessments form the basis for planning the next steps in the pupil's learning.*
- *Ensure that appropriate informal opportunities for the pupil demonstrate what they know, understand and can do, are maximised through pastoral support.*
- *Involve the pupils in planning and agreeing targets to meet their needs.*
- *Involve parents/carers in developing and implementing a joint learning approach between home and school.*

<u>High Quality Teaching, Early Intervention and Narrowing the Gap</u>

- *Once a pupil has been identified as 'causing concern', they will be closely monitored by staff to identify any possible barriers.*
- *The pupil's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.*
- *The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class and/or provide advice to the staff members.*

- *The pupil's class teacher in agreement with the SENCo, will identify appropriate strategies and interventions designed to 'narrow the gap' and ensure that these are delivered consistently and regularly so that impact can be measured and monitored. These interventions will be identified on a Provision Map.*
- *Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.*
- *An 'Assess, Plan, Do, Review' model will be applied over a period of 6-8 weeks to test out the pupil's response, before considering if a child may have special educational needs and/or a disability.*
- *The SENDCo will then consider whether referrals to outside agencies are appropriate at this time.*
- *Pupil will then be added to the SEND register and an individual support plan (ISP) will be initiated using the 'Assess, Plan, Do, Review' model. Parents/carers and pupil's voice will be captured as part of this process. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. Please see Appendix 3 – Whole School Provision Overview.*

Teachers are both responsible and accountable for the learning, progress and development of all pupils in their class, including those pupils who access support from teaching assistants or specialist staff.
The Code of Practice says that every teacher is a teacher of SEN, and every leader is a leader of SEN. It says:
High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. (6.37)

<u>Assess</u>
This involves clearly analysing the pupil's needs using the class teacher's assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.
This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as

required. Where external support staff are already involved, their work will help to inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Progress is continually reviewed for all pupils to ensure that interventions are appropriate and effective. Formal reviews of a pupil's progress will be made regularly (minimum of three times a year).

The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Informal reviews will often take place on a more frequent basis and as required.

SEN Support

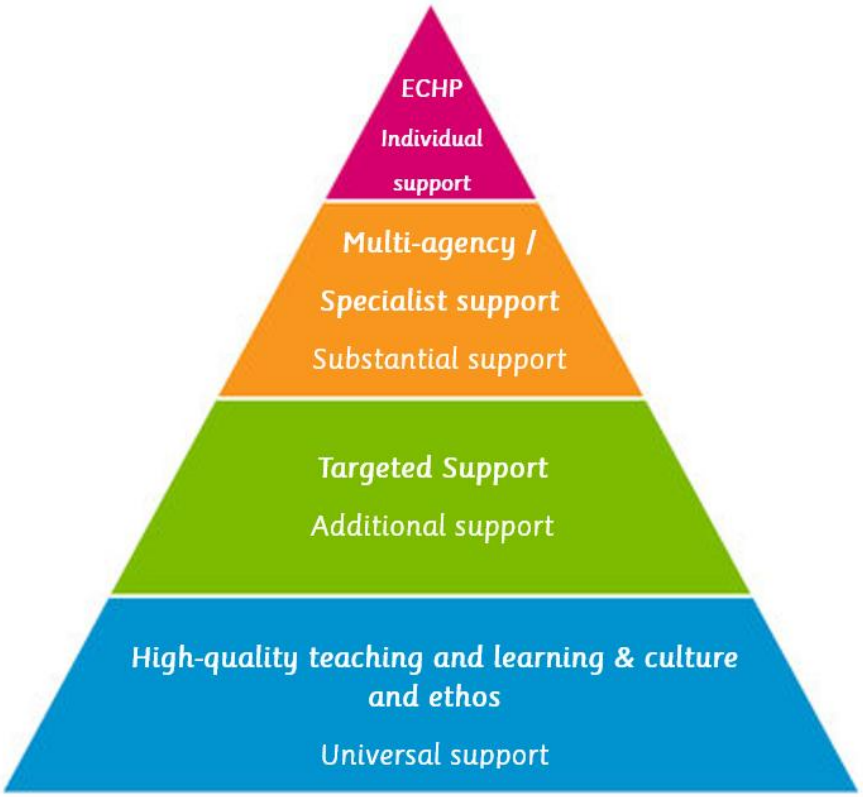
If, despite additional support, a pupil continues to have barriers to learning and the attainment gap is not closed, the SENDCo may determine that they have special educational needs, and a decision will be made for the child to be placed on the SEND Register at 'SEN Support'. The aim of formally identifying a pupil with SEND is to help the school to ensure that effective, personalised provision is

put in place and so remove barriers to learning. This provision will be recorded on an Individual Support Plan (ISP) and access will be shared with all staff involved in supporting the pupil (on a need-to-know basis), parents and where appropriate, the pupil themselves. The ISP will be reviewed at least three times a year, in line with the 'Assess, Plan, Do, Review' cycle outlined above. The child's ISP can be accessed in real-time online using their Edukey profile login.

Requesting an Education, Health and Care Needs Assessment

If a pupil has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can also be requested by a parent or professional working with the pupil. This will occur where the complexity of need or lack of clarity around the needs of the pupil means that the school has been unable to meet their needs effectively through its delegated funding and all available resources have been exhausted.

The decision to make a request for an Education, Health and Care Needs Assessment will be taken at a progress review. The request will combine information from a variety of sources including parents, the school and any outside agencies who may be supporting the pupil. The request is submitted to the Local Authority SEND Team, where a panel of professionals will decide. This process takes 20 weeks. Requests can be turned down by the Local Authority and in these instances, parents have the right to appeal against the decision.



9. Roles and Responsibilities

The class teacher is responsible for:

- *Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Headteacher and SENDCo know as necessary.*
- *Writing ISPs (Individual Support Plans), and sharing and reviewing these with parents three times a year.*
- *Ensuring that all adults working with your child in school are supported to deliver the planned work/programme for your child so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.*
- *Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.*

The SENDCo is responsible for:

- *Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.*
- *Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is receiving, and involved in reviewing how they are doing.*
- *Liaising with all the other people who may be coming into school to help support your child's learning e.g.*

  - *Specialist Teaching Service (STT) currently Sally McNamara*
  - *BOSS Outreach*
  - *Working Together Team currently Anthony Bowen.*
  - *Speech and Language Therapy Service.*
  - *ECLIPS - Extended Communication and Language Impairment Provision for Students*
  - *Community Paediatrician.*
  - *School Nurse Team.*
  - *Mental Health Services.*

- *Updating the school's SEND provision map (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.*
- *Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.*

The Headteacher is responsible for:

- *The day-to-day management of all ISPects of the school, this includes the support for children with SEND.*
- *He will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.*
- *He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.*

The SEND Governor is responsible for:

- *Making sure that the necessary support is made for any child who attends the school who has SEND.*

10. Monitoring Arrangements

This policy will be reviewed by the SENDCo and SEN governor annually and in consultation with staff. It will also be updated if any changes to the information are made during the academic year. It will be approved by the board of governors.

11. Complaints

The school works, wherever possible, in full partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and will be heard through the school's complaints procedure. In most instances, complaints can be resolved at a class teacher level.

However, if this is not possible, complaints relating to SEND should be addressed to the SENDCo and/or Headteacher.

If the situation remains unresolved, then a letter outlining your concern should be sent formally to the Clerk to the Governors at the school address. Our SEN governor is Mrs Amy Tyte.

If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then you would need to contact the Local Authority Head of Service for Special Educational Needs: Katie Marsden, County Offices, Newland, Lincoln, LN1 1YL. Their email address is katie.marsden@lincolnshire.gov.uk.

12. Links to other policies.

Our school has policies in place which outline how we support pupils with special educational needs and/or disabilities. They can all be found on our school website in the 'Statutory Information' section:

- SEN Information Report
- Special Educational Needs and Disability (SEND) Policy (this document)
- Accessibility Plan
- Equality Objectives