

# Special educational needs and disabilities (SEND) policy

Kington Primary School



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## 1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

## 2. Vision and values

Our school is committed to:

- Identifying pupils with educational, developmental, physical, welfare and emotional needs and ensuring their needs are met.
- Ensuring that children with special educational needs and disabilities (SEND) have the opportunity to participate fully in all school activities.
- Responding to children's individual needs taking a needs led rather than a diagnosis led approach.
- Ensuring that appropriate resources and support are available for all pupils with special needs.
- Ensuring the early identification of and support for special education needs.
- Ensuring that there is effective communication between parents and our school. Parents are informed of their children's special needs and provision and are encouraged actively to support their children's learning.
- Supporting professional development of all staff in Special Educational Needs and Disability
- Celebrating difference and diversity
- Promoting effective partnership working with outside agencies

## 3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

- › The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- › The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- › The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## 4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and appropriately challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## 5. Definitions

### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- › A significantly greater difficulty in learning than most others of the same age, or
- › A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and responsibilities

It is the responsibility of the whole school community to ensure that the children with SEN in our care are, and feel, included. All staff must ensure that they have an adequate understanding of the children's particular difficulties and the necessary expertise to think and act creatively so that they can adapt teaching and learning appropriately and include everyone.

## 6.1 The SENCO

The SENCO at our school is Angela Deans ([adeans@kington.hereford.sch.uk](mailto:adeans@kington.hereford.sch.uk) / 01544230363)

They will:

- › Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- › Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- › Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support and adaptive teaching methods appropriate for individual pupils
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- › Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- › When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- › Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Make sure the school keeps its records of all pupils with SEND up to date and accurate
- › With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- › With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.2 The governing body

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- › Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- › Do all it can to make sure that every pupil with SEND gets the support they need
- › Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- › Inform parents when the school is making special educational provision for their child
- › Make sure that the school has arrangements in place to support any pupils with medical conditions

- › Provide access to a broad and balanced curriculum
- › Have a clear approach to identifying and responding to SEND
- › Provide an annual report for parents on their child's progress
- › Record accurately and keep up to date the provision made for pupils with SEND
- › Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- › Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- › Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- › Determine their approach to using their resources to support the progress of pupils with SEND

### 6.3 The SEND link governor

The SEND link governor is Ruth Robinson.

The SEND governor will:

- › Help to raise awareness of SEND issues at governing body meetings
- › Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### 6.4 The headteacher

The headteacher will:

- › Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- › Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- › Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- › Make sure that the SENCO has enough time to carry out their duties
- › Have an overview of the needs of the current cohort of pupils on the SEND register
- › Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- › With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- › With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.5 Class teachers

Each class teacher is responsible for:

- › Planning and providing high-quality teaching that is adaptive in meeting pupil needs through a graduated approach
- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEND policy and the SEN information report
- › Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

## 6.6 Under the direction of the class teacher, the responsibilities of the Learning Support Assistant are:

- › To give appropriate support to SEND pupils.
- › To address targets as detailed in a pupil's EHCP.
- › To organise and run additional interventions as requested by the class teacher, SENCo or outside agencies.
- › To keep accurate records of intervention group sessions and progress made by SEND pupils.
- › To share with teachers and SENCo progress made by SEND pupils and raise concerns, if pupils are failing to make progress.
- › To ensure that they read teachers' planning and use it to ensure that they have the information they need to be able support children and their learning effectively.
- › To work collaboratively with teaching staff to promote children's learning and independence.

## 6.7 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

The school will take into account the views of the parent or carer in any decisions made about the pupil.

## 6.8 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- › Explaining what their strengths and difficulties are
- › Attending review meetings
- › Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## 7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 8. Our approach to SEND support

### 8.1 Identifying pupils with SEND and assessing their needs

Identification, assessment and monitoring of special educational needs follows the model set out by The Code Of Practice (2015) and advice from Herefordshire Council regarding the 'Graduated approach to SEND in schools' <https://www.herefordshire.gov.uk/downloads/file/25344/flowchart-to-support-all-age-graduated-approach>. The Code Of Practice recommends a reduction in bureaucracy, coupled with a greater involvement of both children and their parents in the process.

#### 1. Initial Concern

Initial identification is in most cases either due to class teacher or parental concern about a lack of progress (educational, social, emotional and/or behavioural) on the child's part, as judged against the majority of their peers.

Evidence is gathered through:

Classroom observation

The child's work

Assessment data

Information on health or social problems

Discussion with parents

Discussion with the child

Transition data from previous teachers or schools.

We feel it is important to examine the different perceptions of those concerned with the child and to take account of the wider context of the child's difficulties. The SENCO will be consulted at this stage and the child's particular needs will be catered for within the usual range of adaptive and inclusive practices built into class teaching and classroom organisation.

#### 2. SEN Support – Step 2

If the child's difficulties persist, they are discussed further with the SENCO and appropriate interventions are agreed and put in place. These are shared with the parent and child and may include work within class, as part of a group outside class and/or at home. This provision is mapped, monitored and reviewed in Pupil Progress meetings and the use of data management and tracking systems.

#### 3. SEN Support – Step 3

If the difficulties continue and there is a lack of satisfactory progress made through school interventions, the SENCO will approach relevant agencies or private services (e.g. Speech and Language Therapy Service, Learning Support, Educational Psychologist) for further support and advice. Any recommendations from these agencies will be incorporated into the personalized learning provided for the child.

When additional advice and support is provided for a child this need is then registered on the school's Special Educational Needs register.

Working on advice from outside agencies additional provision and targets may need to be set for the child and recorded and monitored via a personal plan. Additional funding may need to be applied for at this point in order to deliver the provision.

#### 4. Education and Health Care Plan

If the child's adaptive provision has not been successful in meeting the needs of the child and satisfactory progress has not been made, the school (and/or the parents) may decide to refer to the Local Authority for a Statutory Assessment. The school will determine whether a child meets the criteria for a Statutory Assessment based on the outcomes of the Graduated Approach that has been taken. If the application is successful, the child will be issued an Education Health Care Plan. This will set out specific needs and necessary provision as well as indicate additional resources and funding available to the school to meet these requirements. It is reviewed annually with parents and other professionals.

## 8.2 Funding of support for pupils with SEND

In addition to the school's direct SEN funding, Herefordshire Council operate a system of Top Up Tariff Funding which enables schools to apply for funding to provide extra support for some of their children at SEN Support (stage 3) and those with an EHCP. Herefordshire Council use a 'High Needs Matrix' to inform decision making about individual cases presented to them by schools. Details of the Tariff levels, the High Needs Matrix and the process for applying can be found on the council website 'Local Offer' page Local offer special educational needs and disabilities – Herefordshire Council

## 8.3 Evaluating the effectiveness of SEN provision

We will evaluate the effectiveness of provision for pupils with SEN by:

- › Tracking pupils' progress, including by using provision maps
- › Discussions as part of Pupil Progress meetings
- › Monitoring by the SENCO and SEND Governor
- › Holding annual reviews for pupils with EHC plans
- › Getting feedback from the pupil and their parents

## 9. Expertise and training of staff

All staff are encouraged to attend courses relating to SEN. SEN issues are regularly included in weekly staff meetings. County SENCO meetings are held regularly and the SENCO attends conferences on SEND as appropriate to school needs. Teaching Assistants are encouraged to attend training sessions and are part of the schools continued professional development programme. Training which will develop Teaching and Support Assistants' skills and expertise is discussed and identified at Professional Review Meetings. Equipment and books are available for staff and pupils to borrow and use. The SENCO updates resources within budget constraints.

## 10. Links with external professional agencies

Contact is maintained with a range of professionals, including Speech Therapists, Occupational Therapists, the teacher for the hearing-impaired and the teacher for the partially-sighted.

We buy in services from a range of County and private professionals e.g. The County Educational Psychologist Service, SEMH Inclusion Support Team, Physical and Sensory Support Service. The

involvement of other professionals enables detailed assessments of ongoing needs to take place and may support applications for additional funding or an EHCP.

Parents may access further information and support through SENDIASS [Herefordshire and Worcestershire SENDIASS](#)

We have links with The Brookfield School in Hereford and Westfield School in Leominster.

As necessary, the SENCO is able to act as the go-between for children and families who require support from the medical or voluntary sector services, for example for counseling or family therapy.

Before attending school, children may have had contact with professionals in the areas of health, social service and education such as Health visitors, Social Workers and/or providers of preschool services. As a school, we have aim to maintain connections with these professionals which help to inform the smooth transition of children into our Foundation Stage. The school has regular contact with an Educational Welfare Officer (currently Karen Millington) who is available for discussions about children who have poor attendance records and who will liaise directly with the families concerned.

Whenever possible, we liaise closely with the previous schools of children joining our school, in order that we can be immediately aware of any special educational needs and quickly put a suitable programme of support in place.

When children transfer to another school, we provide appropriate records and documentation.

## 11. Admission and accessibility arrangements

### 11.1 Admission arrangements

The school has an inclusive approach providing for children with a wide range of abilities. Places for children with or without a special educational need are allocated in line with admissions rules from Herefordshire Local Authority a link to which can be found in our whole school Admissions Policy <https://www.kingtonprimary.co.uk/admission-arrangements/>.

Pupils with special needs are admitted to our school according to the same criteria as other pupils, provided that admission is compatible with a) the provision of efficient education for the children with whom he/she will be educated. b) the efficient use of resources. Herefordshire's admission process for children with an EHCP, additional learning needs or a disability are detailed here <https://www.herefordshire.gov.uk/schools-education/primary-school-admissions/7>

### 11.2 Accessibility arrangements

Please see our Accessibility Audit and Plan on the school website policies page [Policies](#)

## 12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher and SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy [Complaints procedure policy](#)

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

### 13. Monitoring arrangements

This policy will be reviewed by the SENCO and SEND Governor **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.