

KIRKBY STEPHEN PRIMARY SCHOOL



Special Educational Needs & Disability (SEND) Policy

Approved by ¹	
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Position:	Chair of Governors
Signed:	<i>Andrea Dixon</i>
Date:	
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Legislative Compliance

This policy adheres to the requirements of:

Special Educational Needs and Disability Code of Practice DfE (2014)

Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)

Equality Act 2010: advice for schools DfE (2013)

Children and Families Act (2014)

This policy provides a framework and guidance for staff, parents and carers. It outlines how all children's social and academic needs can be met by effective curriculum planning, delivery and assessment, actively taking into account the nature and degree of difficulty experienced by pupils. It complies with national legislative requirements and links to a range of Kirkby Stephen Primary School policies and statements all of which are available on the school website. These include:

- Equality Policy
- Complaints Policy
- Westmorland and Furness Local Offer
- Admissions Policy
- Behaviour Policy
- Governors' Statement of Behaviour Principles
- Accessibility Plan

Definition of special educational needs (Children's and Families Act 2014):

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

According to the Equality Act (2010) a disability is defined as:

A physical or mental impairment which has a long-term and substantial adverse effect of their ability to carry out normal day-to-day activities.

This can include physical disabilities, sensory difficulties or ongoing medical conditions such as epilepsy. According to the definition above, not all children with such conditions will have SEND if their needs can be met with aids or appropriate adjustments as outlined in the Act. However they will have SEND if special educational provision is required.

Special educational provision refers to:

Educational provision which is additional to, or otherwise different from, the education provision made generally for children of their age in mainstream schools in the area.

According to the SEN Code of Practice the 4 areas of need identified are:

- Communication and interaction – e.g. speech and language difficulties, Autistic Spectrum Disorder, problems with social interaction, difficulty interpreting body language and social cues
- Cognition and Learning – e.g. Moderate or severe learning difficulties affecting overall learning ability, or specific learning difficulties such as dyslexia, dyspraxia, dyscalculia
- Social, Emotional and Mental Health Difficulties (SEMH) – e.g. ADHD, depression, problems with emotional regulation, anxiety, low self-esteem
- Sensory and/or physical needs – e.g. visual or hearing impairments, medical conditions such as epilepsy or asthma

Aims of the policy

- To maximise curriculum access for all pupils, meeting individual needs by offering a wide range of provision
- To facilitate high levels of achievement for all our pupils
- To use a range of data and other sources to track and assess progress
- To help pupils to develop confidence and independence by promoting excellent learning opportunities, high expectations and high standards
- To encourage pupils to recognise and value their own and others' uniqueness and develop respect and tolerance
- To achieve positive learning outcomes for children with SEND by delivering clearly mapped provision and carefully targeted use of staff, resources and interventions
- To promote CPD for all staff to enhance expertise and better meet pupil needs.
- To encourage children's well-being and sense of achievement
- To work collaboratively with a range of external agencies, the LA, families and the schools' SEND network to draw on expertise and take advantage of a multi- professional approach to support our learners

The policy will be subject to Governors' approval. It will be reviewed annually.

Inclusion at Kirkby Stephen Primary School

Kirkby Stephen Primary School is an inclusive school which values all members of its community. We provide a professional, caring and stimulating learning environment that enthuses our children. We aim to make all children happy at school, striving for academic achievement, personal development and increasing confidence. We use high quality teaching and value-rich learning experiences. We expect high standards of behaviour and aim to help children develop an awareness of themselves and a positive regard for others. In order to promote independence and transferable thinking and learning skills we encourage pupils to explore, and become empowered and motivated in a climate of interaction, sharing and co-operation. We strongly believe in developing close relationships between home and school and value

developing links with our local and wider community, working together to enrich the experiences of our pupils.

Each child is unique and this uniqueness should be celebrated. It is important that we provide equal opportunities for all of our learners, regardless of background, gender, ethnicity or other differences. Whether children are gifted and talented, disabled, have special educational needs or behavioural difficulties, it is our role to help them achieve to the best of their ability and encourage their development into effective, motivated learners who will make a meaningful contribution to society in the future. All our children are entitled to have equal access to all the experiences provided by our school. They are entitled to experience our broad, balanced and creative curriculum which is scaffolded to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that generate feelings of success and achievement. We support children with SEND in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. Our aspiration is that all children with Special Educational Needs and Disabilities will be able to experience the same curriculum as their classmates.

Support for **emotional and social development** is vital, especially for those with SEN. This is delivered in a range of ways:

- Broadly through assemblies, circle time and the PSHE curriculum, or more targeted through emotional literacy sessions, 1:1 interventions on managing emotions and behaviour
- By creating a secure and supportive environment, with quiet or sensory areas to address specific needs
- Through modelling positive behaviour and addressing conflict resolution in a calm, rational manner where children are helped to understand the effect of their actions on others
- By encouraging constructive discussion and fostering a considerate and supportive school culture.

As a Westmorland and Furness primary school we operate under local guidelines aligned with the Westmorland and Furness SEND Policy Model. These guidelines promote early identification of needs, equal access to the curriculum, and ensure we maintain a strong partnership between our School, outside agencies, and parents/carers. We have a consistent approach to meeting the needs of pupils with Special Educational Needs and/or disabilities and we are supported by Westmorland and Furness Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

As part of the Children and Families Act (2014), Local Authorities are required to publish a 'Local Offer'. The purpose of the local offer is to enable parents, carers and young people to see more clearly what services are available in their area and how to access them. Knowing what is available gives families more choice and therefore more control over what support is right for their child. It includes provision from birth to 25, across education, health and social care.

The address below offers a wealth of information regarding the Westmorland and Furness Local Offer.

<https://www.westmorlandandfurness.gov.uk/family-help/send-local-offer>

Further information on our School's contribution to the Local Offer can be found on our website.

<https://ksps-cumbria.co.uk/send/>

To explain how the policy is being implemented in practice and its impact on our pupils we include on the school website **The SEN Information Report**. This document is a legal requirement and is specifically

designed for parents/carers to help them understand the scope, strategies and data linked to our SEN policy and practice.

The key principles underpinning our SEN policy:

- Early Identification & Assessment: Identifying pupils with special educational needs or disabilities (SEND) as early as possible and adapting teaching to meet their individual requirements.
- Inclusive Education: Ensuring that children with SEND are fully integrated into all school activities and have equal access to academic and social experiences.
- Collaboration: Placing parents and the child at the heart of the support process, keeping families informed and involved in setting targets and reviewing progress.

The National Curriculum is our starting point for planning to meet the specific needs of our children. When planning, teachers set suitable learning challenges and provide scaffolding to ensure they are responding to children's diverse learning needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs/barriers to learning throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. The school adheres to admission arrangements outlined in our Admissions Policy.

Provision for children with SEN

At Kirkby Stephen Primary school, our aim is for all the children to be fully immersed in their learning to ensure they are fulfilling their potential. We believe that all children, including those with SEN and disabilities, are entitled to **Quality First Teaching (QFT)** approaches that are fully inclusive and support all learners to learn and progress. The key characteristics of QFT include:

- Highly focused lesson design with clear objectives
- High demands of pupil involvement in and engagement with their learning
- High levels of interaction for all pupils
- A range of differentiated activities
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils.

Through appropriate and high quality curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- require a range of different teaching approaches and experiences.

Teachers therefore use a range of strategies to enhance curricular access and adapt the learning environment:

- lessons have clear learning objectives;
- work is scaffolded appropriately
- a small-steps approach – finely graded steps and individual targets to maximise success
- assistive technology
- assessment is used to inform the next stage of learning.
- support for children who need help with communication, language and literacy
- use of 1:1 support
- develop children's understanding through the use of all available senses and experiences
- children's full participation in learning, and in physical and practical activities
- modify the curriculum if necessary
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress
- quiet areas
- liaising with parents/carers.
- 'Trackable Steps' is used for those children on an EHCP. This is an online Assessment Tool which we use to upload evidence (or even dictate it in via a tablet or smartphone) and track progress. We upload photo or video evidence directly onto Trackable.

As a blueprint for support strategies we use the '**Waves of Intervention**' Model which describes how different levels of intervention can be systematically implemented.

Wave 1 (Universal): describes quality inclusive teaching which considers the learning needs of all the children in the classroom. This includes effective sequencing of learning, providing differentiated work, robust assessment, creating an inclusive learning environment where all learners have an opportunity to achieve.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are tightly structured and usually targeted at a group of pupils with similar needs and would normally take place within the classroom with support. Pupils on this Wave are not necessarily pupils with SEN. They may simply be underachieving in a particular subject and need to make accelerated progress.

Wave 3 (Specialist): describes specific targeted provision for a minority of children for whom it is necessary to provide highly tailored, personalised interventions to accelerate progress and narrow the existing attainment gap. This often involves the use of highly trained support staff with a focus on helping individual pupils to achieve very specific and clearly identified targets.

During Wave 2 and 3, intervention timetables and/or Individual Education Plans (IEPs) will be used to capture targeted and specialist interventions which will be 'additional to' and 'different from' the usual differentiated curriculum.

Individual Education Plans (IEP)

If it is deemed necessary to make further special educational provision for a pupil, the process involves parents, the class teacher and the SENDCo. They will work together to consider all of the information gathered within school

about the pupil's progress, alongside national data and expectations of progress. This includes high quality formative assessment and early assessment materials. For pupils with higher level of need we work closely with outside agencies for advice and support. The provision put in place and any extra support that is required will be in line with the child's area of need and will be outlined on an Individual Education Plan (IEP) which will be written by the class teacher. At this point children will be added to the school SEND register.

Our IEPs allow us to share targets with parents as well as track progress. IEPs are set and reviewed 3 times each academic year, following the Graduated Approach, assess-plan-do-review cycle.

Education, Health and Care Plan (EHCP)

If over time the school and/or family are still concerned about a child's progress in any of the 4 areas of need (Cognition and Learning, SEMH, Communication and Interaction and Sensory and/or Physical) despite receiving universal and targeted support we may apply for the child to be assessed for an EHC Plan.

We or parents/carers may apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively.
- The child's cognition is well below the age-appropriate level and their ability to learn is impeded by their needs.
- The child needs specialist support to learn and make additional progress.
- The child needs additional support to ensure that a bespoke curriculum can be delivered in a small group/1:1 basis.
- The child is Looked After and therefore additionally vulnerable and is not making the expected progress in school.

The Local Authority has processes and thresholds for EHCP needs assessment requests and more information on this can be found through the Local Offer available at:

<https://www.westmorlandandfurness.gov.uk/family-help/send-local-offer/statutory-assessment-and-ehcps>

If the application for an EHCP assessment is successful, other professionals (e.g. an educational psychologist or a speech and language therapist) will be asked to complete some assessments and observations with the child. A member of the Local Authority will oversee the writing of the plan and this will record the child's strengths, their dreams and aspirations as well as the barriers they face. The EHCP will be used by school to record progress against the individual targets set and these will be broken down into manageable chunks for the child to achieve (IEP). The IEP plans will be reviewed termly by the class teacher with the support of parents' carers and new targets will be set. The SENCo will have oversight of this process and will advise where appropriate. The EHCP review will be completed yearly by the SENCo with contributions from parents/carers and the class teacher. If the application for an EHCP is unsuccessful, parents/carers have the right to appeal

Documentation and individual data pertaining to children with SEN is confidential and is stored securely either in a locked filing cabinet in the school office or on the school network. Information will by necessity be shared another institution in the event of a child's transition to another school.

The Graduated approach for pupils with SEN

In line with the SEND Code of Practice we follow the graduated approach: **'assess, plan,**

do, review' to identify and support our pupils with SEN.

To **assess** need we use a range of sources and data to identify children's needs as early as possible. To this end we can draw upon:

- transfer details from feeder nurseries/schools
- information from external agencies
- baseline assessments, profile scores
- progress tracking e.g. reading age, phonics screening
- teacher observations
- discussions with parents/carers
- school assessment records are used to inform individual pupil needs each term.

Every child in school will be considered for support based on their needs. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

If a pupil is deemed to have a special educational need, as defined by the SEN Code of Practice (2014) , the **plan** stage comes into effect.

The range of resources and strategies selected are specific to the area and degree of need and the targets which have been set. Some examples of adjustments include:

- Communication and interaction – use of timetables, visual prompts, symbols, alternative communication methods, extra time allocation, individual speech and language therapy goals
- Cognition and Learning - multi-sensory teaching, assistive technology, differentiated learning materials, phonics catch-up, Dyslexia Gold
- SEMH – creating a calm, predictable learning environment, reward charts, emotional coaching, (ELSA) structured activities to develop social skills, Barnardo's referral
- Sensory or physical needs – quiet areas, ear defenders, fidget tools, adjustable seating.

The **Do** stage involves implementing the strategies, resources and types of support which are deemed appropriate. The SENDCo works closely with parents/carers, teachers and possibly other agencies to plan a targeted programme of intervention and support. When a TA supports a child, the teacher has responsibility for planning, overseeing and evaluating the effectiveness of the specific support. The use of SMART targets and smaller steps outlined on the IEP support plan provides detailed and accurate indicators for those pupils. Currently for the children who are on an EHCP we use Trackable Steps to show small step progress. This is an online assessment system used to evidence the children's learning. The class teacher and the SENDCo assess and monitor the children's progress, as appropriate, in line with existing school practices. External assistance from other agencies may be requested to aid this process.

This, together with feedback from parents, the children, the class teacher and the SENDCo represents part of the **review** element of the cycle, which takes into account the extent to which targets have been reached and how well the pupil has responded to the interventions and adjustments to date. The cycle is then repeated with the identification of new targets.

Partnership with parents/carers

We aim to have positive relationships with all our parents/carers. Kirkby Stephen Primary School has an open-door policy which allows regular feedback to parents/carers through wellbeing calls/meetings when they can request further advice and/or support. It is important that parents/carers have confidence that the school will listen to and address concerns as well as keeping them fully informed of their child's targets and achievements. Where possible, we will offer events showing how they can support their child at home e.g. Dyslexia workshops, Phonics evenings.

If a child is experiencing difficulties, parents/carers will be informed either at a Parents Evening (Autumn/Spring term) or through additional meetings to discuss the child's progress. During these meetings there may be a member of Senior Leadership or the SENDCo present to support the process and to answer any questions that the family may have. Parents and carers will always be informed and consulted when any new arrangements are to be put in place.

When a child is added to the SEN register the level and type of support that a pupil will receive is outlined in a pupil Action Plan/Individual Education Plan which will be explained to parents/carers and an open discussion will take place. This Action Plan/IEP will list support and show the targets each pupil is working towards. In addition, targets will be set by pupils, parents, class teachers and the SENDCo. The parents/carers will be invited to attend a meeting with the class teacher 3 times a year when the IEP is reviewed and new targets set in accordance with the progress made. Parents/carers retain a copy of the IEP. It is important to note that a pupil may only be on the SEN register for a limited time. If the attainment gap is narrowed and extra support is no longer required, they will be removed from the register. We hold termly meetings with our families focusing on the progress of the child's individual targets. We work closely with the child and their family to review/set targets and to celebrate successes.

Pupils with an EHCP (Education Health Care Plan) will also have an annual review meeting to discuss arrangements and progress. For pupils with a high level of need, more regular contact can be arranged. Additional meetings with the class teacher or the SENDCo are available on request.

Westmorland and Furness SEND Information and Local Offer page offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability or those who have concerns that their child has special educational needs. The school's SEN Information Report is also available online.

Involvement of pupils

A happy, safe, healthy environment is most conducive to effective learning. So it is important to us to establish good, mutually respectful relationships with the children and to encourage their positive emotional and social development. Children are valued and made to feel safe and secure. The learning environment should be calm and focused. All learners are made to feel that their contributions are valued. Good behaviour is praised and our behaviour policy is implemented rigorously. Bullying is not tolerated.

Providing all children with a wide range of extra-curricular activities is extremely important at Kirkby Stephen Primary School. We aim to provide all children with opportunities to represent the school at sporting events if they wish to do so. All children at whatever level of skill are encouraged to participate in extra-curricular activities. After-school clubs and wrap-around care is available to all pupils and we will work with families to meet the needs of children who attend these sessions. We have strong links with our

local community and businesses and where possible use our local area to provide enrichment to the children's learning experiences.

Pupils are entitled to and encouraged to be involved in the decisions which affect them. They contribute to formulating targets, for example, for their IEP and review the extent to which they have been achieved. Their views about their learning are sought so that a meaningful dialogue is maintained to provide some ownership of their learning.

Partnerships with outside agencies

We draw upon a wide range of outside agencies to provide assessments, expert advice, or professional expertise to support our pupils with SEND. Where appropriate they may contribute relevant reports, carry out observations and assessment, provide 1:1 support, attend review meetings.

These include professionals and agencies such as:

- A range of Local Authority specialist services in Education, Health and Social Care such as Speech and Language Service, Social Services, Occupational Therapy, Children's and Young People's Mental Health Services, EAL and Educational Psychology Service
- Cluster groups
- Medical professionals
- Barnardo's
- Family Hub Team
- Virtual Schools
- Cumbria Family Support
- Special Advisory Teachers
- Our school also subscribes to Dyslexia Gold, Learning by Questions, Precision Teaching and Learning Village, blended learning resources to teach SEND, and low-level literacy skills. BEAM and ShREC are both used in EYFS

Arrangements for Transition

For EYFS there are:

- Meetings with local feeder nurseries,
- Meetings with individual parents/carers
- Reception Welcome meeting attended by a member of the Early Years Family Hub team
- Transition Day
- Small groups of current Kirkby Stephen Nursery children join Reception during afternoon sessions in the Summer term

For in-school transitions between year groups:

- We review our staffing structure each year, considering the needs of individuals
- In-school transitions are examined extensively and plans (transition pupil passports) are shared with staff, children and, at times, families
- Plans shared with staff, children and families so that these transitions go as smoothly as possible.
- Information booklets and pictures of the classroom are provided to children with SEN. These are also sent to teachers at the end of the year to share with their whole class ready for September.
- We also have access to advice, information, resources and training to support us

with transition and will sometimes require the support from outside agencies, such as Early Help, Virtual Schools, Barnado's

For transition to secondary school we have a thorough transition plan in place for all children. This involves close liaison with staff from secondary schools. All Year 6 pupils meet with the secondary school KS2/3 Transition Co-ordinator and parents/carers and pupils also attend an induction evening. For children transitioning from our school with EHCP/IEP to a different setting we provide extra transition measures.

For example:

- Additional multi agency meetings to discuss needs
- Additional transition visits to school
- Staff from both settings coming together with the parent and child
- Visits from key workers to our setting
- A child with a high level of need will have a plan outlining their needs and effective support and this will be sent to the secondary school.

Children with SEN who transfer to our school during the school year will work with our SENDCo and Head Teacher to tailor a bespoke transition plan to re-integrate them into full-time education.

This could include:

- Multi agency meetings to plan transition and provision
- Specific meetings to discuss needs (SENDCo and class teacher as appropriate)
- Visits to current setting to establish needs or relationships
- Additional tours or transition books
- A tailored timetable (if appropriate)

Roles and Responsibilities

Special Educational Needs & Disabilities Co-ordinator (SENDCo):

- manages the day-to-day operation of the policy
- co-ordinates the provision for and manages the responses to children's special needs
- supports and advises colleagues e.g. to draw up IEPs and provide INSET as needed
- maintains the school's SEND register
- contributes to and manages the records of all children with special educational needs
- manages the school-based assessment and completes the assessment documentation required by outside agencies and the LA
- acts as the link with parents/carers
- maintains resources and a range of teaching materials to enable appropriate provision to be made
- acts as link with external/support agencies
- monitors and evaluates the special educational needs and disability provision and reports to the Head Teacher and Governing Body as appropriate
- ensures she is familiar with legislative and regulatory changes to national policy and disseminates this information to staff.

The SENCo and the Head Teacher are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with

Educational Health Care Plans (EHCP). The Head Teacher and the SENDCo meet annually, or more frequently if required, to agree how best to use funds directly related to any child with an EHCP. The SENDCo is **Jennifer Finch**.

The Head Teacher

The Head Teacher has responsibility for the monitoring all pupils' progress. She will make strategic decisions regarding the teaching and learning in the school, with the aim of maximising learning opportunities and successful outcomes. Together with the Governing Body she will delegate the day-to-day implementation of the SEND policy to the SENCo who will keep her informed of the progress made by learners with SEN and provide regular updates on any concerns, developments, resource or staffing issues which may be relevant specifically to pupils with SEN.

The Governing Body

The Governing Body aims to secure the necessary provision for any pupil identified as having special educational needs and disabilities. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and, through the appointed SEND Governor, are available to consult with parents/carers if required. The governing body has agreed that children with special educational needs and disabilities will be admitted to the school in line with the School's Admissions Policy. The designated SEND governor is **Judith Bowman**.

All Teaching Staff

It is the responsibility of all staff to:

- Provide Quality First Teaching
- Identify and monitor pupils' progress to identify those who are underachieving and may therefore require targeted support and those who may require specialist support and an IEP
- Deploy resources effectively e.g. teaching assistants, so that learners with SEN derive maximum benefit from available resources
- Focus on achieving agreed targets for those on the SEN register
- Liaise with parents/carers and the SENDCo to discuss progress and identify needs where appropriate
- Undertake regular training to update their knowledge and skills in the context of inclusive teaching strategies to best support pupils with SEN.

Evaluating Provision

To evaluate provision regular audits are carried out by class teachers who evaluate the effectiveness of provision for pupils with SEN. Results are discussed with the SENDCo and provision is adjusted if necessary to improve outcomes and facilitate progress. Parents Evenings and informal meetings are also a useful source of feedback. The Head Teacher also sends out feedback questionnaires to seek the views of all parents/carers, who are also consulted, as are the children, on a regular basis during meetings with the SENDCo when reviewing IEP or EHCP measures. The SENCo also provides regular updates to the Head Teacher and reports to Governors.

Supporting Pupils with Disabilities or Medical Needs

We are committed to helping all children stay safe, healthy and enjoy their time at the school. We want to help them grow into mature and caring young people, who make a positive contribution to the school and the wider community. The school will make every effort to fully support any children with specific disabilities or medical needs to access the full curriculum. The school has no physical access barriers. Account will be taken of necessary equipment or materials needed. The precise nature of support provided will be designed on a case by case basis. Medicines are labelled and kept safely. All staff are aware of the procedures for the use of medicines within school and whilst on trips etc. We have policies in place for 'Administering Medication', 'Asthma' and 'Intimate Care and Toileting Procedures' which can be found on the school website.

Complaints Procedure

The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. For further information on any aspect of our provision for children with SEND, including complaints about SEND provision in our school, please contact Jenny Finch (SENCo) or Alison Capstick (Head of School) via the school office. All complaints are taken seriously and are managed in line with the School's Complaints Policy and Procedure. This is available on the school website.

Contact information

School Office – office@ksps.cumbria.sch.uk

Safeguarding Lead – Mrs Alison Capstick (Headteacher) head@ksps.cumbria.sch.uk

Safeguarding Deputy – Mr James Cullen (Deputy Head Teacher) james.cullen@ksps.cumbria.sch.uk and Mrs Clara Allison (Deputy Head Teacher – **currently on Maternity Leave**)

SENDSCO – Mrs Jenny Finch- jenny.finch@ksps.cumbria.sch.uk

Useful links

Westmorland and Furness Local Offer - <https://www.westmorlandandfurness.gov.uk/family-help/send-local-offer>

SENDIASS (offering free impartial information, advice and support to families of children with SEND) - <https://sendiass.westmorlandandfurness.gov.uk/westmorland-and-furness-send-ias-service>

A range of policies on the school website