

KIRKBY STEPHEN PRIMARY SCHOOL



Special Educational Needs & Disability (SEND) Policy

Approved by ¹	
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Signed:	
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Introduction

At Kirkby Stephen Primary School we believe that all our children are entitled to have equal access to all the experiences provided by our school. They are entitled to experience our broad and balanced curriculum and are given the opportunity to develop to their full potential. To achieve this, a need for extra support may arise because of social, health or disability needs, development/educational factors or because a child may be exceptionally gifted. Therefore, we have developed the following aims:

- We aim to identify children with Special Educational Needs as early as possible
- We aim to plan, implement and monitor the provision of Special Educational Needs through a partnership with parents and staff and in consultation with external agencies, our Governors (SEN Governor Judith Bowman)
- We aim to fulfil Special Educational Needs in a caring, supportive atmosphere that promotes learning.

Kirkby Stephen Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning to meet the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning. These requirements are likely to arise as a consequence of a child having special educational 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 either 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.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

Educational inclusion

Through appropriate 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 respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- 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, and to take part in learning.
- liaising with parents/carers.

Special Educational Needs and Disabilities (SEND)

Children with special educational needs and disabilities have learning difficulties that call for special provision to be made.

In our school the 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;
- 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 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 agencies and other support agencies;
- monitors and evaluates the special educational needs and disability provision and reports to the governing body as appropriate;
- manages a range of resources, human and material, linked to children with special educational needs.

The role of 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.

Allocation of resources

The Head teacher and the SENDCO 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 on how to use funds directly related to any child with an EHCP.

Assessment

Early identification is vital. The 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.

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.

The SENDCO works closely with parents/carers, teachers and possibly other agencies to plan an appropriate programme of intervention and support. As far as possible, all these key people/organisations advice is followed and wishes are catered for.

The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The school uses a three stage model to respond to children's special educational needs:

Stage 1, (supported child,): The class teacher identifies and consults with the SENDCO and an Individual Education Plan (IEP) is written and shared with the child and parents/carers;

Stage 2, SEND Request for Additional Support: Referral made by Class Teacher and checked by SENDCO. Multi agencies are involved in the ongoing support of the child.

Stage 3, Education Health Care Plan (EHCP): The Local Authority seeks a range of advice before making a formal assessment for an EHCP. The needs of the child are considered to be paramount in this.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately and assessment is used to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children 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.

Partnership with parents/carers

A named governor takes a special interest in SEND and is always willing to talk to parents/carers. At all stages of the SEND process, the school endeavours to keep parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers at all stages. We also encourage parents/carers to make an active contribution to their child's education.

Local Offer

The Local Offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is available gives families more choice and therefore more control over what support is right for their child.

Further information regarding Kirkby Stephen Primary School's Local Offer for SEND can be found at:

[SEND | Kirkby Stephen Primary School \(ksps-cumbria.co.uk\)](https://ksps-cumbria.co.uk/SEND)

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

<https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/localoffer.page?localofferchannel=0>

Supporting Pupils with Medical Needs Statement

The school will make every effort to fully support any children with specific medical needs to access the full curriculum. This help will be designed on a case by case basis.

Monitoring and evaluation

The SENDCO monitors the movement of children within the SEND system in school. This is monitored by the Head teacher and the SEND Governor.

The SENDCO may be involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENDCO and the Head teacher hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs also meet on a regular basis.