Kirkbride Primary School
Explore. Learn. Grow

SEND POLICY

2026-2027

Kirkbride Primary School
[Email address]

Kirkbride Primary School and Nursery

Explore Learn Grow

SEND POLICY 2026-2027

This SEND policy is a key document supporting high-quality, inclusive practice across Thornton Primary School.

It outlines our statutory responsibilities and our approach to ensuring that all pupils, including those with SEND, can achieve their full potential, experience a strong sense of belonging and access ambitious learning and wider opportunities. It reflects our values of Trust, Friendship, Honesty, Ambition, Respect and Kindness and our commitment to inclusion, high expectations and positive outcomes for every pupil.

This policy complies with the statutory requirements of the SEND Code of Practice 0-25 and the Children and Families Act 2014 and has been reviewed in light of current Department for Education guidance and evidence-informed practice, including:

- Equality Act 2010 and related guidance for schools
- SEND Code of Practice 0-25 years
- Special Educational Needs and Disability Regulations and SEN Information Report requirements
- Supporting pupils at school with medical conditions
- National Curriculum in England
- Safeguarding and Child Protection Policy
- Accessibility Plan and current DfE guidance on inclusive and accessible education estates
- Teachers' Standards and relevant EEF guidance for pupils with SEND

The policy is available on the school website and a hard copy can be obtained from the school office.

Our Special Educational Needs Coordinator (SENDCO) has overall responsibility for the operation of this policy and for coordinating provision for pupils receiving SEN Support.

The SENDCO contributes to whole-school improvement planning, staff development and the strategic development of SEND provision. The role is undertaken in partnership

with class teachers, support staff, governors, pupils, parents/carers and external professionals.

Our SENDCO is Hannah Binns and can be contacted via email or the school office.

head@kirkbride.cumbria.sch.uk

The SENCO is a qualified and experienced teacher and maintains ongoing professional development in SEND leadership and inclusive practice.

This policy was developed by the school's SENCO in liason with the School governors. It will continued to be reviewed through pupil voice, parent/carer feedback, staff evaluation and leadership monitoring.

Section 1: Our Values and Vison in relation to SEND provision

This policy reflects the person-centred principles of the SEND Code of Practice and the school's commitment to child-centred safeguarding and inclusion:

- The views, wishes and feelings of the child and their parents/carers are actively sought and taken seriously.
- Children and parents/carers are supported to participate as fully as possible in decisions, with information and communication adapted to enable meaningful participation.
- Provision is planned around outcomes for the child, with a focus on removing barriers, securing the best possible educational and wider outcomes, developing independence and preparing pupils for the next stage of education and adulthood.

Everything we do at Kirkbride Primary School and Nursery is underpinned by our ambition for inclusion and should be read alongside our safeguarding, behaviour, attendance, accessibility, medical and curriculum policies.

Aims of this policy

- To ensure responsibility for pupils with SEND remains an integral part of whole-school provision and improvement planning.

- To ensure pupils with SEND can participate successfully in all aspects of school life alongside their peers, with reasonable adjustments and accessible approaches used where required.
- To work closely with parents/carers, pupils, Cumberland County Council and other agencies so that strengths, needs and outcomes are understood and provision is coordinated.
- To build staff expertise so that high-quality teaching, adaptive teaching and targeted support meet a wide range of SEND needs and prepare pupils effectively for transition and greater independence.
- To ensure every pupil has a voice and is supported to communicate their views, feelings and needs in a way that works for them.
- To listen to and act on the views of parents/carers as essential partners in securing positive outcomes.

Section 2: Admission arrangements for pupils with SEND:

Kirkbride Primary School and Nursery follows the admissions arrangements set out by the school and Cumberland County Council. The school will not discriminate against or disadvantage a pupil because of disability or SEND and will make reasonable adjustments where required. We work with the Local Authority when a pupil with an Education, Health and Care Plan is being considered for placement so that the provision, resources and reasonable adjustments required are understood and planned.

The LA must comply with this request and name the school in the EHC plan unless:

> It would be unsuitable for the age, ability, aptitude or SEND of the child
>
> Or
>
> The attendance of the inclusion of the child would be incompatible with efficient education of others at the school or the efficient use of resources.

The Local Authority will work closely with the school so that decisions about placement for a pupil with an Education, Health and Care Plan reflect the individual circumstances and needs of the child, the suitability of provision and the efficient education of other pupils. This will include consideration of accessibility, reasonable adjustments, specialist advice and the support available through the school's wider inclusion offer.

The SENDCO, in collaboration with parents/carers, pupils where appropriate and key agencies, will ensure that appropriate provision is in place for pupils with SEND joining Kirkbride Primary School and Nursery. This includes effective transition arrangements and the timely sharing of relevant information.

Section 3: Identifying Special Educational Needs

Kirkbride Primary School and Nursery uses the definitions of SEN and disability set out in the SEND Code of Practice and Equality Act 2010. We recognise that SEND needs can be identified across the four broad areas of need and that needs may overlap and change over time.

We recognise the importance of early identification and aim to ensure that robust systems identify emerging needs, barriers to learning and changes in presentation as early as possible. Early identification is based on professional assessment, good knowledge of pupils and a graduated response rather than reliance on a single test or label.

This process of early identification is supported by:

- Review of attainment, skills and needs when pupils join the school, including information from previous settings and agencies where available.
- Regular assessment and progress monitoring for all pupils, including close scrutiny of reading, writing, maths, communication, attendance, engagement and wider development.
- Concerns raised by pupils, parents/carers, staff or other agencies and considered through the school's agreed referral and assessment processes.

As well as academic progress, we consider communication, language, social development, emotional regulation, independence, sensory needs and participation. When considering whether a pupil may have SEND, we also examine other factors which may affect achievement or presentation, including:

- Attendance and persistent absence
- English as an additional language, ensuring language difference is not mistaken for SEND and using interpreting or translation support where required
- Family, social and wider contextual factors
- Disadvantage and barriers associated with poverty

Kirkbride Primary School and Nursery recognises that behaviour, attendance, isolation or withdrawal can sometimes be expressions of unmet need. Leaders and staff will use

professional curiosity and, where appropriate, seek safeguarding or specialist advice rather than assuming behaviour is solely a SEND issue.

Before deciding that a pupil requires additional SEND support, the SENDCO and class teacher will review the quality of everyday classroom provision and the effectiveness of reasonable adjustments and adaptive teaching. The school will first consider what can be improved through high-quality teaching before introducing additional targeted provision.

Section 4: A Graduated Approach to SEN Support

Where it is evident that a pupil requires a higher level or more tailored response than can reasonably be provided through high-quality everyday teaching alone, the school will offer additional SEN Support in line with the graduated approach.

Parents/carers will be informed when a pupil is placed on the SEND register for SEN Support. Provision, outcomes and progress will be monitored and reviewed so that support remains purposeful and responsive.

The SEND Register:

The register provides an up-to-date record of pupils receiving SEN Support so that:

- progress, attainment and wider outcomes can be monitored closely
- leaders have an accurate overview of the range and level of need across the school
- provision can be planned, resourced and adapted in response to the current profile of need
- the school can evaluate whether provision is improving outcomes and reducing barriers to learning.

Once identified as requiring additional SEN Support, pupils will receive a planned package of provision to remove barriers and secure identified outcomes. This will be managed through an Assess–Plan–Do–Review cycle and will be closely linked to classroom teaching.

The Graduated Response:

Assess:

Once identified as requiring additional SEN Support, a more detailed assessment of the pupil's needs will be undertaken. This will include the pupil's views where appropriate, discussion with parents/carers and consideration of information from teachers, support staff and external agencies. Assessment may include diagnostic tools and specialist advice where appropriate.

Pupil needs may in 1 or more of the following key areas:

1. Communication and interaction

2. Cognition and learning

3. Social, emotional and mental health difficulties

4. Sensory and/or physical needs

Across classroom practice, staff draw on the EEF Five-a-Day principle: explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and the appropriate use of technology. These approaches are used as part of high-quality teaching and adapted in response to assessment.

The school recognises that pupils may have needs across more than one area and that presentation and provision can change over time. Assessment will therefore remain dynamic and focused on what the pupil needs to access learning and participate successfully.

Plan

The school will use the assessment information to agree a clear SEN Support Plan which sets out the provision and outcomes for the pupil. The plan will:

- identify specific, meaningful and measurable outcomes and the difference expected from the support
- outline evidence-informed teaching approaches, adjustments and targeted interventions, with a clear rationale for their use
- explain how parents/carers and pupils can contribute to the plan and how specialist services will contribute where involved
- be recorded in the school's agreed SEND planning and recording system rather than relying on a fixed format of Individual Education Plan

- be shared with the staff who need the information so that agreed approaches are implemented consistently and reviewed for impact.

Parents/carers will receive appropriate information about the plan, the period it covers and the review arrangements. Their views and the pupil's views will be sought and reflected in decisions about next steps.

Do:

Class teachers retain responsibility for the day-to-day implementation of SEND provision, with support from the SENDCO and wider inclusion team. Targeted support will be closely linked to classroom learning and designed to complement, not replace, high-quality teaching.

Where intervention takes place outside the classroom, staff will ensure there is clear communication with the class teacher and that pupils return to lessons with opportunities to apply and generalise the skills they have developed. Provision will be reviewed where it is not having sufficient impact.

Review:

The impact of SEN Support will be reviewed at least termly, with pupils involved as appropriate and parents/carers invited to contribute. Reviews will focus on outcomes, participation, progress, independence and the effectiveness of the support provided.

Depending on the level and complexity of need, this review may form part of the school's regular parent/carer consultation cycle or be arranged separately where a more detailed multi-agency review is required.

Where a pupil's needs are more complex and specialist services are involved, the school will arrange appropriate multi-agency review arrangements so that education, health and care perspectives are coordinated and actions are clear.

At the review, the following will be considered:

- Impact of each element of provision against the agreed outcomes
- The pupil's response, voice, progress and developing independence
- The views of parents/carers, staff and involved professionals
- The next steps, including any refinement, reduction, replacement or increase in support

Where progress has been limited, the school will undertake further analysis to identify the barrier and consider whether teaching, provision, attendance, safeguarding, communication or other contextual factors need to change. Where appropriate, the

SENDCO will seek specialist advice or make a referral with the agreement of parents/carers.

A list of external agencies the school uses to support the progress and welfare of pupils with SEND is included in Appendix 3.

Removal from the SEND register:

If a pupil no longer requires SEN Support, following evidence of sustained progress and/or that the additional provision is no longer needed, the SENDCO will discuss the decision with parents/carers and the pupil as appropriate. The pupil will continue to be monitored through the school's universal assessment and provision systems, with support reinstated if new or changing needs emerge.

Education, Health and Care Plans:

Most pupils with SEND at Kirkbride Primary School and Nursery will have their needs met through high-quality teaching, reasonable adjustments, targeted support and specialist advice within the school's ordinarily available provision.

Where a pupil has significant and persistent needs that cannot reasonably be met through SEN Support alone, the SENDCO will work with parents/carers, the pupil and relevant agencies to request an Education, Health and Care needs assessment from the Local Authority. For pupils with EHC plans, provision will be delivered in accordance with the specified and quantified outcomes and provision in the plan.

Information about requesting an EHC needs assessment is available through Cumberland County Council's SEND Local Offer. The school will support families to understand the process and contribute evidence about the pupil's needs, provision and progress.

An EHC plan will be reviewed at least annually, with reviews focused on outcomes, progress, provision and next steps. Additional support will continue to be reviewed as part of the school's normal SEND cycle and adjusted in line with need and the EHC plan.

Section 5: Meeting the needs of pupils with medical conditions

In line with statutory guidance, arrangements are in place to ensure that pupils with medical conditions can participate as fully as possible in school life and receive the support needed to access education safely and successfully.

These arrangements are set out in Individual Healthcare Plans where required.

The IHC plans will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff.
- Reviewed at least annually and sooner where needs, treatment or circumstances change.

Where a pupil with a medical condition also has SEND or a disability, the Individual Healthcare Plan will be coordinated with SEND provision and accessibility arrangements so that education, health and safeguarding needs are considered together.

Staff with responsibility for supporting pupils with medical needs, including medication, will receive appropriate training and ongoing support so that they are competent, confident and clear about their roles.

Full details are set out in the school's separate Supporting Pupils with Medical Conditions Policy. Kirkbride Primary and Nursery School follows current DfE guidance and works with health professionals to ensure arrangements are individualised, safe and regularly reviewed.

Section 6: Transition Arrangements

Arrangements to support pupils with SEND moving into the school or moving to a different school Kirkbride Primary School and Nursery is proactive in securing successful transitions between phases and settings.

Transition is treated as a planned process, not a single event, and is led by the SENDCO alongside class teachers, families, pupils and relevant professionals.

For pupils joining Nursery, Reception or another year group, the SENDCO will seek information from previous settings as early as possible, including the nature and level of need, successful strategies, communication approaches and provision already in place.

Where there is a high level of need, this may include visits, transition meetings, enhanced induction, visual or social preparation, phased arrangements where appropriate and a detailed transition plan. For pupils with EHC plans, relevant provision and outcomes will be considered as part of transition planning.

For pupils moving to secondary school or another setting, the SENDCO will share relevant information and ensure appropriate transition meetings take place. Where needs are significant, the pupil and parents/carers will be involved in detailed planning so that support, safeguarding information and successful strategies transfer effectively.

Section 7: Funding and resources

Kirkbride Primary School and Nursery receives funding through the school's core resources and the Local Authority's SEND/high-needs arrangements to meet the needs of pupils with SEND. The school plans its SEND resources strategically, taking account of the needs of the whole cohort and current DfE and Local Authority funding arrangements.

The SENDCO and Governing Body oversee how SEND resources are deployed so that funding supports high-quality teaching, staff expertise, targeted intervention, specialist advice, accessibility and the school's inclusive provision. Resources will be allocated according to need, impact and available evidence.

Section 8: Training

There is an ongoing programme of training and support to build staff expertise in high-quality teaching and adaptive practice for pupils with SEND. Professional development reflects identified needs within the school, current DfE guidance and evidence-informed approaches, including the EEF's Five-a-Day principle.

Induction arrangements ensure that new staff understand Kirkbride Primary School and Nursery's inclusive approach, safeguarding expectations and the reasonable adjustments and teaching strategies required for pupils with SEND.

The SENDCO engages with local networks, Lancashire services and national guidance so that provision continues to respond to emerging needs, statutory changes and effective practice.

Section 9: Roles and Responsibilities

The SENDCO:

At Kirkbride Primary School and Nursery, the SENDCO is also the headteacher.

The SENDCO has day-to-day responsibility for the operation of this policy and coordination of SEND provision. This includes supporting class teachers and support staff, contributing to the deployment and development of teaching assistants, coordinating referrals and specialist support, supporting families and monitoring the quality and impact of provision.

The Governing Body:

The Governing Body will maintain effective oversight of SEND arrangements, with a named governor holding specific responsibility for SEND. Governors will monitor compliance, inclusion, progress, the use of resources and the impact of SEND provision.

The Governing Body will ensure that pupils with SEND have access to the same high-quality curriculum and wider opportunities as their peers, subject to appropriate adjustments and specialist provision.

Governors will also ensure that the school meets its statutory duties and that the views of pupils and parents/carers inform evaluation and improvement.

The Governing Body will ensure the school meets all its statutory duties, ensure that additional funding is deployed effectively, and the views of parents and pupils are fully considered.

The lead governor for SEND at Kirkbride Primary School and Nursery is_____.

The SEND Governor will meet at least termly with the SENDCO to review and evaluate the effectiveness of SEND provision and contribute to priorities for development.

SEND provision, outcomes, attendance, safeguarding and inclusion will be considered through the Governing Body's monitoring cycle, with leaders providing appropriate information about impact and priorities.

Other key staff involved in SEND and inclusion include:

Designated teacher for Safeguarding and Deputy DSLs for safeguarding

Attendance Officer – school business manager

All staff

Specialist services, including Educational Psychology, Speech and Language Therapy, specialist teachers, health professionals and other relevant agencies, will be involved where their expertise can strengthen assessment, provision, outcomes or family support.

Section 10: Monitoring and Evaluating SEND Provision

The school undertakes continual review and improvement of SEND provision. Evaluation focuses on whether pupils are learning well, participating fully, attending regularly, feeling safe and making progress towards meaningful outcomes.

Evidence considered includes pupil progress and attainment, quality of teaching, intervention impact, attendance, behaviour and safeguarding information, case studies, pupil and parent/carer voice, staff feedback, provision mapping and comparison with relevant benchmarks. Leaders use this evidence to identify strengths, address inconsistency and plan improvement.

Section 11: Dealing with Complaints

Parents/carers are encouraged to raise concerns at the earliest opportunity. In the first instance, concerns should normally be discussed with the class teacher, followed by the SENDCO where required. The school will seek to resolve concerns through respectful, timely communication and, where appropriate, involve relevant professionals or Cumberland's Information, Advice and Support service (SENDIAS). If concerns remain unresolved, parents/carers may use the school's formal complaints procedure.

If concerns are still unresolved, parents/carers will be directed to the school's Complaints Policy and, where appropriate, independent SEND information and advice services. (SENDIAS)

Section 12: Anti Bullying

We recognise that pupils with SEND may be disproportionately vulnerable to bullying, prejudice-based bullying, social exclusion and online harm. Our safeguarding and behaviour systems therefore pay particular attention to communication barriers, isolation and changes in behaviour or presentation. Pupils are encouraged to report

concerns to a trusted adult, and incidents are recorded, investigated and reviewed in line with the school's Behaviour and Anti-Bullying Policies.

Section 13: Disability Access Arrangements

In line with the Equality Act 2010, the school maintains an Accessibility Plan setting out how we will improve access over time for pupils with disabilities. Accessibility is considered across the physical environment, curriculum and communication, and is linked to reasonable adjustments and the school's wider inclusion strategy.

This includes actions to:

- Increase participation and access to the curriculum
- Improve access to the physical environment, including specialist and sensory spaces and wider school and extracurricular opportunities
- Improve access to information and communication through appropriate formats, technology and visual or other communication supports

Appendix 1: Compliance and Statutory Duties

This policy meets the requirements of the Children and Families Act 2014 and relevant SEND regulations. It is written with reference to the following legislation, statutory guidance and evidence-informed resources:

SEND Code of Practice: 0 to 25 years

Equality Act 2010

School Admissions Code and Cumberland's admissions guidance

Supporting pupils at school with medical conditions

School complaints guidance and the school's Complaints Policy

National Curriculum in England

Teachers' Standards

Working Together to Safeguard Children (2026)

Keeping Children Safe in Education (2026), including the specific safeguarding considerations for children with SEND

Early Years Foundation Stage Statutory Framework

Cumberland's Local Offer for SEND:

EEF: Special Educational Needs in Mainstream Schools and Five-a-Day guidance for supporting high-quality teaching for pupils with SEND

Appendix 2: Definition of Special Educational Needs

SEND Code of Practice

A child or young person has SEND 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 has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age; or

Or

- 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.

Equality Act 2010:

Equality Act 2010: A disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

This definition includes:

- Sensory impairments affecting sight or hearing
- Long-term health conditions such as asthma, epilepsy or cancer

Appendix 3:

Links with Local and National Services and organisations to support implementation of the SEND policy:

- CAHMs Child and Adolescent Mental Health Service West Cumbria 01900 705 800
- Cumberland SEND Information, Advice and Support Service 07824 408922 susan.eastwood@cumberland.gov.uk
- Neurodiversity and Emotional Wellbeing Service
- Advice on Children's Education (Ace) 0300 011 5142
- Carer's UK
- Children's Education Advisory Service (Forces children)
- Civil Legal Advice (CLA) – you might be able to get free and confidential advice from CLA as part of legal aid. This includes advice on education law matters, SEND, discrimination and judicial review (for example for children not receiving education or unlawful exclusions).
- Contact: Charity for families with disabled children and information to get the right support. Brings families together to support each other, and helps families to campaign, volunteer, and fundraise. In addition, offers face-to-face support, workshops and training in some regions.
- iCan Wellbeing Group – the ADHD lived experience programme offers peer support and education to help people understand their ADHD
- IPSEA - Independent Parental Special Education Advice, a charity that offers legal advice, support and training to ensure children and young people with SEND access the right education. They also offer tribunal representation.
- National Autistic Society - a charity for people with autism (including Asperger syndrome) and their families. They provide information, support and pioneering services, and campaign for a better world for people with autism. Includes education, health, social care, benefits, housing and transition support (school to adult life).
- National Deaf Children's Society - information and support for deaf children and young people and families. They can provide advice and support on a range of issues including benefits, education, technology, health, social care, discrimination and communication. They provide face-to-face support and tribunal representation.
- SENDAC – SEND Alliance Cumbria is the official parent carer forum for families of children and young people with additional needs and disabilities in Cumbria

- Shine for Autism – supports parents, carers and professionals to build an autism-friendly community through better understanding, acceptance and inclusion
- SOS!SEN – an independent national charity aiming to empower parents and carers of children and young people with SEN and disabilities to access the help they are entitled to, particularly in the education system. They offer face-to-face support, tribunal representation and parent workshops.
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