Kirkham and Wesham Primary School

Special Educational Needs & Disability (SEND) Policy

2027

Governor responsible for SEND:	Mrs Rosemary Brown
Headteacher:	Mrs Jane Smethurst
SENCo:	Mrs Alison Culshaw BSc QTS SENCO is a member of the SLT
Contact details:	alison.culshaw@kirkhamwesham.lancs.sch.uk

This policy will be reviewed annually

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo). The Governing Body, Headteacher and the SENCo will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is adaptive and responsive to the needs of pupils. Teachers use adaptive teaching, reasonable adjustments and appropriate scaffolding to enable all pupils to access learning and achieve success. Some pupils will need something ***additional to*** and ***different from*** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Kirkham and Wesham Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school. The staff and governors of Kirkham and Wesham Primary School will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs.
Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), the School, parents/carers, pupils, children's services and all other agencies.

School Admissions

The admission arrangements for pupils with SEN are in accordance with national legislation, including the Equality Act 2010 and pupils will be admitted in-line with the school's admission policy. If we are informed that a child may have a difficulty in learning we will endeavour to collect necessary information and work closely with parents and other professionals. Our website contains the Local Offer, which provides clear information about the provision for SEND pupils at our school.

AIMS AND OBJECTIVES

Aims

At Kirkham and Wesham Primary School we aim to provide every child with a broad and balanced curriculum, including the Foundation Stage, National Curriculum, RE and a wide range of Extra-curricular activities. We will provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being. We are committed to creating an inclusive culture in which all pupils feel valued, belong within the school community and are supported to participate fully in all aspects of school life. We seek to identify and remove barriers to learning, participation and attendance at the earliest opportunity.

Objectives

The Special Educational Needs and Disability Policy of Kirkham and Wesham Primary School reflects the principles of the Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015, updated September 2024).

The aims of this SEND policy are to:

- Ensure that all pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through school and prepare for their future.
- Ensure good working relationships with parents, carers, health and social care services and the community.
- Ensure that school offers a broad, balanced and inclusive curriculum supported through high-quality adaptive teaching, reasonable adjustments and appropriate support.
- Ensure that the learning needs of pupils with SEN are identified and assessed as early as possible, and their progress is closely monitored.
- Ensure that all teaching and non-teaching staff are involved in planning and meeting the needs of pupils with SEN.
- Ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils.
- To work within the guidance provided in the SEND Code of Practice: 0-25 years (January 2015, updated September 2024)
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions.

We accept the definition of SEN as outlined in the Education Act 1996 and Children and Families Act 2014 where the term SEN refers to children who experience difficulty in learning in comparison with their peers. We also are aware that emotional, behavioural and physical needs can affect a child's learning. We aim to make appropriate provision to overcome all barriers to learning.

Roles and Responsibilities

Governors:

The governing body has an identified governor to have an oversight of SEN provision and ensures the governing body is kept informed of how the school is meeting statutory requirements. Mrs Rosemary Brown is the SEN nominated governor and she meets regularly with the SENCo to keep updated with developments in SEN within school.

Headteacher:

The Headteacher (Jane Smethurst) is responsible for overseeing the provision for children with SEN. She has responsibility for the day-to-day management of all aspects of the School's work, including provision for children with special educational needs and disabilities.
The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCo and the Governor with responsibility for SEND.

SENCo:

The SENCo (Alison Culshaw) is responsible for managing and coordinating the school's SEN provision at SEN support and pupils with Education, Health and Care (EHC) Plans. She will also identify areas for development in SEN, contribute to the school's development plan, working along the Senior Leadership Team (SLT), and monitor progress of children with SEN.

The role involves:

- Overseeing the day-to-day provision in-line with the school's SEN Policy
- Coordinating provision for all SEN pupils
- Liaising with class teachers who teach pupils with SEN to provide support
- Advising on the deployment of the school's delegated budget and other resources, including support staff, to meet pupils' needs effectively
- Liaising with the parents and carers of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, specialist teachers, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies and the local authority
- Liaising with other education providers to ensure pupils and parents are informed about options so that transition is smooth
- Working with the Headteacher, SLT and Governors to ensure the school fulfils its responsibilities under the Equality Act 2010
- Ensuring that all records of pupils with SEN are kept up to date
- Monitoring progress of pupils with SEN
- Keeping staff informed of developments in SEND legislation, inclusive practice and statutory guidance.
- Supporting staff to identify and remove barriers to learning and participation.

All Teaching and Non-Teaching Staff:

All teaching and non-teaching staff are responsible for providing high-quality adaptive teaching, implementing reasonable adjustments and monitoring progress for pupils with SEND.
They will assist in the writing Individual Learning Plans (ILPs) and EHCPs, annual review paperwork and specialised programmes, and will liaise with parents and carers. The SENCo will work closely with all staff to support pupils with SEN.

Identifying and supporting Special Educational Needs & Disabilities (SEND)

Definition

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision ***which is additional to or different from*** that normally available in a differentiated curriculum.

Kirkham and Wesham Primary School regards pupils as having a special educational need if they:

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

A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

While some pupils who have English as an additional language (EAL) will also have special educational needs and /or disabilities, pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Kirkham and Wesham Primary School will have regard to the SEND Code of Practice: 0-25 years (January 2015, updated September 2024) when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need

Under the SEND Code of Practice (2014) pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Cognition and Learning;

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Some pupils may experience anxiety, emotionally based school avoidance, low mood, trauma-related difficulties or other mental health needs which affect attendance, learning and participation. These needs will be considered through the graduated approach and appropriate support sought from relevant services where necessary.

Other children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Pupils with Autism may experience differences in social communication, social interaction, sensory processing, executive functioning, emotional regulation and flexibility of thinking. Every autistic pupil presents differently, and support will be tailored to individual strengths and needs.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism

The school recognises and values neurodiversity and seeks to remove barriers to learning for pupils with autism, ADHD, dyslexia, dyspraxia, developmental language disorder and other neurodevelopmental differences.

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

A Graduated Response to SEND

Early Concerns
The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed through high-quality adaptive teaching, reasonable adjustments and targeted classroom support.

How we identify and support pupils with SEND

- Any pupil who is falling significantly outside the range of expected academic achievement in line with predicted performance will be closely monitored.
- Once a pupil is identified as possibly having SEN they will be monitored by staff to identify possible difficulties or barriers to learning.
- The class teacher will take steps to provide adaptive teaching, reasonable adjustments and targeted support that will aid pupil progression and enable the teacher to understand the provision which needs to be applied.
- The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Parents will be fully involved at every stage. Any concerns will be discussed with parents informally or during parents' evenings. They will be encouraged to share information and knowledge with the school.

Where a pupil is identified as having SEN, support takes the form of a four part cycle through which earlier discussions and actions are revisited and refined with a growing understanding of the pupil's needs. This is known as The Graduated Approach

Assess, Plan, Do and Review

Where it is determined that a pupil does have SEN parents will be informed and the child will be added to the SEN Register. This will enable the school to ensure that effective provision is put in place. The support provided consists of and ongoing cycle: This is known as **the graduated approach – Assess, Plan, Do, Review.**

ASSESS
In identifying a pupil as needing **SEND** support, the Class Teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

PLAN

Parents/carers, with their child, will meet with the Class Teacher and the SENCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development.

A plan will be devised which will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and appropriate review date. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
The plan will usually involve a contribution by parents/carers to reinforce learning at home.

DO

The Class Teacher remains responsible for working with the pupil on a daily basis and will work closely with any Teaching Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo will support the Class Teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

REVIEW

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. Pupils will be supported to contribute their views in a manner appropriate to their age, communication needs and level of understanding. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps. Where appropriate other agencies will be asked to contribute to this review.

Statutory Assessment of Needs (EHC)

Where, despite school having taken relevant action to identify, assess and meet the SEN needs of a pupil, or the child has not made expected progress, school or the parents can consider requesting an EHC Statutory Assessment. To inform its decision, the local authority will want to see evidence of the action taken place by school as part of SEN support.

Where a pupil has an Education Health and Care Plan (EHCP), this must be reviewed every twelve months as a minimum.

An EHC Assessment may not always lead to and EHC Plan. The information gathered during this assessment may indicate ways in which the school can meet the pupil's needs without an EHC Plan.

MANAGING PUPILS NEEDS ON THE SEND REGISTER

Regular monitoring of the quality of provision for all pupils including those with SEND follows the School's assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly. Class teachers, parents, pupils and other professional will all contribute to this review. The SENCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes. Particular attention will be given to attendance, participation, behaviour, emotional wellbeing and wider outcomes alongside academic achievement.

Kirkham and Wesham Primary School may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

CRITERIA FOR EXITING THE SEN REGISTER/RECORD

If it is felt that a pupil is making sufficient progress which is sustainable then they may be seen as no longer requiring SEND support. At this point, through discussions, the pupil will be removed from the School's SEN register. The pupil will be continued to be monitored through the schools monitoring procedures. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

SUPPORTING PUPILS AND FAMILIES

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the School and other professionals to ensure that their child's needs are identified properly and met as early as possible.
In order that they play an active part in their child's development, the School endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Kirkham and Wesham Primary School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational needs provision.

Parents/Carers of a child with SEND support will have the opportunity to formally meet with the SENCo throughout the year. The SENCo is also happy to meet with parents/carers, without prior arrangement, whenever possible.

Parents/carers are also encouraged to seek help and advice from Lancashire Information and Advice Service.

We recognise that a change of school, class and staff can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. Our processes for transition are explained further in the School's SEND Information Report.

The school recognises the link between SEND and attendance. Where attendance concerns arise, consideration will be given to whether unmet SEND needs, anxiety, sensory differences, health needs or other barriers are contributing factors.

More information can be found by visiting Lancashire County Council Local Offer

And Kirkham and Wesham Primary School Local Offer and SEN Information Report

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Pupils who have medical needs may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Health Service and the parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed.

MONITORING AND EVALUATION OF SEND

We monitor our SEN provision so that we can ensure we are meeting the needs of our children in the most effective ways using the resources available to us. Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEN will be shown by:

- Teacher and TA observations of the child in the classroom
- Evidence of adaptive teaching and reasonable adjustments to meet pupils' needs.
- Evidence of children's work
- Discussions with the child about their progress
- Discussions with parents about the child's progress
- Discussions with outside agencies about the child's progress
- More age appropriate score on testing, pupils achieving ILP targets, reading and spelling age scores
- Successful requests for additional funding when appropriate.

In addition, the SENCo will regularly monitor pupil tracking, progress towards ILP targets, resource allocation, class teaching and pupil and parent views.

TRAINING AND RESOURCES

Allocation of resources

The governors ensure that the needs of pupils with SEN are met by the deployment of a SENCo. The Headteacher and SENCo will use the child's EHC Plan and LEA additional funding to identify areas of need and make appropriate provision. They oversee expenditure on outside agencies and encourage the use of specialist teachers if needed. Support staff are employed to support staff and pupils. Time will be identified for staff to review pupil progress, discuss curriculum needs and to transfer information between parents, classes or Key Stages. Governors will ensure that staff are kept up to date with developments in SEN and training will be provided as needed.

Continuing Professional Development (CPD) for SEND

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. Our school operates the following training programmes:

- Individual training in response to need.
- Whole staff training and INSET
- Accessing training through different agencies.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Local Senco Meetings

ACCESSIBILITY

The school has provided some access for disabled pupils and parents through the main entrance and to parts of the school building. The school will make reasonable adjustments for disabled pupils in accordance with the Equality Act 2010 and will implement the objectives outlined within the school Accessibility Plan. The school aims to ensure that pupils with SEND can access the curriculum, environment and wider opportunities available to their peers
Please see the school's accessibility plan for more information.

DEALING WITH COMPLAINTS

If parents are unhappy with the provision the school is making for their child with SEN, they should talk first to the child's class teacher. If the parents are still unhappy, they should then raise their concerns with the SENCO, Mrs Alison Culshaw and the Headteacher, Mrs Jane Smethurst. Most concerns will be resolved in this way. If parents still feel dissatisfied, they may choose to raise their concerns with the school's governor responsible for SEN, Mrs Rosemary Brown

See complaints policy for further details.

APPENDICES

LINKED POLICIES/DOCUMENTS
· Anti-bullying policy
· Complaints procedure
· Confidentiality policy
· Safeguarding policy
· Managing Medical Conditions in School policy

Lancashire Local Offer
Kirkham and Wesham Primary School Local Offer
SEN Information Report

RELATED LEGISLATION AND GUIDANCE

Children and Families Act 2014
Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015, updated September 2024)
Special Educational Needs and Disability Regulations 2014
Equality Act 2010
Working Together to Safeguard Children 2023
Keeping Children Safe in Education 2026
Supporting Pupils at School with Medical Conditions