



SEND Policy and SEND Information Report

Contents

1	Aims	2
2	Legislation and Guidance	2
3	Definitions.....	2
4	Roles and responsibilities.....	3
5	SEND information report.....	4
6	Monitoring arrangements.....	13
7	Links with other policies	13

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1 Aims

Our SEND policy and information report aims to:

- Set out how our academy will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Kirton Lindsey Primary Academy aims to support pupils with special educational needs and disabilities by seeking to remove barriers to learning and facilitating participation in all aspects of school life.

The SENDCO, class teachers and teaching assistants work closely together to provide a wide range of support service for pupils and their families within the academy and facilitate support from outside agencies if required.

We offer a variety of support for pupils with individual needs including: in-class support, one to one or small group interventions in English and mathematics and personalised intervention packages for pupils with additional needs. We also provide pastoral support packages for pupils who may have social, emotional and mental health difficulties. By working closely with a number of external agencies, we can also offer bespoke packages.

2 Legislation and Guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3 Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that:

'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 him or her. A child of compulsory school age has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age;

Or

'has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions'.

'A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them'.

(Section 1: xiii; xiv)

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. (Section 1: xviii).

4 Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs Kerrie Flowitt.

Her email address is: kflowitt@coritani-iet.co.uk They will:

- work with the principal and SEND governor to determine the strategic development of the SEND policy and provision in the academy
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- advise on the graduated approach to providing SEND support
- advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- be the point of contact for external agencies, especially the local authority (LA) and its support services
- liaise with potential next providers of education to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensure the academy keeps the records of all pupils with SEND up to date

4.2 The SEND Governor

The SEND Governor will:

- help to raise awareness of SEND issues at governing board meetings
- monitor the quality and effectiveness of SEND and disability provision within the academy and update the governing board on this
- work with the principal and SENDCO to determine the strategic development of the SEND policy and provision in the academy

4.3 The Principal

The Principal will:

- work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the academy
- have overall responsibility for the provision and progress of learners with SEND

4.4 Class teachers

Each class teacher is responsible for:

- the progress and development of every pupil in their class
- working closely with any Assistant Teacher or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- ensuring they follow this SEND policy

5 SEND information report

5.1 The areas of SEND that are provided for

Children and young people's SEND are generally thought of in the following four categories of need and support according to the SEND Code of Practice and may receive some of the support and provisions from the academy. Our academy currently provides additional and/or different provision for a range of needs, including:

Communication and interaction: this may include speech, language and communication needs (SLCN). Children may have difficulty saying what they want to say or in understanding what is being said to them. They may also experience difficulty with the social rules of communication, social interactions and may have difficulty with language, communication and imagination which impacts on how they relate to others. 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. Provision for children with communication and interaction difficulties:

- *high quality first teaching with adaptive teaching to meet the children's needs,*
- *a buddy system,*
- *restorative practice,*
- *opportunities for speaking and listening,*
- *access to the Learning Mentor if required,*
- *referrals to and programmes of support from SALT (Speech and Language Therapy team) which are delivered at home and in school,*
- *ASET (Autism Spectrum Education Team) support in school to assist with individual communication needs,*
- *individual support plans,*
- *enhanced adult support,*
- *adjustments to the classroom environment, both in displays and resources on tables,*
- *Checklists and toolkits,*
- *referrals to CAMHs,*

Cognition and Learning: this includes moderate learning difficulties (MLD) severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD) Some children may have specific learning difficulties (SpLD) affecting one or more specific aspects of learning e.g. dyslexia, dyscalculia, dyspraxia. Support for cognition and learning difficulties can take time to get right for individual children. Provision for children with cognition and learning difficulties:

- *high quality first teaching with adaptive teaching to meet the children's needs,*
- *pre-teaching,*
- *screening for Dyslexia tendencies,*
- *Little Wandle intervention programmes (phonics, reading and spelling),*
- *Numberstacks (maths),*
- *Dyslexia Gold (reading and spelling)*
- *precision teaching*
- *reading comprehension sessions,*
- *adaptive tasks and activities,*
- *small group provision/sessions with focused tasks,*
- *concrete equipment,*
- *organisation support,*
- *enhanced adult support,*
- *individual support plans,*
- *bespoke interventions,*
- *adjustments to the classroom environment, both in displays and resources on tables,*
- *fidget toys,*
- *small steps, checklists, visual prompts etc.,*
- *referrals to Educational Psychologists,*

Social, emotional and mental health difficulties: this can be displayed in many different ways. It may include children who are withdrawn or isolated, anxious, depressed, self-harming, have an eating disorder, or those who display challenging or disruptive behaviours. For some children they may have disorders such as attention deficit disorder (ADD) or attention deficit hyperactive disorder (ADHD) or attachment disorders. Provision for children with social, emotional and mental health difficulties:

- *Boxall profiling,*
- *SDQ and readiness for learning questionnaires,*
- *restorative practice,*
- *opportunities for speaking and listening,*
- *access to the Learning Mentor if required,*
- *intervention groups or 1:1 sessions,*
- *friendship work,*
- *self-esteem work,*
- *Lego therapy,*
- *access to the 'rainbow room' to support regulation,*
- *sensory circuits,*
- *social stories,*
- *trusted adult/s identified,*
- *individual support plans,*
- *high quality first teaching with adaptive teaching to meet the children's needs,*
- *referrals to CAMHs,*
- *referrals to With Me In Mind,*
- *referrals to the School Nursing Team,*
- *referrals to Behaviour Support Team,*
- *referrals to the Autistic Spectrum Educational Team,*
- *enhanced communication with parents'/carers,*

Sensory and or physical needs: some children may have a disability which prevents or hinders them from using educational provision and facilities generally provided. These may include vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). They may require access to specialist support or equipment to access learning. Some children require ongoing additional support to meet their needs as the difficulties could be age related, worsen with age or may fluctuate over time. Provision for children with social, emotional and mental health difficulties:

- *ear defenders,*
- *specialist cushions,*
- *pencil grips,*
- *resistance bands,*
- *sensory circuits,*
- *adaptive tasks and activities,*

- *individual support plans,*
- *clutter free classroom environments,*
- *access to the 'rainbow room' to support regulation,*
- *fine motor development opportunities,*
- *high quality first teaching with adaptive teaching to meet the children's needs,*
- *sensory toolkit and strategies document,*
- *referrals to CAMHs,*
- *referrals to the School Nursing Team,*
- *referrals to the Autistic Spectrum Educational Team,*
- *enhanced communication with parents'/carers,*
- *support and advice from Occupational Therapists, Visual Impairment Team and the Hearing Impairment Team.*

5.2 Identifying pupils with SEND and assessing their needs

Kirton Lindsey Primary Academy is committed to the early identification of special and additional educational needs and adopts a graduated response in line with the Code of Practice 2014. Pupils who are making expected progress in line with their target grades and not receiving 'additional to' or 'different from' provision are not deemed to have SEND, despite any diagnosis or screening previously conducted.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Once pupils are attending Kirton Lindsey Primary Academy this continues with a range of in-house assessments and mechanisms including:

- on-line reading and spelling tests for all pupils
- reading, spelling and mathematics tests for identified pupils
- dyslexia screening for identified pupils
- dyscalculia screening for identified pupils
- close tracking of academy assessment and data.
- discussion with teachers and observations
- readiness for learning assessments
- strengths and difficulties questionnaire (SDQ)
- Readiness to Learn questionnaire (R2L)

- Testbase termly assessments
- British Picture Vocabulary Scale (BPVS)
- GL Assessment Dyslexia Screener
- Autism Spectrum Education Team Toolkit,
- Speech and Language Therapy Toolkit
- Occupational Therapy Toolkit
- Behaviour Toolkit
- Boxall Profile

This identification of particular individual needs of pupils is a collaborative process between teachers, support staff, the SENDCO, the Pastoral Team, the pupil and parents/guardians.

When appropriate, external agencies are asked for advice, such as the Educational Psychology Team, ASET, CAMHS, Speech & Language Team, Occupational Therapy, Physiotherapy, Medical Professionals and the Nursing Service.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil (where age appropriate) and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty
- we take into account the parents' concerns
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil
- their previous progress and attainment or behaviour
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- the views and experience of parents

- the pupil's own views
- advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We work very closely with local secondary academies and nursery provisions for EYFS and Year 6/7 transition. The SENDCO will attend the EYFS and Year 6 EHCP reviews where possible and meet with the academy staff to discuss high need pupils.

5.6 Our approach to teaching pupils with SEND

Teaching staff are supported by the SENDCO providing tailored support to pupils across the curriculum and participate in the review process for pupils with special educational needs however, teachers are responsible and accountable for the progress and development of all pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils. We will also provide a variety of intervention.

Support staff provide continuity of support and expertise across the academy. Support is provided to pupils in class, in groups or on a one to one basis under the direction of the class teacher.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- adapting or scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- adapting our resources and staffing
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a number of assistant teachers who are trained to deliver a variety of interventions. Assistant teachers will support pupils on a 1:1 basis as required.

Assistant teachers will support pupils in small groups when required.

We also work with a number of agencies to provide support for pupils with SEND.

Examples of intervention programmes offered:

- Individual spelling programmes
- Literacy intervention targeting reading, comprehension, writing or phonics
- Paired or small group reading sessions
- Handwriting support
- Development of ICT skills
- Numeracy intervention
- Individual subject intervention
- Thrive
- Nurture
- School Nursing Team
- Precision teaching
- 5 minute box

5.9 Financing SEND provision

Our notional SEND Budget expenditure is broken down as follows:

- Support staff (additional to quality first provision in the classroom)
- Additional teaching resources (intervention schemes, classroom resources, specialist equipment)
- Continuous Professional Development for all staff
- Staff release time (to attend meetings and additional SEND report writing, multi-agency liaison and Early Help attendance)

SEND funding is divided into three parts, elements 1, 2 and 3.

1. Universal services and mainstream funding per pupil at our school.
2. Targeted services and support. Each setting is expected to provide support up to the equivalent of £6,000 to meet the additional needs of children who require this.
3. Choice and control/self-directed support. This is 'top up' funding by North Lincolnshire Authority. It provides the additional individual support the pupil's needs in order to achieve their learning outcomes as set out in their EHC Plan.

Some of our purchases since during the previous academic year include:

- Dyslexia Gold subscription
- Fidget toys
- Ear defenders
- Non-rub of whiteboard
- Sensory Circuit resources and supporting published materials

- Specific coloured paper, books and filters

5.10 Expertise and training of staff

The SENDCO has completed the NASENDCO qualification. All staff are provided with relevant training opportunities throughout the year to improve the teaching and learning of young people, including those with SEND. The Academy is supported closely by the SEND team from the Trust. Kirton Lindsey Primary Academy work closely with the Local Authority SEND team.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing regularly the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCO
- Offering termly Plan, Do, Review meetings with parents
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.11 Enabling pupils with SEND to engage in activities available to those in the academy who do not have SEND

All of our extra-curricular activities and academy visits are available to all pupils, including our before and after school clubs.

All pupils are encouraged to go on our residential trips

All pupils are encouraged to take part in sports day

No pupil is ever excluded from taking part in these activities because of their SEND. A copy of the Accessibility plan can be found on the academy website

5.12 Support for improving emotional and social development

We support pupil's emotional and mental well-being. We try to ensure that all pupils feel supported through a range of interventions including access to the Pastoral Lead and Pastoral Officer, the school nurse and With Me in Mind, Educational Psychologist or Children's Services and CAMHS if required.

All pupils at the academy are supervised at lunch and break times and as they arrive and leave the site. An Academy Pupil Council (APC) is in place and all pupils are encouraged to participate with this process.

We have a zero tolerance approach to bullying.

5.13 Working with other agencies

The academy is able to seek advice and support from a range of external agencies including:

- Autism Spectrum Education Team (ASET)
- Educational Psychology
- Child & Adolescent Mental Health Service (CAMHS)
- Educational Welfare Officers (EWO)
- Speech & Language Therapy (SALT)
- School Nurse
- Behaviour Support Team (BST)
- SEN and Disability Information and Support Service (SENDIASS)
- With me in Mind, NHS mental health support team (WMIM)

The academy is aware of a range of voluntary organisations who can be contacted for information, advice and support relating to special educational needs and disabilities.

5.14 Complaints about SEND provision

Complaints about SEND provision in our academy should be made to the Principal in the first instance. They will then be referred to the Academy complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first- tier SEND tribunal if they believe that the academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEND

(<http://www.northlincslocal.com/what-to-do-if-i-am-concerned-my-child-has-SENDd/>)

Contact your local Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) for impartial advice about SEND.

Contact 01724 277665 or help@nlSENDdiass.org.uk

5.16 Contact details for raising concerns

Andy Marshall – Principal – admin@kirtonlindseyprimary-iet.co.uk

5.17 The Local Authority local offer

Our local authority's local offer is published here: <http://www.northlincslocaloffer.com/>

6 Monitoring arrangements

This policy and information report will be reviewed by the SENDCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Academy Oversight Committee and CEO.

7 Links with other policies

This policy links to the following policies:

- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions

Document Control

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IET reserves the right to make amendments to this policy at any time without notice.

End