



# SEND Policy

## 2023-26



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## 1.0 Introduction

The staff and governors of Kirton Lindsey Primary School provide a broad and balanced curriculum for all the children. The Early Learning Goals and the National Curriculum are the starting points for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to the children's diverse learning needs. A minority of children have particular learning and assessment requirements that could be barriers to learning. These requirements are likely to arise as a consequence of a child having Special Educational Needs and Disability (SEND). Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children in order to enable them to participate fully in the curriculum and assessment activities.

Children may have SEND either throughout, or at any time during, their school career. This policy ensures that the curriculum planning and assessment for children with SEN/D takes account of the type and extent of the difficulty experienced by each child.

Throughout this policy references to parents include those with parental responsibility.

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## 2.0 Definition of Special Educational Needs and Disabilities

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).

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2015).

There are four categories of SEND identified within the Code of Practice:

1. **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. Children with Asperger's Syndrome and Autism are likely to have difficulties with social interaction and may have difficulty with language, communication and imagination which impacts on how they relate to others.

2. **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
3. **Social and emotional and mental health difficulties:** This may include children who are withdrawn or isolated or those who display challenging or disruptive behaviours. These behaviours may reflect underlying mental health issues such as anxiety, depression, self-harming, substance use/ misuse, eating disorders or physical symptoms that are medically unexplained. Some children may have disorders such as attention deficit disorder or attention deficit hyperactive disorder or attachment disorders.
4. **Sensory and or physical needs:** Some children may have a disability which prevents or hinders them from using educational provision that is generally provided. These may include vision impairment, hearing impairment or a multi-sensory impairment. They may require access to specialist support or equipment to access learning. Some children require ongoing additional support to meet their needs.

### 3.0 Aims and objectives

Our aim at Kirton Lindsey Primary School is to ensure all children with SEND are provided for in our 'One Family Approach' aligned with North Lincolnshire's Local Offer. This includes providing an environment that meets the needs of all pupils and ensures that any SEND are identified early, assessed appropriately and provided for effectively.

This is underpinned by five values which drive and unite our practice, behaviour and decisions. These are;

- Equality of opportunity - where all children, regardless of need, have equal access to the same curriculum and opportunities to achieve their potential working with key partners with clear expectations for positive outcomes in the process. Early identification of children with SEND is vital.
- Excellence - we have high aspirations for all of our children and high expectations of staff to ensure that all children receive Quality First Teaching. We will use a variety of teaching techniques and learning styles.
- Integrity - we are respectful, honest and accountable for our actions, where behaviours build trust and effective relationships, and we uphold the highest standards including the creative use of resources to achieve the outcomes for our children.
- Respect - show respect to and liaise with parents/carers and keep them informed of their child's progress and the provision made to meet their SEND. This is also true of internal and external professionals who offer support and advice.
- Self-responsibility - we empower the children to take control of their learning and to have a voice in their provision to help them to live their life to the fullest. Whenever possible, we want them to be involved in decision making as they are at the centre of the support process.

### 4.0 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.
- Need a range of different teaching approaches and experiences.

Teacher's respond to pupils' needs by:

- Providing support for pupils who need help with communication, language and literacy across the curriculum.
- Planning to develop pupils' understanding through the use of all available senses and experiences.
- Planning for pupils' full participation in learning, including physical and practical activities.
- Help and support pupils to manage their own behaviour and to take part in learning activities safely and effectively.
- Help and support pupils to recognise and manage their emotions, particularly trauma or stress and take part in learning.

## 5.0 Special Needs and Disability Coordinator (SENDCO)

Every teacher is responsible for the education of all their class pupils including those with SEN/D. The SENDCO oversees all aspects of provision for pupils with SEN/D. In this school, the SENDCO is a qualified teacher and fulfils the role by:-

- Managing the day to day implementation of the policy
- Coordinating the provision for, and managing, the responses to pupil's special needs.
- Supporting and advising colleagues.
- Maintaining the school SEND Record.
- Contributing to and managing the individual records of all pupils with SEND.
- Managing school based assessment and complementing documentation required by outside agencies and the Local Authority.
- Being a link with parents of children with SEND.
- Maintaining resources and a range of teaching materials to enable appropriate provision to be made.
- Being a link with external agencies, other support agencies and the Local Authority..
- Monitoring and evaluating the SEND provision and reporting to the Governing Body through meetings with the SEN/D Governor.
- Supporting the Headteacher in managing a range of human resources linked to pupils with SEND.
- Liaising with the Senior Leadership Team to ensure support staff and teaching staff have access to any necessary training.
- Conducting EHCP Annual Review meetings within the set timescales.

## 6.0 Role of the Governing Body

The Governing Body strives to secure the necessary provision for any pupil identified as having SEND. The governors ensure that all staff are aware of the importance of providing for these children and monitor the progress they make through Headteacher reports. They consult with the Local Authority and other schools when appropriate and monitor provision through reports from the SEND.

Governor. The Governing Body has decided that children with SEND will be admitted to school in line with the school's agreed admissions policy.

## 7.0 Allocation of resources

The SENCO is responsible for the operational management of the resources for all special needs provision within the school. The Headteacher informs the Governing Body of how the funding allocated to SEN/D is employed. The budget is used to provide support and resources for pupils identified through the Code of Practice as requiring intervention additional to and different from the usual differentiated curriculum. The funding is also used to provide pupils with support from external professionals when required. The school also receives funding from the Local Authority for individual pupils who have an EHCP (Education Health Care Plan). This allows further provision to be made for these pupils.

## 8.0 Assessment

### Identification

The Special Educational Needs and Disability Code of Practice 0-25 (amended January 2015), DfE/DoH, recommends that schools should deal with a child's needs using the 'graduated approach', matching the level of help to the needs of the child. There are two categories of need defined within the code – those children with SEND catered for by the school's provision (now SEND support) and those children for whom it is necessary to create an Education Health Care Plan.

### Initial Concern

This is an informal stage on which pupils are placed if they are experiencing difficulty, but their needs can be met by differentiation within the classroom alone. Progress is closely monitored by the Class Teacher. This is where most children who it is thought may have SEND will be placed for at least a term with some strategies put in place and reviewed at the end of a period agreed by the SENDCo and Class Teacher. The child may or may not then not be



placed on the SEND record depending on the outcome of the strategies implemented. For further information about the 'graduated approach' see the North Lincolnshire SEND website and the Local Offer <http://www.northlincslocaloffer.com/>.

### **Section 8: A Graduated Approach to the Management of SEND**

If it is felt that a child has a SEND then they will be placed on SEND Record. An Individual Support Plan (ISP) will be created and shared with the child and parents/carers. The targets set for the child to achieve will be SMART (Small, Manageable, Achievable, Realistic and Time-bound). This will then be implemented and reviewed on a termly basis following the **Assess, Plan, Do, Review** cycle. The child's name will also be added to the school information management system as receiving Special Educational Needs support.

- i) **Assess:** Assessments must be reviewed regularly to ensure that barriers to learning are quickly identified and removed. Assessment also provides a reliable method of developing a more accurate picture of a child's needs
- ii) **Plan:** SEN support: Pupil, parent, teacher and SENDCo should all be involved in clarifying the desired outcomes of support, any specific teaching strategies or approaches needed. Plans should seek parental support and contributions at home. These are recorded on the class provision map and ISP's where needed.
- iii) **Do:** The class teacher is responsible for working with the child on a daily basis. They retain responsibility for the child even when they are working with another adult in a small group or 1-1 situation. Teachers must work closely with specialist staff and teaching assistants and involve them in planning and assessing the support and intervention and how these link to classroom teaching. The SENDCo will support class teachers to further assess and identify a child's strengths and areas for development and support problem solving to implement support.
- iv) **Review:** Support and intervention and impact on pupil progress must be reviewed in line with the agreed date. Information fed back from intervention support, and the child and parent should inform an analysis of the child's needs. Support should be reviewed in light of progress and development and consultation about any changes to support should be made. If a child has an Education Health Care Plan the local authority must review the plan every 12 months. The school will, when requested by the Local Authority, convene an annual review meeting for this purpose.
- v) Pupils with Special Educational Needs are regularly assessed and tracked for their progress like any other child within the school. The expectation of them is sufficiently high as with any child. By using the assessment and tracking information, and reflecting on the practice that is taking place, the effectiveness of interventions can be considered and changes made as required. We aim to use 'what works well' for an individual child with a Special Educational Need or Disability.
- vi) For higher levels of need further assessment may be accessed from external agencies. Following observations and discussions between parents, teacher, child and SENDCo a decision about whether external support is required will be made. Permission will be sought to refer children to these external agencies. The specialist, parents, child, class teacher and SENDCo should agree the outcomes to be achieved and what strategies, equipment and interventions are required. A date must be set for review. Evidence of the impact of all adjustments and intervention will be kept and desired outcomes monitored.
- vii) **Individual Support Plan (ISP)** ISPs, which adopt a small steps approach, are a key part of ensuring a child's SEN/D are met and the activities planned are well matched to the child's needs and ensure progress is made. By breaking down existing levels of attainment into finely graded steps and SMART targets (Short, Measurable, Achievable, Realistic, Timed) we ensure that children experience success. All children on the SEN Register have an ISP. which combines learning, behaviour and social and emotional needs. These are reviewed with the parents each term or earlier if deemed necessary.

- viii) **Education Health Care Plans (EHCP)** If it is felt that a child is not making progress and their needs are not being met within the schools current provision or they have a diagnosed medical need, it may be necessary to try to obtain an Education Health Care Plan. This is done through the completion of an EHCP form where details about the child, their achievements and their needs are collated and sent to the Local Authority for process. Once with the Local Authority, the process can take up to 20 weeks for a decision and formal plan to be created. For further information see the North Lincolnshire SEND website and Local Offer. Funding is usually provided for this extra provision but is not guaranteed. This is reviewed once a year and forms the basis of an Annual Review to consider whether the EHCP should be maintain. Everyone who is involved with the child, including the child, are invited to this review meeting. From this, SMART targets are created each term in order to feed into the long term targets set out in the plan.
- ix) **Exit from the SEN/D Register** A child can be removed from the SEND Record if they have narrowed the gap in their achievement and progress, and are working at the average expectation for their year group. Usually no further additional support is required. If it is felt that the removal of the specific interventions and support will not be in the child's interest they will not be removed. If a child is removed, they will still be monitored to ensure that their progress is maintained. If it is not, they can return to the SEND Record and the necessary support will be put in place.

## 9.0 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 the teaching activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement
- Allow for some independent work.

Teachers use a range of strategies to ensure children with SEN have access to all aspects of the curriculum. Lessons have clear learning objectives, activities are differentiated appropriately and assessments are used to inform the next stage of learning.

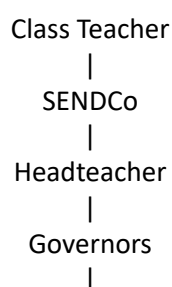
For this academic year we have a small group of children working for the majority of the time together, in an allocated learning space with two TA's and a personalised curriculum planned for by the SENDCo. These children join their base class for foundation subject lessons which they can access with dedicated TA support.. This allows them to be included within a mainstream class but have their significant individual education needs met through the personalisation of the curriculum for them.

## 10.0 Partnership with parents

Throughout SEND support the school aims to keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of the parents. We encourage parents to make an active contribution to the provision made for their child. Parents are invited to contribute to the target setting process and support offered is detailed on the IEP and discussed at review meetings each term. Every party is provided with copies of IEPs. Parents are consulted about internal and external assessment, interventions and referrals are made. Parent's agreement and consent are sought.

## 11.0 Complaints

The complaints procedure is as follows:



## Local Authority

Any concerns expressed by parents/carers about SEND provision will be considered and, so far as is possible, dealt with by informal discussion. In the first instance this will be between the parents/carers and Class Teacher.

If the concerns persist, the SENDCo becomes involved. The Head Teacher will become involved if the concern has not been resolved by the SENDCo and Class Teacher.

If the matter is not resolved through informal discussion then the normal procedure for dealing with complaints will be followed by the Governing Body.

A parent/carer who feels that their complaint has not been dealt with to their satisfaction by the school will ultimately be referred to the Local Authority. They may also be put in contact with the Special Educational Needs and Disability, information, Advice and Support Service (SENDIASS) who provide a free, impartial and confidential service to parents and carers of children with Special Educational Needs or Disabilities (SEND) aged 0 - 25.

### **12.0 Monitoring and evaluation**

The SENDCO monitors the movement of children within the SED process in school. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice. The SENDCO and Headteacher regularly review the work of the school in this area and the Headteacher reviews progress data each term to track the progress of children with SEN. The SENDCO and named SEND Governor meet regularly to review various aspects of SEN provision. The SENDCO regularly monitors classroom practice and additional interventions taking place.

The SEND Policy will be reviewed every three years, in line with DfE requirements. However, if there are significant changes to context or personnel, this will be amended sooner. The SEND information provided on the Kirton Lindsey Primary School website and North Lincolnshire website are updated annually as required by current legislation.