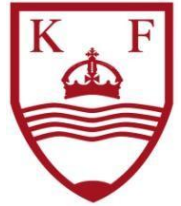


Kingsfleet Primary School

'Be the best you can be'



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Introduction

Being the best we can be together!

At Kingsfleet Primary School, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. We encourage pupils to develop fully their skills, knowledge and personal qualities.

The school believes that all children should have their needs met and that they should have full access to a broad, balanced curriculum. Some children will need additional support in order to progress and fully understand the material they are taught.

Our broad, balanced and creative curriculum, together with enrichment activities, provides opportunities for all pupils to achieve and succeed.

It is important that children with Special Educational Needs and Disabilities (SEND) are identified early in their school career and that their needs are matched with appropriate provision. The school has a range of strategies to support children, and SEND Support Plans and Provision Maps underpin the process of planning and monitoring interventions. The SENDCo manages provision for pupils with SEND and liaises with external services.

We celebrate achievements, gifts and cultural diversity, irrespective of individual differences within the protected characteristics of the Equality Act 2010.

Definition of Special Educational Needs

This definition is taken from the SEND Code of Practice (0-25 years, 2015):

A child or young person has SEND if they: - Have a significantly greater difficulty in learning than the majority of others of the same age, or - Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

Aims and Objectives

Kingsfleet Primary School aims to:

Provide every child with access to a broad and balanced education, including the National Curriculum, in line with the SEND Code of Practice.

Identify pupils with SEND as early as possible through monitoring, assessment and partnership with parents and external agencies.

Monitor the progress of all pupils to identify those requiring additional support and ensure that pupils with SEND make good progress.

Remove barriers to learning and provide full curriculum access through Quality First Teaching, differentiation and targeted interventions.

Work in partnership with parents, involving them in all stages of their child's education and decision-making.

Encourage pupil voice and participation in decisions affecting their learning, where appropriate.

Work collaboratively with external agencies to meet needs that cannot be met by the school alone.

Responsibility for SEND Provision

Headteacher: Kyrsty Beattie

The Headteacher, supported by the Governing Body, is responsible for ensuring that this policy reflects statutory requirements and local authority guidance. The Headteacher keeps governors informed of SEND provision and outcomes.

SENDCo: Rebecca McCarthy (Deputy Headteacher)

The SENDCo holds the National Award for SEND Coordination and is a member of the Senior Leadership Team. Responsibilities include: -

Day-to-day operation of the SEND policy

Coordinating provision for pupils with SEND

Advising and supporting staff

Liaising with parents and external agencies

Maintaining SEND records

Monitoring and evaluating SEND provision

Reporting to governors

Roles and Responsibilities

Class Teachers

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those receiving SEND support.

Responsibilities include: -

Delivering Quality First Teaching

Implementing the graduated approach

Planning, delivering and reviewing interventions

Keeping SEND records up to date

Liaising with parents and the SENDCo

Teaching Assistants (TAs)

Teaching Assistants support pupils under the direction of the class teacher and may work with individuals or groups to deliver targeted interventions and support access to learning.

Identifying Special Educational Needs

The four broad areas of need identified in the SEND Code of Practice are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

Early identification and personalised planning are central to effective SEND support.

Graduated Approach to SEND Support

The school follows the graduated approach of **Assess - Plan - Do - Review**.

Quality First Teaching

High-quality, differentiated teaching is the first step in responding to pupils who may have SEND. Pupils are closely monitored, and concerns are discussed with parents.

SEND Support

Where a pupil is identified as having SEND, parents are formally informed and the pupil is recorded as receiving SEND support. Support is planned and reviewed through SEND Support Plans or Provision Maps.

Education, Health and Care Plans (EHCP)

Where a pupil has significant or long-term needs, a request for statutory assessment may be made. EHCPs are reviewed annually in partnership with parents, pupils and external agencies.

Access to the Curriculum and Inclusion

Pupils with SEND are supported to access the curriculum alongside their peers wherever possible. The curriculum is reviewed regularly to ensure inclusion in all aspects of school life, including trips and enrichment activities.

Safeguarding Pupils with SEND

Kingsfleet Primary School recognises that pupils with SEND may be more vulnerable to safeguarding concerns. All staff follow the school's Safeguarding and Child Protection Policy and *Keeping Children Safe in Education* guidance.

Concerns must be reported immediately to the Designated Safeguarding Lead (DSL). The SENDCo works closely with the DSL to ensure appropriate support and protection for pupils with SEND.

SEND Information Report

In accordance with the SEND Regulations 2014, Kingsfleet Primary School publishes a SEND Information Report on its website. This report is reviewed annually and provides information on SEND provision, identification, assessment and support.

Evaluating the Success of Provision

SEND provision is monitored and evaluated termly through pupil progress meetings, intervention reviews and feedback from pupils, parents and staff. Findings inform future planning and development.

Complaints Procedure

If parents have concerns regarding SEND provision, they should first speak to the class teacher. If concerns remain, they may contact the SENDCo or Headteacher. Formal complaints follow the Governing Body complaints procedure.

Training and Professional Development

The school is committed to ongoing professional development in SEND for all staff. Training is matched to school priorities and pupil needs.

Working in Partnership with Parents

We value strong partnerships with parents and ensure they are fully involved in decisions regarding SEND provision. Parents are signposted to additional support services where appropriate.

Policy Review

This policy is reviewed in line with statutory guidance.

Date ratified by Governing Body: January 2026

Date of next review: January 2028

SEND Governor: Lydia Foy