

Kiwi Primary School Special Educational Needs and Disability Policy



September 2025

AIMS

At Kiwi Primary School, we believe that every teacher is a teacher of every child –including those with special educational needs and/or disabilities. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

We strive to support all children to enable them to achieve at school. In order to do this, many steps are taken to support them through their learning journey. In our school, we strive to raise the aspirations and expectations for all children with SEND, providing a focus on outcomes.

We believe in providing every possible opportunity to aim high and achieve the best they can. Pupils have the right to a broad and balanced education, including extra-curricular activities where appropriate and full access to the National Curriculum. The children's well-being is a high priority at Kiwi and all children are valued and their self-esteem promoted. All staff work in close partnership with parents/carers who play an active and valued role in their child's education.

OBJECTIVES

- to work within the guidance provided in the SEND Code of Practice (2014);
- to maximise outcomes for children with SEND and their families;
- to plan an effective and adapted curriculum to meet the needs of children with SEND, to help them overcome their barriers to learning;

- to involve children and parents/carers in the identification and review of the targets set for individual children;
- to work in close partnership with parents/carers of children who have special educational needs;
- to ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- to provide support and advice to all staff working with children with special educational needs and/or disabilities;
- to work in close partnership, where appropriate, with outside agencies to support children who have special educational needs.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child or young person has Special Educational needs (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 or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have 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 a mainstream school.

Children 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.

The Code of Practice does not assume that there are hard and fast categories of special educational needs, but recognises that children's needs and requirements may fall within or across four broad areas.

These areas are:

COMMUNICATION AND INTERACTION

This covers difficulty with different aspects of speech, language or social communication.

COGNITION AND LEARNING

This is where children and young people learn at a slower pace than their peers, even with appropriate differentiation, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES (SEMH)

This area covers difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behaviour.

SENSORY AND/OR PHYSICAL NEEDS

This encompasses children with a disability that prevents or hinders them from making use of the educational facilities generally provided – including those with visual or hearing impairments, multi-sensory impairments, and/or physical disabilities.

DEFINITION OF SPECIAL EDUCATIONAL PROVISION:

*'For children of four years or over, educational provision which is **additional to or otherwise different from** the educational provision made generally for children of this age in schools.'*

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

QUALITY FIRST TEACHING

Pupil Progress Meetings are held three times a year. At Kiwi, the staff meet with the Headteacher, Deputy Headteacher and SENCo to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

- a) Once a pupil has been identified as possibly having SEND there will be additional monitoring by staff in order to gauge their possible difficulties. A graduated response cycle is used based on waves to ensure that children are receiving the necessary support and provision.
- b) The child's class teacher will adapt the curriculum to meet individual needs.
- c) The SENCO will be consulted in order to ascertain if further support and advice may be needed.
- d) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

SEND SUPPORT

If a child has been identified as having a special educational need, appropriate provision will be put into place.

At Kiwi Primary School, we follow the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a graduated approach to SEND support using the Wiltshire SEND Support Plan template.

The support provided consists of a four-part process:

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

ASSESS

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

More detailed assessments may be administered, and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage.



PLAN

Planning will involve consultation between the teacher, TA, SENCO, parents and, where appropriate, outside agencies, to plan the personalised learning, strategies and support required to overcome learning barriers. Clear, achievable targets will be set regarding the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be sought to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

DO

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the personalised learning may involve group or one-to-one teaching away from the main class teacher.

They will work closely with teaching assistants (TA) to plan and assess the impact of support and interventions and links with classroom teaching. The SENCO will provide strategic support during this stage.

REVIEW

The review process will evaluate the impact of the plan; it will also take account of the views of the pupil and parents. The class teacher, in conjunction with the SENCO will revise the type and level of support and, if necessary, the cycle will begin again.

Occasionally a pupil may need more expert support from an external agency. A referral will be made, with parental consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and home.

If a child's needs are complex or severe we may suggest that we ask the local authority for a statutory assessment which may lead to an Education and Health Care Plan (EHC Plan). This document will describe a child's SEND and the provision recommended. EHC Plans can involve the Local Authority (LA) providing extra resources to help a child.

These could include extra funding to support the child in school, specialised equipment or attendance at a specialist school. This additional provision is reviewed annually or sooner if required and would include parents, class teacher, SENCO, and possibly other professionals.

ROLES AND RESPONSIBILITIES:

SENCO's Role

The SENCO is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- managing class and individual SEND records
- overseeing day to day operation of the SEND policy
- coordinating provision for children with SEND
- working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress
- liaising with designated teacher where a Looked after Child has SEND
- advising on graduated approach to SEND Support
- advising on use of delegated budget/ other resources
- liaising with parents of children with SEND following initial consultation with the class teacher
- links with other education settings and outside agencies
- liaising with other schools on transition
- ensuring that SEND records are up to date
- contributing to and, where necessary, leading the continuing professional development (CPD) of staff.
- ensuring SEND needs and outcomes can be met.

Class Teachers Role

Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from teaching assistants and/or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND.

Teachers have high aspirations for every pupil. With advice and support from the SENCO, clear targets are set and reviewed regularly. Teachers seek practical advice, teaching strategies, and information about the types of special educational need from the SENCO.

Teachers involve parents and pupils in planning and reviewing the progress of SEND children.

In order for staff to keep up to date with information, they have access to:

- The SEN Policy and guidance on identification of SEND in the Code of Practice
- Information on individual pupil's Special Educational Needs and/or Disabilities, including pupil profiles/provision mapping, outside agency reports and targets set
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through the SEN Information Report

Headteacher's role

It is the Headteacher's responsibility to:

- oversee all SEND provision in school
- support and monitor the work of the SENCO
- manage the SEND budget

Governor's role

The governing body of the school must ensure that:

- the necessary provision is made for any child who has special educational needs
- where the SENCO, the Headteacher or the appropriate governor has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them
- teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs
- parents/carers are notified of a decision by the school that SEND provision is being made for their child
- the Special Educational Needs Code of Practice (2014) is adhered to when carrying out its duties towards all children with special educational needs, providing strategic support to the Principal
- the SEND policy is published on the school website
- a qualified teacher is designated as SENCO
- arrangements are in place to support children with medical conditions
- information regarding the arrangements for the admission of disabled children is published, including the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans

The Governors are responsible for entrusting the Headteacher with the duty of ensuring that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the SEND policy and all other statutory policies as defined by the DfE.

SUPPORTING PUPILS AND FAMILIES

At Kiwi, we believe that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

We involve parents in important decisions regarding their child's education. Parents are actively encouraged to contribute their opinions. This may be through: discussions with the class teacher, parents evenings, discussions with the SENCO or other professionals, target setting and monitoring of provision and IEP/SEND Support Plan/EHCP reviews.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the Local Authority where specific advice, guidance and support may be required.

In accordance with the Equality Act (2010), parents can access the school's SEND Information Report and policy via the school websites.

SUPPORTING PUPILS WITH MEDICAL NEEDS

At Kiwi Primary School, we recognise that pupils with medical conditions may need additional support so that they have full access to education, including school trips and PE where appropriate. Some children with medical conditions may also have disabilities and where this is the case the school will comply with its duties under the Equality Act (2010).

If a pupil has a medical need, then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. When a Health Care Plan is implemented we would also look at any staff training that may be needed.

Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member. In these cases, then a medical risk assessment is also completed.

EVALUATING THE SUCCESS OF PROVISION

Pupil progress will be monitored on a regular basis in line with the SEND Code of Practice. The success of SEND provision and personalised learning for children with SEND is recorded on progress matrices updated on a regular basis. This helps to identify whether provision is effective.

IN SERVICE TRAINING (CPD)

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. Relevant SEND focused external training opportunities are made available to all teaching and support staff where appropriate.

The SENCO regularly attends relevant SEND courses, disseminating relevant information to staff and the Headteacher.

ADMISSION ARRANGEMENTS

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010.

TRANSITION ARRANGEMENTS

Many strategies are in place to enable a pupil's smooth transition from Primary to Secondary school, as well as transition between year groups and key stages. These include:

- discussions between the previous or receiving schools/teachers prior to the pupil joining/leaving
- all pupils attend a transition session where they spend some time with their new class teacher
- additional visits are also arranged for pupils who need extra time in their new school/class

- the SENCO will liaise with secondary schools to pass on information regarding pupils with SEND

FUNDING

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual child's needs. Requests for funding resources are made to the SENCO or Headteacher who will then assess individual needs. Should it be felt that a child requires additional funding then a request is made to the Local Authority. Children who receive additional funding from the Local Authority are reviewed annually as stated in their Provision Agreement. The school then makes recommendations to the Local Authority, but it is a panel of professionals appointed by the Local Authority who make such allocations.

This policy was produced in line with guidance from Wiltshire Council & SEND.

Written and Adopted: **September 2024**

Last Review: **September 2025**

Next Review: **September 2026**

Responsible Officers: **Mrs Jen Edgington-Cole (SENCo)**
 Mrs Angela Bayliss (SEN Governor)
 Mrs Laura Eatherington (Headteacher)