

Kiwi Primary School



Special Educational Needs and Disability Policy 2026 2027

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Approved by: Governing body

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Document information and policy approval

This policy sets out how Kiwi Primary School identifies, assesses, supports and reviews pupils with special educational needs and disabilities. It explains how we meet our duties under the Children and Families Act 2014, the Equality Act 2010, the Education Act 1996, the Special Educational Needs and Disability Regulations 2014, and the SEND Code of Practice: 0 to 25 years.

The policy reflects the school's commitment to inclusive practice, high quality teaching, and access to the 2014 National Curriculum for all pupils as far as possible. It also explains how we work in partnership with parents and carers, pupils, staff, governors and external professionals to remove barriers to learning and promote strong outcomes.

This policy applies to all staff, governors, parents and carers, pupils, visitors and external professionals working with the school. It applies to all pupils on roll at Kiwi Primary School, including those with medical needs, disability, social, emotional and mental health needs, speech, language and communication needs, sensory and physical needs, and learning difficulties that affect access to learning.

This policy is approved by the Governing Body in September. It will be reviewed annually, or sooner if required by changes in law, statutory guidance, local authority procedures or school practice. Interim updates may be made by the Headteacher, Laura Eatherington and SENCo, Nicola Wright, where necessary to ensure the policy remains compliant with current statutory requirements for 2026 to 2027 academic year.

Statutory framework and principles

Kiwi Primary School meets its responsibilities in relation to SEND through the following legislation and statutory guidance:

- Children and Families Act 2014
- Equality Act 2010
- Education Act 1996
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice: 0 to 25 years
- Working Together to Improve School Attendance
- Keeping Children Safe in Education
- Supporting Pupils at School with Medical Conditions
- UK General Data Protection Regulation

- Data Protection Act 2018
- The current statutory requirements for the National Curriculum in England

We have regard to the SEND Code of Practice in all SEND decision making and use its guidance to inform our policies, procedures and daily practice.

Kiwi Primary School believes that every teacher is a teacher of every child. We are committed to a relational, strengths-based approach that values each pupil as an individual and seeks to build on what they can do. Our approach is based on the following principles:

- high quality teaching is the first response to need
- early identification leads to better support and outcomes
- barriers to learning should be understood and addressed quickly
- support should be personalised, proportionate and reviewed regularly
- pupils and parents should be listened to and involved in decisions
- reasonable adjustments should be made so disabled pupils are not placed at a substantial disadvantage
- all pupils should have access to a broad, balanced and ambitious curriculum
- inclusion, attendance, wellbeing, behaviour and safeguarding should be considered together
- support should focus on outcomes, not simply on activities or labels

This policy should be read alongside the school's Safeguarding and Child Protection Policy, Attendance Policy, Behaviour Policy, Exclusion Policy, Equality Policy, Accessibility Plan, Supporting Pupils with Medical Conditions Policy, Complaints Policy, Teaching and Learning Policy, Curriculum Policy, Child on Child Abuse Policy, Online Safety Policy, and Data Protection and Records Management procedures.

Where there is overlap, this policy should be applied in a way that keeps pupils safe, supports access to learning and ensures legal duties are met.

Kiwi Primary School uses the term **Ordinary Available Provision to All Learners** to describe the inclusive support that should be available in every classroom and across the school. This is the starting point for meeting need.

Ordinary Available Provision to All Learners includes:

- high quality teaching that is adapted to meet different needs
- clear routines and predictable classroom practice
- appropriate scaffolding and modelling
- visual supports, simplified language and carefully structured explanations
- accessible resources and learning environments
- regular checks for understanding
- positive relationships and emotional support
- consistent behaviour expectations
- flexible grouping and opportunities for independent and supported practice
- sensitive use of assessment information to shape teaching

This universal offer is designed to reduce barriers before they become significant and to ensure that all pupils can participate meaningfully in school life.

Identifying and assessing SEND

A child or young person has special educational needs 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:

- have a significantly greater difficulty in learning than the majority of others of the same age
- 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 SEND Code of Practice identifies four broad areas of need. These are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

These areas help schools to organise provision, but they do not define pupils rigidly. Many pupils have needs across more than one area.

Kiwi Primary School aims to identify needs as early as possible. Concerns may be raised by class teachers, teaching assistants, parents and carers, pupils themselves, senior leaders, outside professionals, progress data and assessment information, attendance information, behaviour information or wellbeing information.

Teachers monitor learning and progress carefully and use their professional knowledge to notice when a pupil is not making expected progress, despite high quality teaching and the school's Ordinary Available Provision to All Learners. Concerns may relate to attainment, social communication, concentration, self-regulation, attendance, sensory needs, physical access or emotional wellbeing.

Where a concern is identified, the class teacher should act promptly, discuss concerns with the SENCo, Nicola Wright, and gather further information. Early support is important and does not require a formal diagnosis.

Assessment is ongoing and draws on a range of evidence, including teacher assessment and observation, work scrutiny, progress data and attainment information, assessments and screening, information from parents and carers, pupil views, attendance and behaviour information, previous records and reports, and advice from external professionals where available.

Assessment is used to identify barriers to learning and to decide what support is needed. The school does not rely on labels alone. We focus on the pupil's individual needs, strengths and next steps.

Where a pupil is not making expected progress or is finding access to learning difficult, despite high quality teaching and the school's universal offer, the class teacher will discuss the pupil with the SENCo. If additional, targeted support is needed, the pupil will move into SEND Support through the school's graduated response.

This decision is made in a timely way and is based on evidence. A pupil does not need to be at a particular level of difficulty before support begins.

Parents and carers are important partners in identifying need. Kiwi Primary School will listen carefully to family concerns and observations, share assessment information in clear, plain English, explain what the school is doing and why, invite parents and carers to contribute information from home, involve pupils in age-appropriate ways, and make communication accessible, including meetings, telephone calls, written summaries or other formats where needed.

Where appropriate, the pupil's views will be sought using language and methods suited to their age, understanding and communication needs.

The graduated response: assess, plan, do and review

Kiwi Primary School uses the assess, plan, do and review cycle to support pupils with SEND. This process is part of the SEND Code of Practice and ensures that provision is responsive and effective.

The cycle is assess, plan, do and review. This is a continuous process, not a one-off event. It helps the school to understand what works, refine provision and focus on outcomes.

During the assess stage, the school gathers a clear picture of the pupil's strengths, difficulties and barriers to learning. This may include teacher observation, classwork and assessment evidence, discussion with parents and carers, pupil voice, comparison with age-related expectations and prior progress, screening or more detailed assessments, and advice from external professionals where appropriate.

The purpose of assessment is to identify what is getting in the way of learning, not to label the child. The school will consider the whole child, including learning, communication, wellbeing, attendance and behaviour.

At the plan stage, the school agrees the support to be put in place. This will include clear, specific and achievable outcomes, strategies and adjustments to be used, who will do what, how often the support will take place, when the provision will be reviewed, how parents and carers will be kept informed, and how the pupil's views will be included.

Planning should be purposeful and focused on improving learning, independence, participation and wellbeing. Plans should be concise and meaningful, not over-complex.

At the do stage, the agreed support is delivered. The class teacher remains responsible for the progress and development of the pupil, including where support is provided by a teaching assistant or specialist staff.

During this stage, teaching is adapted in response to need, interventions are delivered as agreed, support staff work under the direction of the class teacher, the SENCo provides advice and coordination, and the pupil is supported to access the curriculum and wider school life.

Support should not remove pupils from learning unnecessarily. It should be carefully planned so that pupils remain part of the class community wherever possible.

At the review stage, the school considers the impact of the support. This includes whether the pupil has made progress towards agreed outcomes, whether barriers have reduced, whether support should continue, change or stop, the views of the pupil and parents or carers, and any new information from staff or professionals.

Reviews should be timely and should lead to clear next steps. If support is effective, it may be maintained or gradually reduced. If progress is limited, the school will consider different strategies, further assessment or referral to external services.

Kiwi Primary School uses provision mapping to record support across the school. This helps us to show what support is available universally, targeted and specially, avoid duplication, monitor impact, allocate resources effectively, and identify pupils who need additional review.

Provision is evaluated through outcomes, not just participation. The school considers whether support is making a measurable difference to learning, independence, attendance, behaviour and wellbeing.

Ordinary Available Provision to All Learners

High quality teaching is the foundation of inclusive practice at Kiwi Primary School. Teachers are expected to adapt teaching so that pupils with a range of needs can access the curriculum and make progress.

This may include clear learning intentions and success criteria, modelling and guided practice, breaking learning into manageable steps, using questioning carefully to check understanding, adapting pace, challenge and support, using feedback effectively, revisiting prior learning, allowing additional processing time, and checking whether pupils have understood key vocabulary and concepts.

Our Ordinary Available Provision to All Learners includes approaches such as consistent routines and high expectations, visual timetables and subject-specific supports, accessible seating and learning environments, explicit teaching of vocabulary, memory supports and retrieval practice, scaffolded writing and recording options, accessible resources including enlarged print where appropriate, opportunities for movement and regulation, positive reinforcement and restorative approaches, clear transitions between activities, communication-friendly teaching, and emotional check-ins and trusted adult support.

This provision is available to all pupils and is intended to reduce the need for more formal intervention where possible.

Kiwi Primary School follows the current National Curriculum for England and ensures that pupils with SEND can access it as fully as possible. The curriculum remains ambitious, broad and balanced.

Adaptations may include additional scaffolding, simplified or pre-taught vocabulary, alternative ways to record learning, smaller steps towards the same learning goal, adapted resources and equipment, pre-teaching and overlearning, flexible grouping, additional adult modelling and explanation, and practical and multisensory approaches where helpful.

Adaptation does not mean lowering expectations. It means removing barriers so pupils can learn the intended curriculum.

The school recognises that behaviour, attendance and wellbeing are closely linked to learning. We use universal approaches to support pupils through clear rules and predictable routines, positive relationships, consistent responses to behaviour, emotional regulation strategies, support for transitions and change, attendance monitoring and early intervention, and liaison with families where patterns of concern emerge.

Where SEND contributes to attendance or behaviour difficulties, these are addressed as part of the pupil's support plan and not in isolation.

All staff are expected to understand and apply the school's Ordinary Available Provision to All Learners. This includes teachers adapting lessons, support staff reinforcing learning and independence, leaders monitoring consistency, the SENCo advising on effective practice, and governors considering how well the offer is working.

The universal offer should be understood across the whole school, so that support is consistent and pupils experience continuity.

SEND support, interventions and specialist provision

Where universal provision is not enough, Kiwi Primary School may provide targeted support. This support is linked to identified need, time-limited, specific, monitored for impact and reviewed regularly.

Examples may include support for literacy, numeracy, communication, social interaction, emotional regulation, fine motor skills, sensory needs or independence.

Where a pupil's needs are complex, persistent or not responding as expected, the school may seek advice from external professionals, with parental consent where required. These may include educational psychologists, speech and language therapists, occupational therapists, physiotherapists, specialist teacher services, school nurses or other health professionals, mental health services, local authority SEND services, and social care services where relevant.

The school will consider and, where appropriate, implement the advice given. External involvement should improve understanding and provision, not delay action.

Where it is helpful, the school may use an individual support plan or equivalent SEND Support Plan to record the pupil's strengths and needs, agreed outcomes, provision and strategies, responsibilities, review dates, pupil and parent views, and any advice from professionals.

Plans should be clear, concise and outcomes-led. They should support staff to act consistently and help pupils understand what is being done to support them.

Teaching assistants are an important part of the school's support for pupils with SEND. They are used to promote access, participation and independence, not to replace teacher responsibility.

Deployment will be planned carefully, linked to the class teacher's planning, support learning rather than create dependency, encourage independence where appropriate, and be reviewed for impact.

The class teacher remains responsible for teaching and for the progress of all pupils in the class.

Interventions are selected because they meet a clear need, not because they are available. Good intervention practice includes clear entry and exit criteria, a defined purpose, a time limit, trained staff delivering the intervention, monitoring of progress, links back to classroom learning, and evaluation of impact.

Interventions should not lead to excessive withdrawal from high quality classroom teaching.

Education, Health and Care needs and plans

If a pupil's needs remain significant and complex despite the school's graduated response, the school may discuss with parents and carers whether an Education, Health and Care needs assessment is appropriate.

The school will support this process by providing evidence of need and support already in place, sharing assess, plan, do and review information, contributing professional views, and working with parents and relevant agencies.

The decision to request an assessment is made in partnership with parents and carers, and where appropriate the pupil.

Where a pupil has an Education, Health and Care plan, Kiwi Primary School will use best endeavours to secure the special educational provision specified in the plan.

We will read and understand the plan carefully, ensure staff know the relevant content, implement provision accurately, monitor delivery and impact, involve parents, carers and the pupil in review, and record any changes or concerns.

Provision in an EHCP should be delivered consistently and reviewed as part of normal school practice.

The school will hold an annual review for each pupil with an EHCP. The review will gather views from parents and carers, the pupil, the class teacher, the SENCo, relevant external professionals where appropriate, and other staff involved in the pupil's support.

The review will consider progress towards outcomes, whether needs have changed, whether provision remains appropriate, whether the placement continues to meet need, and whether amendments or further action are needed.

Annual review records will be completed and shared in line with statutory timescales and local authority requirements.

Kiwi Primary School will support pupils through all stages of EHCP-related processes, including referral for assessment, consultation with the local authority, drafting and amendment, placement planning, annual review and transition planning.

Where appropriate, the school will prepare pupils for meetings and help them understand decisions in an accessible way.

Roles and responsibilities

The Headteacher and senior leaders are responsible for the strategic leadership of SEND and inclusion. Their responsibilities include ensuring the school meets statutory duties, creating a culture of inclusion and high expectations, making sure resources are used effectively, monitoring the quality of provision, supporting the SENCo, ensuring staff receive appropriate training, keeping SEND under review as part of school improvement, and ensuring provision links with curriculum, attendance, behaviour and safeguarding.

Nicola Wright is the SENCo at Kiwi Primary School. She has strategic and operational responsibility for SEND across the school.

Her responsibilities include coordinating SEND provision, overseeing day-to-day operation of the SEND policy, maintaining and reviewing SEND records, advising staff on the graduated response, supporting identification, assessment and review, working with parents and carers, liaising with external agencies and other schools, supporting transitions between settings, contributing to staff training and professional development, ensuring statutory processes are followed, monitoring the effectiveness of provision, advising on the use of resources and delegated funding, and supporting statutory documentation, including EHCP processes.

Class teachers are responsible for the progress and development of all pupils in their class, including pupils with SEND. They must deliver high quality teaching, adapt teaching to meet individual needs, use Ordinary Available Provision to All Learners, identify concerns early, contribute to assess, plan, do and review, work with parents, carers and pupils, implement agreed support, monitor and evaluate impact, and seek advice from the SENCo where needed.

Support staff play an important role in supporting pupils with SEND. They are expected to work under the direction of the class teacher, support agreed interventions and classroom strategies, promote independence and participation, observe and share relevant information, record the impact of support where required, use professional boundaries and consistent approaches, and contribute to review and planning when appropriate.

The governing body is responsible for holding leaders to account for SEND provision. Governors will ensure that the school meets its statutory duties, pupils with SEND receive appropriate provision, the SEND policy and information report are published and up to date, accessibility planning is in place, the school makes reasonable adjustments, the SENCo role is appropriately supported, resources for SEND are considered and monitored, staff training needs are identified, and outcomes for pupils with SEND are scrutinised.

Parents and carers are key partners in supporting pupils with SEND. The school will work with them to share information, listen to concerns, agree outcomes, review progress, support learning at home where helpful, and make informed decisions about referrals and next steps.

Pupils should be supported to take part in decisions about their learning and support in ways that are appropriate to their age and understanding. This may include sharing views about what helps them, contributing to target setting, taking part in review meetings, understanding their own support, and developing independence and self-advocacy.

Partnership working, communication and transition

Kiwi Primary School values honest, respectful and regular communication with families. We aim to make communication accessible, timely and constructive. This may include meetings, telephone calls, written updates, informal conversations, review meetings, use of plain English, and translated or adapted communication where needed.

Where a pupil needs more frequent contact, this will be arranged according to individual need.

The school works with a range of external professionals where appropriate. We do this to strengthen understanding of need and improve provision. Information is shared carefully, lawfully and only when necessary.

The school will consider advice from professionals and use it to inform planning and review. Parental consent will be sought where required.

The school supports transition between year groups, classes and key stages through planned handover and preparation. This may include meetings between staff, transfer of records and support plans, pupil visits to new classrooms, additional transition sessions, social stories or visual supports, and gradual introduction to new routines where helpful.

Transition to secondary school or another setting is planned carefully and in good time. This may involve liaison between the current and receiving schools, sharing relevant information, pupil visits and familiarisation sessions, meetings with parents and carers, attendance by the SENCo where appropriate, and transition support for pupils with EHCPs or significant needs.

Kiwi Primary School uses person-centred practice where appropriate. This means support is built around the pupil as an individual and considers strengths, needs, hopes and interests, views and feelings, what helps at school, and future goals.

This approach supports meaningful participation and better outcomes.

Accessibility, reasonable adjustments and related needs

Kiwi Primary School will not discriminate against disabled pupils. We will make reasonable adjustments to avoid substantial disadvantage and to enable participation in school life.

Reasonable adjustments may include changes to classroom layout, adapted resources, different ways of recording learning, accessible communication, adjustments to routines or timings, support for trips, clubs and wider school activities, and use of specialist equipment or aids.

Adjustments are considered on an individual basis and reviewed regularly.

The school maintains an accessibility plan that sets out how we improve access to the curriculum, the physical environment, and information. This plan is reviewed and published in line with statutory requirements. It should be read alongside this policy.

Pupils with medical conditions will be supported to access education safely. The school will follow relevant statutory guidance and work with parents, carers and health professionals to agree individual arrangements where needed.

This may include individual healthcare plans, staff training, emergency arrangements, medication procedures, risk assessments, and adjustments for PE, trips and other activities.

SEND, safeguarding, attendance and behaviour are closely linked. The school will consider whether difficult attendance or behaviour may be connected to unmet need, disability, anxiety, communication difficulties or other barriers.

The school will identify vulnerable pupils early, work with families to improve attendance, use supportive, proportionate responses to behaviour, consider reasonable adjustments, record and monitor concerns carefully, and refer safeguarding concerns immediately where required.

Some pupils may need support with emotional regulation, anxiety, trauma-related responses, attachment difficulties or social communication. The school will respond through supportive relationships, consistent routines and appropriate targeted help.

This may include predictable routines, trusted adult support, check-ins and emotional regulation strategies, adapted responses to behaviour, access to pastoral support, and referral to external services where appropriate.

Record keeping, confidentiality, monitoring and compliance

Kiwi Primary School keeps clear and secure SEND records, which may include assessment information, assess, plan, do and review evidence, support plans, provision maps, intervention records, parent and pupil views, external professional reports, EHCP documentation, transition information, annual review records, and records of meetings and decisions.

Records must be accurate, current and accessible to relevant staff while remaining appropriately confidential.

SEND information will be handled in line with UK General Data Protection Regulation and the Data Protection Act 2018. Information will only be shared with those who need it for legitimate educational purposes and in accordance with safeguarding, legal and confidentiality requirements.

Parents and carers should be informed about how their child's information is used and shared, subject to legal duties and the protection of the child.

The effectiveness of SEND provision is monitored through a range of sources, including pupil progress and assessment information, review outcomes, provision maps, attendance and behaviour data, learning walks and classroom observations, parental and pupil feedback, SENCo monitoring, and governor scrutiny.

Leaders use this information to improve practice, identify training needs and ensure statutory compliance.

The school is committed to ongoing professional development in SEND and inclusion. Training needs are identified through school priorities, staff requests, pupil need and statutory changes. Training may include whole-school SEND updates, targeted training on specific needs, external courses and guidance, coaching and modelling, and sharing effective practice.

The SENCo will keep staff informed of relevant developments and support implementation.

Concerns about SEND provision should normally be raised first with the class teacher and then, if needed, with the SENCo or senior leaders. If concerns remain unresolved, they may be taken through the school's complaints procedure.

Where required, the school will signpost families to appropriate local authority or tribunal routes in relation to EHCP matters, in line with statutory guidance.

Published information, appendices and references

Kiwi Primary School will publish a current SEND information report on its website. This report will explain the school's SEND provision, support arrangements, universal offer, processes and contacts in line with statutory requirements.

The following supporting documents are published or available from the school office:

- SEND flowchart
- Graduated response overview
- Ordinary Available Provision to All Learners summary
- Provision map template
- Individual support plan template
- Annual review template
- Parent and pupil voice forms
- Accessibility plan
- Transition checklist
- Staff guidance on reasonable adjustments

This policy should be read alongside the following legislation, guidance and documents:

- Children and Families Act 2014
- Equality Act 2010
- Education Act 1996
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice: 0 to 25 years
- Working Together to Improve School Attendance
- Keeping Children Safe in Education
- Supporting Pupils at School with Medical Conditions
- UK General Data Protection Regulation
- Data Protection Act 2018
- Current National Curriculum for England
- Relevant local authority SEND guidance and procedures

Responsible officers: Nicola Wright, SENCo; Angela Bayliss, SEN Governor; Laura Eatherington, Headteacher

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