

# Special Educational Needs and Disability Policy



**The Park  
Academies  
Trust**

Reviewer/owner (role)	Executive lead (role)	Approving body	Meeting date when the policy was approved
Sally Telling (SENCO)	David Williams (Director of Inclusion)	TIB	22.01.2025
Sally Telling (SENCO)	David Williams (Director of Inclusion)	TIB	21.01.2026

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## **1. Introduction**

The Trust intends and expects that all decisions around the use of Trust resources will be underpinned at all times by its vision and values:

### **Our aim:**

- To create centres of educational excellence that inspire all pupils to turn their potential into performance

### **To achieve this our schools will:**

- Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions
- Deliver the highest quality learning opportunities facilitated by excellent teachers
- Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

### **The Trust will support our schools by:**

- Maximising the resources and expertise available to individual schools
- Providing a platform for the sharing of excellent practice
- Challenging and developing staff to turn their potential into performance

## **1.1 Aims and Scope**

The Park Academies Trust is fully committed to inclusion regardless of ability, gender, race, creed or exceptional needs.

The policy has been developed in accordance with the following principles:

- All teachers are teachers of pupils with SEND.
- All pupils can achieve their very best.
- All pupils have a right to a broad and balanced curriculum.
- All pupils should share in all aspects of the life of the school.
- The school, pupils, and parents should work in partnership.

### **1.11 Objectives**

- To enable pupils who have special educational needs and disabilities to reach their full potential through the identification and provision of successful interventions.
- To work within the guidance provided in the SEND Code of Practice 2015.

- To work towards successful outcomes through a whole school approach to the management and provision of support for special educational needs and disabilities.
- To provide advice and support for all staff working with pupils with special educational needs and disabilities.
- To involve and consider the wishes of parents of pupils with special educational needs and disabilities at all times.
- To involve and listen to each student's voice in all matters concerning them.
- To ensure access to the whole curriculum, extra-curricular activities and school trips.
- To record, monitor, and assess outcomes that inform the 'assess, plan, do and review' cycle for each individual student and that inform the planning of the school development plan.
- To provide an education that enables all children and young people to make progress so that they achieve the best possible outcomes, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.
- To ensure all pupils are able to make adequate progress which is similar to that of peers starting from the same baseline, matches or better the child's previous rate of progress, and closes the attainment gap between the child and their peers.

### **1.2 Other Linked Policies:**

- Behaviour Policy
- Safeguarding and Child Protection policy
- Equality Policy
- Complaints policy
- The Accessibility Plan
- The SEND Information Report
- Supporting children with medical needs policy

### **1.3 Legislation and Statutory Requirements**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2015)

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2015)

This policy should be read in conjunction with the school's Safeguarding Policy, Equalities policy and the school's SEND Information Report

### **Responsibilities for SEND within Kingfisher CE Academy:**

Designated Teacher and SENCO – Miss Sally Telling  
[tellings@kingfishercofe.org.uk](mailto:tellings@kingfishercofe.org.uk)

Director of Inclusion (The Park Academies Trust) - Mr David Williams  
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SEND Trust Board member – Mr Mark Glennerster  
[glennersterm@kingfishercofe.org.uk](mailto:glennersterm@kingfishercofe.org.uk)

Designated Safeguarding Lead – Ms Sharon Bishop  
[bishops@kingfishercofe.org.uk](mailto:bishops@kingfishercofe.org.uk)

## **2. Policy Statement**

Kingfisher CE Academy is part of the Park Academies Trust, and provides primary mainstream provision to children aged 2 – 11 years. This policy acknowledges the obligation to provide a broad, balanced and challenging curriculum for all children. We value the abilities and achievements of all children and are committed to providing, for each child, the best possible environment for learning.

## **3. Definition of Special Educational Needs and Disabilities (SEND):**

The Special Educational Needs and Disabilities (SEND) Code of Practice for 0 to 25 years states that:

*'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'*

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition:

A child of compulsory school age, or a young person, 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a child with a disability requires special educational provision, they will also be covered by the SEN definition.

### 3.1 Identifying Special Educational Needs:

Four broad areas of special educational need are expected and planned for:

Communication and Interaction	Some children have difficulties with speech, language and interaction: Speech, Language and Communication Needs (SLCN) Autistic Spectrum Continuum (ASC)
Cognition and Learning	Some children have difficulties with acquiring and retaining skills and knowledge and understanding concepts: Moderate Learning Difficulties (MLD) Specific Learning Difficulties such as dyslexia (SpLD) Severe Learning Difficulties (SLD) Complex Learning and Profound and Multiple Learning Difficulties (PMLD)
Social, Emotional and Mental Health Difficulties	Some children have difficulties which result in challenging or withdrawn behaviours: Social Emotional and Mental Health (SEMH) Attention Deficit and Hyperactivity Disorder (ADHD) Attention Deficit Disorder (ADD)
Sensory and Physical Difficulties	Some children have sensory and/or physical impairments: Visually Impaired (VI) Hearing Impaired (HI) Physical Disability (PD)

However, for any child with special educational needs or disability, all the needs of the child will be considered and supported.

### **3.2 The following are NOT SEND but may impact on progress and attainment:**

- Persistent disruptive behaviour where there are no causal factors such as undiagnosed learning difficulties or difficulties with communication or mental health issues.
- Problems with attendance and punctuality.
- Child Protection Plans and Early Help Assessments raised through social services and the National Health Service.
- Issues with general physical health and child pastoral welfare.
- English as an Additional Language (EAL).
- Being in receipt of the Pupil Premium Grant.
- Being a Child Looked After (CLA) or previously in care.
- Asylum Seeker status.

### **3.3 To comply with the legal obligations of the Equality Act 2010:**

- Children with a disability are not discriminated against, harassed, or victimised.
- Reasonable adjustments are made, including the provision of auxiliary aids and services, to ensure that children with a disability are not at a substantial disadvantage compared with their peers.
- Discrimination is eliminated, equality of opportunity is promoted and good relations are fostered between children with a disability and children who do not have a disability.

### **We aim to achieve these objectives through:**

- Being fully committed to the inclusion of children with special educational needs and disabilities into mainstream lessons.
- Promoting a supportive and caring learning environment.
- Using an approach to learning which allows children to make progress and achieve success through small, well-defined steps.
- Ensuring decisions are informed by the insights of parents/carers and those of children themselves.
- Tracking progress of children towards targets and keeping under review the additional or different provision that is made for them.
- Providing a variety of teaching strategies and materials to enhance learning.
- Liaising with other members of staff to ensure that children with SEND have a high profile in school. This is done through formal and informal channels, and through support and everyday contact with members of staff.

### **3.4 A Graduated Approach to SEND: Assess, Plan, Do, Review**

#### **Every Teacher is a Teacher of SEND and every Leader is a Leader of SEND**

- Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.
- High-quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND. Additional intervention and support cannot compensate for a lack of Quality First Teaching.
- When children have significant gaps in terms of their actual progress or access to learning and when this deficit can be ascribed to an identifiable *learning* need (as stated in the SEND definition above), the child will be placed on the SEND register so that they are able to make greater progress with SEND support, rather than struggling without it.

The School operates a graduated response to SEND provision:

Wave 1 – Quality First Teaching by all teaching staff

Wave 2 – Interventions in addition to classroom-based differentiation

Wave 3 – Interventions that include support and advice from, and interaction with, outside agencies that may lead to and include a Swindon Borough Council Early Help Assessment, an Education Health and Care Plan and/or High needs SEND funding.

A SEND register is kept and regularly updated to record individual support, record advice and information, and inform staff of children at each wave on the graduated response. For children on Wave 2, Provision and Outcome Plans are created in and updated three times per year to make sure realistic targets are set and tailored to the individual's needs. They regularly reviewed and shared with families.

The highest category of need is represented by pupils who have an Education, Health and Care Plan (EHCP). These pupils require additional resource, provided either out of the school's own funding or via a combination of the school's funding plus 'top-up' funding provided by the Local Authority.

We also identify groups of children who may require extra support but who do not appear on the SEND register (monitoring category). These children will receive targeted support in the classroom from their teachers.

Further details of special needs interventions, staffing, staff training and procedures can be found in the school's SEND Information Report on the school website. This information is updated annually.

The Local Offer provided by Swindon Borough Council can be found on their website at 'localoffer.swindon.gov.uk'.

### **3.5 Identification, Information Gathering and Review (Assess)**

The identification of SEND is built into the overall approach to monitoring the progress and development of all our children.

Assessment consists of:

- End of Early Years assessment against Early Learning Goals
- Little Wandle assessments throughout Reception and Year 1 and onwards against each phase

- Phonics screening check regularly throughout Year 1 and onwards for those not reaching the pass mark
- Numberstacks intervention assessment data
- 'No More Marking' writing monitoring
- Assessments in Maths, Reading, SPAG and Writing in terms 2, 4 and 6 for Years 1-6
- Observations by teachers and teaching assistants
- Specialist assessments
- Observations by specialists, teachers and teaching assistants.

Teachers and teaching assistants assess, record and monitor the progress and development of all children on a daily basis. During learning walks, pupil voice and lesson observations, the provision and progress of children with SEND is monitored, recorded and evaluated.

### **3.6 Determining the Level of Support Required:**

- Any child who is falling significantly outside of the range of expected academic achievement will be monitored.
- If they are concerned about their child's needs being met, parents are encouraged to contact the class teacher in the first instance, who may involve the SENCO.
- Once a child has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The class teacher will take steps to provide adapted learning opportunities that will aid the child's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- If a child is then still not able to make expected progress they should be referred to the SENCO.

Adequate progress is progress which:

- is similar to that of peers nationally starting from the same baseline;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

Monitoring/reviewing of the SEND register will take place at least three times a year in line with whole school data collection.

#### **3.61 Plan**

When it is decided to provide a child with SEND support, parents will be informed. The SENCO will decide which category or categories of need the child needs fall into and this will be recorded on the SEND register. Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress and development that is expected; and a clear date for review. Parental involvement is sought as part of Provision and Outcome Plan meetings to reinforce or to contribute to progress at home.

All those working with the child, 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.

### **3.62 Do**

The class teacher remains responsible for working with the child on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving, and advice on the implementation of effective support will be provided by the SENCO.

### **3.63 Review**

Reviewing the child's progress will be carried out through regular assessments. The review process will evaluate the impact and quality of the support and interventions. Teachers and support staff will revise the support in light of the child's progress and development, making any necessary amendments going forward in consultation with parents and SENCO. In addition, a rolling review of the children on the SEND register takes place within class and SEND progress meetings.

## **4. Criteria for Exiting the SEND Register**

All children with an EHCP will remain on the register. Children will only be removed from the SEND Register when they no longer require "additional to or different from" support in order to make sustained adequate progress over a period of 9 – 12 months. This decision is always carried out in consultation with parents / carers.

The SENCO has responsibility for the SEND register and will make this decision.

### **4.1 Arrangements for Coordinating SEND Provision**

The SENCO will hold details of all SEND support records such as the SEND register, annual reviews etc.

All staff can access the following documents:

- Individual Provision and Outcome Plans

- Outside agency intervention reports
- Annual Reviews
- Education Health and Care Plans

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need, or the lack of clarity around the needs of the child, is such that a multi-agency approach to assessing that need, and to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, the SENCO, school staff and other relevant professionals.

#### **4.2 Parent/Carer Consultation:**

A key element of the 2015 SEND legislation is to ensure that children and their families and carers are central in the process of creating plans. This means that we have a process whereby children's thoughts and feelings about their own learning and needs are carefully gathered. Similarly, the views and feelings of parents/carers, and where appropriate the child's wider family are also collected.

Parental involvement is actively encouraged. Team around the Child (TAC) meetings and Annual Reviews are organised around parental availability, so they have the opportunity to discuss progress and be part of the planning for the year ahead. The SENCO is also available to meet with parents through an appointment. Teaching staff can also have support from the SENCO if they have SEND concerns they wish to raise with parents.

There is also effective communication through phone calls and letters between staff and parents. Contact between prospective parents and the SENCO is also welcome. Staff are available on Open Evenings and via phone to answer any questions about provision within the school.

#### **4.3 Child consultation**

Children are actively encouraged to be part of the review process. This includes discussing strengths and difficulties so that meaningful targets can be set. There will also be a discussion with the children about the best way teaching and support staff can support them in lessons. As part of this discussion, we also consider how the child can develop strategies to improve independence and take responsibility for their own learning.

#### **4.4 Supporting pupils at school with medical conditions:**

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs and disabilities (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision, following the multi-agency working protocols set out in the SEND Code of Practice (2015).

#### **4.5 Monitoring and Evaluation of SEND:**

The school regularly and carefully monitors SEND through analysing progress. Learning walks, pupil voice, support plan monitoring, book scrutinies, lesson observations, and collection of stakeholder views also take place during the school year. Within the Trust, we seek support and challenge from other senior SEND staff.

The SEND link TIB board member monitors the SEND annual report before it is taken to the LAB Board.

#### **4.6 Storing and Managing Information:**

Information regarding children with special educational needs and disabilities is stored on the student database and the SEND register and is available to all school staff. Information is passed on to other educational establishments and professionals either by password protected documents or without identification of the child's name. Data on past pupils are archived until the child is 25 years of age, in compliance with national policy.

#### **4.7 Dealing with complaints:**

See Complaints Policy

Complaints with regard to special educational needs and disabilities should be addressed to the SENCO and then to the Head Teacher and/or the Special Needs Governor, if appropriate. Arrangements for dealing with SEND complaints and the SEND policy review process are given in the SEND School Information Report.

## **5. Appendices**

### **5.1 Appendix 1 - Admission Arrangements**

The Trust does not discriminate against children with SEND and has due regard for the Code of Practice 2015. Admission arrangements for children with SEND (but without an Education, Health and Care Plan), do not differ from those of other children. In the case of a child with an Education, Health and Care Plan, the school works with Swindon Borough Council's Special Educational Needs Resourcing and Assessment Panel to determine whether the school can meet the child's needs.

### **5.2 Appendix 2 – Roles and Responsibilities of all staff with regard to SEND**

#### **The role of the SENCO:**

The Special Educational Needs and Disabilities Co-ordinator is responsible for co-ordinating the provision of special educational needs throughout the school. This involves:

- Day to day operation of the SEND policy.
- Co-ordinating provision for children with SEND.
- Providing advice to staff on the graduated approach; supporting and liaising with them.
- Working alongside staff to assist them in identifying, assessing and planning for children's needs.
- Overseeing and maintaining specific resources for Special Educational Needs and Disabilities.
- Liaising with outside agencies.
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff.
- Monitoring, evaluating and reporting on the provision for children with SEND to the Trust Interim Board
- In conjunction with Class Teachers, liaising with parents/carers of children with SEND.
- Monitoring and auditing the school's SEND records and overseeing the records of all children with SEND.
- Liaising with professionals for SEND transition.
- Working with the Headteacher and other Senior Leaders to determine the strategic development of the SEND policy and provision for pupils with SEND.
- Liaise with the relevant Designated Teacher where a Child Looked After (CLA) has SEND.
- Advise on the deployment of the school's delegated budget and other resources to meet the child's needs effectively.
- Working with the Head teacher and Local Advisory Board to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Monitoring and regularly reviewing the progress of children with SEND to ensure they are correctly placed on the SEND register.
- Liaising with parents/carers of children with SEND.

- Collaborate with Senior Leaders, Subject Leaders, and classroom staff to ensure equality of learning for all SEND pupils.
- Provide the Local Authority with necessary documents as requested.
- Assessing children for special exam arrangements at Year 6.

### **The Role of the Class Teachers:**

- Provide quality first teaching (prepare appropriately adapted methods to allow access to the curriculum for children with SEND) and adhere to the school's Assessment Policy
- Document on-going discussions with parents
- Implement recommendations from outside agencies and training attended
- Complete all necessary paperwork including Provision Map 'My Support' plans, assessments and writing supporting reports for outside agencies or TACs/Annual Reviews.
- Use the Core standards materials and processes, share with the SENCO if concerns continue.
- Evaluate progress of children with SEND against agreed targets and objectives and amend planning if necessary.
- Be fully aware of the school's procedures for SEND and the graduated response.

### **The Role of Teaching Assistants:**

Staff are deployed to both work specifically with children with SEND and or as a class Teaching Assistant dependent on the needs of the children in the school.

- All teaching assistants are expected to be actively involved in ensuring daily teaching is as inclusive as possible.
- Teaching assistants are expected to modify interventions to ensure that they meet the needs of the pupils as specified in support plans
- Teaching assistants are expected to contribute meaningfully to Provision Map reviews of plans with observations, assessment outcomes and detailed records
- Teaching assistants are expected to be proactive in seeking guidance and support about resources and information regarding specific SEND needs
- At times, teaching assistants may be asked to attend meetings or contribute to appropriate applications/referrals.

### **The role of the Trust Board:**

- Ensuring that the necessary provision is made for any child who has special educational needs and disabilities.
- Ensuring that where the school has been informed by the LA that a child has SEND, those needs are made known to all who are likely to teach them.
- Ensuring that parents/carers are notified of a decision by the school that SEND provision is being made for their child.
- Ensuring teachers in the school are aware of the importance of identifying and providing for those children who have SEND.

- Ensuring that a child with SEND joins in the activities of the school together with children who do not have SEND, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning calls for, the efficient education of the children with whom they are educated and the efficient use of resources.
- Having regard to the SEND Code of Practice 0-25 (2015) when carrying out its duties toward all children with SEND.
- Having a written SEND policy containing the information as set out in the SEND Code of Practice 0-25 (2015).
- Reporting to parents/carers on the implementation of the school's policy for children with SEND using an annual SEND Information Report.

The Local Advisory Board play an important role ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy.
- They are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Development Plan and the school's self-evaluation process.
- The quality of SEND provision is continually monitored.

In addition, as part of the Equality Act 2010 it is the responsibility of the Local Advisory Board to take all steps not to discriminate against disabled children in their admissions arrangements, in the education, exclusion and associated services provided by the school for its pupils. They must also publish an Accessibility Plan showing how they will increase access for disabled children to the curriculum, the physical environment of the school, and to written information in alternative formats. The Act says that the responsible body for the school discriminates against a disabled child if:

For a reason relating to the child's disability, it treats him or her less favourably than it treats, or would treat, others to whom that reason does not apply, or would not apply.