

Kingsland CE Primary School

Special Educational Needs and Disabilities (SEND) and Inclusion Policy



Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

As God's children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.

September 2026

Kingsland CE Primary School

SEND and Inclusion Policy



Date for full implementation:
Review Date:

September 2026
September 2027

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

[Special educational needs and disability code of practice: 0 to 25 years](#)
[Ofsted toolkit 2026](#)

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Education Bill 2011

Children and Families Act 2014

[Special Educational Needs and Disabilities \(SEND\) and Alternative Provision \(AP\) Improvement Plan Right Support, Right Place, Right Time March 2023](#)

The Disability Discrimination Act 1995

Working together to safeguard children 2026

The Children and Young People's Workforce

Herefordshire Local Offer - <https://www.herefordshire.gov.uk/local-offer>

The Children and Families Act 2014

The Special Educational Needs and Disability Regulations 2014

Keeping Children Safe in Education 2026

Supporting Pupils at School with Medical Conditions

The National Curriculum Inclusion Statement

[School Disability Access Policy](#)

[Mental Health and Wellbeing Policy](#)

Admission and Inclusion Statement

We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs. All the teachers in the school are teachers of children with Special Educational Needs. As such, Kingsland School adopts a 'whole school' approach to special educational needs which involves all the staff adhering to a model of good practice. As a Church School, we view every child as a precious child of God – unique and worthy of the best that we can give – allowing all children's lights to shine.

- ❖ Teachers carefully and skilfully adapt learning for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum. Adaptive teaching is a key feature of all lessons, rather than over reliance on interventions.
- ❖ Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- ❖ English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

- ❖ We focus on individual progress as the main indicator of success.
- ❖ We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.
- ❖ Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils keep up.
- ❖ Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.
- ❖ Assess, Plan, Do, Review (APDR) is a continuous cycle that helps provide mainstream primary schools with effective SEND support by identifying needs, planning interventions, delivering support, and reviewing progress regularly. (Appendix 3 Assess Plan Do Review)

Aims and Objectives of this Policy

The aims of our SEND & Inclusion policy and practice in this school are to:

- ❖ provide curriculum access for all
- ❖ secure high levels of achievement for all
- ❖ meet individual needs through a wide range of provision
- ❖ attain high levels of satisfaction and participation from pupils, parents and carers
- ❖ allow for carefully mapped provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- ❖ ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- ❖ work in cooperative and productive partnership with the Local Authority, ‘cluster’ schools and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- ❖ promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others
- ❖ ensure that every child has the chance to fulfil their potential and is prepared for life in all its fullness

Definition

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 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the

same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Special educational needs and disability code of practice: 0 to 25 years

Ethos

All children have individual needs, not necessarily special needs; they have learning differences, not necessarily learning difficulties. However, if a child's individual needs are not met, they may become special needs. It is the role of the teachers to try to meet the children's needs by recognising and responding to their learning differences. If a child has special needs which require a differentiated approach, it is the responsibility of all the teachers who teach that child to try to address those special needs.

It is to such children that this policy refers. Together with our behaviour policy, it is intended to take account of the following areas of need:

communication and interaction, cognition and learning, behaviour, emotional and social development, sensory and/or physical.

The school's Christian ethos ensures that all children are valued as unique and special individuals, each able to contribute to and enrich each others' lives. This vital ethos permeates Kingsland CE Primary School from policy to practice.

The 1997 Green Paper *Excellence for all Children* signalled our commitment to the principle of inclusion. The SEN and Disability Act 2001 delivered a stronger right to mainstream education, making it clear that where parents want a mainstream place for their child, everything possible should be done to provide it.

"Inclusion is about much more than the type of school that children attend; it is about the quality of their experience; how they are helped to learn, achieve and participate fully in the life of the school."

Removing Barriers to Achievement (2004)

"Special educational provision is educational or training provision that is **additional to or different from** that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching"

SEN Code of Practice (2015)

This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."

"Achievement for All" (National Strategies: 2009)

"Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level" (p68)

SEN Code of Practice 2014

Identification and Assessment

Well differentiated, quality first teaching including, where appropriate, the use of **Wave 1** or **Wave 2** interventions.

Children's needs should be identified and met as early as possible through:

- ❖ the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- ❖ classroom-based assessment and monitoring arrangements (cycle of planning, action and review.)
- ❖ following up parental concerns
- ❖ tracking individual children's progress over time
- ❖ liaison with feeder nurseries on transfer
- ❖ information from previous schools
- ❖ information from other services
- ❖ maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENDCO.
- ❖ undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- ❖ involving an external agency where it is suspected that a special educational need is significant.

The Graduated Approach to SEND in Herefordshire (2018)

[Intervention Guidance for Special Educational Needs and Disabilities \(SEND\) in Schools and other educational settings](#)

See Assess, Plan, Do, Review - Appendix 3

Level 1 - For all pupils

Nearly all children will have their needs met by teaching or support that is available to all children in school. This could include extra time and support from their teacher or some other form of help planned to ensure a child makes expected progress with their education.

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- ❖ pupil progress tracking using assessment data (whole-school processes)
- ❖ monitoring LEARNING PLANS and LEARNING PLAN targets, evaluating the impact of LEARNING PLANS on pupils' progress
- ❖ informal feedback from all staff
- ❖ ongoing assessment of progress made by intervention groups
- ❖ work sampling on a termly basis
- ❖ classroom observation by the SENDCO
- ❖ teacher interviews with the SENDCO
- ❖ pupil interviews when setting new LEARNING PLAN targets or reviewing existing targets
- ❖ attendance records
- ❖ regular meetings about pupils' progress between the SENDCO/Assessment co-ordinator and the head teacher
- ❖ head teacher's report to parents and governors

LEVEL 2 – SCHOOL INDIVIDUAL PLAN - Additional SEN Support

- ❖ Pupils will be offered additional SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well differentiated curriculum on offer for all pupils in the school day i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- ❖ Under-achieving pupils and pupils with EAL who do not have SEN will **NOT** be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).
- ❖ In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole school provision map.

LEVEL 3 – SCHOOL PLAN PLUS

- ❖ It may be decided that a very small number, **but not all** of the pupils on the SEN register will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6000 (above the Average Weighted Pupil Unit) has, or will need to be, spent on a pupil within any one financial year, in order to meet his/her special educational needs, an application will be made to the Local Authority (with particular regard to the success criteria and SEN Descriptors published as part of the local offer). **Appendix 2**
- ❖ On the rare occasion where a pupil has a significant, severe and sustained need, it may need to be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan (EHCP)
- ❖ Where a pupil is in receipt of High Needs Funding and/or an EHCP, a decision will be made as to whether a short-term Individual Education Plan (IEP) is required.

LEVEL 4 – Request for Statutory Assessment Education Health and Care Plan (EHCP)

- ❖ Pupils with an EHCP will have access to all arrangements for pupils on the SEN list and, in addition to this, will have an Annual Review of their plan.
- ❖ Our school will comply with all local arrangements and procedures when applying for a) High Needs Block Funding b) EHCP, and will ensure that all pre-requisites for application have been met through providing a detailed programme of SEN Support using our devoted budget at an earlier stage.
- ❖ Review procedures will fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and Local Authority policy and guidance – particularly with regard to the timescales set out within the process.

Neurodiversity Affirming Practice

Autism Spectrum Disorder (ASD) Friendly Approach

At Kingsland CE Primary School, we are committed to creating an inclusive, autism-friendly environment where pupils with ASD feel safe, understood, and able to achieve their full potential. We recognise that autistic pupils may experience differences in communication, social interaction, sensory processing, and flexibility of thinking.

Kingsland CE Primary School recognises that some pupils may experience sensory processing differences that impact their learning, wellbeing and participation. We are committed to providing a sensory-considerate environment through adaptive teaching, reasonable adjustments, sensory

regulation opportunities and individualised support where necessary. Staff will work collaboratively with pupils, parents and relevant professionals to identify sensory needs and remove barriers to learning and inclusion.

To support pupils with ASD, we:

- Provide predictable routines and clear classroom expectations.
- Use visual supports such as visual timetables, now-and-next boards, and visual prompts.
- Prepare pupils for changes to routines, staffing, or learning environments.
- Give clear, concise instructions and allow additional processing time.
- Make reasonable adjustments to learning activities and teaching approaches.
- Consider sensory needs and provide access to appropriate sensory resources and quiet spaces.
- Promote positive relationships and understanding of neurodiversity among staff and pupils.
- Work closely with parents, carers, external agencies, and the pupil to identify strengths and support needs.
- Use the Assess, Plan, Do, Review cycle to monitor progress and evaluate the effectiveness of support.
- Encourage independence, self-advocacy, and participation in all aspects of school life.

Through these approaches, we aim to reduce barriers to learning and ensure that autistic pupils can access a broad, balanced, and inclusive curriculum alongside their peers.

Examples of Reasonable Adjustments include:

- Visual timetable displayed in every classroom.
- Ear defenders available when needed.
- Flexible seating arrangements.
- Access to a calm or safe space.
- Use of social stories and comic strip conversations.
- Transition plans for changes between classes or key stages.
- Individual communication and sensory support plans where appropriate.

This approach ensures that pupils with ASD are supported in line with the SEND Code of Practice and the Equality Act 2010.

ADHD-Aware Approach

At Kingsland CE Primary School, we recognise that pupils with Attention Deficit Hyperactivity Disorder (ADHD) may experience difficulties with attention, impulsivity, organisation, working memory, emotional regulation, and activity levels. We are committed to providing an inclusive learning environment that enables pupils with ADHD to participate fully in school life and achieve their potential.

To support pupils with ADHD, we:

- Establish clear, consistent routines and expectations.
- Provide structured learning environments with minimal distractions where possible.
- Break tasks into smaller, manageable steps.
- Use concise instructions and check understanding regularly.
- Provide visual prompts, checklists, and organisational aids.
- Offer movement breaks and opportunities for physical activity.
- Use positive behaviour strategies that focus on strengths and success.
- Support the development of self-regulation and organisational skills.
- Adapt teaching approaches to sustain attention and engagement.
- Work collaboratively with parents, carers, and external professionals.
- Monitor progress through the Assess, Plan, Do, Review cycle.

ADHD-Aware Classroom Strategies include:

- Visual timetables and task schedules.
- Seat pupils strategically to reduce distractions.
- Chunk longer tasks into smaller sections.
- Use timers and countdown warnings for transitions.
- Provide regular movement or sensory breaks.
- Use positive reinforcement and specific praise.
- Allow access to fidget tools where appropriate.
- Provide written and verbal instructions.
- Check in frequently to maintain focus and understanding.
- Support organisation through colour-coding, checklists, and structured routines.

Examples of Reasonable Adjustments include:

Depending on individual need, adjustments may include:

- Additional time to complete tasks.
- Flexible seating arrangements.
- Reduced distractions during assessments.
- Access to a quiet workspace.
- Modified homework expectations.
- Individual behaviour and support plans.
- Support for transitions and emotional regulation.

Through these strategies, we aim to reduce barriers to learning, promote positive wellbeing, and enable pupils with ADHD to access a broad, balanced and inclusive curriculum alongside their peers.

Inclusion of pupils with English as an additional language (EAL)**Definition**

A pupil who has English as an Additional Language is a pupil whose first language is not English and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

Kingsland School strives to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural and linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and where appropriate Wave 2 teaching.

Parental Support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have regarding their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever

possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

Inclusion of pupils who are looked-after in local authority care (CLA)

Our school recognises that:

- ❖ Children who are looked after (CLA) in local authority care have the same right as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- ❖ There are commonly understood reasons (Social Exclusion Report 2003) why children who are looked after in local authority care often fail to make expected progress at school:
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs – emotional, mental, physical
- ❖ There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The responsibilities of our designated teacher include:
 - monitoring progress of children who are 'looked after' to ensure they have the best life chances possible and access to the full range of opportunities in school
 - ensuring that children who are 'looked after' have access to the appropriate network of support
 - checking that the statutory Personal Educational Plan (PEP) has been arranged and that it is regularly reviewed at least every six months
 - ensuring that the information concerning the education of children who are 'looked after' is transferred between agencies and individuals
 - preparing a report on the child's educational progress to contribute to the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
 - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers.
 - Liaising with the child's social worker to ensure that there is effective communication at all times
 - celebrating the child's success and acknowledging the progress they are making.

See [Child Looked After Policy](#) for further details.

Inclusion of pupils who are very able and/or talented

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do and we achieve this in a variety of ways when planning for children's learning by providing:

- ❖ a common activity that allows children to respond at their own level
- ❖ an enrichment activity that broadens a child's learning in a particular skill or knowledge area

- ❖ an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment
- ❖ the opportunity for children to progress through their work at their own rate of learning

From Year 1 to Year 6 we set targets for English and Mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation.

We offer a range of extra-curricular activities for our children. Opportunities include a range of sporting clubs and musical tuition. School based provision includes opportunities for performance, artists in residence and specialist teaching.

Management of SEN and Inclusion within our school

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this SEN and Inclusion Policy to the Special Educational Needs and Disabilities Coordinator (SENDCO). The SENDCO is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this policy. The Designated Teacher for Children Looked After (CLA) has strategic responsibility for the inclusion of children who are adopted or in local authority care.

The Ethnic Minority Achievement (EMA) Coordinator has strategic responsibility for the inclusion of children who have EAL.

Kingsland School has recently participated in Partnership for Inclusion of *Neurodiversity in Schools (PINS). This is a project that helps schools to improve the experience of children who are neurodivergent so that they feel welcomed, supported and able to take part in all aspects of school life.

**Neurodiversity is a word used to explain the unique ways people's brains work. While everyone's brain develops similarly, no two brains function alike. Being neurodivergent means having a brain that works differently from the average 'neurotypical' person e.g. Autistic Spectrum Condition (ASC), ADHD and Dyslexia.*

The Role of the Headteacher

- ❖ the headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- ❖ the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision through;
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners
 - pupil progress meetings with individual teachers
 - discussions with pupils and parents
 - regular meetings with the SENDCO (SLT)
 - teaching and learning observations

The Role of the SENDCO

In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our SENDCO will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCO is appointed, he/she will gain statutory accreditation within three years of appointment.

In line with the recommendations in the SEN Code of Practice 2014, the SENDCO will oversee the day-to-day operation of the school's SEN and Inclusion policy in the following ways:

- ❖ maintenance and analysis of the whole-school provision map for vulnerable learners

- ❖ identifying on the provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with an EHCP
- ❖ analysing the progress and attainment of pupils with SEN in terms of expected national levels
- ❖ evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners
- ❖ coordinating the provision for children with special educational needs
- ❖ liaising with and advising fellow teachers
- ❖ managing learning support assistants and teaching assistants
- ❖ overseeing the records of all children with special educational needs
- ❖ contributing to the in-service training of staff
- ❖ ensuring that adequate resources are available for the teaching of children with special educational needs
- ❖ liaising with external agencies including the Local Authority support and educational psychology services, health and social services, and voluntary bodies
- ❖ implementing a programme of Annual Review for all pupils with a statement of SEN. Complying with requests from an EHCP Coordinator to participate in a review
- ❖ carrying out referral procedures and providing strong evidence arising from previous intervention (additional support from devolved budget) to the Local Authority to request High Needs funding and/or an EHCP when it is suspected that a pupil may have a special educational need which will require significant support
- ❖ overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners provision map
- ❖ monitoring the school's system for ensuring that Individual Education Plans (where it is agreed that they will be useful) have a high profile in the classroom
- ❖ meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the schools provision map
- ❖ liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views
- ❖ attending area SENDCO meetings and training as appropriate
- ❖ liaising with the schools SEN and Inclusion Governor

The Role of the Class Teacher

The Class Teacher will liaise with the SENDCO to agree:

- ❖ which pupils in the class are vulnerable learners
- ❖ which pupils are underachieving and need to have their additional interventions monitored on a vulnerable learners provision map – but do not have special educational needs
- ❖ which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional.

The Class Teacher will secure good provision and good outcomes for all groups of vulnerable learners by:

- ❖ providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- ❖ “ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely ‘additional’ to or ‘different from’ those normally provided as part of the differentiated curriculum offer and strategies” (SEN Code of Practice 2014)
- ❖ Ensure effective deployment of resources – including teaching assistant support – to maximise outcomes for all groups of vulnerable learners.

Professional Development of Teaching and Support Assistants

The school is very fortunate to have a well qualified, experienced and highly motivated team of Learning Support Assistants, Higher Level Teaching Assistants and Teaching Assistants (LSAs, HLTA's and TAs). See appendix 1.

In-depth training has been undertaken and our LSAs have specialised in speech and language disorders, behavioural and emotional support, Autistic Spectrum Disorder, Attachment Disorder, Down's Syndrome, dyslexia and Supporting Visually Impaired. Staff are committed to developing professionally most often in areas of understanding and specialism that will benefit the children they have responsibility for.

All staff will be trained in how best to support all vulnerable learners in order to maximise their achievement and as part of their continuous professional development.

Involvement of Special Support Services

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to the governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements

School admissions for pupils with SEND

Kingsland CE Primary School admits disabled pupils in accordance with the school's admissions policy. The school does not discriminate against disabled pupils and will make reasonable adjustments to ensure equitable access to education.

The school actively promotes equality of opportunity and prevents discrimination through staff training, reasonable adjustments, adaptive teaching, inclusive curriculum planning and individual risk assessment where required.

Transfer and Induction

Links are made with other mainstream schools, when a pupil changes school or leaves school. Links are also made with pre-schools and nursery when a pupil begins school.

- ❖ When pupils with SEN change schools, all information will transfer with them to their new school.
- ❖ Primary pupils with an EHCP receive a Statutory Annual Review of progress report to which the head of Learning Development of the Secondary School is invited to attend.
- ❖ During the Summer Term, the Headteacher, SENDCO or a representative of the Secondary School discusses any pupils who are deemed to have SEN with the Head teacher. The visit is followed up by the head of Learning Development to discover which stage of assessment the pupil is at and to discuss S.E.N. pupils in detail with the SENDCO.
- ❖ The SENDCO will make arrangements to visit home and nursery/pre-school of a child with SEN. Informal assessment of provision needs will be undertaken and arrangements made via a Transition Plan. If the child already has an identified special educational need, this information may be transferred through *Early Years Action*.
- ❖ In the case of children with a Statutory Assessment and recommended support, every effort is made to appoint a LSA prior to the child being admitted to school. The LSA will then visit nursery and/or home during the summer holidays in order to develop a relationship with the child and prepare for admission to school (transition plan).

Funding – how equipment and facilities to support children with special education needs will be secured

- ❖ When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding. Appendix 2
- ❖ Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreement and quality assurance criteria. Our school will, whenever possible, join with other schools in joint purchasing/hire of equipment.
- ❖ All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- ❖ offering a “SENDCO Surgery” where parents are invited to make an appointment with the SENDCO to discuss their child’s education
- ❖ informal conversations and home/school communication books
- ❖ keeping parents and carers informed about attainment and progress and termly parents’ evenings
- ❖ working effectively with all other agencies supporting children and their parents
- ❖ giving parents and carers opportunities to play an active and valued role in their child’s education
- ❖ making parents and carers feel welcome
- ❖ focusing on the child’s strengths as well as areas of additional need
- ❖ allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- ❖ agreeing targets for pupils, in particular those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing up and monitoring progress against these targets
- ❖ keep parents and carers informed and giving them support during assessment and any related decision-making process
- ❖ making parents aware of the Parent Partnership services
- ❖ providing information in an accessible way, including where necessary, translated information for parents with EAL

Involvement of Pupils

Kingsland School recognises that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully include all pupils, encouraging them to:

- ❖ state their views about their education and learning
- ❖ identify their own needs and learn about learning
- ❖ share in individual target setting across the curriculum **so that they know what their targets are and why they have them**
- ❖ self-review their progress and set new targets
- ❖ (for some pupils with special educational needs) monitor their success at achieving their targets

Complaints Procedures

If parents wish to express concern about any provision in relation to SEN or EAL these will be dealt with in the first instance by initial discussion will take place with the class teacher and SENDCO and/or EAL coordinator. If the concern has not been resolved the matter may be directed to the head teacher. The Governor with specific responsibility for SEN/Inclusion may be involved if necessary. (*see separate Complaints Policy*)

Evaluation and Review of Policy

Governors, in consultation with SENDCO, will evaluate and review the Special Educational Needs Policy on an annual basis. Criteria for evaluation will include –

1. Are the aims and objectives being met?
2. Are the children with Special Educational Needs making progress?
3. Is the school policy in line with national and county recommendations?
4. How the school through self-evaluation may seek to be improving SEN provision.

The budget, Policy and School Improvement Planning for SEN will be discussed annually in the Summer term by the Headteacher, SENDCO and SEN Governor.

Statutory Duties of the Governing Body

The Governing Body, together with the Headteacher, must draw up and agree a policy for identifying and meeting pupils' special educational needs. It must see that there are appropriate funding and staffing arrangements to put the policy into practice, and monitor and evaluate its effectiveness

The Governing Body has a legal duty to:

- make sure that the school has a written SEN policy, which is publicly available and easily understood by parents
- do its best to ensure that all children with SEN are identified and that their individual needs are met
- name a governor or committee to be responsible for oversight of SEN provision in the school and regular reports to the governing body
- ensure that staff are aware of the importance of identifying and providing appropriate teaching for SEN pupils and, where relevant, are kept informed of those pupils' needs
- make sure that pupils with SEN take part in as many of the school's normal activities as possible
- understand and follow the L.A.'s policy on funding SEN ensuring that the budget is being appropriately managed
- admit any pupil whose EHCP names their school
- consult and co-ordinate provision with the Local Authority, other schools and other services when this is appropriate
- appoint a SEN Co-ordinator (SENDCO)
- ensure that the school follows the S.E.N. Code of Practice 2014

Roles at Kingsland CE Primary School

SEND Co-ordinator	Mrs S Green
Designated Governor for SEND	Mrs W Maddocks
Designated teacher for Children Looked After (CLA)	Mrs S Green
Designated teacher for post Children Looked After (PCLA)	Mrs S Green
Designated teacher for children with EAL	Mr S Debenham
Teaching Assistant Coordinator	Mrs S Green

Appendix 1

Member of Staff	Job Title
Class One - Mrs T Davis	Higher Level Teaching Assistance (HLTA)
Class Two - Mrs R Jones	HLTA
KS1 / KS2 - Mrs M Canning	HLTA & SEN interventions
KS2 – Miss Y Williams	HLTA & ELSA (Emotional Literacy Support Assistant)
Mrs K Oliver	TA specialising in Speech & Language
Mrs L Edgington	Support Assistant (SEN) – Specialising in Autistic Spectrum Condition (ASC)
Mrs S Stokes	Support Assistant (SEN)
Mrs B Waygood	Support Assistant (SEN) & SEN Interventions. ELSA (Emotional Literacy Support Assistant)
Miss A Walker	Sport Apprentice and TA support
Mrs H Forsyth	Support Assistant (SEN)

Appendix 2



Tariffs for High Needs Matrix 2026 – Herefordshire Council

Tariff	Assessment Points	Funding 2026
Local Offer	0 - 9	£0.00
A1	10 - 14	£822.00
A2	15 - 19	£1,632.00
B1	20 - 24	£2,814.00
B2	25 - 29	£4,017.00
C1	30 - 34	£4,716.00
C2	35 - 39	£5,430.00
C3	40 - 44	£6,126.00
C4	45 - 49	£6,960.00
D1	50 - 54	£9,804.00
D2	55 - 59	£11,364.00
D3	60 - 64	£12,924.00
D4	65 - 69	£14,490.00
E1	70 - 74	£16,071.00
E2	75 - 79	£17,634.00
E3	80 - 84	£19,200.00
E4	85 - 89	£20,784.00
F1	90 - 94	£22,350.00
F2	95 - 99	£23,910.00
F3	100 - 104	£25,476.00
F4	105 - 109	£27,057.00

Appendix 3

Assess, Plan, Do, Review (APDR)

In a **mainstream primary school**, **Assess, Plan, Do, Review (APDR)** is a cyclical process used to identify, support, and monitor pupils with Special Educational Needs and Disabilities (SEND).

1. Assess

The school gathers information to understand the pupil's strengths, needs, and barriers to learning.

This may include:

- Teacher observations
- Assessment data
- Parent and pupil views
- Advice from the SENDCo
- Information from external professionals if involved

2. Plan

The school, parents, and pupil agree:

- The pupil's desired outcomes
- The support that will be provided
- Who will deliver the support
- When progress will be reviewed

3. Do

The agreed support is put into place.

Examples:

- Small group interventions
- Additional phonics sessions
- Visual aids
- Adapted classroom teaching
- Targeted support from a teaching assistant

4. Review

The impact of the support is evaluated.

The school considers:

- Has progress been made?
- Have the outcomes been achieved?
- What do parents, staff, and the pupil think?
- What should happen next?

The support may then:

- Continue
- Be changed
- Be increased
- Be reduced if no longer needed