



SEND Policy

Kington St. Michael C.E. Primary School

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Reviewed by:	Full Governing Body

At Kington St. Michael CE Primary School, we are dedicated to providing every pupil with the opportunity to achieve their full potential. In line with our school vision, Learning Together, Aiming High we are committed to delivering inclusive high quality education that meets the diverse needs of all learners.

We recognise that some pupils may require additional support to access the curriculum and make expected progress. This Policy outlines the procedures for identifying, assessing and supporting pupils with Special Educational Needs and Disabilities (SEND), ensuring that appropriate provision is made which is additional to and different from that provided for other pupils of the same age.

Our objectives are to deliver a broad, balanced and inclusive curriculum that is accessible to all pupils, whilst promoting self-esteem, independence and resilience in every child. We are committed to fostering strong partnerships with parents, carers and external agencies to support pupil development. The school implements a graduated response to SEND in accordance with the SEND Code of Practice (2014) addressing the four areas of need outlined in the SEN Code of Practice (2014).

Provision is delivered through Quality First Teaching, targeted interventions and personalised learning plans. The school makes every reasonable effort to ensure that pupils with SEND receive the support necessary to succeed academically, socially and emotionally and to feel valued within the school community.

[Code of Practice 2014](#)

The Code of Practice 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; 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.”

Special Educational Needs and Disability in schools is considered under four broad areas:

- Communication and Interaction
- Cognition and Learning

- Social, Emotional and Mental Health
- Sensory and Physical needs

Objectives of our SEND Policy

- To ensure all pupils with special educational needs and disabilities, (SEND), join in with all activities in school and have full access to the school curriculum.
- To identify, at the earliest opportunity, any barriers to learning and participation for pupils with SEND.
- To identify children who need SEND support following a process of careful monitoring and assessment to ensure the best possible progress is made for all.
- To work closely with parents and carers to identify their children's strengths and difficulties, alongside recent assessments, to plan together to achieve the desired outcomes.
- To take into account pupil's views and wishes in order to develop high levels of pupil confidence and a closer partnership with pupils and support them to take ownership of their learning and progress.
- To follow a graduated approach to interventions, to follow a four part cycle of "Assess, Plan, Do, Review".
- To choose the most effective intervention available and to regularly and carefully monitor the impact of this on pupil's learning and progress.
- To ensure a high level of staff expertise to meet pupil need, through well targeted professional development and for all staff to have access to training and advice to support Quality First Teaching for all pupils.
- To work closely with external agencies and the Local Authority, where appropriate, to support the needs of individual pupils, ensuring there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To ensure support for pupils with medical conditions, ensuring full inclusion in all school activities through consulting with health and social care professionals as necessary.
- To identify the roles and responsibilities of all staff in providing for children's SEND.

Identifying SEND

In accordance with the Children and Families Act 2014, Kington St Michael Primary School is committed to identifying Special Educational Needs and Disabilities (SEND) at the earliest possible stage. Early identification enables the school to implement effective provision that supports improved long-term outcomes for the child.

Children with SEND may be identified through a range of methods including:

- Continuous monitoring of pupil attainment and progress. Progress meetings are held three times per year led by the senior management team in collaboration with class teachers. Data is reviewed by the senior management team and SENDCo and pupils not making expected progress are identified for further consideration.
- Class teacher's observations of their children's learning. If they observe that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify cause.
- Requests from parents or carers who raise concerns about their child's learning. All parental concerns are taken seriously and investigated thoroughly.

At KSM School all teachers are responsible and accountable for the progress and development of the pupils in their class, including those receiving support from teaching assistants or specialist staff. High quality adaptive teaching is the first step in responding to pupils who may have SEND.

Where evidence suggests that a pupil may require additional support a meeting will be arranged with parents, class teacher and SENDCo. Where appropriate the pupil may also be invited to participate. The purpose of the meeting is to review classroom strategies and any assessments undertaken. If necessary the child will be formally placed on the SEN register as SEN support and a plan will be agreed outlining provision for the following term.

For pupils requiring additional support the SENDCo, class teacher, parents and pupil will collaboratively develop an individualised Learning Plan and One Page Profile. These documents

capture the child's strengths and difficulties, the views of parents and pupils and outcomes to be achieved through targeted support.

Provision may be delivered internally or involve external agencies. A KSM Learning Plan will detail specific, measurable, achievable, realistic and timely (SMART) targets aligned with the desired outcomes. These documents ensure all staff are informed of the pupils needs and the strategies required to support their learning.

Support and progress are reviewed regularly throughout the academic year using the Assess, Plan, Do, Review cycle as outlined in the SEND Code of Practice (2014). This graduated approach includes:

- **Assess** –Identification and regular review of the pupils needs to ensure provision remains appropriate.
- **Plan** –Collaborative planning between parents/carers and school staff to determine suitable support and interventions.
- **Do** –Implementation of the agreed strategies by the class teacher and support staff with ongoing monitoring from the SENDCo.
- **Review** – Evaluation of the pupil's progress and effectiveness of the support, with adjustments made if necessary.

Support may include small group work, one-to-one sessions or targeted intervention programmes. The focus remains on achieving meaningful outcomes rather than the quantity of support hours.

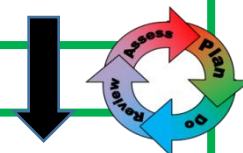
If a pupil does not make expected progress despite high quality targeted support or if they have complex needs the school may initiate a Wiltshire Support Plan in partnership with parents. This plan provides a more detailed overview of pupils needs and typically involves input from external agencies.

Should the child continue to make less than expected progress the school and parents may request an Educational, Health and Care Needs Assessment (EHCNA). This assessment involves submitting evidence to the local authority including reports from school, parents and any external professionals. If successful the pupil will be issued an Education, Health and Care Plan (EHCP) which outlines their needs and the provision required to meet them. EHCP's are then reviewed annually.

Levels of SEN Support at KSM

Class Level Concern

Class teacher identifies a concern and parents will be informed. The class teacher will complete a WGRSS Quick Checker and may discuss concerns with the SENDCo. The teacher may plan short-term interventions with an aim to bring the child back in line with age related expectations. The assess, plan, do, review model is started at this stage.



SEN Support

If pupils despite intervention at class level concern do not make expected progress then the school in discussion with parents will move the child to SEN Support. At this level pupils will receive more targeted support and this could be small group intervention or 1-1 support.

All pupils at this will be monitored with:

- A One Page Profile, which provides an overview of need, and any support strategies/interventions that are in place.
- A KSM Learning Plan with SMART (Small, Measurable, Achievable, Realistic, Targets) targets that are reviewed at regular intervals throughout the year by the class teacher and SENDCo and next steps are planned.

If the child has more complex needs and outside agency involvement then they will move to:

- A 'Support Plan' outlining areas of need, outcomes for the year and any specialist support that may be required. The class teacher will write this document in collaboration with the SENDCo, parents and any outside agencies that may be involved.



EHCP

If the pupil despite targeted support and outside agency involvement does not make progress then the school may apply to the local authority for an Educational Health Care Plan (EHCP). The EHCP details strengths and interests of the pupil as well as their needs and challenges. The EHCP is the means by which specialist educational support is assessed, planned and captured. The Plan will detail planned outcomes for the child and what provision is needed to meet these outcomes.

'EHCP's' are reviewed annually and all those involved in meeting the needs of the child are invited to attend. Pupil views will also be considered and this may be through attendance by the pupil or through questionnaires whichever is most appropriate.

For more information about 'EHCP's' refer to the Wiltshire Council Local Offer

[Wiltshire Local Offer](#)

Additional Support for well being

In order to ensure we identify the most relevant service to support a family or a child, we may request to undertake an assessment of their needs. This is known as an Early Support Assessment or ESA. This is a voluntary, supportive process and helps to identify what support the child or family might require. The focus of the ESA is to formulate a plan and a support package to help the family and child move forward. The ESA is completed with the child, family and school in partnership. Further information is on our website

School ELSA (Emotional Literacy Support Assistant)

At KSM, we have a school ELSA that is a specialist-teaching assistant who is trained to support children with their emotional well-being. The aim of the ELSA is remove the barriers to learning so we have happy children in school and at home. Please see our ELSA leaflet on our website outlining the areas that ELSA can support. Whilst the ELSA will be working closely with your child, the school SENDCo will be providing a supportive role to the ELSA and to parents throughout.

Roles and Responsibilities

Role of the SENDCo at KSM

As stated in the Code of Practice 2014, the main roles and responsibilities of the SENDCo at KSM are as follows:

- Operational management and day to day running of the SEND Policy.
- Overseeing, maintaining and acquiring resources to support SEND and coordinate the range of support available for these pupils.
- Providing relevant advice and training for all staff. The effectiveness of such training will be monitored and evaluated by the SENDCO, and information provided during the annual evaluation of the school's overall SEND provision.
- Working alongside class teachers to assist them in assessing for, and identifying, SEND and planning to meet children's needs – through the Graduated Approach, to ensure all children make progress.
- Liaising with outside agencies, early year's providers, other schools, health and social care providers as well as the Local Authority.
- Overseeing and coordinating the completion of 'One Page Profiles and 'Learning Plans'.
- Liaising with the relevant Designated Teacher when a Looked After pupil has a SEND.
- Liaise with the parents and carers of children who have SEND.
- Evaluating and reporting on the provision for children who have SEND, to the Governing Body, in conjunction with the SEN Link Governor.
- Liaising with the local secondary schools, so that relevant information is passed on to the Year 7 teachers and support is provided for Year 6 pupils as they prepare to transfer to Key Stage 3.
- Liaising with the parents of pupils transferring to a new school, or phase of their education. This will ensure parents are informed about their options and to ensure a smooth transition is planned.
- Advising on the deployment of the school's designated budget and other resources to meet pupil's needs effectively.
- Regularly observing and supporting intervention group work to ensure it is high quality, targeted provision and will monitor the progress of children undertaking intervention.
- Ensuring the school keeps the records of all pupils who have SEND up to date.
- Working alongside the head teacher and the Governing Body to ensure the school meets its responsibilities under the Equality Act of 2010 about reasonable adjustments and access arrangements.
- Holding three, SEND Surgeries with parents over the year to discuss their child's progress and the impact of the intervention programme on their learning.

Role of the school governing body with regard to SEND

The governing body has statutory responsibilities for SEND provision. Currently the SEND governor is Andrea Bridle. SEND provision is a shared responsibility and all members of the governing body should have a good general knowledge of SEND throughout the school.

The governor must:

- Meet with the SENCO on a regular basis to gain information about provision made for pupils with SEND and monitor the implementation of the SEND information report.
- Have a clear understanding of the types of need across the school.
- Ensure that pupils with SEND have the opportunity to participate as fully as possible in all aspects of school life.
- Be involved in monitoring and subsequently reviewing the school's SEND policy.
- Work with the Head teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensure that funds are allocated each year within the school budget specifically to cater for SEND pupils and to support the implementation of the SEND policy.

Role of the Head Teacher with regard to SEND

The Head Teachers responsibilities include:

- Day to day management of all aspects of the school, including the SEND provision, safeguarding and welfare.
- Safeguarding Lead.
- Keeping the governing body well informed about SEND in the school.
- Working closely with the SENDCo regarding all aspects of SEND.
- Ensuring that the school has clear and flexible strategies for working with parents/carers, and ensuring that these strategies encourage involvement in their child's education.
- Working closely with the school SEND governor to ensure the school meets its responsibilities with regard to SEND.

Role of class teacher with regard to SEN:

The class teacher's responsibilities include:

- Providing 'Quality first teaching' to all which is differentiated for individual pupils.
- Monitoring progress and development of children in their class including where pupils have support from teaching assistants or specialist staff.
- Following the schools procedures for the identification and assessment of pupils with SEND.
- Keeping up to date record of the child's needs and provision
- Working with the child on a daily basis to plan and manage interventions.
- Liaising closely with the SENDCo regarding individual pupil needs, provision and progress.
- Working closely with parents/carers to ensure they are fully engaged in all decision-making and setting goals for children with SEND.

Staff Training

At KSM we recognise that the effective support of pupils with Special Educational Needs and Disabilities (SEND) relies on the expertise and ongoing professional development of our staff. The SENDCo works in close collaboration with the class teacher to plan and deliver provision that meets the individual needs of pupils within the classroom. To maintain high standards of inclusive teaching and learning all staff participate in regular training focused on SEN strategies and inclusive practice. This includes both in-house professional development and specialist training delivered by external agencies tailored to the specific needs of the pupils they support. Through continuous investment in staff development we ensure that all children receive high quality personalised support that enables them to thrive academically, socially and emotionally.

Admission Arrangements

Normal admission arrangements apply. Our admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs, in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need, (e.g. wheelchair access) the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with an EHCP or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate member of the LA to ensure that their needs can be met. Any variation to the above will need to be agreed by the full governing body. Please see school website for more details.

Specialist Facilities

There are no specialist facilities or specialist resource base in the school.

Resources

Most of the resources used by children having special educational needs are available within the classroom. Money will be spent on additional resources, staffing costs and time allocated to the SENDCO to manage the support for special educational needs and meet the objectives of this policy.

Partnership with Parents and Carers

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. The contribution of the parents/carers to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views, implementing, and reviewing the 'KSM Learning Plans'. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Improvement Plan through the School Council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEND, this includes discussing the strategies for success in their 'KSM Learning Plans'.

Local Authority Provision for children and young people with Special Educational Needs

Wiltshire County Councils Local Offer

Wiltshire Council's Local Offer provides information and guidance on services for children and young people, aged 0-25, with Special Educational Needs and/or Disabilities (SEND). This website contains information about education, health, social care, preparing for adulthood and leisure. For more information contact:

[Wiltshire Local Offer](#)

Wiltshire Parent Carer Council

An independent, voluntary organisation, which is managed and run by parent carers, for parent carers. They provide a consultation and participation service which enables parents to have a voice about services and support their children and families use. For more information, see link below.

[Wiltshire parent carer council](#)

Evaluating the success of our SEND policy

This policy will be evaluated using a range of evidence:

- An analysis of all teachers' planning by Subject Leaders ensures that a differentiated approach is taken and that the learning objectives in the KSM Learning Plans are identified and reflected in planning
- Parents/carers will be aware of individual targets set for children by discussing, receiving and having their views recorded on KSM Learning plans.
- Children are involved in discussing, constructing, reviewing and having their views recorded on their own Plans.
- Targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART).
- Monitoring pupil progress using our online tracking system INSIGHT.
- Classroom observations by SENDCo and subject leaders.
- Ensuring that outside agencies, where appropriate, have their comments recorded on Plans and are involved in their development.

Complaints Procedure

If parents/carers have a complaint concerning provision for their child, they should discuss this first with the class teacher. If this proves unsuccessful, the matter should be referred to the SENDCO and/or Head teacher. The school's complaints procedure (policy and leaflet available on our website) will then be followed.

Child Protection

The designated teacher with responsibility for child protection and safeguarding is head teacher Mrs Victoria O'Brien (DSL) Deputy safeguarding lead (DDSL's) are Mrs Ellie Burfoot and Miss Nicola Waylen The safeguarding governor is Andrea Bridle.

Storing and Managing Information

All children in the SEND register have an individual file, which holds information relating to their individual needs. The file may contain information about school-based observation, assessments and professional reports. These files are stored electronically and will be passed to the child's next setting when the child leaves KSM.

Supporting pupils with Medical Conditions

At KSM, we recognise that pupils with medical conditions may need additional support so that they may have full access to education including school trips and physical education. Some children with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010.

If a child requires a detailed health care plan this will be compiled in collaboration with the relevant health care professionals and parents.

Accessibility

At KSM we are fully compliant with the requirements of the Equality Act (2010) and are committed to providing an inclusive and accessible environment for all pupils. The school

premises are designed to support physical access with the main building situated on one level, wide doorways and ramp access to the playground. Mobile classrooms are also accessible via ramps and all toilets are gender neutral, including a wheelchair accessible facility equipped with hand rails in the main building.

We strive to ensure that all equipment, resources and learning opportunities are accessible to pupils regardless of their individual needs. Extra-curricular activities and educational visits are open to all pupils including those with SEND with reasonable adjustments made where necessary to enable full participation.

The school is committed to creating an environment that promotes equal access to the curriculum and values inclusion of all pupils, staff, parents and visitors. Reasonable adjustments are made where practical to accommodate individual needs. Further details can be found in the schools Accessibility Policy available on the school website.

School Contacts:

Victoria O'Brien –Head teacher and Designated Safeguarding Lead -head@ksm.wilts.sch.uk

Nicola Waylen – SENDCo Nwaylen@ksm.wilts.sch.uk

Andrea Bridle –SEN and Safeguarding Governor

Ellie Burfoot –Designated Deputy Safeguarding Lead (DDSL)

Sara Pierson –Chair of Governors

If you wish to make an appointment with any of the above please contact the school office on 01249 750454

Reviewed September 2025.

Policy Review Date: September 2026