



Kings Road Primary School



'Learners for Life'

Special Educational Needs and Disabilities (SEND) Policy

February 2026

Next review date: Spring 2027

The Brickfields Multi Academy Trust is a company registered in England and Wales.
Company Number: 10538130

Every learner is entitled to benefit from access to a rich, varied, challenging and inspiring curriculum, which takes account of unequal starting points irrespective of gender, ethnic background, age or disability enabling each individual to fulfil his or her full potential to the highest possible standard.

1. Introduction

This document is updated in accordance with the Code of Practice 2014, Statutory Guidance on Supporting pupils with medical conditions April 2014 and the SEND and Disability Act 2001.

Kings Road Primary School provides a broad and balanced curriculum for all children from EYFS onwards. The National Curriculum is our starting point for planning to meet the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have particular needs and assessment requirements that could create barriers to learning.

All pupils' requirements are taken into consideration and provision made, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. Children may have special educational needs either throughout or at any time during their school career.

2. Aims and Objectives

The aims of our policy are:

- To create an inclusive environment that responds early and appropriately to meet the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed quickly and matched by appropriate provision;
- To make clear the expectations of all partners in the process including: Local Authorities, schools, parents, pupils, health and social services and other agencies;

- To ensure that the school uses their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less (SEND code of practice 1.24)
- To ensure that SEND provision is kept under review to assess the impact of interventions for each child, the child's progress and the views of the child, their teachers and their parents;
- To build on the success of each child exploiting best practice when devising interventions;
- To enable all children to have full access to all elements of school life and to feel secure and know that their contributions are recognised and valued.

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

3. Educational Inclusion

Through appropriate curricular provision, we respect the fact that children:

- Have different educational, emotional, behavioural, mental health, physical and sensory needs;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;

- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma and stress, and to take part in learning;
- Taking into account the views and wishes of the child and encouraging them to contribute to decisions made about their education where appropriate.

4. The role of the Special Educational Needs & Disability Co-ordinator (SENCo)

"The SENCo has an important role to play with the Head of School and members of the Local Academy Committee in determining the strategic development of SEND policy and provision in the school. They will be most effective in that role if they are part of the school leadership team" (Code of Practice 6.87)

The key responsibilities of the SENCO include (Code of Practice 6.90):

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant designated Teacher where a looked after pupil has SEND
- Advising of the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority
- Liaising with SLT re SEND issues

- Liaising with Learning Support Assistants
- Contributing to the in service training of staff
- Regular meetings with the Head of School to review SEND
- Meetings with the SEND Trustee and members of the school effectiveness committee if required.
- To participate in SENCo cluster group and update meetings in order to keep informed with current SEND developments

5. The Role of the Local Academy Committee and the Board of Trustees

The Academy Committee and trustees have important statutory duties towards pupils with SEND. This includes:

- Determining, in co-operation with the Head of School, the school's general policy and approach to provision for children with SEND, establishing the appropriate staffing and funding arrangements and maintaining a general oversight of the school's work
- Reporting to parents annually on the school's SEND policy including identification, assessment, provision, monitoring and record keeping, use of outside support services and agencies and deciding if there is a need to amend the school's systems.
- Our school has a named SEND Local Academy Committee member who takes a particular interest in and monitors the school's work on behalf of the children with SEND
- Ensuring children with special educational needs are admitted to the school in line with the school's agreed admissions policy.

6. The Role of the Head of school:

The Head of School has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The Head of School keeps members of the Local Academy Committee fully informed and also works closely with the school's SENCo and Assistant SENCo. The Head of School and the SENCo meet to agree on how to use funds for pupils with SEND.

7. Assessment

In order to help children who have SEND, our school has adopted the graduated response that encompasses an array of strategies as set out in the SEND Code of Practice 2015 and in accordance with Essex County Council guidelines.

In order to identify children with SEND the following criteria can be used:

- Baseline assessments
- Teacher assessment
- Parental concern
- Results of standardised tests, including reading ages and spelling ages
- Referrals from other schools and local health authority
- Child self-assessment
- When a class teacher identifies that a pupil has SEND, the class teacher ensures that the child's needs are provided for as part of the school's usual differentiated curriculum or implements additional interventions.
- The class teacher remains responsible for working with the child on a regular daily basis and for planning and delivering targets from annual reviews and one planning.

We will use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (2014)

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

8. SEND Support

If a child is identified as having SEND they will access help called SEND support. SEND support replaces school action and school action plus. SEND support is known as the 'graduated approach'. You will be contacted by the school and an action plan and one

page profile will be drawn up for the child. The views of parents and professionals will be gathered and included as part of the one page profile and the action plan.

The four stages of SEND Support are:

- Assess – the child's difficulties must be assessed so that the right support can be provided. This will include advice from other agencies, parent views, professionals (such as teachers and LSAs) who work with the child. This will be reviewed regularly so that the support continues to meet the child's needs. This may mean getting further advice from other professionals such as an educational psychologist or specialist teacher.
- Plan – A plan will be devised outlining the outcomes that need to be achieved in agreement with all parties. A date will be set to review the outcomes.
- Do – The school will implement strategies outlined in the plan. The class teacher remains responsible for working with the children on a daily basis but the SENCo will provide support to track the progress and monitor the effectiveness of the support.
- Review – The support the child receives will be reviewed regularly and then decisions will be made whether or not the strategies are having a positive impact and if any changes need to be changed.

Outcomes should focus on up to three or four key targets. These outcomes and strategies will be:

- Specific
- Measurable
- Achievable
- Relevant
- Time bound

All one page profiles will be reviewed termly, and action plans and outcomes will be reviewed regularly. In addition to this an annual formal review of education, health and care plans will take place annually.

9. Education, Health and Care Plans (EHCPs)

The Special Educational Needs of the majority of children should be met effectively within mainstream settings through high quality teaching and SEND school support, without the LA needing to make a statutory assessment. In a very small number of cases the LA will need to make a statutory assessment of SEND and then consider whether or not to issue an education, health and care plan. Statutory assessment involves consideration by the LA, working co-operatively with parents/carers, the child's school and as appropriate other agencies as to whether the assessment of the child's special educational needs is necessary and if so, conducting the assessment in close collaboration with parents/carers, schools and other agencies.

A child will be brought to the LA's attention as possibly requiring an assessment through:

- A request for an assessment by the child's school
- A request for an assessment from a parent or carer, or
- A referral by another agency.

Having considered evidence the LA may be able to identify immediate remedies that would mean a statutory assessment was not necessary. On the other hand, consideration of all the evidence may suggest that a statutory assessment would help to fully identify the child's special educational needs. After deciding to make an assessment the LA must seek parental, educational, medical, psychological and social services advice. Having received all the advice, the LA must decide whether it needs to make an Education, Health and Care Plan. The plan should specify clearly the provision necessary to meet the needs of the child. It should detail appropriate provision to meet the identified needs. The school will plan the provision for the child with regard to the recommendations outlined in the Education, Health and Care Plan, working towards outcomes as set out in the action plan. Parents/carers will be invited to termly review meetings where a person centred review will take place. Each year there will be an annual review of the Education, Health and Care Plan to which relevant agencies may be invited. Details of progress over the year are recorded and new outcomes set for the coming year.

10. SOCIAL, EMOTIONAL MENTAL HEALTH

The school recognises that children are unable to learn unless they feel safe and secure. Therefore, ensuring all children feel valued, important and cared for, is the cornerstone of teaching and learning at Kings Road Primary School. In recognising the importance of this, we have established our 'Gold Room' provision. This unit provides support for children to improve their emotional and social development using a range of different strategies and resources. Referrals to the Gold Room are made by class teachers and are considered by the Inclusion Team and prior to admission. Dependent upon need, children may attend once a week. Mrs McLaughlin, who is our SEMH Mentor, who will carry out activities devised for them to specifically meet their needs. Their time in the Gold Room is closely monitored and the Mrs McLaughlin regularly liaises with both class teachers and the Inclusion Team. The length of time a child attends the Gold Room is variable and concludes once the Inclusion Team and class teacher deem the child's skills to have developed across their key areas. LSA's run small nurture groups with children across year groups, and we have a therapy dog visit weekly from Essex Therapy Dogs.

11. Partnership with parents/carers

All parents/carers of children with SEND are treated as partners. We encourage them to take an active and valued role in their child's education. The school values highly this close partnership and takes account of their concerns and recognises the personal and emotional investment of parents/carers and is aware of their feelings. The school ensures that parents/carers understand procedures, are aware of how to access support in preparing their contributions and are given relevant documents and information. Where a parent has a concern about their child's special educational needs, this should first be communicated to the child's class teacher. If this does not prove satisfactory, the SENCO will instigate further action and report back to both parents and the class teacher. Should this prove unsatisfactory, the head teacher will be informed. They will gather information from all parties involved. If the matter continues to be unresolved the parents are requested to put their concerns in writing, and these will be forwarded to the nominated trustee with responsibility for SEND.

12. Record Keeping and Confidentiality Records

Records for pupils with SEND meet the requirements of General Data Protection Regulation (GDPR). Electronic copies of all action plans and documents of a sensitive nature are stored on the school's network drive but can only be accessed by relevant staff. Sensitive documents to be emailed are sent via secure email. Upon a child's transfer to another school, SEND documentation is hand delivered or sent via recorded delivery.

Admission Arrangements - Children with additional educational needs are considered for admission on the same basis as children without those needs. Facilities and modification for pupils with SEN or disabilities are in line with the Equality Act 2010, the Special Educational Needs and Disability Act 2001 and DFES guidance for schools around developing disability access from the SEND Code of Practice 2014. The school is committed to providing a learning environment that allows children with SEN or disabilities full access to all areas of learning. The school is a single-story building arranged into year group areas. Play and lunch times are staggered to minimise numbers of children on the playground at any one time. Handrails are fitted and ramps enable wheelchair access to all areas of the school. A disabled access toilet is sited close to the reception area. Office-based staff who administer first aid, receive training at least every three years and are additionally supported by training and advice from the Diabetic/Epileptic and School nursing teams.

Designated Person(s) at Kings Road Primary are:

The Special Educational Needs Co-ordinator (SENCo) is Clare Houghton.

The nominated member of the Local Academy Committee with responsibility for SEND is Rob Long

The Assistant SENCO/Family Support and Inclusion Coordinator is Kaye Brinton.

SEMH Mentor is Rachel McLaughlin

Ben Speller and Helen Wolstencroft are Assistant Headteachers both with a responsibility for inclusion.

Monitoring and review: This policy will be formally reviewed by the Local Academy Committee on an annual basis or earlier if new guidance becomes available.