St Kenelm's

C of E Primary School

Special Educational Needs and Disability Policy

September 2026

Nurturing each and all. Guiding, Trusting, Inspiring and Celebrating.

Our Vision, Values and Ethos

Our Vision

Nurturing each and all.
Guiding, Trusting, Inspiring and Celebrating.

(The Parable of the Lost Sheep, Matthew 18. 10-14)

Our vision is to celebrate and support all individuals on their life journey within a Christian ethos. We aim to provide a nurturing environment inspiring all to achieve their full potential and flourish through personal discovery within a caring, trusting community.

Our Values

Respect, Honesty, Friendship, Compassion, Thankfulness & Wisdom.

Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values and to develop their capacity to be active and effective citizens.

Our Ethos

St Kenelm's School demonstrates the major Christian values in the ways children are cared for and in the care and respect the children are expected to show towards all other people, the world beyond the school and their immediate surroundings. As a school, we celebrate the diversity of the wider community and are committed to the principles of inclusion and equal opportunity.

Being kind, helpful and tolerant to each other in line with New Testament teaching underpins the school's ethos.

Following Jesus, our Good Shepherd, our hope is that children will grow into good shepherds themselves; treating each other with love, kindness, care and respect, as they would want to be treated themselves.

Aims :

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To make reasonable adjustments for those with a special educational need or disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To reduce the barriers to progress by embedding the principles in the National Curriculum Inclusion statement **https://www.gov.uk/government/collections/national-curriculum**
- To 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 broad areas of need.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Definition of Special Educational Needs and Disabilities

At our school we use the definition for SEND and for disability from the SEND Code of Practice (2014).

Special Educational Needs: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her:*

- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.
- Disability: Many children and young people who have SEND 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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Roles and Responsibilities

Provision for children with special needs is a matter for the school as a whole.

The **Headteacher** has responsibility for:

• the management of all aspects of the school's work including provision for pupils with SEND
• keeping the governing body informed about SEND issues
• working closely with the SEND personnel within the school
• making all staff aware of the need to identify and provide for pupils with SEND
• ensuring pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient provision of other pupils
• ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors

The Headteacher is Catherine Souch.

The **governing body** will ensure that:

• all staff are aware of the need to identify and provide for pupils with SEND
• pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
• they have regard to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014)
• parents are notified if the school decides to make SEND provision for their child
• they are fully informed about SEND issues, so that they can play a part in school self-review
• they are involved in the development and monitoring of the school's SEND policy, and that the school as a whole will also be involved in its development
• SEND provision is an integral part of the School Development Plan
• the quality of SEND provision is regularly monitored

The SEND Lead Governor is Kelly Way.

The **Special Educational Needs and Disabilities Coordinator** is responsible for:

• overseeing the day-to-day operation of the school's SEND policy
• coordinating provision for children with SEND
• liaising with parents and guardians of pupils with SEND, ensuring their involvement as partners from an early stage
• advising on a graduated approach to providing SEND support
• liaising with and advising other members of staff on support strategies, resources and materials, effective use of personnel, drawing up Pupil Profiles and setting appropriate targets
• helping to identify children with special educational needs, assessing, observing and planning for progress
• maintaining the school's special needs register and records
• assist in monitoring and evaluating progression of pupils on the SEND register through school assessment information
• acting as Designated Teacher for looked after pupils with SEND
• advising on resources to meet pupils' needs effectively
• liaising and being a key point of contact with outside agencies including early years providers, local authority, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies

• liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
• regularly liaising with the governors' representative

The **SENDCo** ensures that the following information is easily accessible to all staff

- The school's SEND policy
- The SEND register
- An overview of SEND provision (provision map)
- Internal arrangements for SEND, including clear roles and responsibilities for all staff
- Individual pupil's SEND files including copies of up to date Pupil Profiles
- The Ordinarily Available Toolkit

The SENDCO is Hannah Staniford

The **Designated Teacher for Looked After Children** will:

• ensure that the teaching and learning needs of the looked after child are reflected in his or her Personal Education Plan and have lead responsibility for its implementation
• ensure that the views of looked after children are taken seriously and inform decisions about teaching and learning strategies and their personal targets
• prioritise looked after children for one-to-one tuition
• promote good home-school-agency links
• be a source of support for all staff working with looked after children

The Designated Teacher is Hannah Staniford

Class teachers are responsible for:

• including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion
• making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND
• giving feedback to parents of pupils with SEND and being the first point of contact for SEND queries.

Teaching Assistants should:

• be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
• give feedback to teachers about pupils' responses to tasks and strategies.
• implement and deliver interventions to support pupil progress as directed by the class teacher and SENDCo, keep a register of these interventions and record impact and progress to share with appropriate staff.

Identification and Assessment

We know when a pupil needs help if:

- concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- observation of the pupil indicates that they have additional needs

Provision

- All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

    - classroom observation by the senior leadership team, the SENDCO or external verifiers
    - ongoing assessment of progress made by pupils with SEND
    - work sampling and scrutiny of planning to ensure effective matching of work to pupil need
    - teacher meetings with the SENDCO to provide advice and guidance on meeting the needs of pupils with SEND
    - pupil and parent feedback on the quality and effectiveness of the interventions provided
    - attendance and behaviour records

- In addition to high quality teaching, some pupils may require additional interventions, small group or 1:1 support in order to meet their needs. These may include:
    - Toe by Toe
    - Daily reading and comprehension support
    - Additional phonics support
    - Maths booster groups
    - ELSA (Emotional Literacy Support)
    - Speech and Language support

Action relating to SEND support will follow an assess, plan, do and review model:

1. **Assess**: Data on the pupil held by the school will be collated by the class teacher/SENDCO in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan**: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCO.
3. **Do**: SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review**: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services – Communication and Interaction team, Oxfordshire School Inclusion Team
2. Specialists in other schools e.g. teaching schools, specialist schools.
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service (CAMHS).

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs (EHCNA). This may result in an Education, Health and Care (EHC) plan being provided.

SEND Pupil Profiles

A child, who is has been identified as having a Special Educational Need or Disability is placed on our SEND Register and has a Pupil Profile. The child's Pupil Profile sets out the analysis of their needs, their strengths and the specific strategies that are used to support the child in order to enable the child to achieve the desired outcomes. Pupil Profiles will be reviewed termly. Parents and children are invited to contribute to the Pupil Profile reviews.

Parental Involvement

In addition to the three pupil profile meetings that parents are invited to attend, they are also welcomed at two parents evening events which take place each year.
Parents are encouraged to contact their child's class teacher or the SENDCO at any time that they have a concern about their child having a special educational need, or to discuss the provision in place for their child.
All appointments can be arranged via the school office.

Pupil Involvement

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At St Kenelm's Primary School, we encourage pupils to participate in their learning by being present for at least part of their pupil profile review meeting, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Pupils are encouraged to take part in the reviews and part of the evaluation of their successes and needs.

Pupils with medical needs (Statutory duty under the Children and Families Act)

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the Administration of Medicines Policy which can be found on the school website.

Accessibility

The following adaptations have been made to the school environment:

- A ramp has been provided at the main entrance of the school so the site is accessible to all
- Classroom doors have been widened to make them accessible via wheelchair users
- A disabled adult toilet on the premises
- Adapted disabled infant toilet with lower seat and sink

Funding for children with SEND

The Notional SEND budget:

- This is a fund devolved to schools to support them to meet the needs of pupils with SEND.

For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.

- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include accessible technology, adult support during periods of the school day, targeted interventions and access to external agencies.

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENDCO or a member of the Senior Leadership Team.

Contact

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's class teacher
- The SENDCO
- The Headteacher

- For complaints, the school's complaints procedure, which can be found on the website, should be adhered to.

Further Information

Please see the SEND Information Report for information regarding:

- How we adapt the curriculum for children with SEND
- The expertise we can offer
- Admissions for pupils with SEND
- How we support transition for pupils with SEND
- Supporting the wellbeing of pupils with SEND

Please visit the school website to find:

- Administration of Medicines Policy
- Anti-bullying Policy
- Complaints Procedure
- Equality Plan

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References

- Schedule 1 of The Special Educational Needs and Disability Regulations 2014.
- The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Supporting pupils at school with medical conditions Sept 2014.
- https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3
- SE7 Local Offer: Framework and Guidance. **https://se7pathfinder.files.wordpress.com/2013/12/se7-local-offer-framework-final.pdf**
- Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Signed on behalf of the school …….

Signed on behalf of the governors …….

Date: September 2026

Date to review: September 2027