

Special Educational Needs Policy 2025

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Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice, 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (September 2014)

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Aim

Robert Le Kyng Primary School aims to embrace the needs of all pupils and has a whole school approach to Special Educational Needs and Disabilities (SEND). We provide effective opportunities for all pupils by responding to pupils' diverse learning needs, setting suitable learning challenges and overcoming barriers to learning. All teachers teach pupils with SEND.

Objectives

1. To identify and provide for pupils who have special educational needs.
2. To work within the guidance provided in the SEND code of practice, 2014.
3. To provide support and advice for all staff working with special educational needs.
4. To operate a whole school approach to the management and provision of support for SEN.
5. To provide a SENCO who will work with the SEN inclusion policy.
6. To ensure access to the curriculum for all pupils.
7. To develop and maintain partnerships with parents and professionals to support children.

Identification

Many pupils with SEND will have had formal assessments or a diagnosis at pre-school and primary school. Our SENCO, assistant SENCO and Early Years Teachers have developed links with our feeder preschools and they liaise with them to help identify pupils with special needs who will be coming to Robert Le Kyng and get relevant information. Pupils and their key workers are visited in settings before they enter reception. The SENCOs from the relevant secondary schools to which they will be transferring are invited to take part in Year 5 transfer reviews of pupils with EHCPs or significant need if it is deemed beneficial to the pupil.

In some cases, a pupil without previously identified SEND will not make adequate progress, or teachers may consult the SENCO about other concerns, who will arrange monitoring, assessment and observation as needed, and if appropriate will arrange for further testing or referrals.

The Four broad categories are:

1. Communication and interaction
2. Cognition and Learning
3. Social, mental and emotional health
4. Sensory and/or physical

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. When identifying the needs of a pupil we consider the needs of the whole child, which will include them and not just focus on the special educational needs of the child.

The following list is not considered to be a special educational need, but may still impact on progress and attainment and therefore a pupil may receive help from the school.

Disability (the code of practice outlines the “reasonable adjustment” duty for all settings and schools provide under current Disability Equality legislation – these alone do not constitute a special educational need)

- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a looked after child
- Behaviour

Targeted Support for pupils with SEN - a graduated approach

At Robert Le Kyng Primary we are committed to a high quality of provision for pupils with Special Educational Needs, following the principles below:

- Every teacher is a teacher of every child including those with SEN.
- Need is addressed with quality first teaching in the first instance.
- To raise aspirations of and expectations for all pupils with SEN.

We believe that these principles are essential to developing a more inclusive curriculum.

We have a policy of individual planning and recording on a provision map for pupils on the SEN register. Targeted support in most cases means an adapted delivery, resources or tasks managed by teachers in class settings, without involving additional adults. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or other specialised staff. High quality teaching is the first step in responding to pupils who may or may not have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

It may also entail in-class work or targeted group interventions by teaching assistants or teachers, such as literacy and numeracy catch-up groups, or work on areas such as social skills and/or speaking and listening. Some pupils with SEND may also have special (access) arrangements for assessments, such as separate invigilation, rest breaks, extra time, a reader or access to a laptop. This has to be in line with the support they are receiving prior to the assessments. Applications have to be made a few months before the national assessments are sat.

A small number of pupils with SEND will have been assessed as needing specific support and allocated additional funding for dedicated provision or resources. These pupils may be assisted in class by teaching assistants, withdrawn from class for special teaching or social development or social skills programmes.

In many cases, pupils with SEND will have had medical or educational assessments designed to identify their areas of need, and report on how parents and carers, schools, therapists and external experts and activities can contribute to helping them make progress.

The school regularly reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Once a potential SEN is identified four types of action will put into place:

Assess

When deciding whether to make any special educational provision an assessment will take place which will involve the SENCO, and class teacher as well as information on the pupils' progress alongside national data and expectations. For higher levels of needs we use support from external agencies and professionals. Views of the child and their parents will also be taken into consideration.

Plan

When any pupil is being provided with targeted SEN support their parents will be notified, normally by the class teacher and a review date will be agreed.

Teachers and other staff who work with that child will be informed of any additional needs and suggested strategies provided by other stakeholders. This will be recorded on a provision map.

Do

The teacher will remain accountable and responsible for the child in their class. Even when interventions involve group or one-to-one teaching they should still retain this responsibility and assess the impact of interventions.

Review

The effectiveness of the support and the impact on the child's progress should be reviewed in line with the agreed date.

The impact of any support provided along with views of the child and their parents should feed back into the analysis of the pupil's needs.

School request for a Statutory Assessment

In a very small number of cases the child's special educational needs will, despite the extra provision, have demonstrated a significant cause for concern. The SENCO will discuss with the parents whether they agree to the school applying to the Local Authority for a Statutory Assessment of the child's needs to be carried out. The outcome of the assessment may result in the child being given an Education, Health and Care Plan.

Education, Health and Care plan (EHCP)

When the LA agrees that a child should be given an EHCP they may be allocated a level of additional funding. This funding can be used by the school to purchase resources or support appropriate to the child's needs.

All plans must be reviewed at least annually with the parents; the pupil (where appropriate), the school and professionals involved are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan.

All members of the school community at Robert Le Kyng Primary School will perceive pupils with Special Educational Needs positively. All members of the school community will be aware of and positively value the differences between people as well as the similarities. They will be sensitive to one another's needs.

Robert Le Kyng Primary School takes its responsibility to protect and safeguard the welfare of the children and young people in its care seriously. We follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the DCSF.

Roles and Responsibilities

The Role of the Special Educational Needs Governor (SEN)

In line with statutory requirements the Governing Body of a community, voluntary or foundation school will:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that where the 'responsible person' – the Head teacher or the appropriate governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child;
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and

compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources;

- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all children with special educational needs;
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- Have a written SEN policy containing the information as set out in the Education (Special Educational Needs) (Information) (England) Regulations 2014 (reproduced in the SEN Code of Practice);
- Report to parents/carers on the implementation of the school's policy for children with special educational needs in the school profile and the school's prospectus/website; and in the school prospectus/website including the name of the person responsible for coordinating SEN provision in the school.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEN policy;
- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;
- SEN provision is an integral part of the School Improvement Plan and the school's self-evaluation process;
- The quality of SEN provision is continually monitored;
- The SEN policy is reported on in the school prospectus and children's progress is reported in the school profile.

The Role of SENCO

The SENCO is responsible for co-ordinating the provision of special educational needs throughout the mainstream provision at Robert Le Kyng.

The SENCO is responsible for the day-to-day operation of the Special Educational Needs policy and maintains the SEN Register. Confidential, Special Educational Needs Records are held in the SENCO Office for all pupils with an EHCP. SEN records for other children stay with the class teacher and are updated yearly. The SENCO monitors this 3 times per year.

The SENCO will meet with each class teacher 3 times per year to discuss and review SEN concerns from pupils at SEN Support onwards of the SEN Code of Practice (CoP).

The SENCO will meet with class teachers to discuss and review SEN concerns on Educational Health Care Plans (EHCP), Support Plans or Team Around the Child/Family for other reasons. This review may involve the other health and educational professionals such as the Educational Psychologist. All pupils are reviewed a minimum of 3 times a year. Parents and pupils are involved.

The SENCO liaises with outside agencies e.g. Behaviour Support Team, speech therapists, physiotherapists; SENCOs of schools pupils are transferring into and educational psychologists.

The SENCO oversees and maintains specific resources for special education needs.

The SENCO is responsible for preparing requests for additional support from the Borough's SENAT process.

The SENCO may contribute to the statutory assessment of pupils and co-ordinates the annual reviewing process of pupils with statements of special educational needs and EHCPs within the main school.

Children with medical conditions that may be life threatening e.g. allergies, but which do not affect their potential to access the curriculum are not the responsibility of the SENCO. The school co-ordinates with parents, school nurse and class teachers to write and review Individual Healthcare Plans, which are agreed and signed by the Headteacher.

The SENCO liaises with the SEN Governor as appropriate.

The SENCO will review the SEN policy annually.

Arrangements for Co-ordinating Special Needs Provision

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully included in the life of the class. For some children it will be necessary for them to spend some time in small groups to complement their classroom experience or being withdrawn for a specific therapy.

Admission arrangements

Normal admission arrangements apply. The admissions policy is the agreed Swindon 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 in line with the Disability Equality scheme and accessibility plan. 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 officer and the LA to ensure that their needs can be met.

Complex Needs Unit

The SENCO and SEND lead teacher (SLT) are responsible for coordinating the provision for pupils with complex needs placed in the unit at Robert le Kyng. Children will spend the majority of their time in the unit for their learning.

The SENCO and SLT are responsible for the day-to-day operation of the SEN policy for these pupils. All pupils in our unit have EHCPs. The SENCO and SLT will be alerted to newly arising concerns about children within the unit through parental and outside agency liaison.

The SENCO and SLT meet to discuss and review progress 6 times a year with all/ some of the following: TAs, class teachers, outside agencies and parents. As much as possible, pupils are involved and encouraged to participate in all decision-making processes that occur in their education.

The SENCO and/or SLT conducts annual reviews for all children within the unit during which their progress against their outcomes in their EHCPs are monitored and reviewed. Parents, outside agencies, TAs and class teachers are invited to contribute to this process as well as the child.

The SENCO and SLT liaise with outside agencies including: Physiotherapists, Occupational Therapists, Speech Therapists, Advisory Teachers, Educational Psychologists, Social Services, Health Care Workers, Colleagues in special provisions, SENCOs of schools that pupils are transferring into and the School Nurse.

The SENCO is responsible for ensuring, when necessary, that children have up-to-date Healthcare Plans that are followed.

The SENCO, SLT and assistant SENCO are responsible for the health and safety of staff and pupils. This involves, as appropriate, writing of risk assessments, manual handling and safe systems with TAs, safe medical procedures and provision of regular manual handling training.

The SENCO and/or SLT may make home-school visits where appropriate.

Complex Needs Unit Admissions

All children within the unit must have an EHCP. Admission into the unit is allocated by Swindon Borough Council.

Special Needs Records

The files for pupils with special educational needs are kept with the SENCO for children with EHCPs and the class teacher holds up-to-date outcomes, EHR notes and provision maps in class and an electronic copy is kept on the school computer system. All additional files are kept in a locked filing cabinet.

Other records of progress that can be used to monitor pupil's progress include teachers' assessment files, books and behaviour charts. These can be obtained from the teacher. Reading records, logs, home-school books and diaries kept by support assistants and EHR notes annotated by support staff, pupils or parents may also be kept as useful records of pupils' progress.

Outcomes

EHCP outcomes are written and reviewed at least six times a year. They are working documents and it may be appropriate to review them more frequently either by the class teacher or external professionals. Only children with an EHCP and children where there are specific concerns will have specific outcomes. These usually take the form of an Early Help Record or Support Plan. The provision map logs all other needs.

Class Teachers will:

- Discuss the outcomes with pupils and parents, making sure that there is clear evidence that this has been done.
- Be able to consult with the SENCO to write outcomes.
- Inform the SENCO or Head teacher if they have been unable to see the parent.
- Give copies of the outcomes to parents and support assistants involved with the pupil.
- Encourage support assistants to record and annotate pupil progress on their copy of the outcomes.
- Place a copy of the outcomes and its review in the special educational needs file.

Group outcomes on provision maps may be used where pupils share support that is additional to or different to those provided as part of the school's usual differentiated curriculum.

The SENCO will:

- Monitor the quality of the outcomes and provision maps.
- Will analyse if outcomes have been achieved to assess how SMART our targets are.
- Follow up and make appointments to see parents who have not attended parent meetings.

Team Around a Child/ Family (TAC/F)

A TAC/F meeting may be arranged as part of an Early Help Record. The class teacher, parent/carer and SENCO will work together to create specific outcomes to support the child or family. These outcomes will be reviewed at least three times a year with the support of other professionals if appropriate.

Some children may have a CIN (Child in Need) meeting to go alongside or in replacement of TAC/F meetings, where a social worker may be present as part of the Disabled Children's Team.

Criteria for evaluating the impact of our policy

The policy will be evaluated against the objectives stated above by ensuring that:

- An analysis of all teachers' planning by Subject Leaders/Head teacher/SENCOS ensures that an adapted approach is taken and that learning outcomes are being worked towards
- Parents/carers are involved with individual outcomes being set with children discussing, receiving and having their views recorded;
- Children are involved in discussing, constructing, reviewing and having their views recorded in annual reviews;
- Outcomes being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART);
- Ensuring that outside agencies, where appropriate, have their own comments and recommendations recorded against outcomes and are involved in their development;
- The School Prospectus/website shows the success of the policy or any changes needed for the subsequent year;
- The School Improvement Plan and SEF priorities which include the provision for SEN;
- Undertaking a value for money review of our Special Educational Needs funding;
- Any external evaluation or inspection.

Success criteria will be:

- All reviews are signed and may include written evidence from parents/carers and children, and where necessary outside agency involvement.
- Planning will show differentiated support, including the use of BSquared for individual planning for specific children.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher, SENCO, SLT or assistant SENCO, who will be able to advise on formal procedures for complaint.

Continuing Professional Development (CPD)

Through the monitoring and evaluating of our provision the SENCO, SLT and assistant SENCO, with the head teacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings or coordinator meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCO, and information provided during the annual evaluation of the school's overall SEN provision.

Arrangements for Partnership with Parents / 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. Parents/carers' contribution 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 and implementing and reviewing agreed plans. The school will also update parents/carers with relevant information.

Links with other schools and agencies including the voluntary sector

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings where necessary. Children are invited to visit us for induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage.

Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure that they have a smooth transition. In some cases, a transfer passport or photo book of the new year group and people can be used.

Liaison from Year 6 to Year 7 ensures a smooth transition. Staff from the local Secondary School usually visit us to build relationships which continues into Year 7. The new SENCO is invited to the transfer review.

SEN Policy review date – October 2025

Next Review date – October 2026

Swindon Core Standards Graduated Response

