

LITTLE KINGSHILL COMBINED SCHOOL

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY



Autumn 2025
Next Review: Autumn 2026

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- [Equalities Act 2010 advice for Schools \(DfE, May 2014\)](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice 0 – 25](#) (July 2015, updated April 2020)
- [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, Special Educational Needs and Disabilities Co Ordinator's (SENDCOs) and the SEND information report
- Schools SEND Information Report Regulations (2014)
- [Statutory Guidance on Supporting Pupils at school with medical conditions \(Dec 2015\)](#)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
[The National Curriculum in England Key Stage 1 and 2 framework document \(Sept, 2013\)](#)
- Safeguarding Policy
- Accessibility Plan
- [Teachers Standards \(2011, updated December 2021\)](#)

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SECTION 1:

Person responsible for the provision made in Little Kingshill Combined School for children and young people with SEND (Reg 3a for schools)

- **Inclusion Coordinator (SENDCo)– Mrs A Gudka**

Contact details: 01494 863744

Email: office@lkcs.org.uk

National SENDCO Award Status – granted January 2021

(Clause 64, Children and Families Bill 2014).

Advocate on SLT/ Mrs A Gudka

(Ref: Role of the SENDCO in Schools SEND Code of Practice (July 2015) 6.89)

Our Beliefs and Values

Little Kingshill Combined School is committed to providing education for all pupils in order to ensure they achieve as highly as possible, including those pupils with Special Educational Needs and Disabilities.

We believe all children have individual needs, strengths and talents which should be met through a challenging, enjoyable and enriched curriculum which provides opportunities for all children to work at their own level and pace. We recognise that many children may require additional support throughout their learning journey.

We believe that all children should be equally valued in school. We use our best endeavours to eliminate prejudice and discrimination and to remove any barriers to learning which could prevent children from progressing. We believe all children should have the opportunity to flourish and feel safe. We support the development of the whole child, whilst valuing and celebrating the many and varied abilities displayed by all children.

Every teacher is a teacher of every child, or young person, including those with Special Educational Needs.

Little Kingshill Combined School currently caters for children with a wide range of SEND provision including children with the following needs: Physical Difficulties, Cognition and Learning Difficulties, Speech Language and Communication needs and those with Social, Emotional and Mental Health needs.

How was the SEND Policy developed?

The SEND policy was developed in line with the school's SEND Annual Information Report which is part of the Local Offer in Buckinghamshire and can be found on the school website and on Bucks Family Information Service website. www.bucksfamilyinfo.org/localoffer

Meetings took place with stakeholders and their opinions sought and considered about the accuracy and clarity of the information for all users. Its aim is to be parent - friendly and easily understood in light of the new SEND Code of Practice (2015) 0-25 guidance.

SECTION 2:

AIM:

At Little Kingshill Combined School we aim to provide a positive learning experience in school, raising the aspirations of and expectations for all pupils with SEND. The school will focus on ways of producing the best outcomes for children and young people rather than on hours of support or provision. Our aim is that children become confident individuals, living fulfilling lives, and make a successful transition into adulthood.

OBJECTIVES: The school aims

1. To identify and provide for pupils who have special educational needs and additional needs, namely, provision "additional to and different from" that normally available to pupils of the same age.
2. To make reasonable adjustments for those with disability by taking action to increase access to the curriculum, the environment and printed information.
3. To inform parents when they are making special educational provision for their child.
4. To work within the guidance provided in the SEND Code of Practice, 0-25 (2015)
5. To provide a Special Educational Needs and Disability Co-ordinator (SENDCo) who will work within the guidelines of the SEND Policy.
6. To provide support and advice for all staff working with special educational needs pupils and their families.

SECTION 3: How does Little Kingshill Combined School identify pupils with SEND?

The SEND Code of Practice (2014) states in point 6.23 that:

“Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.”

Early identification of Special Educational Needs and early intervention is regarded to have the best outcomes. We will endeavor to identify needs and put in provision for children when a number of the following factors are contributing to a barrier to participation in learning and school experiences:

- slow progress is being made
- a pupil's level of attainment is low in comparison to the expectation for their age group.
- concerns are raised by parents/carers, teachers or the child.
- observations are reported by parent/ carers, teachers and Learning Support Assistants, or previous settings.
- a pupil asks for help.
- there is a change in a pupil's behaviour.

The SEND Code of Practice 0-25 (2015) describes 4 broad categories of need.

1. Speech, Language and Communication
2. Cognition and Learning
3. Sensory and Physical
4. Social, Emotional and Mental Health

These four broad areas give an overview of the range of needs that are 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.**

We identify the needs of pupils by considering the needs of the **whole child** and his or her family setting and environment which will include not just the special educational needs of the child.

The school recognises other influences that may impact on progress and attainment but **do not** constitute a Special Educational Need or disability (SEND):

- Disability (the Code of Practice outlines the “reasonable adjustment“ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality

- Health and Welfare (including Social Care involvement)
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

SECTION 4: A Graduated Approach to SEND

How does Little Kingshill Combined School support the learning of pupils with SEND?

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. Class teachers, supported by the senior leadership team, make regular termly and half-termly assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. **This can include progress in areas other than attainment** – for instance where a child needs support to improve fine and gross motor skills, social communication, social skills or speech and language skills. Other children may need support for emotional or mental health needs.

1. Quality First Teaching

When a child has been identified as working below their age-related expectations (ARE), their **work may be differentiated** by the class teacher to enable them to access the curriculum more easily.

High quality differentiated teaching in the classroom is the first response to a SEN need. The class teacher is responsible for removing barriers to learning and using strategies outlined in the Universal Provision (OAP). The class teacher may liaise with support staff to do small group or one-to-one interventions for the child's learning needs if appropriate, which is recorded on a Class Provision Map.

A child at this stage will be **monitored for 2 terms** and any concerns are shared with parents and the child to record progress. The SENDCo will provide support and advice at this stage and any adjustments to the child's environment in the classroom will be made e.g. giving the use of sensory cushions, pencil grips, visual aids etc. Parents will be asked to support and make an important contribution to their child's learning with activities at home and needs will be discussed with parents at every stage.

2. SEND Support

When progress is reviewed and continues to be less than expected despite intervention, the class teacher, working with the Inclusion Coordinator, assesses whether the child has a Special Educational Need. **A SEND Support Plan** will be put in place. This sets out the expected learning outcomes and any additional provision for the child. Parents and children will be involved with contributing to this support plan and Specialist advice

will be sought. A child-centred approach will be used. The child will be placed on the SEND register.

The agencies used by the school may include:

- Educational Psychologist
- Specialist teaching service - Downs Syndrome
- Specialist Teaching Service - Cognition and Learning
- Specialist Teaching Service - Autistic Spectrum Disorder (ASD)
- Specialist Teaching Service - Speech, Language, Communication and Interaction
- Specialist Teaching Service - Sensory Impairment (Hearing impairment/Visual impairment)
- CAMHS (Child & Adolescent Mental Health Service)
- Community Paediatricians
- Occupational Therapist
- Speech & Language Therapist
- School Nursing
- PRU (Pupil Referral Unit)
- Family Resilience Service
- Social Services
- ECPC (Education of Children in Public Care Team) for Looked After Children
- The Education Welfare Specialist Unit
- Bucks Mental Health Support Teams (MHST)

Children with SEN are set specific targets or expected learning outcomes according to their area of need. Progress in relation to the learning outcomes is monitored closely by the class teacher and Inclusion Coordinator and reviewed each term. The model of support is

- **Assess** - The teacher and the Inclusion Coordinator consider all of the information about the pupil's progress, alongside national data and expectations of progress.

- **Plan** - Targets for learning outcomes are recorded in a SEND Support Plan. Specialist support will also set and monitor learning outcomes for children.
- **Do** - These targets are worked on through interventions.
- **Review** - Changes can be made to the support if progress is not being achieved.

3. Education, Health Care Plan (EHCP)

For children with significant and more complex needs and where the SEN support required to meet their needs cannot reasonably be provided from the school's resources, the school may apply to the Local Education Authority for an **Education, Health and Care Plan** (ECH Plan).

Parents and children will contribute to these plans and will personalise the plan according to the child's learning needs with the Local Education Authority, the school Inclusion Coordinator and contributions to learning outcomes from Specialist support. A person-centred approach will be used. External agencies such as Social Care may be involved. This plan is also reviewed termly. An Annual Review will take place, with all professionals and parents involved to decide whether to continue the EHC plan, amend it or end the plan. Parent requests to have a Personal Budget at Annual Review will be considered in line with Bucks LEA guidelines and policy.

4. Health Care Plans

If a pupil has medical needs, a **Health Care Plan** will be put into place (Statutory Duty under the Children and Families Act 2014). This will be compiled in partnership with parents and the school nurse and, if appropriate, the child themselves. Staff who supervise medications will be verified by the school nurse as competent.

How does Little Kingshill Combined School assess and review the progress of pupils with SEND?

- Children on SEN Support Plans will have their plans reviewed by the class teacher termly, normally around the time of Parents' Evenings in Autumn, Spring and Summer terms. These will usually be at a separate time to Parents' evening appointments as the review will need more time to complete and parents' and the child's views sought. Interventions are monitored to ensure they are effective and have impact on raising attainment. Class teachers are responsible for reviewing, planning learning outcomes and updating the SEN Support plan each term and providing the Inclusion Coordinator and parents with an updated copy.

- Decisions about the level of support may be made at these meetings i.e. whether to apply for an EHC plan or to reduce the level of support. If the needs identified require urgent action then these decisions can be made at other times in the school year, or when they arise. Advice may be sought by the school from other professionals or specialised support to inform such decisions and parents will contribute their views.
- If the school identifies it is unable to fully meet the needs of a SEN pupil through our own provision, evidence and advice may be sought from the Education Psychology service and other health professionals involved with the child, including Paediatricians. Other specialist teachers such as Cognition and Learning may contribute to these decisions and if a behaviour support teacher or PRU (Pupil Referral Unit) has been involved supporting the child's behaviour or SEMH needs, their advice will also be sought. Parents, with the child, will be informed and fully involved in deciding an alternative and appropriate school setting that will meet the child's Special Educational Needs. In exceptional circumstances, the Headteacher will make the decision regarding the placement of a child.

How does Little Kingshill Combined School obtain Specialist expertise?

Specialist Support Services - (see Section 4 for a list of professionals)

These are accessed through referrals made by the school and parent. The parent is informed of the process by the class teacher or the Inclusion Coordinator and it is the Inclusion Coordinator's role to liaise with specialist support. Reports written by professionals are sent to the school and are shared with parents. These services are provided either by the NHS or can be traded services bought by the Local Education Authority. The school also may buy in services to support pupils e.g. a Specialist Teacher for Cognition and Learning.

The Educational Psychology service provided by the Local Authority work with teachers to provide support to children through advice clinics. They would only work directly with pupils who are felt to have complex needs and have not responded well to interventions carried out over a significant period of time or who have an EHCP.

EHC Needs assessment (EHCNA) – The school will apply for an EHC needs assessment on behalf of a child who's needs cannot be met by the SEND support plan in place and who's needs are deemed more complex. Assessment is carried out by professionals including the Educational Psychologist, Occupational Therapist and Speech and Language Therapist. A Parent can also apply for an EHCNA.

SECTION 5: How does Little Kingshill Combined School monitor the SEND register?

If, at review, the pupil with SEND has achieved their learning outcomes in a SEND Support plan or at Annual Review for an EHC plan and on the advice of other professionals involved, then the child may be removed from SEND register. The child will continue to be monitored by the class teacher so that any subsequent need is provided for.

The Inclusion Coordinator, along with the headteacher, holds Pupil Progress meetings to review and monitor the provision for children in all classes.

SECTION 6: How will parents and families be helped at Little Kingshill Combined School to support their child's SEND needs?

- Information on the School website
- 1:1 discussion with the class teacher/Inclusion Coordinator
- Ensuring SEND children are able to access exams and other assessments in line with statutory guidelines for access in public examinations.
- Information available from the Inclusion Coordinator.
- Links with specialists to support the family and pupil.
- School prospectus to new parents.
- Bucks Family Information Service Website- Local offer of support agencies for families.
www.bucksfamilyinfo.org/localoffer
- The SEND Information Annual report (Regulation 51, Part 3, *section 69(3)(a) of the Act*) can be found on the BFIS website and the school website.

What are Little Kingshill Combined School's arrangements for pupils with SEND transferring to or from other education providers?

Many strategies are in place to enable the smooth transition of pupils with SEND. These include:

- Discussions between the previous or receiving schools prior to the pupil leaving or joining
- All pupils attend a transition session where they spend time with their new class and teacher.
- Additional visits are arranged for pupils who require extra time in their new school.
- The Inclusion Coordinator will meet with parents/carers prior to their children joining the school.
- Relevant staff may visit schools to talk to staff prior to a pupil joining the school.
- The Inclusion Coordinator will liaise with Inclusion Coordinators from other settings to ensure all information is passed on efficiently.

- The Inclusion Coordinator and any other relevant staff may attend a pupil's Annual Review prior to joining the school.
- Secondary school staff visit prior to pupils leaving the school to speak to staff and pupils.
- Children new to the school are given a "buddy" to help them settle in.
- If a pupil with SEN is likely to find transition difficult, home visits can be arranged if appropriate.

SECTION 7: How does Little Kingshill Combined School support pupils with medical conditions?

- The school recognises that pupils at school with medical conditions should be properly supported so that they have access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010 (updated 2014).
- Some may also have special educational needs and disabilities (SEND) and may have a support plan or an Education, Health and Care (EHC) plan which brings together health and social care needs.
- The arrangements in place to support pupils at school with medical conditions are outlined in the school's policy for **Supporting Pupils with Medical Conditions**.

Section 100 of the Children and Families Act (2014), which came into force on 1st September 2014, places a statutory duty on governing bodies of maintained schools and proprietors of academies to make arrangements for supporting pupils at their school with medical conditions.

SECTION 8: How does Little Kingshill Combined School evaluate the effectiveness of its provision for pupils with SEN?

- All interventions are monitored, using intervention records and provision mapping to ensure they are effective and have impact on raising attainment.
- Close tracking of SEND pupils by the class teacher through intervention records.
- Pupil and parent surveys.
- Ongoing review and adaptation of SEND Support plans by the class teacher and Inclusion coordinator, alongside the parents or carers.
- Data from Insight and other sources is evaluated by the Senior Leadership Team (e.g. analysis of school performance or data from the Local Authority)

- The Inclusion Coordinator meets with the SEN Governor termly to discuss the school's policy and provision for SEN pupils. These meetings are fed back to the Governing Body termly, with a full SEN report presented annually to the Governing Body

SECTION 9: How does Little Kingshill Combined School train and provide resources for SEND pupils?

- To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake regular training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Coordinator to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.
- The school's Inclusion Coordinator regularly attend Inclusion Coordinator network meetings in order to keep up to date with local and national updates in SEND.
- The 'Ordinarily Available Provision' resource on the Bucks county council website outlines the special educational needs that children may have across the four broad areas, with easy to use provision suggestions for all members of school staff and families alike, as well as strategies for whole school and quality first teaching.
- The pattern of needs are closely monitored by SLT members and relevant training is given to staff. (E.g. STEPS, Autism). Advice and training can also be sought through the form of 'advice clinic' from specialist teachers of ASD and Communication and Language or Therapies like Speech and Language and Occupational Therapy.

SECTION 10: ROLES AND RESPONSIBILITIES

- SEND Governor – Sam Holdsworth
- Inclusion Coordinator – Aarti Gudka
- The Head Teacher- Designated Teacher with specific Safeguarding Responsibility
- The Head Teacher - responsible for managing PPG/LAC funding
- Medical personnel - responsible for managing the school's responsibility for meeting the needs of pupils with medical conditions.

The role of the Inclusion Coordinator/SENDCo

Special Educational Needs Coordinators (SENCOs) work in educational settings and Education, Health and Care Coordinators (EHCCOs) support them. A parent/carer should always speak to the SENCO for help and guidance at first, as they work with the EHC Coordinators and can go to them for advice if needed.

What is a SENCO?

A Special Educational Needs Coordinator (SENCO for short) is a teacher, within your mainstream primary or secondary school, that aims to help you and others understand what your child needs to make their learning easier. A SENCO helps to spot these needs and can put in place, or make referrals for, relevant support to help your child succeed.

A SENCO should always base their decisions and actions on the SEND Code of Practice.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

If there are any concerns about a child or young person's (CYP) learning, the SENCO is your first point of contact for advice and support.

The SENCO is the first point of contact for parents and carers. SENCOs will provide you and your child with the information, advice and support you need to take part in the SEN decision-making process.

SENCOs will liaise with external agencies including:

The Integrated SEND Service (EHC Coordinators, Specialist Teachers, and Educational Psychologists)
Health and social services
Voluntary bodies

SECTION 11: STORING INFORMATION

- Information relating to children with SEND is stored in line with the Confidentiality Policy.

SECTION 12: REVIEWING THE POLICY

- This policy will be reviewed annually.

SECTION 13: ACCESSIBILITY

Statutory Responsibilities

- The DDA, as amended by the SEN and Disability Act (2001), placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Little Kingshill Combined School has an Accessibility Plan and the LA has a duty to prepare accessibility strategies covering the maintained schools in their area. Current targets for improvement of the physical environment of the site are outlined in the Accessibility Policy on the school's website.
- Access to the school curriculum by disabled pupils will be outlined in a Health Care plan or SEND support plan if necessary. Class teachers along with the Inclusion Coordinator

are responsible for removing barriers to educational learning and the curriculum in the classroom with the co-operation of parents. Appropriate support and procedures are put in place for all children to participate in extra-curricular activities. Risk assessments are carried out for pupils with SEND. If it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

- Specialist equipment may be given to pupils as appropriate e.g. writing slopes, sensory cushions, pencil grips or easy grip scissors, ear defenders. Adaptations are made to the learning environment to accommodate individual pupils if necessary e.g. seating position or large print.
- Delivery of written information to disabled pupils - Written information that is normally provided by the school to its pupils will be available in a format accessible to disabled pupils e.g. visually impaired pupils may need large print.

SECTION 14: DEALING WITH COMPLAINTS

- Any complaint should be brought first to the attention of the class teacher and then the head teacher in order for the matter to be resolved as quickly as possible. This is in line with the school Complaints Policy which can be found on the school website.

SECTION 15: BULLYING

- The school's Behaviour for Learning Policy encompasses our Anti-Bullying Policy and details the steps staff take to eliminate and reduce the risk of bullying of all, but especially vulnerable pupils and pupils with SEND at school. The whole school learns about respecting difference through circle times and PHSE lessons in Early Years, Key Stage 1 and 2 and also via school assemblies.