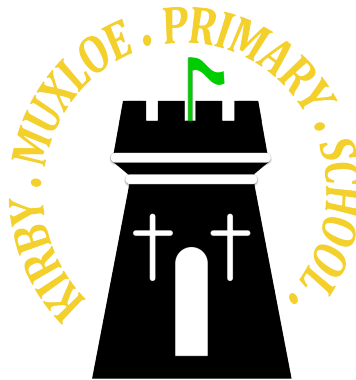


Kirby Muxloe Primary School



SEND Policy

Status: Statutory

Date adopted by Trust Board: July 25

Date for review: Summer 2027

Context

Kirby Muxloe Primary School is an inclusive mainstream school that welcomes and celebrates diversity. We believe all children have the right to a full, enriching and enjoyable curriculum, irrespective of race, belief, gender, background, or ability. We aim to provide the highest standards of education for all our pupils and strive to raise aspirations for children with SEND, working with them to ensure their success and well-being.

Through our SEND Policy, we aim to:

- Provide the highest possible standard of education for all pupils.
- Raise aspirations of pupils with SEND and those working with them.
- Ensure all pupils have every opportunity to achieve their full potential.

We will achieve this by:

- Tracking pupil progress systematically and intervening early.
- Identifying and assessing pupils with special educational needs.
- Ensuring staff are well-trained to support a range of additional needs.
- Staying informed on current research and best practice in SEND.
- Collaborating with Leicestershire Local Authority and external agencies.
- Respecting the voice of the child and working in partnership with families.
- Building school capacity to support need day-to-day.
- Promoting pupils' self-esteem, well-being, and positive relationships.
- Providing quality, needs-led provision that offers value for money and delivers strong outcomes.

Legislation and Guidance

This policy is written with regard to:

- ***SEND Code of Practice (2014)***
- ***Children and Families Act 2014 (Part 3)***
- ***Special Educational Needs and Disability Regulations 2014***
- Our school's funding agreement and Articles of Association

This policy aligns with other key school policies including:

Equal Opportunities, Teaching and Learning, Child Protection/Safeguarding, Accessibility, and Equality Policies.

This policy can be accessed through the school website (www.kmprimary.leics.sch.uk/) or as a paper copy, if requested, from the school office.

Definition of Special Educational Needs and Disabilities (SEND)

A child is considered to have SEND if they have a learning difficulty or disability that requires **special educational provision**—provision that is **"additional to or different from"** that made generally for other children of the same age.

(SEND Code of Practice, 2014: Para 1.24)

(Children and Families Act 2014, Section 21)

If needs have been identified we try to ensure that all barriers to equal access in our school are removed or overcome.

Responsibilities

The Inclusion Leader has responsibility for:

- The day to day operation of the school's Special Educational Needs and Disability Policy
- Advising class teachers
- External agency liaison including; educational, medical, social and voluntary services
- Deployment of Learning Support Assistants
- Monitoring effectiveness of support programmes and services
- Ensuring parents are fully involved in positive outcomes for their children's learning
- Implementing a programme of annual review
- Overseeing records of all children with SEND
- Liaising with relevant schools to ensure smooth transition between phases and places of education
- Liaising with SEND Trustee and keeping abreast of national/local developments through network meetings and relevant training

Teachers are responsible and accountable for the progress and development of pupils in their class at all stages of SEND support. At all stages, teachers work to develop independent, confident learners. They are responsible for managing support staff and resources in their class and liaising with parents.

The Trust Board endeavours to ensure the best possible provision for Special Educational Needs at Kirby Muxloe Primary School. All Trustees understand their duty of care.

The SEN Trustee has responsibility to:

- Assist and advise the Trust Board on fulfilling its special education responsibilities
- Ensure children with Special Educational Needs are included in activities with other children, so far as this is reasonably practical and compatible with good education for all
- Ensure budget allocation takes account of staffing, training, resourcing requirements for individual children
- Be aware of the implementation and effectiveness of the school's policy by monitoring

Areas of Need

The SEND Code of Practice (2015) identifies four broad areas of need. These areas help schools plan support while recognising that a child's needs may fall into more than one category.

1. Communication and Interaction

This area includes children who have difficulties with speech, language and social communication. It also includes children on the autism spectrum, who may have particular challenges with **social interaction, communication, and flexible thinking**, which can affect how they relate to others.

2. Cognition and Learning

This area includes children with **moderate, severe, or profound learning difficulties**, as well as those with **specific learning difficulties** such as dyslexia, dyscalculia, dysgraphia, or dyspraxia.

3. Social, Emotional and Mental Health (SEMH)

Children and young people may experience a range of **social, emotional and mental health difficulties** that present in different ways. These can include becoming **withdrawn or isolated**, difficulty managing emotions, or **challenging, disruptive or distressing behaviours**.

Such behaviours may reflect underlying mental health needs such as **anxiety, depression, self-harm, eating difficulties**, or **medically unexplained physical symptoms**. Some children may also have specific conditions such as **Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD)**, or difficulties related to **attachment**.

4. Sensory and/or Physical Needs

This includes children with **sensory, multi-sensory, and/or physical difficulties**. These may impact their access to the school environment and curriculum.

Some pupils may have **needs that span more than one area**, and our approach remains **flexible and child-centred**, ensuring support is tailored to the individual.

It is important to note:

- Children must not be regarded as having a learning difficulty solely because **English is an additional language**.
- Schools have a duty to make **reasonable adjustments** for pupils in line with **current disability legislation**.
- Not all children who face barriers to learning have special educational needs. For example, **looked after children, those with medical needs, challenging behaviour, or irregular attendance** may require additional support, but these factors alone do not necessarily indicate SEND.
- A **careful assessment** is essential to understand the root causes of any learning or behavioural difficulties.

Identifying Special Educational Need

We recognise that children learn at different rates and that a wide range of factors can affect progress, including ability, emotional well-being, age and maturity. We understand that many pupils may experience difficulties at some point in their school life. These may be short-term or longer-lasting.

At Kirby Muxloe Primary School, we are committed to identifying any difficulties as early as possible. Early identification allows us to respond quickly and provide appropriate teaching and learning opportunities so that every child can achieve their full potential.

Concerns about a child's progress may be identified through a variety of means, including:

- Communication with parents or carers
- Pupil voice and staff observation
- Concerns raised by the class teacher
- Information from pre-schools or previous schools
- Observations or discussions by the Inclusion Leader
- Widening gap in attainment compared to peers
- Lack of progress despite targeted support
- Information from external professionals (e.g. Speech and Language Therapist)
- Baseline and ongoing assessments

- EYFS or Key Stage 1 results
- In-house assessments and standardised testing
- Pupil progress tracking
- Any concerns should be addressed, in the first instance, to the classteacher.

The Graduated Approach

- We follow the four-part Assess – Plan – Do – Review cycle for identifying and meeting pupils' needs, ensuring that:
 - High-quality, differentiated teaching is the first step in responding to additional needs.
 - Where progress is not sufficient, targeted support is put in place.
 - Interventions are reviewed for effectiveness and adjusted as required.
 - Pupil and parent/carer input is central to the review and planning process

Quality First Teaching (QFT)

Quality First Teaching is the first step in our graduated approach and is an entitlement for every child. It includes:

- High expectations for all pupils.
- Teaching that builds on what each child already knows, can do, and understands.
- Adapted teaching strategies to ensure full participation in class (e.g. using visual aids or practical activities).
- Classroom-based support from Learning Support Assistants (LSAs) as directed by the teacher.
- The use of specific strategies recommended by the Inclusion Leader or external professionals.
- Regular progress checks to identify gaps in learning.
- Where gaps are identified, targeted support may be offered through:
 - Small group or 1:1 interventions, delivered by trained staff.
 - In-class or out-of-class sessions focused on specific skills or concepts.

The school regularly reviews teaching and provision for all pupils, including those at risk of underachievement.

Graduated Response and Additional Support Plan (GRASP)

If a child continues to make limited progress, despite Quality First Teaching, the class teacher, in agreement with the Inclusion Leader, will consult with parents to develop a

Graduated Response Additional Support Plan (GRASP).

This will include:

- 3–4 specific targets will be agreed with parents.
- Support may be delivered individually or in small groups, either in or outside the classroom.
- Progress towards targets is reviewed regularly.

If further support is needed, with parental consent, we may involve **external professionals**, such as:

- Autism Outreach Service, Specialist Teaching Service, Educational Psychologist, Speech and Language Therapist (SALT), Occupational Therapist or Physiotherapist

These professionals may:

- Provide specialist advice and recommendations.
- Help staff adapt classroom strategies or targets.
- Deliver or guide group/individual interventions.

This level of support is used for children with specific barriers to learning that cannot be addressed through Quality First Teaching alone.

SEND Support Plan

If a child needs more support than can be provided through the usual classroom strategies and interventions, a **SEND Support Plan** may be created. This plan sets out the specific help a child is receiving and what they need to make progress.

Parents and carers are closely involved in developing the SEND Support Plan and may be invited to contribute to a **One-Page Profile**. This profile captures key information about the child's strengths, needs, and what works best to support them.

Education, Health and Care Plan (EHCP)

An **Education, Health and Care Plan (EHCP)** is a legal document issued by the Local Authority through SENA (Special Educational Needs Assessment). It is designed for children with complex and long-term needs who require significantly more support than the school can provide from its own resources.

Typically, a child with an EHCP will:

- Have multiple and persistent barriers to learning
- Need input from external professionals (e.g. Autism Outreach, Educational Psychologist, SALT, Occupational or Physiotherapy services)
- Require coordinated, personalised provision to meet their outcomes

The EHCP Process and Banding

A request for an EHCP needs assessment can be made by the school or by parents/carers to the Local Authority. If school request statutory assessment, they are required to provide detailed information and evidence and an Educational Psychologist will need to assess before a judgement is made. This is often a lengthy process and will be initiated by the Inclusion Leader as soon as possible and is dependent upon current caseload. The Local Authority will assess whether the child's needs meet the threshold for statutory support. If the application is rejected or the proposed EHCP is seen as insufficient, parents have a right to appeal. There is a clear protocol which can be found on the Local Authority website.

If an EHCP is agreed, it will be shared first with parents before the school sees it. It is advisable to share a copy of the draft EHCP with school as soon as you receive it, so that we can work together to ensure that it is appropriate. Once parents/carers have agreed the EHCP, school will be consulted by SENA to ensure that they can meet the needs set out in it. We can meet many needs at Kirby Muxloe Primary School, but sometimes we will not be equipped to do so and have to say that we cannot meet need, even if the child is already attending the school.

The EHCP is a lengthy document and will include a variety of information. It will:

- Outline the child's strengths, needs, and aspirations

- Specify the provision required to meet agreed outcomes
- Identify professionals involved and how their advice will shape support
- Allocate funding which reflects the level and complexity of need

Two key elements are:

- Section F of the Education, Health and Care Plan (EHCP) outlines the **specific educational provision** the Local Authority (LA) is required to secure for the child. This is a central part of the plan and the key focus when consulting with schools. Provision may include **individualised interventions, adaptations to the learning environment**, or specific **teaching group arrangements**.
- Towards the end of the EHCP, there is often a statement that the child will receive “funding equivalent to XX hours of support.” It is important to note that this does **not indicate a set number of physical support hours** to be delivered in school, nor does it specify that support must be on a one-to-one or small group basis.

Leicestershire LA has acknowledged that this method of describing funding is **not directly linked to timetabled support**, and they are currently exploring a shift to a **formal banding model** (in line with other LAs) which would replace the use of “hours” as a funding descriptor.

This level of support is intended for children whose learning needs are:

- **Severe, complex, and lifelong**
- **Require more support than a mainstream setting can provide without additional funding**

Reviewing the EHCP

All Education, Health and Care Plans are formally reviewed at least once every 12 months in an **Annual Review** meeting. This review evaluates the child’s progress towards their outcomes, assesses whether their needs are still the same, and considers if any changes are needed to the provision or banding.

Parents and carers are fully involved in this process and invited to share their views, along with the child’s voice. Where appropriate, professionals involved in the child’s support are also consulted. At Kirby Muxloe Primary School, we may hold additional review meetings throughout the year to monitor progress and adjust provision as needed.

Supporting Children and Families

At Kirby Muxloe Primary School, we value strong, open partnerships with families and recognise that parents and carers are key to understanding and supporting their child’s needs. We are committed to:

- Listening to and acting on parental concerns
- Recognising the pressures families may experience due to their child’s needs
- Encouraging parental involvement through clear, accessible communication
- Providing user-friendly information and support

We actively encourage parents to be part of their child’s learning journey and work collaboratively with them to plan and review provision. We also signpost to local services and support networks, including the **Leicestershire SEND Information, Advice and Support Service (SENDIASS)**, and keep our school website up to date with relevant SEND resources.

We ensure that the **voice of the child** is central at every stage. Pupils are supported to:

- Understand the reasons for their provision
- Take part in reviews where appropriate
- Contribute to decisions about their learning and progress

Further information about services and support for children with SEND in the county can be found on the **Leicestershire Local Offer** website:

 www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability

Access to National Tests

Where children with SEND are taking part in national assessments (such as SATs), the school will consider whether they are eligible for **access arrangements** in line with statutory guidance. These may include extra time, rest breaks, or use of a scribe.

In some cases, if a child's needs mean that participation would be inappropriate or cause undue stress, they may be withdrawn from the tests following discussion with parents.

The **Inclusion Leader**, in collaboration with the **Phase Leader** and **Class Teacher**, will ensure appropriate arrangements are made to support each child, and that these are in the best interests of the individual pupil.

Transition

At Kirby Muxloe Primary School, we recognise that transition can be a significant time for all pupils, particularly those with Special Educational Needs and Disabilities (SEND). We are committed to ensuring smooth, well-planned transitions at every stage of a child's journey through school.

For children joining the **Foundation Stage**, we hold induction events during the **summer term**. Early Years staff visit local nursery settings, and information is gathered to support each child's individual needs. Where appropriate, the **Inclusion Leader** may liaise with nursery SENCOs or arrange **multi-agency transition meetings**.

Transition is carefully planned across **all year groups and phases (Phase 1, 2 and 3)**. Support is tailored to individual pupils, particularly those with additional needs, to ensure they feel confident and prepared for change.

For pupils in **Year 6**, we have strong links with local secondary schools. During the **spring and summer terms**, the **Year 6 teachers and Inclusion Leader** meet with Key Stage 3 SEND teams to share key information. The Inclusion Leader ensures that all relevant documentation and SEND records are transferred securely.

Where needed, **additional transition support** is provided for pupils with more complex needs. This may include:

- Extra visits to the new school
- Personalised transition booklets
- Staff from the receiving setting visiting Kirby Muxloe to meet the pupil in familiar surroundings
- Joint planning with parents, external agencies, and both settings

Our aim is to ensure all children feel secure, understood, and ready for the next stage of their education.

Admissions arrangements

Kirby Muxloe Primary School is a single academy and follows the admissions procedures in line with national legislation, including the Equality Act 2010, the Children and Families Act 2014, and the School Admissions Code.

The school is fully inclusive and welcomes all children, including those with Special Educational Needs and Disabilities (SEND), with or without an Education, Health and Care Plan (EHCP).

As an academy, the board of trustees is the admitting authority and admissions are co-ordinated directly via the academy. With the exception of first round EYFS admissions which are coordinated through Leicestershire County Council

In line with the law, the school will not refuse admission to a child on the grounds of their special educational needs or disability. The only exception would be where admitting the child would be incompatible with the efficient education of others, and no reasonable steps could be taken to avoid that incompatibility — as outlined in the SEND Code of Practice (2015).

Any such decision would be made in consultation with the Local Authority, and parents/carers would have the right to appeal.

For full details, please refer to the school's Admissions Policy and the Local Authority's coordinated admissions scheme.

Managing Medical Conditions

Where children with SEND needs also have medical needs, these will be managed in line with our Medical Needs policy.

Facilities for Pupils with SEND

We are committed to ensuring that all pupils, including those with SEND, are fully included in every aspect of school life. This includes the full curriculum, school trips, after-school clubs, and enrichment activities.

- **Support and adjustments** are made to enable full participation, including one-to-one support where required.
- **Risk assessments** are completed for all school visits, and staffing is adapted to ensure the safety and inclusion of pupils with SEND.
- Parents/carers may be invited to accompany their child on school trips or extracurricular activities if it helps ensure access.
- The school strives to make **reasonable adjustments** to support participation in all activities, including clubs and events.

The school is **wheelchair accessible**, with ramps and a lift in place. We have **accessible toilet facilities** that are suitable for wheelchair users. We carry out **health and safety audits** and work to remove barriers to access wherever possible.

Our **Accessibility Plan** outlines how the school continues to improve access to the physical environment, curriculum, and communication. This plan is available on our school website.

Training and Resources

SEND provision is monitored by the **Inclusion Leader**, who ensures that staff are equipped to meet the needs of pupils with SEND.

- All new staff receive induction and are given time with senior staff to discuss pupils' needs and SEND procedures.
- The Inclusion Leader attends **local authority briefings and SENCO network meetings** to stay up to date with developments in SEND and to share best practice.
- **Training needs are identified annually** and form part of the school's wider **Continuing Professional Development (CPD) plan** for all staff.
- Targeted training is arranged as needed in response to the specific needs of pupils or changes in guidance.

We are committed to building a staff team with the confidence and skills to deliver high-quality, inclusive education.

Monitoring and Evaluation

At Kirby Muxloe Primary School, we monitor the effectiveness of our SEND provision through a range of strategies:

- **Pupil progress** is tracked using a combination of standardised assessments, teacher assessments, and small steps/target trackers.
- The **quality of teaching** is reviewed through regular lesson observations, learning walks, book scrutinies, and pupil voice activities.
- **Interventions** are monitored and evaluated for their effectiveness, impact, and value for money. Adjustments are made as necessary based on outcomes.
- **Feedback** is gathered from staff and parents through surveys, review meetings, parents' evenings, and informal conversations.
- Outcomes from **SEND review meetings** and ongoing assessments inform future planning and provision.

This process helps us ensure that all children are making progress and receiving the support they need to achieve their potential.