



## King's Gate Primary School

### SEN POLICY

---

#### KING'S GATE PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY 2025-2026

King's Gate is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in light of our safeguarding policy.

This policy complies with the statutory requirement laid out in the SEND code of Practice 0-25 September 1<sup>st</sup> 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
- Part 3 of the Children and Families Act 2014
- Schools SEN Information Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key stage 1 and 2 framework document September 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Behaviour Policy
- Equality Information and objectives
- Supporting pupils with Medical Conditions Policy

This policy was created by the school's SENCO with the SEN Governor in agreement with staff and reflects the SEND code of practice 0-25 guidance.

**SENCO:** Mrs Vic Spanswick

Telephone: 01980 669777

The SENCO is part of the SLT (Senior Leadership Team).

#### Aims:

- To set out how our school will support and make provision for pupils with special educational needs (SEN).
- To explain the roles and responsibilities of everyone involved in providing for pupils with SEN.
- To raise the aspirations of and expectations for all pupils with SEN.
- To provide a focus on outcomes for the children with SEN.

The aims within our SEN policy are an integral part of the aims for our school as a whole and we achieve this by valuing:

- Each person as an individual.
- Personal achievement and aspirations.
- Equal opportunities for all.
- The process of: listening, encouraging, supporting and challenging.
- All teachers as teachers of every child, including those with SEN.
- Working together –children, staff and parents.

### **Objectives:**

- To identify and provide for pupils who have SEN and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a “whole pupil, whole school” approach to the management and provision of support for children with SEN.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with children, staff, parents and other professionals.
- To provide support, advice and upskill staff who work with children with SEN.

### **Defining SEN**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is **additional to, or different from**, that made generally for other children or young people of the same age by mainstream schools.

## **Roles and responsibilities**

### **The SENCO**

The SENCO will:

- Work with the headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Executive Head, Head of School, Local Governing Body and King Alfred Trust to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up-to-date.

### **The SEN Governor**

The SEN Governor will:

- Help to raise awareness of SEN issues at governors' meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Local Governing Body on this.
- Work with the Executive Head, Head of School and SENCO to determine the strategic development of the SEN policy and provision in the school.

### **The Executive Headteacher/ Head of School**

The Executive Headteacher/ Head of School will:

- Work with the SENCO and SEN Local Governor to determine the strategic development of the SEN policy and provision in the school.
- Work alongside the SENCO to report SEND Information to the Board of Trustees
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

## **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

It is the statutory duty of the Board of Trustees to ensure that the school follows its responsibilities to meet the needs of children with SEN following the requirements of the Code of Practice 2014. The Link Governor for SEND is Jennifer Turner. Regular meetings are held with the SENCO to discuss actions taken by the school.

### **Identifying Special Educational Needs:**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

We look at the child's current assessments and compare these to the outcomes we would aim for them to achieve. We will discuss these with the pupil and their parents and consider their views and wishes. We use this process to identify the support that would be needed for a child to meet their targets and whether we are able to offer this within our current provision. If we cannot, we will identify whether something different from or additional to what is currently being offered, is needed.

The SEND Code of Practice identifies four broad categories of need; Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and /or Physical needs.

Our school will identify the needs of the pupil by considering the whole child, which will include not just the special educational needs of the child, and decide on the action to support them. For a child displaying behaviour concerns, this will be seen as an underlying response to a further need which the school will aim to identify and address.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

## What is not SEN

There are other areas of need that are NOT SEN that may impact on a child's progress and attainment which include:

Disability (Please see The Code of Practice explanation for the "reasonable adjustment" duty for schools under the current Disability Equality legislation as these alone do not constitute SEN.)

Attendance and punctuality

Health and Welfare

EAL (English as an Additional Language)

In receipt of Pupil Premium

A Looked After Child

A child of a Member of the Armed Forces

## Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will notify parents when it is decided that a pupil will receive SEN support.

## Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

## Graduated Approach to SEN support

High quality, differentiated teaching is the first step in responding to a child who has or may have SEN. All teachers regularly undergo observation by the Head or Senior Leadership Team to review the quality of teaching. Teachers are accountable for the progress and development of all the children in their class, including where children access support from teaching assistants or specialist staff.

Pupil Progress meetings are held at least three times a year with the class teacher, Head and SENCO. Information about the child as a whole is considered as well as tracking the child's attainment against national data and expected progress. If a child does not make adequate progress, further support or intervention is planned, implemented and then reviewed. Class teachers will complete the Wiltshire Graduated Response to SEND Support document (GRSS previously the WIPD) to help plan for an individual's needs. For higher levels of need, the school can request specialised assessment and advice from outside agencies and professionals in the Local Authority.

Children, once identified as at risk of underachievement or with a difficulty in one or more of the four categories and who continue to struggle even with intervention and support, will be

included on our SEN register. Regular meetings with the family and child (where it is considered appropriate) will decide on outcomes and plan actions to support the child and may take the form of an Individual Education Plan (IEP), Needs Led Approach (NLA) and/ or My Support Plan/ SEN Support Plan (non-statutory.)

All teachers and support staff, who work with the pupil, will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress which will be recorded on the school's Provision Map.

### **Managing pupils' needs on the SEN register**

In the Code of Practice there is only one category, SEN support. It is the responsibility of the SENCO to manage the SEN register, Provision Map, My Support Plans/ SEN Support Plans and reviews of EHC plans. Class teachers are responsible for updating the IEPs and NLAs of children in their class which are monitored by the SENCO three times a year. The SEN register is amended three times a year when the impact of an intervention is assessed. However, any newly identified child will be added when necessary. Frequent meetings with parents of children with My Support Plans/ SEN Support Plans (non-statutory) are held three times a year to review progress, plan outcomes and consider the actions needed.

Solutions Surgeries are offered by members of the Specialist Special Educational Needs Service, Behaviour Support Service and Educational Psychology Service to teachers, to discuss individual pupil needs, agree actions and review implementation over the year. If further support is needed after this, then an individual referral can be made.

If it is felt that a child's needs cannot be met from within the school's own provision, in consultation with the family, a request for statutory assessment will be made to the local authority. A history of support that the school has implemented and the child's progress in meeting the outcomes will be included with the necessary request forms and the child and parents' views sought.

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing. For example using assistive technology – dictation function on Word/ Notes, audio books etc.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing time, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **Supporting pupils and families**

The school's SEN Information Report is available on our website and provides information for families on what we offer at King's Gate Primary School along with a link to the Local Authority's local offer. Further information regarding our admission arrangements can also be found on our website as well as the school's policy on managing the medical conditions of children at school. Please follow the link at [www.kingsgate.wilts.sch.uk](http://www.kingsgate.wilts.sch.uk)

## **Supporting pupils at school with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education- including school trips, clubs and PE. 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. Some children may also have SEN including an EHC plan. This brings together health and social care needs, as well as their special education provision and the SEND Code of Practice 2014 is followed.

The School Nurse and family may write a care plan or risk assessment for a child and this is made available to staff. Prescribed medicines are kept in the medical cupboard in the main office and a log records who and when they are administered. Any health needs that affect a child's learning are carefully managed in consultation with the family. The school is on two levels but it has an accessible lift to enable access to both levels. Out-of-school trips are planned and adapted to enable a child with particular needs to be able to attend. The school's policy on managing medical conditions can be found by following the link at [www.kingsgate.wilts.sch.uk](http://www.kingsgate.wilts.sch.uk)

## **Monitoring and evaluation of SEN**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets/ outcomes each term.
- Reviewing the impact of interventions.
- Monitoring by the SENCO.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHC plans.
- Monitoring IEP targets fortnightly.
- Holding My Support Plan/ SEN Support Plan review meetings 3 times a year.

## **Criteria for exiting the SEN register**

Based on the graduated response approach, when a child no longer needs support and has achieved the planned outcomes then they will no longer be placed at SEN support and effectively come off the register.

## **Training and resources**

School receives a delegated budget for SEN which includes a notional allowance of 15 hours per week per child requiring extra support. This may include a mixture of small group, paired and sometimes 1:1 support and the services of a Pastoral Manager and ELSA trained Teaching Assistants.

Whole school needs identified on the School Improvement Plan inform training requirements for staff as well as training for individuals on a needs basis to develop their expertise. All new teachers undertake induction training and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEN provision and practice and to

discuss the needs of individual children. The SENCO regularly attends SENCO network meetings in order to keep up to date with SEND information.

### **Storing and managing information**

All children's personal information and confidential reports are kept in a secure unit accessible only to the staff involved in their care and support. Working documents such as IEPs, NLAs, My Support Plans/ SEN Support Plans and EHCPs remain in the care of the class teacher. Families and carers are provided with copies of all information relating to their child. Documents stored electronically are accessed by a password.

### **Accessibility**

The school's accessibility plan is available to view on request or please follow this link [www.kingsgate.wilts.sch.uk](http://www.kingsgate.wilts.sch.uk)

### **Bullying**

The school operates an anti-bullying ethos and any incident of bullying is taken very seriously and dealt with straight away. Please see our school policy on the website. Link [www.kingsgate.wilts.sch.uk](http://www.kingsgate.wilts.sch.uk)

### **Dealing with complaints**

The school works in partnership with parents to ensure a collaborative approach to meeting all children's needs. All complaints are taken seriously and are heard through the school's complaint policy and procedure. Link [www.kingsgate.wilts.sch.uk](http://www.kingsgate.wilts.sch.uk)

### **Review of the policy**

This policy will be reviewed annually – or sooner in the event of revised legislation or guidance - with governors, staff and representatives of parents with SEN children.

To be reviewed: September 2026