KINTBURY ST. MARY'S
CE PRIMARY SCHOOL

Our Christian values of hope, friendship and respect support our caring ethos. With our rich and diverse curriculum these underpin our belief that everyone in our school community can develop a sense of self and understanding of their place in our world in order to achieve and flourish throughout life.

'Love thy neighbour as thyself' Luke 10:25-37

SEND Policy

Approved by: The Governing Body
Date: 17.9.25
Next Review date: Autumn 2026

At Kintbury St Mary's CE Primary School, we are a vibrant learning community fostering children's excitement and curiosity about the world and valuing their individual and unique gifts and talents. We are a rural school in a village location with approximately 110 pupils. We are committed to providing each child with the educational opportunities to ensure they reach their potential. The Christian ethos of our school enables us to provide an inclusive education which is welcoming to all.

1. Aims

Our SEND policy aims to;

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- 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, SEN co-ordinators (SENDCo's) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability that 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 the 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.

4. Roles & Responsibilities

The SENDCo

The SENDCo is Rebecca Court

They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education 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 SEND up to date

The SEND Governor

The SEND Governor is Clair-Louise Lawes.

They will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- 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 SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND Information Report

What types of SEND do we provide for?

At Kintbury St Mary's CE Primary School, we support pupils with a range of mild to moderate special educational needs and disabilities (SEND). These include children who are either on the diagnostic pathway for, or have received a diagnosis of:

- Specific literacy difficulties
- Specific maths difficulties
- Autism Spectrum Condition
- Attention Deficit Hyperactivity Disorder (ADHD)
- Developmental coordination challenges
- Speech, language, and communication needs
- Social, emotional, and mental health needs

We are committed to meeting the needs of all children who attend our school and providing them with an inclusive education.

How do we identify and assess pupils with SEND?

The school uses the definition of Special Educational Needs and Disability from the Code of Practice. Children may have special educational needs either throughout, or at any time during their school career. Children with special educational needs are identified in many ways including:

- Liaison with a pre-school setting or previous educational setting
- Concerns raised by parents
- Concerns raised by staff working alongside the children in school
- Results from assessments highlighting children working below age related expectations
- Liaison with or diagnosis through outside agencies e.g. Speech & Language Support Services and Child and Adolescent Mental Health Service (CAMHS)

SENDCo

The school SENDCo (Special Educational Needs Co-ordinator) is Miss Rebecca Court who can be contacted through the school office on 01488 658336 or through the office e-mail address office@kintbury.w-berks.sch.uk

What is our approach to teaching pupils with SEND?

We recognise children's individual needs and use a variety of teaching approaches to ensure that children have the opportunity to access our provision.

Teaching strategies are personalised for SEND children. The strategies employed vary depending on the individual's need, lesson content and context. We seek advice from other professionals as appropriate to support the individual's specific needs. Including where feasible the purchase of specialist equipment to develop the classroom learning environment.

Class teachers will monitor the progress of all children in their classes. For children on the SEND register, the SENDCo will liaise closely with the class teacher to ensure appropriate provision for that child within the main classroom setting and that they have access to quality first teaching. The SENDCo will monitor any specific intervention in place and will track progress towards intervention outcomes.

How are pupils with SEND and their parents/ carers involved?
Parents and carers are encouraged to have regular meetings with their child's class teacher which allows discussion of the specific support provided and the impact of that support. The children on the SEND register have a Support and Achievement Plan (SAP) with individual targets which are reviewed three times a year in consultation with the children in Key Stage Two and parents.

How do we support pupils moving between different phases of education?
At Kintbury St Marys, we hope to ensure all children have a smooth and relaxed transition between each class. Teachers are given the opportunity to observe children during their last term in their current class. A handover meeting between the class teachers will be held in the run up to the end of the summer term to ensure the incoming teacher has a full understanding of the child's needs. All teachers have access to each child's SEND document history. During the last target review of the school year, the children's next class teacher is invited to join the meeting and discuss the plans for transition with the parents of the child.

In the EYFS, all children have the opportunity to visit their new class and meet the teacher and adults working in that area. For identified SEND pupils we would offer additional transition arrangements, for example, further visits to familiarise themselves with the school as well as a meeting with the Head Teacher if desired. The school will make contact with the previous school and organise the transfer of files and data for that child.

How do we support pupils with SEND to improve their emotional and social development?
As a school we offer a range of clubs, activities and groups as well as our whole school PSHE Jigsaw programme to support children's emotional and social development.

We also offer Talk Time as a one to one session with individual children. These sessions are unique to each individual child and can be based on a range of topic. Including;

- Bereavement and Loss
- Bullying
- Building resilience
- Emotions
- Friendships
- Self Esteem
- Social skills
- Thinking skills

As a school we also work closely with the Mental Health Support and Therapeutic Thinking Teams as well as the Emotional Health Academy. We use the philosophy of Therapeutic Thinking as our behaviour management.

What expertise and training do our staff have to support pupils with SEND?
Staff receive whole school training through staff meetings and INSET as well as training given by the SENDCo or other local authority specialists. Staff are appropriately trained to deliver interventions relating to a group or a specific child.

How do we involve other agencies in meeting the needs of pupils with SEND and supporting their families?
Depending on a child's individual needs we are able to access the support of SEND services within the local authority. We work with the Special Educational Needs Team, ASD Advisory Teams, Educational Psychologists, Children and Adolescent Mental Health Service (CAMHS), Speech and Language Therapists and the Therapeutic Intervention Service.

How do we evaluate the effectiveness of our SEND provision?
Special Educational Needs Audits are completed yearly to evaluate SEND provision, along with regular meetings with the Head Teacher, Senior Leadership Team and school governors.

The school monitors provision through tracking data, monitoring interventions, lesson observations, learning walks, scrutiny of books and planning as well as pupil conferencing.

How do we handle complaints from parents of children with SEND about provision made at the school?

The school actively seeks parents' responses through feedback forms Survey Monkey. As a whole school, we also hold parent evenings throughout the year. We are keen for parents to come and see us at the earliest opportunity before worries, or concerns escalate. If a child is worried about anything, they know they can talk to any trusted adult in our school.

The first point of call for parents or children would always be the class teacher but if parents feel that they would like to discuss the concern in more detail then an appointment with either the Head Teacher or the SENDCo can be made via the school office. The school also has a complaints policy which is available on the school website.

What support services are available to parents?
The school is able to support parents in seeking advice from other agencies and working together in deciding the next steps. We share information about our local support agencies who offer workshops and events which may be of interest to parents.

Where can the LA's local offer be found?
http://fis.westberks.gov.uk/kb5/westberkshire/fsd/organisation.page?id=oCRDI 5584NM&familychannel=4

6. Monitoring Arrangements
This policy and information report will be reviewed by the SENDCo and Headteacher every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents
This policy links to the following documents;

- Accessibility Plan
- Behaviour Policy
- Equality Policy
- Child Protection & Safeguarding Policy
- Children with Health Needs who cannot attend school Policy