

KINGS MEADOW PRIMARY



SPECIAL EDUCATIONAL NEEDS POLICY

NOVEMBER 2025

Vision and Values

At Kings Meadow Primary School, we believe that every child has the right to a high-quality, inclusive education that enables them to achieve their best, become confident individuals, and make a successful transition to the next stage of their education and life. We are committed to fostering an inclusive environment that promotes equality of opportunity, removes barriers to learning, and celebrates the diversity of our school community.

Our vision is to ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), are supported to reach their full potential. We value individuality, encourage independence, and nurture a sense of belonging for every child. Through collaboration between staff, parents, and external professionals, we strive to provide the support and opportunities each learner needs to succeed both academically and personally.

Legislative Framework

This policy complies with statutory requirements and guidance including:

- Children and Families Act 2014
- SEND Code of Practice (0-25 years) 2015
- Equality Act 2010
- Education Act 1996
- DfE SEND and Alternative Provision Improvement Plan (2023-2025)

It should be read alongside our Accessibility Plan, Safeguarding & Child Protection Policy, Behaviour and Relationships Policy, CRACKING Curriculum Policies and Equality and Diversity Policy.

Definition of Special Educational Needs and Disabilities

In line with Section 20 of the '*Children and Families Act 2014*', a child or young person is considered to have Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability that requires special educational provision. This applies when a child has significantly greater difficulty in learning than others of the same age, or has a disability that prevents or hinders them from accessing the educational facilities normally available to their peers. Special educational provision ensures that children and young people receive the support necessary to access learning and achieve their potential.

Equal Opportunities and Inclusion

Kings Meadow Primary School actively promotes equality, diversity, and inclusion for all pupils. In accordance with the Equality Act 2010, the school gives due regard to eliminating discrimination, advancing equality of opportunity, and fostering good relations between all members of the school community. Reasonable adjustments are made where necessary to ensure that no pupil is placed at a substantial disadvantage due to their individual needs. Through these measures, the school seeks to create an inclusive environment in which every pupil can participate fully, achieve their potential, and feel valued and respected.

Aims and Objectives

At Kings Meadow Primary School, we are committed to providing a broad, balanced, and ambitious curriculum that removes barriers to learning for all pupils. Our key objectives are to identify SEND early, deliver high-quality inclusive teaching and targeted interventions, work closely with parents, carers, and pupils, collaborate with external professionals, and regularly monitor and evaluate provision to ensure effectiveness and continuous improvement.

Roles and Responsibilities

Role	Person Responsible	Responsibility
Headteacher	Mrs. Sandie Lineton	Strategic planning for SEND. Oversees SEND provision and resources.
SENDCo	Miss Karen O'Brien	Manages daily SEND operations, maintains records, coordinates provision, and provides guidance.
SEND Governor	Mrs. Janette Hutchings	Monitors effectiveness of SEND provision.
Class Teacher and Teaching Team	Kings Meadow Primary Classroom Teaching Teams	Responsible for all pupils' progress and implementing the Assess-Plan-Do-Review cycle.

Admission Arrangements

Admissions at Kings Meadow Primary School are conducted in full compliance with the Equality Act 2010 and relevant local authority admissions policies. The school is committed to ensuring that no child is refused admission on the basis of Special Educational Needs or Disabilities (SEND). All applications are considered fairly and equitably, with appropriate support and reasonable adjustments provided to enable every child to access the school and its curriculum from the outset.

Speech and Language Resourced Provision

Kings Meadow Primary School is proud to offer a Speech and Language Resourced Provision for pupils aged 4-11 who have an Education, Health and Care Plan (EHCP) identifying Speech, Language, and Communication Needs (SLCN). This provision provides specialist teaching tailored to individual needs, access to targeted speech and language therapy, and opportunities for pupils to participate fully in the broader school curriculum alongside their peers. By combining specialist support with inclusive experiences, the provision aims to promote communication development, academic progress, and social inclusion, ensuring that all pupils achieve their potential within a nurturing and supportive environment.

Identification and Assessment of Needs

At Kings Meadow Primary School, we adopt a graduated approach to supporting pupils with SEND, ensuring that interventions are responsive to individual needs and progress is closely monitored.

1. **Quality First Teaching:** All pupils receive high-quality, inclusive classroom teaching, with carefully planned differentiation to meet diverse learning needs. This ensures that most pupils make expected progress without additional support.
2. **SEND Support:** For pupils who require further assistance, we implement the Assess-Plan-Do-Review (APDR) cycle in collaboration with parents and carers. This process involves assessing needs, planning targeted interventions, implementing support, and reviewing progress regularly to adjust strategies as necessary.
3. **Education, Health and Care (EHC) Plan:** Where a pupil's needs cannot be fully met through school-based support, a statutory EHC assessment may be requested. The resulting plan outlines the additional provision required to support the pupil's learning, health, and wellbeing, ensuring access to a personalized and effective education.

Partnership with Parents and Pupils

We place high value on strong collaboration with parents and carers, ensuring they are well-informed about their child's progress, provision, and any support strategies in place. Parents and carers are actively involved in decision-making processes, fostering a partnership that supports pupil development and wellbeing. In addition, pupil voice is encouraged and respected through structured reviews, regular discussions, and opportunities to participate in the school council. By actively engaging both families and pupils, we promote a culture of inclusion, shared responsibility, and empowerment, ensuring that all pupils have a say in their learning and school experience.

Partnership with External Agencies

We collaborate closely with Speech and Language Therapists, Educational Psychologists, the Sefton Mental Health Team (SMHT), Children and Adolescent Mental Health Services (CAMHS), the Sefton Special Educational Needs and Inclusion Service (SSENIS), as well as Social Care and Health professionals, to provide coordinated support.

Curriculum Access and Learning Environment

We are committed to ensuring that all pupils can access a broad and balanced curriculum. This is achieved through adaptive teaching methods, differentiated instruction tailored to individual learning needs, the use of assistive technology where appropriate, and targeted interventions designed to support specific areas of development. In addition, ongoing professional development and training for staff ensures that teaching strategies remain current, inclusive, and effective. Together, these measures create an environment in which every pupil can engage fully with learning, achieve their potential, and experience success in all areas of the curriculum.

Monitoring and Evaluation of SEND Provision

The effectiveness of all educational programs and interventions is rigorously monitored through progress reviews, data analysis, and structured feedback from parents and pupils, under the oversight of the Governing Body. This evidence-informed approach ensures accountability, drives informed decision-making, and promotes continuous improvement in teaching quality and pupil outcomes.

Staff Development

Ongoing Continuing Professional Development (CPD) is provided to all staff through a combination of internal training sessions and externally accredited courses, coordinated by the SENDCo. This ensures that staff are kept up-to-date with current best practices, developments in special educational needs and disabilities (SEND), and strategies to support inclusive teaching. CPD opportunities are tailored to individual and team needs, promoting professional growth, enhancing classroom practice, and ultimately improving outcomes for pupils.

Complaints Procedure

Any concerns regarding a pupil's progress, provision, or wellbeing should initially be raised with the class teacher or the SENDCo, who will work to address the issue promptly and effectively. If the matter remains unresolved, it should then be brought to the attention of the Headteacher for further consideration and action. Should concerns persist beyond this stage, parents and carers are encouraged to follow the procedures outlined in the school's formal complaints policy, ensuring that all complaints are managed in a structured, transparent, and fair manner. This policy is located on our website, www.kingsmeadowprimary.co.uk.

Transition

The SENDCo oversees and facilitates smooth transitions for pupils at key stages, including entry into Reception, movement between year groups, and progression to secondary school. This process includes coordinating meetings with parents, liaising with receiving schools, and ensuring that relevant information about pupils' needs, support strategies, and progress is shared effectively. By managing these transitions carefully, the SENDCo helps to minimise disruption, promote continuity of support, and ensure that pupils experience a positive and well-supported educational journey.

Governance and Policy Review

The Governing Body holds overall responsibility for monitoring the provision of SEND within the school. This includes regularly reviewing the implementation and impact of support strategies, ensuring that resources are used effectively, and that statutory requirements are met. The Governing Body also reviews this policy on an annual basis to ensure its continued relevance, effectiveness, and compliance with current legislation and best practice, thereby promoting high-quality provision and positive outcomes for all pupils with SEND.

Last Review Date: November 2025