Kings Heath Primary School

SEND Policy

2026-27

Version:	September 2026
To be ratified by the Governing Body:	October 2027
Signed by the Governing Body:	September 2027
To be reviewed (annually):	September 2027

Read alongside the following policies.

Accessibility
Assessment
Curriculum subjects
Disability
Equal opportunities
Funding/Finance & Staffing
Gender & Equality
Medical Conditions Policy
Race & Equality
Teaching & Learning

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**The SEND Information Report is updated termly and is published in a separate section of the school website.*

Vision

Our Vision

Kings Heath Primary School is a diverse and inclusive community of learners. We aspire for our children to be:

- Successful learners who enjoy learning, make progress, and achieve success.
- Confident individuals, able to live a safe, healthy, and fulfilling life.
- Responsible citizens who make a positive contribution to society.
  Nurturing ambition, achievement, respect, and happiness.

We believe in education and learning that is stimulating, liberating, and enriching and that helps develop minds that are alive to the diversity of human thought and achievement and to the richness of the natural world.

We aim to realise our vision in part through the fair and consistent operation of this policy.

Rights Respecting Schools Award (RRSA) Commitment

Kings Heath Primary School is proud to be a Rights Respecting School, working in line with the principles of the United Nations Convention on the Rights of the Child (UNCRC). Our SEND policy reflects our commitment to ensuring that every child's rights are respected, protected, and fulfilled. We believe that all pupils, including those with special educational needs and disabilities, have the right to an inclusive education, to express their views, and to participate fully in decisions that affect them. This approach underpins our ethos of equality, dignity, and respect, and informs our practice in supporting every learner to achieve their potential.

1. Aims

Our SEN policy and information report aims to:

Involve the views of pupils and parents in decision making, making them central to the decision making and planning for SEND, forming effective partnership working and aim to:

- Communicate clearly and effectively
- Maintain effective and clear processes and systems for SEND
- Have high expectations
- Early and/ or timely identification of needs and interventions put in place
- Clear information about the help and services available

2. Legislation and Guidance

Special Educational Needs and Disability (SEND) Code of Practice This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years and the following legislation and guidance:

- 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. The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SENCOs and the SEN Information Report.
- The Equality Act 2010, including the school's duties in relation to disability discrimination, reasonable adjustments and accessibility.

3. Definitions

A pupil has SEND 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.
- The SEND Code of Practice identifies four broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health difficulties; and sensory and/or physical needs.
- The school follows a graduated approach to SEN support through a continuous cycle of Assess, Plan, Do and Review, involving pupils and parents/carers in decisions about support and reviewing its impact.

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 and responsibilities

The Head Teacher, Special Educational Needs coordinator, (Early Years Foundation Stage-6), Teaching staff and Teaching Assistants have day to day responsibility for meeting the needs of children in school.

The SENCO/Assistant Head Teacher, **Lisa Brown** has school wide responsibility for SEND.

Lisa Brown is responsible for reviewing Policy and Practice for SEND in consultation with key stakeholders.

Who 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 headteacher and governing board 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.

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing body 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 SENCO to determine the strategic development of the SEN policy and provision in the school.
- The SEN Governor is Claire Spencer.

4.3 The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any Learning Support 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.

SEN Information Report Sept 26 (Autumn term - based on Summer data and information). The SEND Information Report is updated termly and published in the SEND Information Report section of the school website, covering sections 5.1-5.7.

6. Supporting pupils moving between phases or to different schools/settings.

- We will share all relevant information with the school, or alternative setting the pupil is moving on to.
- Meetings will take place between appropriate members of Teaching and support staff, pupils and their parents, at the end of the year, phase or transition point. (Early Years- Nursery to Reception and Primary to Secondary phase) Children placed on the SEND register will have an enhanced transition program when moving to secondary school.
    - Information to support a smooth transition is shared.
    - There will be transitional sessions in new classes or schools to help to prepare for change. (As above)
- Pupil's 1page profiles and IEP's will also be provided so that those working with pupils with SEND have as much information as possible to support from the outset.

6.1 Expertise and training of staff

The school SENCO is an experienced member of staff and they are currently undertaking the NPQ SENCO qualification. They have previously worked as SENDCo for EYFS and work in a variety of roles within the school in addition to this. They are a member of the Senior Leadership Team.

The SENCO is non-class based and available to manage SEN provision.

We have teaching assistants who are trained to deliver SEN provision and support pupils with a variety of complex needs.

Staff training is provided by partner agencies in a variety of ways, in the form of advice, inset and short courses. We review the needs of our current cohort to ensure we provide relevant training

There are members of teaching staff developing more detailed knowledge of specific areas of SEND. One class teacher has also recently qualified as a Specialist Dyslexia teacher and works with children across the school to support staff to identify appropriate targets.

We have developed an area in the school to support the teaching of children with complex needs who are slowly integrated into the mainstream setting.

6.2 Securing equipment and facilities.

Equipment and advice on equipment and use of facilities is organised mainly by the physiotherapy service assigned to school by Health. Equipment is regularly serviced and checked in line with manufacturers and health & safety schedules.

6.3 Evaluating the effectiveness of SEN provision.

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the effectiveness of curriculum plans to meet the needs of pupils with SEND.
- Reviewing the impact of interventions at regular intervals and measuring progress.
- Using pupil feedback, captured in a variety of ways. (Conversation, pupil voice, reviews, school council).
- Monitoring by the SENCO in collaboration with senior leaders, teachers, and support staff for school improvement plans
- Holding annual reviews for pupils with Education and Health Care plans and SSPP's

6.4 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN.

Wherever it is practical and possible, given the physical constraints of the school site, most of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Pupils with disabilities are encouraged and supported to work towards personal independence and full inclusion. School policy, curriculum, and ethos work together to ensure all pupils are treated in a respectful way including pupils with disabilities.

We have some adapted facilities in school, including ramps and automatic doors to and from the classrooms, accessible toilets, and a space to deliver physiotherapy programmes. (See Accessibility policy & plan)

6.5 Support for improving emotional and social development.

Pupils with disabilities are given priority to access more formal and informal mentoring and counselling. They will be supported by a team within their year group**.**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council.
- Pupils with SEN are also encouraged to become Play leaders and Peer mentors promote teamwork/building friendships and offering peer support.
- We have a 'zero tolerance' approach to bullying.
- Children with SEN have access to an onsite counsellor when school and parents feel this is appropriate
- We have developed calm spaces across all year groups; the school has been awarded TIAAS Silver standard and staff have regular training in emotion coaching and colour monster/zones of regulation are used across the school.

7. Working with other agencies.

Supporting pupils & families

School is often the starting point for parents to seek help and advice. School may be able to offer support internally and can also sign post to other services available in Kings Heath and around Birmingham, Early Help and Right Service Right Time principles.

Details of support organisations are available from school, or the school offer found on the website and the weekly newsletter.

The Local Authority website lists names and contact numbers of support organisations and information for Parents, Carers and Professionals. This is known as the Local Offer.

www.localofferbirmingham.co.uk-Birmingham Local Offer can be accessed through Birmingham City Council's Local Offer website.

Health Service Links and supporting Medical Needs

School links with local Children's Centres and Health visitors to plan and prepare at the earliest opportunity for the children in the Foundation phase (Nursery and Reception).

The SENCO works with the DLP. to support early identification and smooth transition for SEN pupils to section including children transferring from our Nursery to other settings.

School links with the school nurse and community paediatrician for children in year N-6 and can make referrals to community paediatricians where appropriate. Parents are also able to approach your family GP if you think the need to be acute.

8. Complaints about SEN Provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If this does not resolve the issue the SENCO will become involved. If further intervention is required or requested, parents will be issued with a copy of the school's Complaints Policy. Should parent's wish to take the matter further, the Head Teacher would become involved.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

9. Contact details of support services for parents of pupils with SEN

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) provides impartial information, advice and support to children and young people with SEND and their parents/carers. SENDIASS can support families with education, health and social care processes and with resolving disagreements or appeals where appropriate.

Birmingham SENDIASS can be contacted at:

sendiass@birmingham.gov.uk or 0121 303 5004

10. Contact details for raising Safeguarding concerns.

Safeguarding concerns should be raised with either one of the SLs in school (L. Brown, P. Clabon, M. Court, J. Scott, R O'Driscoll). If the concern involves a member of staff, then it should be raised with the Head Teacher. If the concern is about the Head Teacher, it should be raised with the Chair of Governors. The Chair of Governors should be contacted via the school office. (Please refer to the Safeguarding and Child Protection Policy).

This policy should be read alongside the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education 2026.

Birmingham Safeguarding Children Partnership provides advice and training for school. Advice is also taken from CASS (Children's Advice and Support Service- 0121 303 1888) and MASH (Multi Agency Support Hub).

Record of changes

Sept 23	*Updated SENCO training*
Sept 24	*Revised terminology- SSPPs*
Sept 25	*Added RRSA paragraph*
Sept 26	September 2026 – Annual review: dates updated; statutory references checked; Equality Act duties, four broad areas of need and graduated approach made explicit; SENDIASS contact details updated; safeguarding reference updated to KCSIE 2026; terminology and website references refreshed. *Updated* SEN Information Report Sept 26 (Autumn term-based on Summer data and information). Termly update see update in the SEND Information report section on the school website web site, which cover sections 5.1-5.7