



Keresforth Primary School

SEND Policy

Updated September 2024

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Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Code of Practice 0 – 25 (July 2014)
- Children and Family Act 2014
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Disability and Discrimination Act 1995
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

School specific policies on:

- Teaching and learning
- Assessment
- Behaviour
- Safeguarding
- Anti-bullying
- Equal opportunities
- Admissions
- Data protection
- Complaint procedure

Inclusion Rationale:

In order to fulfil our responsibilities to provide a broad and balanced curriculum for all pupils and staff at KPS aim to give every pupil the opportunity to experience success in learning and to achieve to their maximum potential through a flexible differentiated programme. When planning, all staff have high expectations and provide opportunities for all pupils to achieve their full potential, regardless of gender, disability, social and cultural backgrounds and ethnic groups. Staff at KPS value pupils of different abilities and support inclusion. Within the school, staff and pupils will constantly be involved in the best ways to support all pupils' needs.

Within each class, teaching and learning styles and organisations will be flexible to ensure effective learning. Grouping to support children with Special Educational Needs will be part of this process.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to inherent difficulties (such as sensory or physical impairment), or may relate to factors in their environment, including the learning environment they experience in school and at home.

We recognise that pupils learn at different rates and that there are many factors affecting achievement including ability, emotional state, age and maturity. We believe that many pupils at some point in their educational career may experience difficulties which affect their learning and we recognise that these may be short or long term. At KPS we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We also recognise that there is a difference between the child who is under achieving and the child who has special educational needs.

Definition of Special Educational Needs and the Four Areas of Need

Children have special educational needs if they have a learning difficulty or a disability which calls for special educational provision made for them.

Children have a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or*
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.*

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Talented or Gifted Pupils are excluded from this definition. The school, however, recognises that these pupils have their own equally important additional educational needs and these are addressed separately in the school's Inclusion policy.

The definition of Disability under the Equalities act 2010 is as follows

A person has a disability if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but there can be overlap of the SEND definition for this reason this policy covers both pupils with SEND and pupils with disabilities.

Within the code of practise, there are 4 broad categories of SEND

- Communication and interaction: children with speech, language and communication needs, including those with an Autistic Spectrum Disorder
- Cognition and learning: children with moderate, severe or profound and multiple learning difficulties
- Social, emotional and mental health disorders: this includes children who show withdrawn or challenging behaviour for a variety of reasons, have attention deficit disorder, attention deficit and hyperactivity disorder or attachment disorder
- Sensory or physical need: includes children with visual, hearing or multi-sensory impairment or a physical disability.

At KPS the purpose of identifying the child's need is to enable us to plan provision effectively for pupils and not to fit them into a category.

This policy also accepts the need to ensure the inclusion of our more able pupils and Gifted and Talented.

The SEND Co-ordinator is Mrs Charlotte Farrell.

The SEND Governor is Mrs Julie Jones.

Aims of the policy

- For the Governing Body to carry out all its statutory duties towards pupils with SEND (a list of these duties can be found in Appendix 1).

- To ensure sure that the arrangements made for pupils with special educational needs are in line with the requirements Children and Families Act 2014, SEND and Disability Regulations 2014, Equality Act 2010 and the SEND Code of Practice July 2014.
- To value the uniqueness of each member of the school, and provide a planned curriculum designed to help all children achieve their potential and develop their abilities to the full.
- To ensure that pupils with special educational needs are able to take part in all the activities of the school including those that take place outside of school hours
- To ensure that all our pupils are involved in decisions made about them and their education
- To ensure that we involve our parents in school life and keep them informed about their children’s progress.

Objectives in making provision:

- The progress of all pupils will be continually monitored to identify needs as they arise; needs, will be identified and support provided as early as possible in children’s time with us.
- Full access to the curriculum will be provided through differentiated planning by class teachers, SENCO and support staff as appropriate.
- Specific input, matched to individual need, will be provided in addition to differentiated classroom provision, for those pupils registered as having SEND.
- Progress of pupils with SEND will be reviewed regularly to provide the most effective and relevant learning provision.
- Pupils with SEND will be perceived positively by all members of the school community.
- SEND provision is positively valued and accessed by staff and parents.
- We will be able to meet the needs of as wide as range as possible of children who live in our catchment area.
- Children will move on from us well equipped in the basic skills of literacy, maths and social independence to meet the demands of secondary school life and learning.
- Parents/carers will be fully involved at every stage in plans to meet their child’s special needs – children themselves will be involved, wherever possible, in planning.

Roles and responsibilities in school

Provision for children with special educational needs is a **whole school responsibility**.

The Governing Body, in cooperation with the Headteacher, determines the school’s general policy and approach to provision for children with SEND, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school’s work. This ensures that the quality of SEND provision is continually monitored and that it is part of the school’s development plan.

The SEND/Inclusion Governor takes a particular interest in and closely monitors the school’s work on behalf of children with SEND. She visits school regularly and ensures that the needs of school and children are being met.

The Headteacher has responsibility for the day-to-day management of SEND provision. The Headteacher keeps the governing body fully informed about SEND and works closely with the school's SEND Co-ordinator (SENCO). The Headteacher is also the school's **Responsible Person**. The Responsible Person is the person the LA informs, when they conclude that a person has special educational needs. The Responsible Person must ensure that all those who teach the child know about the child's SEND.

All teaching and support staff are involved in the development of the SEND policy and are responsible for putting the policy into practice. Staff are responsible for reviewing and writing outcomes for school focused plans and individual provision maps, taking account of individual needs and sharing these with parents. Staff are responsible for tracking interventions using the whole class provision map and ensuring that interventions have a positive impact.

The SEND Coordinator, working closely with the Headteacher, the teachers and support staff, is closely involved in the strategic development of the SEND policy and provision. The SENCO also has responsibility for day-to-day operation of the SEND policy and for coordination provision. The coordinator supports teachers in carrying out reviews and parent meetings, carries out EHCP reviews, meetings with parents and external agencies, attends regular SEND updates held by the LA, applies for any EHC needs assessments, and leads on EHA which are SEND related.

Arrangements for co-ordination SEND Provision

- The SENCO will meet with every class teacher to discuss and review SEND concerns. These are to be SEND concerns and not underachieving children where the class teacher is responsible for planning good first wave teaching.
- The SENCO will meet to discuss and review SEND concerns at SEND Support level, at least termly with the Head teacher and will meet with individual class teachers when appropriate.
- The SENCO will be alerted by class teachers to newly arising concerns through informal meetings or the SEND concerns form at any time.
- The SENCO monitors planning for SEND and is able to support class teachers and teaching assistants with their planning on request. Targets arising from SEND review meetings will be used for future support planning. Class teachers are responsible for writing and reviewing individual pupil's school focused plans/provision maps termly. These should be reviewed with parents and handed to the SENCO admin upon completion. Class teachers are responsible for tracking interventions using the whole class provision map and ensuring that interventions have a positive impact.
- SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and by trained teaching assistants throughout the school. This is funded from the Local Educational Authorities annual budget. The support timetable is reviewed as necessary, by the SENCO and the management team in line with current pupil needs, educational initiatives and the budget.
- Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.
- The SENCO, together with the Head teacher and SEND Governor, will monitor the quality and effectiveness of provision for pupils with SEND.
- The support timetable will be reviewed on a regular basis, by the SENCO and the Head teacher, in line with current pupil needs, educational initiatives and the budget.
- To ensure that the provision map is reviewed regularly and up dated.

Admission Arrangements

- Children with special educational needs are considered for admission to the school on exactly the same basis as children without special educational needs.
- Children identified, prior to joining our school, as having SEND will be closely monitored to ensure a balance of both provision and opportunity.
- Prior to starting school, parents/carers of children with an EHCP or pending EHCP will be invited to discuss the provision that can be made to meet their identified needs. Extra visits can also be arranged for both parent and child, so that the transition period is eased for the child.

Specialised provision

The SENCO and teaching assistants have a wide range of experience of working with pupils with SEND, and have undergone further professional development in SEND. Details of further professional development undertaken are available on request for all staff. If it is felt that, despite best endeavours, school is unable to meet needs for any pupil, parents can make a request to the LA for access to specialist provision.

Special facilities and Access arrangements

- KPS is at present housed in one main building, which has wheelchair access to the majority of doors. The nursery is in a separate block on the same site. Wheelchair access is also available.
- There are currently two toilets which are accessible for disabled children or adults. The school also has laundry facilities.
- Our PSHE & RSE programmes helps children to be aware of and positively value the differences between people as well as the similarities, and to be sensitive to one another's needs.
- A copy of the schools Access plans can be viewed in Appendix 7.

Allocation of resources to and amongst Pupils

Our whole school provision map shows provision that is additional to and different from what is offered through the main school curriculum. It gives an overview of programmes and interventions for different groups of pupils in each year group and is updated at least each term by teachers. It focusses on intent, implementation and impact.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of all children will be used to provide information about areas where a child is not progressing satisfactorily.

The school's system includes reference to:

- On going teacher assessment and observation
- The outcomes from baseline assessment results
- Progress against the objectives specified in the National Curriculum
- Progress against P-levels and a document bridging between P-levels and the National Curriculum
- Standardised screening or assessment results
- Observation of behavioural, emotional and social development

- Diagnosis tests

School will also be responsive to expressions of concerns by parents/carers.

Based on the school's observations and assessment data and following a discussion between the child's teacher, the SENCO and the parent/carer, a child may be recorded as needing either:

- (a) Differentiated curriculum support with the class (no special need)
- (b) **In-school provision (monitoring)**
- (c) Additional provision through **SEND support**

If children have a diagnosis/clear need where professionals may be involved with high quality plan, do, review cycles already in place and it is felt necessary then they will be put straight onto SEND support. Children on SEND support will have a needs analysis and individual provision map.

Other children will go onto 'monitoring' for up to 2 cycles of plan, do, review as part of the graduated approach. If this individualised support is not effective and children have not made adequate progress then children will be placed on SEND support, following discussions between the child's teacher, SENCO and parents/carer.

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of whole class planning. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, differentiation will be recorded in the daily planning by the class teacher and monitoring of progress will be carried out by the child's teacher.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress, provision at **In-school provision/SEND support** level may need to be made.

In-school provision- Cohort tracking

All provision which is additional to and different from high-quality classroom teaching is recorded on a **cohort tracking document** (appendix 2). Class teachers record interventions, planned outcomes, entry data and exit data to track and monitor the impact of interventions. Children who are registered as having 'in-school provision' highlighted on the class provision map and progress is closely monitored by the SENCO.

Pupils registered as having 'in-school provision' are:

- Pupils who may have previously been receiving SEND support but it was felt that high-quality classroom provision, which is personalised, would meet their needs now. These pupils need monitoring as they are still considered to be vulnerable.
- Pupils who are making less than expected progress.
- Pupils who are working at minimum of a year below age related expectations.
- Pupils who have a small amount of outside agency involvement e.g. HI support but do not need SEND support level to meet their needs.

SEND Support

If a decision is made to help the child through SEND Support, the child's teacher will provide interventions that are significantly additional to or different from those provided as part of the schools usual differentiated curriculum. On evaluation of the class provision map a need for SEND would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or maths skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

A child receiving support at SEND Support it will be recorded on the school's system. The child's teacher remains responsible for working with the child on a daily basis and planning and delivering the individualised programme.

SEND Support- Individual Provision Map

All pupils on SEND support have a **needs analysis** (appendix 3) and **individual provision map** (appendix 4) which details areas of need, 12-month outcomes, half termly/termly outcomes and strategy led provision used to support these. These are updated at least termly by class teachers and parents.

SEND paperwork is written by the child's class teacher with any additional support given by SENCO and with information from parents. Strategies used to enable the child to progress are recorded and will include information about:

- Personal details
- Strengths and interests
- Aspirations
- Quality first teaching strategies that help and reasonable adjustments
- Outside agency involvement.
- Strengths & Barriers or difficulties in 6 areas: cognition and learning; communication and interaction; social, emotional, mental health; physical and sensory; transition and independence; preparation for adulthood.
- 12-month outcomes
- Parent/carer views
- Child/young person views
- Assessment data
- Termly outcomes
- Provision
- Costing of provision (where support is nearing threshold for an EHCP)
- Reviews: impact and progress towards 12-month outcomes, next steps, successes and family views.
- Signatures of parents/carers, teachers & dates

SEND plans only record that which is additional to or different from the differentiated curriculum which is in place for all children. SEND plans will be discussed with the child and the parent/carers who will be given a copy. They will be reviewed at least termly (3x a year) and more frequently if needed. School staff complete weekly review sheets to monitor progress against outcomes. Parents/carers and the child will be invited to contribute and will be consulted about any further action. The review focusses on impact of provision.

Provision at this level may include the involvement of specialists' services. Specialist support service may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The triggers for additional support to be requested are that the child:

- Continues to make little or no progress in the areas of concern over a long period
- Continues to work at National Curriculum expectations substantially below that expected of children of the same age
- Continues to have difficulty in developing English and maths skills
- Has emotional or behavioural difficulties which regularly and significantly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and required additional specialist equipment or regular advice or visits by a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

School request for a statutory assessment - EHCP

For a child who is not making adequate progress, despite a period of support at SEND Support, or for a child who is needing a significant amount of support to meet their needs which cannot be covered solely by the notional SEND budget, the school, in discussion with parents/carers, will request for an Educational, Health, Care Needs Assessment to be made to the local authority.

The school is required to submit evidence to the LA who make a judgement about whether or not the child's needs can continue to be met from the resources normally available to the school. The local authority has 6 weeks to decide if the assessment is to go ahead. If it is decided then information will be collected from parents, school and other professional involved with the child. Once this information is gathered, a decision will be made as to whether or not to draft an EHCP. The draft plan is then agreed. The whole process has to be completed within 20 weeks. An EHCP is only issued where there is a high level of need. The plan will state a range of support required for a child and will give an amount of allocated funding to go with this. If it is felt that a child's SEND can be met through element 1 and 2 funding (entirely from school budget) then top-up funding will not be given. Top-up funding may only be given if it is felt that a child's SEND falls into element 3 funding.

All children with EHCP will have long, medium and short term outcomes set. The strategies to meet these outcomes will be set out in their EHCP. These are reviewed at least termly on an **EHCP monitoring and assessment individual provision map** (appendix 5).

The first page of the EHCP monitoring and assessment individual provision map can be found in Appendix 5. The full plan template can be accessed on request.

Annual Review

All EHCP's will be reviewed at least annually. The parents/carers, the pupil, the LA, the school and other professionals will be invited to consider whether any amendment to the description of the child's needs or the provision specified needs to be made. The annual review will focus on what the child has achieved as well as on any difficulties that need to be resolved. If it is felt necessary due to change of need/circumstance, annual reviews will be brought forward.

The School's Arrangement for SEND In-Service Training

- The SENCO attends regular triad/cluster/authority meetings to update and revise developments in Special Needs Education
- The SENCO has completed the National Award for Special Needs Co-ordinator
- SEND is targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is matched to these targets
- In-house SEND training is provided through staff meetings by the SENCO and other SEND services
- All staff have access to professional development opportunities and are able to apply for SEND training where a need is identified
- Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training where this is appropriate

The use made of teachers and facilities from outside the school, including support services

- The educational psychologist visits the school following discussion with the SENCO as to the purpose of each visit.

- Specialist teaching is requested where we do not have the necessary in-house expertise – for example, in relation to children with autistic-spectrum disorders, sensory impairment or severe emotional and behavioural difficulties.
- Teachers from the Sensory Impairment Team work in school to support children.
- Speech and Language Therapists work in school to support children.
- We have developed links with local special schools and use their support service for training for staff and support for children.
- The SENCO liaises frequently with a number of other outside agencies, for example:

Social Services
 Education Welfare Service
 School Nurse
 Community Paediatrician
 Speech Therapy
 Physiotherapy
 Occupational Therapy
 The Child and Adolescent Unit

Parents are informed if any outside agency is involved with their child. A record will be kept of any outside agency involvement in the child's SEND folder. Contact with external agencies regarding a child will be recorded on CPOMS.

Arrangements for partnerships with parents/carers

We believe that partnership with parents/carers is vital in enabling children with SEND to achieve their potential. We welcome and value the partnership with parents/carers and will actively seek to work with them.

Parents/carers will be involved in all stages of the education planning process. When a decision is made to provide a child with SEND provision, an appointment will be made by the child's teacher to meet the child's parents/carers. Parents/carers will be told about the school's concern and decision and action to be taken. Parents/carers will also be provided with information on Barnsley's SENDDIASS (Special educational Needs Disability Information, Advice, Support Service). Information on the scheme can be found in Appendix 6 of this policy.

Parents/carers at all stages of the SEND process will be encouraged to make known their wishes, feelings and perspectives on their child's development and encouraged to participate fully in meetings to plan and review their child's progress. They will receive a copy of all SEND plans. Parents/carers will have the opportunity to discuss concerns and progress at termly reviews and other appointments will be available on request.

Parents/carers of pupils who are not recorded as having special educational needs will be encouraged to alert school to any concerns they have about their child. The SENCO will be available by appointment before school each morning, 2 afternoons a week and after school most evenings. Regular communication between school and home will, hopefully, ensure that concerns are promptly acted on.

Ideas and materials for supporting learning at home will be discussed with parents/carers on request or as appropriate.

When a child starts at the school we will ask parents/carers about their own access needs. All meetings will be made accessible to disabled parents/carers and, where required, information will be provided in alternative formats, e.g. large print, Braille, audio tape, BSL etc.

Parents/carers will be alerted to the existence of the school's SEND policy in the School Prospectus and the Governors' annual report to parents. Access to the policy will be available to all parents/carers on request.

Pupil Participation

The school recognises that pupils have a unique knowledge of their own needs and circumstances and we ensure that the views of pupils are sought and taken into account. We try to ensure that pupils feel confident that they will be listened to and their views valued. Where possible, we encourage pupils to participate in decision-making processes including the setting of outcomes, contributing to plans and reviews, contributing to the assessment of their needs and the annual review and transition processes.

Links with other schools/transfer arrangements

We do our best to ensure a smooth and supportive transfer between schools. This involves, wherever possible, the transfer of SEND information well in advance of pupils entering the school or transferring to another school. We liaise closely with our local secondary schools.

The transfer from primary to secondary education for pupils with EHCPs and pupils with specific special educational needs is first considered in Year 4. Wherever possible, clear recommendations are given in review meetings for children with EHCPs as to the type of provision the pupil will require at secondary school. This makes it possible for parents to visit secondary schools and to consider appropriate options within the same or similar timescales as other parents.

The SENCO of the receiving secondary school is always invited to attend the final review in primary school of any pupils with an EHCP or specific special educational need and they will be invited to meet pupils in their familiar surroundings prior to transfer. All pupils make at least one full day visit to the receiving secondary school in addition to the regular transition days, and additional visits are made on request or if it felt to be appropriate.

If a pupil at KPS has received any level of special need support, the SENCO will make sure that all documentation relating to the pupil's SEND is transferred to the receiving school within 15 days of the pupil ceasing to be registered at KPS.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

Health service professionals are regularly consulted by the school. Concerns are initially brought to the attention of the school nurse by the SENCO, and referrals are made as appropriate.

The Education Welfare Service is accessed through the Education Welfare Officer who visits school regularly. Teachers alert the SENCO if there is any concern they would like discussed.

Social Services and the Educational Welfare Service are accessed through the designated Social Services officer or the visiting education welfare officer as appropriate.

Many local and national voluntary organisations support SEND. Parents/carers are given details of these groups on request or as appropriate. Information sent from organisations is posted on the school website.

Access to the curriculum

The school ensures that all children have access to a broad and balanced curriculum, and that the National Curriculum programme of study is flexible enough to meet every child's need. No child will be excluded from

any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.

Teachers have regard to the statutory inclusion statement of providing effective learning opportunities for all pupils and the National Curriculum programmes of study being modified, as necessary. The knowledge, skills and understanding are taught in ways that suit the pupil's abilities.

This means at times choosing knowledge, understanding and skills from earlier key stages so that pupils can make progress and show what they can achieve. For pupils whose attainments fall significantly below the expected levels of a key stage, teachers may use the content of the programmes of study to provide a context for planning learning appropriate to the age and requirements of the pupils.

Teaching Assistants support individuals or groups of children in accessing the curriculum. Staff are careful to work in a way that avoids isolating the children they are supporting, and help children work in the company of other children, and often collaboratively with them. Where pupils are withdrawn for therapy (e.g. speech and language therapy or physiotherapy) the timetable is flexible so that children do not miss the same lessons or subject every time.

Children with sensory or mobility impairments or a specific learning difficulty at times access the curriculum through specialist equipment and approaches by alternative and adapted activities. Specialist advice and support on providing access is requested from external support services, as appropriate.

All pupils have the opportunity to join in school visits, residential weeks and after school- clubs.

Working with disabled parents/carers

We will ask parents/carers about their own access and communication needs and do our best to meet these needs.

Disability equality and trips or out of school activities

We will try to make all trips inclusive by planning in advance and using accessible places. We will provide additional teaching assistant support for individual children as required. All teachers complete the required risk assessments needed when taking any child outside of school. Procedures are then put in place to enable all children to participate in after school activities. However, if it is deemed that an intensive one to one support is required then a parent/carer may be asked to accompany their child if it is not possible for an extra member of staff to be present.

Evaluating the success of the SEND policy

The SEND policy will be subject to a regular cycle of monitoring, evaluation and review and the SEND Governor, together with the SENCO and the Headteacher, will be fully involved in the cycle.

The broad aims and objectives set out at the beginning of this policy will lay down the foundation for evaluation and, in addition to these; specific targets will be set each year against which the effectiveness/success of the policy will be measured.

We will not take educational inclusion for granted. We will constantly monitor and evaluate the progress each pupil makes and identify any pupils who may be missing out, difficult to engage, or feeling in some way to be apart from what the school seeks to provide.

The SEND policy and development plans will be reviewed and updated on at least an annual basis.

Complaints procedure

If parents/carers have a concern or complaint regarding special educational needs or an inclusion issue, we encourage them to promptly tell us about it. Most concerns can be sorted out quickly by speaking with the SENCO. If this fails to resolve the matter, then the Headteacher can be contacted. If the concern or complaint cannot be resolved by the Headteacher, then parents/carers should contact the school's governing body. Please refer to the school complaints procedure for further details.

APPENDICES

APPENDIX 1	The Governing Board's statutory duties towards pupils with special educational needs
APPENDIX 2	Cohort tracker
APPENDIX 3	Needs Analysis
APPENDIX 4	Individual Provision Map
APPENDIX 5	EHCP monitoring and assessment individual provision map (1 st page)
APPENDIX 6	Information on SENDDIASS- Special Educational Needs Disability Information, Advice Support Service (formerly Parent Partners)
APPENDIX 7	Access Plan

APPENDIX 1

THE GOVERNING BOARD STATUTORY DUTIES TOWARDS PUPILS WITH SPECIAL EDUCATIONAL NEEDS

The governing body must:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that, where the 'responsible person' has been informed by the LA that a pupil has special educational needs, those needs are made known to all that are likely to teach the pupil. Every school must have a 'responsible person' who is generally the Headteacher but may be the chair of the governing body or a governor appointed by the governing body to take that responsibility
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs
- Consult the LA and governing bodies of other schools, when it seems to be necessary or desirable in the interest of the co-ordinated special educational provision in the area as a whole
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs. This must be reasonably practical and compatible with the child receiving the special educational provision their learning needs call for. Also the efficient education of the pupils with whom they are educated and the efficient use of resources must be taken into account
- Have regard to the SEND Code of Practice when carrying out its duties towards pupils with special educational needs
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child

The Code also states

Governors play a major part in school self-review and should establish mechanisms to ensure they are fully informed about the school, including the systems for, and the outcomes, of in-school monitoring and evaluation. In relation to SEND the governing body should make sure that:

- It is fully involved in developing and monitoring the school's SEND Policy
- All governors, especially any SEND governors are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed
- SEND provision is an integral part of the school development plan
- The quality of SEND provision is continually monitored

APPENDIX 3

Needs Analysis		
NAME Date:		
Need	Strengths	Barriers or Difficulties
Cognition and Learning		
Communication and Interaction		
Social, Emotional, Mental Health		
Physical and Sensory		

Only document in the 4 broad areas of need where necessary – do not feel that all 4 broad areas need to be completed if the CYP does not have difficulty/need in this area.
 Plan using professional reports where available in addition to teacher/SENCO/parent/carer/CYP input

APPENDIX 4

SEND Assessment & Monitoring Individual Provision Map

Child's Name:	Area(s) of Need:	Element of SEND funding:	Assessment Data:				
				R:	W:	M:	GPS:
			Date:				
			Date:				

Child's Year Group:	Academic year:	Class teacher:

12 month outcomes	
Outcome A: (SEMH)	
Outcome B: (L&C)	
Outcome C: (SCI)	

Provision	Target/Expected Outcome inc. date (specify which LTO this is related to)	Pupil:Adult Ratio (and adult initials)	Duration per day & x per week	Number of weeks planned to achieve EO/T	Total minutes per week	Cost	Review Comments/Next Steps (inc. Date)
Total projected over a year (for costing purpose):					Personalised support = <u> </u> hours per week. Small group support = <u> </u> hours.	£- £6000 element 2 funding	

Services involved:

Other Notes:

Details of parental involvement:

APPENDIX 5

<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">EHCP Monitoring and Assessment Provision Map</td> </tr> </table>	EHCP Monitoring and Assessment Provision Map
EHCP Monitoring and Assessment Provision Map	

CYP Name:	Area(s) of Need:	Element 3 SEND funding:	Assessment Data:				
		E		R:	W:	M:	Spag:
			Date:				
			Date:				
			Date:				

Year Group/Class	Class teacher/staff supporting	Dates of termly provision reviews	Date of next annual review

Education Outcomes (taken directly from section E of the EHCP)

Transitions and Independence Outcomes

End of Key Stage / Phase Outcome (long term)

12 Month Outcomes (medium term)

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Preparation for Adulthood Outcomes

End of Key Stage / Phase Outcome (long term)

12 Month Outcomes (medium term)

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APPENDIX 6

SENDIASS (Special educational Needs Disability Information, Advice, Support Service)

Barnsley SENDIASS is a statutory service provided by the local authority; Barnsley Council. We provide information advice and support on SEND related issues. We work with children, young people and parents and carers of children with SEND.

We are a separate service which is at arms-length from the rest of Barnsley Council. We offer free confidential and impartial information, advice and support.

Our information can also be found on the [Barnsley SENDIASS Local Offer](#) website.

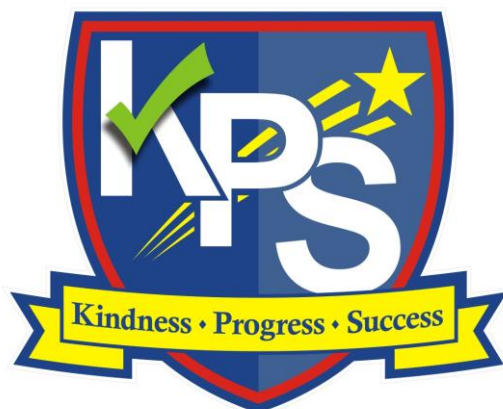
We don't share your information or discuss your case with anyone without your permission. Including Barnsley Council, the NHS or your education setting. We will also not attend meetings unless you are present. This is described further in the [SEND Code of Practice](#). And the [IASS Minimum Standards](#) from the [National Information Advice and Support Service Network \(IASSN\)](#).

How can Barnsley SENDIASS help me?

- Do you or your child need help to learn?
- Do you have concerns or questions relating to SEND?
- Do you want to know how your nursery, school or college can help?
- Do you want to understand how Barnsley Council, social care or the NHS can help?

We can talk to you about your concerns and questions and guide you to relevant information. We can also support and help you to put your thoughts, wishes, feelings and aspirations forward.

If you have general questions, you can contact us online using the form below, email us at sendiass@barnsley.gov.uk, or call 01226 787234.



Keresforth Primary School

Accessibility Plan

Updated September 2025

Accessibility plan

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. KPS the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the headteacher and evaluated by the relevant Governors’ committee.

At Keresforth Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe.

Contextual Information

Keresforth Primary School was built around the 1900’s. The original Victorian single storey building houses the main school.

A 1970’s prefab classroom houses the nursery. 2 disabled toilets are available in the main school building.

Access to the nursery building is via a ramp leading up to the building. Access to the main building can be gained through several doors at ground level although there are some fire exits which have step access. Separate risks assessments are drawn up for individuals when these accesses need to be used by individuals. Access can be gained to all internal areas of the main school building as there are ramps and wide opening doors.

Access into the school grounds is via steps as the school is raised up from pavement level. The school also has an extremely steep and narrow drive which can be very difficult to negotiate. The school does provide a disabled parking area at the top of the drive.

Keresforth Primary School has 2 playgrounds one of which is accessed by steps or up the grass, whilst the other is on a slope. The EYFS outdoor areas for FS2 is immediately accessed by steps. There is alternative access around the side of the building, along a path next to the school field and through a locked gate.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning difficulties and also a number of children who have a medical diagnosis.

We have a number of children who have other medical conditions such as epilepsy and asthma. All relevant staff are appropriately trained to support these pupils.

We also have pupils with a range of learning difficulties and communication disorders. This has involved us liaising with a variety of professionals to ensure the best possible education, within our power, for disabled pupils.

We have a small number of pupils and parents who have a hearing impairment and a small number of parents with some physical disability.

Our Aims are:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of written information to pupils.

Aim 1: To increase the extent to which pupils with SEND can participate in the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short term	To identify pupils who may need additional or different provision for each intake.	To liaise with health visitor, children's centre and other providers to review potential intakes into school and nursery. To ensure that relevant members of staff attend TAF meetings and other review meetings organised for pupils.	Summer term each year ready for September	HT SENCO EYFS leader (if coming in at FS)	Resourcing /procedures / equipment in place for pupils who require any additional support. Care plans in place. EHA in place for families where needed.
	To ensure the health needs are met for all pupils.	Relevant training - allergies, epilepsy, asthma Review use of emergency inhaler – ensure that parents are notified. Care plans up to date. Policy for dealing with medical conditions reviewed.	Medical training reviews in the September each year. First aid training for all staff- renewed every 3 years.	School nurse HT Specialist medical teams First aid lead	Care plans reviewed. All training received for all staff. Medical conditions policy.
	Classrooms organised to promote independent learning for all pupils. Rooms promote the participation of all pupils in learning.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms. Organisation of resources to support learning.	Ongoing	All staff	Increase in access to the curriculum.

		Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.			
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Aim 2: To improve the physical environment of the school to increase the extent to which pupils with SEND can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short term	The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	Ensure that all needs stakeholders are collected on pupil data collection, parent meetings and staff inductions.	Ongoing	Admin staff HT SENCO Class teachers	All stakeholders needs being met.
	Ensure all disabled pupils can be safely evacuated.	Ensure that risk assessment regarding individual pupils where necessary are reviewed regularly. If a child comes to school with a temporary impairment risk assessments are carried out.	Ongoing	HT Site manager Class teachers	All pupils can evacuate safely.
	Ensure hearing equipment in classrooms to support hearing impaired.	To ensure that hearing system is worn by relevant member of staff. Staff training in connecting hearing system. Ensure staff know about which parents are effected by hearing loss by good staff transfer of pupils.	Ongoing	All staff Hearing Impaired Team	Hearing system used. Staff aware of hearing impaired parents and pupils.
	Improve physical environment of school environment.	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and	Ongoing	All staff	Lively and inviting environment maintained.

		refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. Colourful, lively displays in classrooms and inviting role play areas.			
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Ongoing	HT SBM School nurse First aid lead	
Long term	To have suitable disabled access onto school site. Including pram access and motability devices.	To maintain contact with the LA to support funding for ramp access onto school premises away from the school drive.		Governors HT / SBM to look for finance avenues to support this. LA finance support	Ramp access to school grounds
	To move the playground to ensure complete safeguarding for children away from the front of the school building. (relocating the school playground from the front of school to the rear of school)	To maintain contact with the LA to support funding to relocate playground and staff car park including new fencing to separate car park from parent and pupil walkway.		Governors HT LA finance support	Relocated playground.

Aim 3: To improve the delivery of information to pupils with SEND and parents with additional needs.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short term	Availability of written material in alternative formats when specifically	The school will make itself aware of the services available for	Ongoing	Admin officer School leadership team	All parents can access information.

	requested.	converting written information into alternative formats. The school will be able to provide written information in different formats when requested for individual purposes.			
	Written material to be accompanied by pictures/symbols for individual pupils when needed to support with independence.	Word banks to be accompanied with pictures for individual pupils. Use of computer software to support with this.	Ongoing	SENCO All teachers	All children can access and use word banks independently.

Agreed by Governors on _____

Signed _____ (Chair of finance)