

KINGSFOLD PRIMARY SCHOOL

SEND POLICY

SENCo (SLT) : Alex Reid

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
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: Framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy reflects these values and aims and follows the procedures set out in the 'Code of Practice' (2014).

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2. Aim:

At Kingsfold, we believe that all children should be valued equally whatever their abilities, background, physique or experiences, and should have access to equal opportunities and a broad and balanced curriculum. Furthermore we endeavour to help and guide each child to reach his/her full potential and have a voice. We aim to create a secure, caring environment where children can develop and thrive, where individuals feel valued and confident and a feeling of self-worth is fostered. We promote encouragement, acceptance, respect for achievements and sensitivity to individual needs. However, we acknowledge that some children will have more difficulty with certain areas of the curriculum at some time in their school career and these difficulties must be attended to. We take a whole school approach towards children with SEND. All of our teachers take pride in treating each child as an individual and we aim to provide all children with opportunities for personal achievement. We also acknowledge that some children will be more able than their peers in some areas of the curriculum and they too must be catered for and their needs adequately met.

We pay attention to these specific areas:

- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children.

- endeavouring to meet the individual needs of each child therefore enabling each pupil to reach his or her full potential, both curricular and extracurricular, and contribute fully to school life.
- developing a feeling of self-esteem within the individual.
- providing access to and progression within the curriculum.
- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children.
- providing for children's individual needs by supporting them in various ways (whole class, small groups and individual).
- assisting all staff in the delivery of educational entitlement to ensure all staff are aware of a child's individual needs and providing relevant resources.
- training staff to meet individual needs.
- working with parents and other agencies to provide support and opportunities for those children with SEND.
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements.
- including the voice of the child in monitoring and reviewing process.

Objectives

Our objectives aim to ensure that all children reach the highest possible level of competence in all academic areas of the curriculum. In this we endeavour to ensure the following:

- To work within the guidance provided in the SEND Code of Practice, 2014.
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND Inclusion Policy.
- To promptly identify and provide for pupils who have special educational needs and additional needs.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- A climate of warmth and support in which self confidence and self-esteem can grow and in which all children feel valued and able to risk making mistakes as they learn without the fear of criticism.
- To provide support and advice for all staff working with special educational needs pupils.
- Home/school partnerships which enable families to support the teaching programme for the child with special needs.

3. Identifying Special Educational Needs

A child has if they have a learning difficulty or disability which calls for special educational provision to be made. We believe that early identification and intervention can significantly reduce the need for more costly interventions at a later stage. Our graduated response begins when a child has significantly greater difficulty in learning than the majority of others of the same age in their class or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in our mainstream school.

At Kingsfold we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

SEND is divided into four types:

- *Communication and Interaction* - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
 - *Cognition and Learning* - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
 - *Social, Mental and Emotional Health* - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
 - *Sensory and/or Physical Needs* - this includes children with sensory, multisensory and physical difficulties.
- *Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND.*
 - *Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.*
 - *Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.*
 - *Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.*

Other areas we monitor are Attendance and Punctuality / Health and Welfare / Being in receipt of Pupil Premium Grant / Being a Looked After Child / Being a child of Serviceman/woman.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

- *We must not directly or indirectly discriminate against, harass or victimise disabled children and young people*
- *We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.*

The school’s Equality Policy and objectives and the Accessibility Plan can be found on the school website.

4. Our Graduated Response

At Kingsfold we adopt a “quality first” teaching approach. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil

progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies. Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. This SEND support provided consists of:

- Assess
- Plan
- Do/Support
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. Participation in intervention sessions may also be appropriate at this stage. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings. Parents' evenings are used to monitor and assess the progress being made by children.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Where it is decided to provide a pupil with SEND support, the parents would be formally notified. I.E.P planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the

impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. The support and intervention provided would be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Provision maps are used to record additional provision for pupils on our SEND register. All teachers and support staff who work with the pupil would be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This would also be recorded on the school's information system. A register is kept of pupils with SEND. Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting would be held in addition to this.

Do / Support

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. TAs and our designated SENCo Admin TA help carry out 1:1 targeted work throughout school. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews of a child's progress will be made termly (or half-termly where required). The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, would review that plan as a minimum every twelve months.

SEND Support Overview

Provision at Stage 1

1. The children will have an I.E.P, written from discussions with the SENCo / Head, class teacher, and parents and, where appropriate, the child.
2. Support and intervention is identified through teacher's planning.
3. In addition children will be given small group support in school from specific TA's or may be part of intervention groups/programmes.
4. Reviews will take place to assess whether the child being monitored needs to be placed on the SEND register.

If it is felt, by all concerned, that the child is not making adequate progress towards its targets then it may be necessary to move the child onto Stage 2.

Provision at Stage 2

1. Provision is the same as Stage 1.
2. The school Educational Psychologist may be asked to carry out a detailed assessment.
3. At this Stage a CAF may be completed and a TAF arranged as external agencies may become involved. Assessments done by these agencies inform the I.E.P. and assist with the purchase of resources.

Statutory Assessment

If a child has significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. If it is felt that the

school cannot fully meet the needs of the pupil then evidence will be collated by the SENCo. For both of these processes, there needs to be involvement from an Educational Psychologist and other professionals. It needs to be evidenced that their advice has been acted upon and the impact of this should be found. Specialist staff will be requested via referral documentation. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Referral for an Education, Health and Care Plan

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, an EHC Plan will be provided by Lancashire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

5: Criteria for exiting the SEND register

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

6: Supporting pupils and families

The following policies can be accessed on our school website (<http://kingsfoldprimary.com/parents/special-educational-needs/>):

- This SEND Policy.
- LA Local Offer.
- Kingsfold's SEND Information Report.
- Admissions Policy.
- Managing the Medical Needs of Pupils Policy.

Class teachers, in partnership with the SENCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible. This involves transition meetings / mornings when children are moving classes within our school. When transition involves another school we work closely with them to ensure that all relevant information is shared. We work closely with all of our local High Schools to ensure a smooth path into secondary education and make sure that our pupils are familiar with their new setting.

Where appropriate, Kingsfold are able to access expert advice in a range of areas, including health through our School Nurse, Educational Psychology, Occupational Therapy, Speech and Language Therapy, Primary Behaviour Support, and Childrens' Mental Health Services, amongst others. Referrals to these outside agencies and support services are subject to their own guidelines and time frames.

7. Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school has a policy for Supporting Pupils at School With Medical Conditions, which can be found on our school website.

8: Monitoring and evaluation of SEND

Our evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all of our pupils.

All pupils are monitored through the pupil progress review system (PPR) which occurs termly. If adequate progress is not being made then interventions are put in place. Any interventions undertaken are regularly monitored with feedback given to both pupils and parents/carers. The school's SEND provision is regularly reviewed and evaluated following whole school data which refers to SEND as a pupil group. The impact of interventions are assessed and evaluated and the results inform school which SEND provisions are effective. The quality of the provision is also assessed termly using RAG I.E.P evaluations, assessment data, exclusion and nurture data and attendance/punctuality data. SLT evaluate the progress of pupils with SEND and put further interventions in place if there is a significant gap between SEND pupils and their peers.

Parents/carers views and pupil voice is sought in order to assess the effectiveness of SEND provision in the school. The SEND policy is regularly reviewed in order to take into account the views of all stakeholders; this ensures an improvement of provision for all pupils.

9. Training and resources

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head / SENCo.

The SENCo / Head will keep fully up to date about SEND issues through attendance at training and cluster meetings. In addition the SENCo will develop his skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.

Teaching staff will be kept up to date informally by the Head/SENCo and formally at staff meetings and training. Non-teaching staff will be kept up to date informally by the SEND TA and SENCo and formally at staff meetings and training.

10. Roles and responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. The Governing Body has identified a governor to have oversight of SEND provision in our school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. Helen Livesey undertakes this role. Helen meets regularly with the Assistant Head, Alex Reid. The Head and Assistant Head are the school's "responsible persons" and manage the school's SEND work. The Head and Assistant Head keep the governing body informed about the SEND provision made by the school. Mrs Nikki Croskell deals with SEND administration and paperwork. Miss Judith Croskell works as an Early Intervention TA, focussing on nurture of vulnerable children. We have also recently appointed a Family Support Worker.

Governors will ensure that:

- The necessary provision is made for any pupil with SEND.
- All staff are aware of the need to identify and provide for pupils with SEND.
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2001).
- Parents are notified if the school decides to make SEND provision for their child.
- They are fully informed about SEND issues, so that they can play a major part in school self-review.
- They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND.

The Head Teacher is responsible for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs
- Keeping the governing body informed about SEND issues
- Working closely with the SENCo
- The deployment of all special educational needs personnel within the school
- Monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The special educational needs co-ordinator (SENCo) is responsible for:

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating the provision for pupils with special educational needs
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other school staff
- Helping staff to identify pupils with special educational needs
- Carrying out assessments and observations of pupils with specific learning problems.
- Supporting class teachers in devising strategies, drawing up IEPs setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
- Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents.
- Maintaining the school's SEND register and records.
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc.
- Contributing to the in-service training of staff.
- Liaising with the SENCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.

Class teachers are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil).
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND.

TAs should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Use the school's procedure for giving feedback to teachers about pupils' progress.
- TAs work as part of a team with the SENCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing I.E.Ps and monitoring progress.

- Designated Teacher with specific Safeguarding responsibility: Debbie Mills (Backup: Alex Reid).
- Member of staff responsible for managing PPG/LAC funding: Debbie Mills, Mark Howarth.
- Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: Debbie Mills.

11. Storing and managing information.

Documents relating to pupils on the SEND register will be stored with their Pupil File in the SENCo admin office. SEND records will be passed on to a child's next setting when he or she leaves. The school has a 'Confidentiality' policy which applies to all written pupil records.

12. Reviewing the policy

This policy will be reviewed annually, and targets set with clear success criteria. This constitutes the developmental aspect of the Policy. It is the success of the annual target and the provision judged against individual pupil progress that informs teachers, parents and governors about the policy's effectiveness.

Annual Targets for 2017/2018

1. The use of the school's tracking system will be used to further support prompt identification of children with special needs and to track SEND progress. Pupil Passports to be used in class.
2. We will ensure that children are involved in the review of their IEP's/EHC plans and that parents are fully informed.
3. Monitor and evaluate role of intervention teacher.
4. Ensure curriculum entitlement of SEND children.
5. Update Local Offer and other relevant documents on school website, annually.

Success Criteria

1. Children participate in their learning and have greater responsibility for their learning as they move through school.
2. Children make progress against IEP targets, which are integrated, into differentiated group work and classroom planning. Working relationships with parents is strengthened.
3. Children access support without losing access to a broad and balanced curriculum. Progress data of intervention teacher is successfully monitored and evaluated thus providing quality support for all children in school with SEND.
4. Inclusion records tracked throughout year by SENCo.
5. Website informs public of SEND provision in school. Detail to be added annually to SEND Information Report.

13. Accessibility

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Kingsfold's Accessibility Plan can be found on the school website.

14. Dealing with complaints

The complaint procedure for SEND mirrors the school's other complaints procedures, which can be found in the school prospectus (which can be found on our school website).

In the first instance any complaints about special educational provision should be made to the class teacher. If the issue is not resolved then the following procedures should be followed:

- a) Meeting with SENCo (for SEND matters).
- b) Meeting with Assistant Headteacher.
- c) Meeting with Headteacher.
- d) Put complaint in writing to Chair of Governors, Mr Adrian Jones.

15. Bullying

Our school has a bullying policy (see website) and steps are actively taken to ensure and mitigate the risk of bullying of vulnerable pupils at the school. Any concerns raised by staff, parents/carers and pupils are dealt with seriously and immediately. Intervention is undertaken with the bully and support is given to the victim. All incidents are recorded and logged on the appropriate systems. Pupils are taught to respect each other and consider the needs of others. Assemblies and PSHE class discussions are held on a regular basis with regard to respecting others and bullying. Parents/carers of pupils with SEND are aware that they can report any issues with regard to bullying. Pupils are given information with regard to on-line safety. The playground area is staffed by a member of the SEND team at lunchtime, who monitors the safety of vulnerable pupils who go outside at lunch time.

16. Appendices

We direct you to our school website (<http://www.kingsfold-pri.lancs.sch.uk/>) to find all policies mentioned within this document.

Related Policies:

- Admissions Policy
- Assessment Policy
- Inclusion Statement
- Behaviour policy
- Equality and Disability Policy
- Safeguarding Policy
- Gifted and Talented Policy
- Anti-Bullying Policy
- Medical Conditions Policy
- Accessibility Statement/Plan
- EAL Policy
- P.H.S.E. Policy

Our website also has a link to a 'parent-friendly' breakdown of key SEND information relating to our school.

To contact Kingsfold SEND team:

(01772) 743531

Headteacher – Mrs Debbie Mills (head@Kingsfold-pri.lancs.sch.uk)

SENCo – Mr Alex Reid (a.reid@kingsfold-pri.lancs.sch.uk)

SEND Governor – Miss Helen Livesey.

Signed _____ [Name]
(Headteacher)

Date _____

Signed _____ [Name]
(SENCo)

Date _____

Signed _____ [Name]
(SEND Governor)

Date _____

This policy will be reviewed annually.

Last Review: July 2017