



Special Educational Needs and Disability (SEND) Policy

1. Introduction

At Kielder Primary School and Nursery, we are committed to promoting high standards and ensuring that all pupils, regardless of need or disability, are supported to make the best possible progress. We are an inclusive school community where every child is valued and encouraged to thrive and excel as learners today and leaders tomorrow.

Our approach to SEND is rooted in Quality First Teaching (QFT) and adaptive teaching. Our central professional question for all teaching staff is:

“Is your classroom reducing the need for additional intervention?”

Teachers adapt teaching to remove barriers to learning, promote independence and ensure access to a broad, balanced and ambitious curriculum. Interventions are used thoughtfully and strategically and never replace high-quality teaching. As a very small rural school, we value strong relationships with pupils and families and work flexibly to meet individual needs.

2. Relationship to the SEND Information Report

This SEND Policy sets out how Kielder Primary School and Nursery identifies and supports pupils with special educational needs and disabilities. Further practical information for parents and carers, including details of provision, external services and support available, can be found in the school's SEND Information Report, which is published on the school website and reviewed annually.

3. Compliance and Legislation

This policy complies with the statutory requirements set out in the SEND Code of Practice: 0–25 years (2015) and is written with reference to the following legislation and guidance:

- Children and Families Act 2014
- Equality Act 2010
- SEND Code of Practice: 0–25 years
- SEND Information Report Regulations
- Supporting pupils at school with medical conditions
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards

4. Definition of SEND

A child is considered to have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.

The Equality Act 2010 defines disability as a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. Schools have a duty to make reasonable adjustments to avoid substantial disadvantage.

5. Broad Areas of Need

Provision for pupils with SEND is categorised within the four broad areas of need identified in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

6. Identification of SEND

Early identification of SEND is a priority. Pupils' needs may be identified through:

- Teacher assessment and progress monitoring
- Classroom observation
- Discussion with parents/carers
- Pupil voice
- Information from previous settings or external professionals

Where concerns persist despite high-quality adaptive teaching, pupils may be identified as requiring SEN Support.

7. SEN Support and the Graduated Approach

Kielder Primary School and Nursery follows the graduated approach of **Assess, Plan, Do, Review.**

Assess

The class teacher, supported by the SENDCo, identifies the pupil's needs using assessment information, observations and specialist advice where appropriate.

Plan

Outcomes, provision and review arrangements are agreed with parents and pupils and recorded in a SEND Support Plan.

Do

The class teacher remains responsible for working with the pupil on a daily basis. Support staff may assist in delivering planned provision under the direction of the teacher.

Review

Progress towards outcomes is reviewed at least termly with parents and pupils. Provision is adjusted in response to progress and emerging needs.

8. Levels of Support

Level 1 – Quality First Teaching

Inclusive, adaptive classroom teaching that meets the needs of all learners.

Level 2 – Additional Intervention

Targeted, time-limited interventions designed to support specific areas of need and closely linked to classroom learning.

Level 3 – High Need

Highly personalised support, specialist involvement and, where appropriate, Education, Health and Care Needs Assessment.

9. Supporting Social, Emotional and Mental Health

The school recognises the importance of supporting pupils' social, emotional and mental health. Support is provided through a caring ethos, positive behaviour approaches and targeted support where appropriate. The SENDCo is a qualified Mental Health First Aider and the school's Senior Mental Health Lead.

10. Supporting Pupils with Medical Conditions

The school supports pupils with medical conditions in line with statutory guidance. Individual Healthcare Plans are developed where required, and staff receive appropriate training to ensure pupils are safe and able to access learning.

11. Partnership with Parents and Pupil Voice

Parents/carers and pupils are central partners in SEND provision. Their views inform assessment, planning, review and evaluation of support. Regular communication ensures that parents are fully informed and involved in decision-making.

12. Roles and Responsibilities

The Headteacher and SENDCo:

- Provides strategic leadership for SEND
- Oversees SEND provision and statutory duties
- Coordinates support and liaises with external agencies

Class Teachers:

- Are responsible for the progress of pupils with SEND in their class
- Deliver adaptive teaching and targeted support
- Work closely with the SENDCo and parents

Support Staff:

- Deliver support as directed by the class teacher and SENDCo
- Contribute to assessment and review

Governing Body:

- Monitors SEND provision and compliance
- Ensures statutory duties are met

13. Staff Development

SEND forms part of ongoing professional development for all staff. Training is informed by pupil needs, school priorities and external guidance. Training needs may be identified via the annual appraisal process to ensure that all staff are equipped with the knowledge and skills to support pupils with SEND needs.

14. Monitoring and Evaluation

SEND provision is monitored through:

- Review of pupil progress and outcomes
- Evaluation of the impact of interventions
- Parent and pupil feedback
- SENDCo and leadership oversight

Findings inform future planning and school improvement.

15. Policy Status

Approved: September 2025

Review cycle: Annual

Next review: September 2026

