



*Kirkstall St Stephen's  
Special Educational  
Needs and Disability (SEND) Policy  
May 2025*

in compliance with  
**Statutory Instrument: Special Educational Needs (Information) Regulations  
(Clause 65) and  
Special Educational Needs and Disability Code of Practice (2015)**

**The name and contact details of the SEND Coordinator (SENCO):**

***Angela May – member of the Senior Leadership Team.***

*NASENCO Award completed January 2021*

***Contact via the School Office: 0113 3821960***

**The name and contact details of the SEND Governor:**

***Linda Dray***

***Contact via the School Office: 0113 3821960***

*This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.*

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## **SEND Policy for Kirkstall St Stephen's (KSS) - Legislative Compliance**

This policy complies with the statutory requirement laid out in the **SEND Code of Practice 0-25 2015** (which takes account of the SEND provisions of the SEN and Disability Act 2001).

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

It complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- *Equality Act 2010: advice for schools* DfE Feb 2013
- *Children and Families Act 2014* ([Part 3 of the Children and Families Act 2014](#) sets out schools' responsibilities for pupils with SEN and disabilities).
- Statutory guidance on *Supporting pupils at school with medical conditions* (April 2014)
- Ofsted Section 5 Inspection Framework April 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards 2012
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SENCOs and the SEN information report.

### **Policy Links**

This policy links to the following Kirkstall St Stephen's policies:

- Accessibility Policy
- Anti-Bullying Policy
- Complaints Policy
- GDPR Privacy Notice
- Behaviour Policy
- Inclusion Policy
- Intimate Care Policy
- Supporting children with medical needs Policy
- Safeguarding and Child Protection Policy
- Admissions Policy
- Equality Policy

The policies listed above are available on the school website: <https://www.kirkstall-st-stephens.leeds.sch.uk/>

Copies of these can also be requested from the school office.

- Leeds SEND Local Offer - [www.leedslocaloffer.org.uk](http://www.leedslocaloffer.org.uk)

## **Rationale**

This policy supports the whole school vision, and ethos statement, ensuring a consistent approach throughout all areas of school and our mission to ensure all children are cherished, challenged and valued as children of God.

## **Our Vision**

**We are cherished** - valued and supported members of the school community

**We are challenged** - faced with difficult questions we try and find the right pathways in learning and behaviour

**We are children of God** - we behave in a way which shows respect for and takes into consideration wider spiritual issues

***In our school we value each child as a unique individual. We will always strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.***

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all children and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

## **Policy Definitions**

Pupils have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

### **Pupils have a learning difficulty if they:**

- Have a significantly greater difficulty in their learning than the majority of pupils the same age; or
- Make little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness;
- Have communication and/or interaction difficulties and require specific individual interventions in order to access learning;
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age within the area of the local education authority;
- Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different to the language in which they will be taught.

### **Special educational provision means:**

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **Students with medical conditions:**

A student who has a medical condition will have an Individual Healthcare Plan (IHP), which will specify the level of support required to meet their medical needs. This student may not necessarily have SEND but there may be an overlap of provision. Where this student also has SEND support for their needs this will be co-ordinated and planned alongside their IHP.

## **Aims and Objectives**

At KSS we are committed to raising the aspirations of and expectations for all pupils, including those with SEND, and removing barriers to learning. We provide an environment which enables all children to enjoy their learning, reach their full potential and make a positive contribution to the school and community. We are committed to the inclusion of all pupils and respect that children:

- Have diverse educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

The aims of our practice in this school are:

- To provide curriculum access for all;
- To secure high levels of achievement for all;
- To meet individual needs through a wide range of provision;
- To attain high levels of satisfaction and participation from pupils, parent and carers;
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes;

- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners;
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The Headteacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs and/or Disabilities Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the Headteacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

### **Identifying Special Educational Needs**

A child or young person has a special educational need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Special Educational Provision is provision that is ‘additional to or different from that made generally for other children or young people of the same age by mainstream schools.’

The following four broad areas of special educational need and support are identified in the 0-25 SEND Code of Practice (2015) and recognised within school:

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

As an inclusive school, the purpose of identification is to work out what action we need to take. At KSS we identify the needs of pupils by considering the needs of the whole child which will include not just their special educational needs. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Social, Emotional and Mental Health Issues
- Autistic Spectrum Conditions
- Hearing Impairments
- Moderate Learning Difficulties
- Physical and medical needs

The school recognises that the following may impact on progress and attainment but are not SEN:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

In admitting pupils with special educational needs, we would expect to have informative discussions with both the pupil’s family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school’s devolved SEND budget. The majority of pupils who have previously been awarded High Needs Funding (Funding For Inclusion or FFI) continue to be in receipt of this. However, in line with Leeds LA’s transition plan, this is moving to a system of pupils receiving funding via Education, Health and Care Plans (EHCPs).

As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a more specialist provision. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

In agreeing our stated arrangements, the school has taken into account the following statements and definitions:

*“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.” **‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)***

*“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.” **SEN Code of Practice (2015: Para 1.24)***

*This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.” **“Achievement for All” (National Strategies: 2009)***

*Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision. **Ofsted SEN Review 2010***

*“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68) **SEN Code of Practice 2015***

## **Provision for SEND – A Graduated Approach to SEND support**

At KSS we offer a graduated response to SEND. A SEND register is used to record the needs of pupils identified as requiring SEN support. These are reviewed and updated at least termly.

### **Assessment and Identification of Children's Needs**

Children's needs are identified and met as early as possible through:

- the analysis of data including transition documents from previous settings, including nurseries and childminders, discussions with parents, including home visits, Baseline data, followed by Foundation Stage Profile scores at the end of Reception Class, reading ages, other whole-school pupil progress data;
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review).
- following up parental concerns;
- tracking individual children's progress over time;
- information from previous schools;
- information from other services;
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENCO;
- undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. These include SpLD assessments such as YARC (York Assessment of Reading for Comprehension), Dyslexia Portfolio , BPVS to assess receptive language level. It may include a bilingual assessment where English is not the first language;
- involving an external agency where it is suspected that a special educational need is significant.

### **Universal Provision for all and Targeted Provision for Vulnerable Learners**

All learners have access to well-differentiated, quality first teaching. Where children are underachieving, we provide for these additional needs in a variety of ways, using the most appropriate combination of these approaches to address targets identified for individual pupils:

- teachers differentiate work as part of quality first teaching;
- class support;
- small group support;
- pre-teaching and post-teaching;
- bilingual support/access to materials in translation;
- further differentiation of resources.

Vulnerable learners have access to carefully differentiated activities or approaches, including small group interventions, directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND. The progress of these pupils is closely monitored.

All vulnerable learners are included on a whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision;

- Audit how well provision matches need;
- Recognise gaps in provision;
- Highlight repetitive or ineffective use of resources;
- Cost provisions effectively;
- Demonstrate accountability for financial efficiency;
- Demonstrate to all staff how support is deployed;
- Inform parents, governors, LEA, external agencies and Ofsted about resource deployment;
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### **Additional SEND Provision (Specialist Provision)**

- Pupils will be identified as having SEN and offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school, i.e. they have a special educational need as defined by the SEN Code of Practice 2015.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school’s provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

### **Individual Education Plans and the Assess – Plan – Do – Review Cycle**

During the **Assess** stage, the following information could be gathered:

- Teacher assessments and experiences;
- Standardised tests, including Dyslexia Profile, YARC, BPVS, SWST, visual stress assessments;
- Criterion-referenced assessments;
- Pupil progress and attainment data;
- Behaviour and wellbeing records (CPOMS);
- A comparison to peers;
- Views and experiences of parents;
- Views of the pupil, including their strengths and likes;
- Profile information;
- Advice from external services;
- Observations;
- Questionnaires (pupil, parents, professionals).

The impact of what targeted provision has already been used is assessed and ongoing areas of difficulty are identified. An **Individual Education Plan** – Learning Plan - is then written. The teacher, SENCO and other staff involved with the support of the pupil agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development of behaviour. A clear date for review is set. Where appropriate, plans seek parental involvement to reinforce or contribute to progress at home. The Learning Plan is on a 2-way communication platform and parents are encouraged to add comments and questions on this.

The Learning Plan is shared with all staff involved in supporting the pupil to achieve their targets. The SENCO ensures there is adequate opportunity for pupils with special educational needs to work on agreed targets.

### **Review (Monitoring and Evaluation)**

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out and then reported in the following ways:

- classroom observation by the SENCO, senior leaders and subject leaders;
- monitoring from the School Improvement Advisor;
- ongoing assessment of progress made by pupils in intervention groups;
- ongoing assessment of progress made by individual pupils using SENIT's *Stages Not Ages* document, or BSquared's *Connecting Steps*;
- work sampling;
- regular teacher discussions with the SENCO;
- informal feedback from all staff;
- pupil interviews, when appropriate, when setting new targets or reviewing existing targets;
- pupil progress tracking using assessment data (whole-school processes);
- monitoring targets, including those on individual pupils' Learning Plans;
- evaluating pupils' progress;
- attendance records;
- regular meetings about pupils' progress between the SENCO and the Headteacher;
- Headteacher's report to governors;

Where children do not make expected progress despite all school-based interventions, the SENCO will consider making a referral to an external agency or agencies. This will always be done in consultation with the class teacher, other members of staff as necessary, and parents/carers. For more complex and higher levels of need, the SENCO will work with parents and other agencies to collate evidence required to support an **Education, Health and Care Needs Assessment** in accordance with SEN Code of Practice 2015.

### **Education, Health and Care Plan (EHCP)**

- Pupils with an EHCPs will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local LCC policy and guidance - particularly with regard to the timescales set out within the process.

### **Supporting Pupils and Families**

KSS School endeavours to support and involve pupils and their families at all stages in their education. Parents and pupils can find information about how we support children with SEND and their families in our SEND Information Report. This can be found on our school website or from the Headteacher. This contains a link to Leeds LEA Local Offer for SEND. (See **Links with other service** below).

The school works closely with parents in the support of children with Special Educational Needs and Disability. We encourage parents to make an active contribution to their child's education and support them

with strategies of how they can help their child to meet targets set. Meetings are held regularly for the class teacher and/or SENCO to share the child's progress and review the SEN targets with parents.

Parents are informed of the outcomes and recommendations of any involvement their child has had with external agencies, such as *Speech and Language*, *SENIT (SEN Inclusion Team)* and *STARS (Specialist Training in Autism and Raising Standards)*.

We signpost parents to *SEND Information Advice Support Service* or *SENDIASS*, the agency that can guide or support parents with queries or concerns they have regarding their child's needs.

## **Training and Resources**

Support is allocated according to identified needs through the use of available funding (Notional SEN budget, High Needs Top-Up Funding and funding linked to EHCPs). Staff have access to a wide range of SEN resources, and more are purchased as required.

All staff receive relevant training so they are able to support children in school as required. Training is coordinated by the senior leadership team and SENCO. Some training is provided by external agencies, including *SENIT*, *STARS*, *Children's Speech and Language Therapy Service* and *Leeds School Nursing Service*.

The SENCO keeps up to date with local and national updates in SEND by attending regular network meetings and the annual SEND conference organised by the Local Authority. The SENCO completed the National Award for SEN Coordination (NASENCO) in January 2021.

## **Roles and Responsibilities**

### **Class teacher**

- Liaising with the SENCO to agree:
  - which pupils in the class are vulnerable learners;
  - which pupils are underachieving and need to have their additional interventions monitored on a provision map – but do not have special educational needs;
  - which pupils require additional support because of a special educational need and need to go on the school's SEND register. These pupils, including pupils with EHC plans, require an Individual Education Plan to address their special educational need(s). Some of these pupils may require advice/support from an outside professional.
- Securing good provision and good outcomes for all groups of vulnerable learners by:
  - providing differentiated teaching and learning opportunities;
  - ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2015);
  - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

### **Special Educational Needs Coordinator (SENCO)**

In line with the recommendations in the SEN Code of Practice 2015, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- Overseeing the day-to-day operation of the school's SEND policy;
- Coordinating provision for children with SEND;
- Liaising with the relevant designated teacher where a looked after pupil has SEND;
- Advising on a graduated approach to providing SEND Support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with parents of children with SEND;
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies;
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- Working with the Headteacher and school governors so that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all children with SEND up to date.

## **Headteacher**

- The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The Headteacher and the governing body will delegate the day-to-day implementation of this policy to the Special Educational Needs Coordinator (SENCO).
- The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system;
  - maintenance and analysis of a whole-school provision map for vulnerable learners;
  - regular meetings with the SENCO;
  - discussions and consultations with pupils and parents as appropriate.

## **Governing Body and SEND Governor**

The Governing Body, in cooperation with the Headteacher, is responsible for the school's general policy and approach to provision for pupils with SEND. There is a governor with specific responsibility for SEND who meets regularly with the SENCO for updates of any meaningful developments, including any new pupils with SENs, any changes to the school provision map, changes in staffing and SEN support, etc. The governor has completed training in the governance of SEND and provides meaningful challenge. She also accesses other relevant training, including, for example, AET Autism Level 1 training.

## **Storing and Managing Information**

Individual pupil SEND files can be shared with staff and parents when necessary or when requested. Learning Plans are available for parents and staff to access via the *Provision Map* platform. Any other relevant documents are shared with class teachers and support staff to enable them to plan and deliver whatever is needed to support the child and their learning and development.

When children leave KSS, whether to transfer to Secondary School or another primary school, the SENCO ensures SEND files are passed on to the receiving school. Records are kept of such transfers.

## **Assessing and Reviewing Pupils' Progress**

### **(The effectiveness of our educational provision for pupils with Special Educational Needs)**

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:

- The school's generic processes for tracking the progress of all pupils;
- Termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil);
- At least termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need;
- Reviews of Education, Health and Care Plans (EHCPs), as prescribed in the SEND Code of Practice (September 2015).

As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school. For example:

- Sensory experiences – such as 'sensory circuits' – to develop sensory awareness and concentration;
- Adult support for children who benefit from a key person;
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity;
- Our deployment of additional staffing and resources, including funding, ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010;
- Lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners;
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

The school has a robust approach to supporting children who require social and emotional provision. Provision includes, but is not limited to, the following:

- Lunchtime homework/'Chill out' club
- Family support leader;
- SEMH Leader;
- Leader for pastoral care;

- High quality PSHE teaching;
  - LEGO-based therapy;
  - Drawing and Talking therapy;
  - Safe Spaces where a pupil can go to self-regulate, or co-regulate with an adult.
- 
- In accordance with Section 6 of the SEN Code of Practice 2015, our Special Educational Needs Coordinator is a qualified teacher with statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
  - The SENCO regularly attends local network meetings, including Educational Psychology Cluster Meetings, STARS Network meetings, etc.
  - Staff receive regular training in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs are identified and met through the appraisal/performance management process.
  - Specialist advice and expertise in relation to assessment and support of individual pupils is commissioned by the school from the open market, accessing, as far as possible, services available as part of the Leeds Local Offer.
  - All staffing appointments to support vulnerable learners are carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies are competitively advertised to ensure our school employs staff of the highest calibre.

### **Partnership with Parents/Carers**

Parental involvement and partnership are essential. We take account of the wishes, feelings and knowledge of parents/carers at all stages of support. The school aims to work in partnership with parents and carers. We do so by:

- making parents and carers feel welcome and respected;
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- keeping parents and carers informed and giving support during assessment and any related decision-making process;
- working effectively with all other agencies supporting children and their parents;
- making parents and carers aware of the Leeds *SEND Information and Advice Support Service (SENDIASS)* available as part of the Local Offer.

- Welcoming all parents to events such as SEND Coffee Mornings/Afternoons where parents can build relationships with others and find out what is happening in school in terms of SEND. Also, visitors from services such as *Scope* and *Leeds Mind* attend at times to signpost their services and offer advice.

## **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning;
- identify their own needs and learn about learning;
- share in individual target setting, which are then on their Learning Plan;
- use information shared with them about how they can make improvements;
- for some pupils with special educational needs, monitor their own success at achieving the targets on their Learning Plan.

## **Partnership with Outside Agencies**

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care.
- We seek to respond quickly to emerging need and work closely with other agencies including:
  - Targeted Services Lead
  - Headingley & Kirkstall Schools' Partnership, which shares expertise and support amongst the schools within the partnership. It also offers services including therapeutic and family support.
  - CAMHS (Children and Adolescent Mental Health Service) & MindMate SPA
  - SENSAP (Special Educational Needs Statutory Assessment and Provision team)
  - Educational Psychology Service
  - SENIT (Special Educational Needs Inclusion Team)
  - STARS (Specialist Training in Autism and Raising Standards)
  - Leeds SEND Information Advice Service (SENDIASS)
  - Sensory Impairment team including DAHIT (Deaf and Hearing Impairment Team) and VIT (Visual Impairment Team)
  - Local NHS services including Children's Speech and Language Therapy (CSLT) Service; Children's Occupational Therapy; Community Physiotherapist; Children's Continuing Care; Continence Nurse; Paediatricians; Audiology; *Epilepsy in Action*
  - Health Visitors and Family Outreach workers
  - Health, Safety and Wellbeing Advisor
  - Multi-agency safeguarding hub
  - Restorative Early Support Team
  - Inclusion Support (including the AIP - Area Inclusion Partner)
  - Leeds Child Protection Team
  - Social Care
  - Governor Support Service
  - Engage
  - RES Team
  - Willows Young Carers
  - Forward Leeds Family Plus Worker
  - Family Behaviour Workers

- Scope
  - CHAD (Child Health and Disability service)
  - Barnardo's West Yorkshire Neurodevelopmental Family Navigator service
- In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with EHCPs, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
  - Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, hearing impairment etc).
  - We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENCO, but in some cases it can be another member of staff, such as the Headteacher, who is the designated safeguarding lead, or Designated Teacher for looked-after or previously looked-after children.

### **Arrangements for Transition**

- We endeavour to ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of SEND support. Pupils with EHCPs have next phase destinations and transition arrangements discussed at plan review meetings.
- Support for the pupil to process moving on is carefully planned and can include familiarisation visits and counselling, if necessary. Pupils are included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents are encouraged to consider all options for their child's next phase of education and the school involves outside agencies, as appropriate, to ensure information is comprehensive, easily accessible and understandable. Accompanied visits to other providers are arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise.

### **Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*).

## **Supporting Pupils with Medical Conditions**

Pupils with medical conditions are supported within school to ensure they have full access to education, including school trips and physical education. Staff receive all necessary training to support children and Individual Healthcare Plans are written with support from medical staff, where necessary. All staff involved with the care of the pupil follow the Individual Healthcare Plan. See KSS' policy – Supporting Children and Young Persons with Medical Conditions.

## **Bullying**

At KSS School we strive to establish a culture of respect and safety, with zero tolerance of bullying, clear boundaries, good pastoral care and early intervention to address problems. See KSS' Anti-Bullying Policy for further information. (Available on the school website).

## **Dealing with Complaints**

If there are any complaints relating to the provision for children with SEND these will usually be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the Headteacher. The governor with specific responsibility for SEND may be involved, if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy, which is available on the school website).

## **Links with other services**

Special Educational Needs Inclusion Team (SENIT) <https://www.leedsforlearning.co.uk/Services/2453>  
Contact number: 0113 3782888

Educational Psychology Service: <https://www.leeds.gov.uk/schools-and-education/support-for-pupils-with-send/educational-psychology-for-children-and-young-people-with-sen>  
Contact number: 0113 3782888

STARS (Specialist Training in Autism and Raising Standards) <http://www.starsteam.org.uk/>  
Contact number: 0113 3782888

Children's Speech and Language Therapy (CSLT) Service  
<https://www.leedsth.nhs.uk/a-z-of-services/childrens-speech-and-language-therapy/>  
Contact number: 0113 8433650

Leeds MindMate Single Point of Access <https://www.mindmate.org.uk/whats-in-leeds-for-me/mindmate-spa/>  
Contact number: 0300 5550324

- See **Leeds SEND Local Offer** website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans. It also has information on where the local authority's local offer is published.

[www.leedslocaloffer.org.uk](http://www.leedslocaloffer.org.uk)

This policy will be reviewed annually in consultation with the Governing Body, Senior Management Team and staff at Kirkstall St Stephen's.

**This policy was reviewed in May 2025**

This policy was approved by governors on [REDACTED]

This policy was shared with staff on [REDACTED]

Date of next review: May 2026

Signed on behalf of The Governing Body (....., Chair of Governors)

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Signed on behalf of KSS School (Phil Sheppard, Headteacher)

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