

Kingsleigh Primary School



SEND Policy

(including Intimate Care Policy)

Review Cycle: 2 Years

Last Reviewed: September 2026

Responsible for Review: HT

Next Review Date: September 2027



Aims

- To fully implement the revised SEND Code of Practice
- To value, encourage and accept all pupils whatever their individual needs
- To ensure that every pupil has his or her particular needs recognised, addressed and met.
- To enable all pupils to experience success and to make progress that is at least in line with prior attainment
- To apply inclusion principles across all curriculum areas and in all aspects of teaching and learning

Objectives

- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- To identify and monitor the needs of the pupils with SEND, drawing on the resources of the whole school
- To offer high quality support to ensure that all identified needs are met paying particular attention to providing an optimum learning environment and providing appropriate resources
- To recognise that effective special needs practice is effective practice for all pupils
- To seek and consider the views of the child and parents/carers
- To acknowledge and draw on parent/carers knowledge and expertise in relation to their child
- To ensure that effective partnerships are developed and maintained with a range of agencies to support pupils learning and development

This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the nature of the difficulties experienced by the child and recognises that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Definition of Special Educational Needs

In September 2014, the new special educational needs and disability (SEND) Code of Practice came into effect. The changes to the Code of Practice take account of feedback from three consultations, carried out by the Department for Education, and subsequent changes made to the Children and Families Bill during the final stages of its passage through Parliament.

A child or young person has 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 or mainstream post-16 institutions*

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Disabled Children and Young People

'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.

Medical Needs

Kingsleigh Primary School is an inclusive community that welcomes and supports children with medical conditions. We provide all children with medical conditions the same opportunities as for all children.

- The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions.

What do we do to meet the needs of children with medical conditions?

At Kingsleigh, individual healthcare plans will specify the type and level of support required to meet the medical needs of such pupils. This is written by or in consultation with the relevant Health Care professionals or parents/carers. The purpose of this document is to ensure the safety and well-being of the child in whatever situation he/she may come across during the school day and to inform any adult working with that child about their physical/medical needs. The healthcare plan is considered alongside any separate risk assessment and supports the staff when making decisions about inclusive practice. Alongside the healthcare plans, we have a Whole School Medical Risk Assessment and together these documents support the staff when making decisions about inclusive practice.

The school follows guidelines for policy and practice which are detailed in the Intimate Care Policy.

Individual healthcare plans, intimate care plans, risk assessments and personal emergency evacuation plans are maintained as appropriate to each child's needs and reviewed when circumstances change. The relevant staff are informed of their responsibilities and receive training where required.

Where children and young people also have SEN, their provision is planned and delivered in a coordinated way with the healthcare plan.

Kingsleigh Primary School has regard to the statutory guidance '*Supporting pupils at school with medical conditions*'.

What types of SEN are there?

(Code of Practice, p97, 2014)

*'These **four broad areas** give an **overview of the range of needs** that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need should ensure that the full range of an individual's needs*

is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.'

Communication and interaction: Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autistic Spectrum Disorders, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning: Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and developmental coordination disorder.

Social, emotional and mental health difficulties: Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs: Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Many children and young people experience sensory processing difficulties and may require additional support and resources to support their sensory integration.

SEND at Kingsleigh Primary School

‘All teachers are teachers of children with special educational needs.’

Identification, Monitoring and Assessment

At the heart of the work in our school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of our children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects/area of learning fall significantly outside the expected range may have special educational needs (SEN). Our staff quickly identify who may need additional support in school and this is an ongoing, continuous cycle. Children's needs change over time and therefore the levels of and types of support needed reflect these changes.

The school assesses each child's current levels of attainment on entry in order to ensure that we build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from the Early Years setting and parents/carers to the SENCO and the child's class teacher. They will use this information to:

- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home

If a child is working at a Pre-Key Stage Level and is not engaged in subject specific study, they are assessed using the Engagement Model and appropriate planning is in place from this assessment. This became a statutory requirement September 2021. For children who are working at a Pre Key Stage Level and can access subject specific study, the Pre Key Stage Standards are used for summative assessment.

We adhere to the Code of Practice (2014) which makes these points:

Class teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should 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

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.

Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of

cognitive ability and, left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

A significant amount of support ('extra/additional help') is also in place for our children who do not have SEN but may experience a range of challenges in the school environment.

Parents/carers are encouraged to come into school to talk to their child's class teacher about any concerns they may have.

Differentiated Curriculum Provision - Waves 1, 2 & 3

In order to make progress a child may require the plans for the whole class (**Wave 1 – Quality First teaching**) to be adapted or scaffolded. The adaptations or scaffolding may involve modifying learning objectives, teaching styles, resources, tasks and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation and scaffolding will be recorded in the daily and weekly planning by the class teacher. Monitoring of progress will be carried out by the class teacher and used to inform future differentiation/scaffolding within whole class planning. The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention. If the child requires further support to this, in order to make progress, then the class teacher will employ Wave 2 strategies. Wave 2 interventions include small group targeted work which takes place over a pre-determined period of time.

Wave 2 interventions include:

- Phonics work
- Spelling activities
- Basic number skills
- Sensory circuits
- Social communication groups
- Emotional Literacy/Nurture groups
- Reading schemes
- Speech and Language programs and advice from Speech and Language Therapist.

It may be that a decision is made to develop provision at the **Wave 3 level**. This would indicate special educational needs. **Wave 3** is targeted provision for a small percentage of children who require a high level of additional support and/or specialised provision in order to address their needs.

Referring to external agencies and other professionals.

The school may refer to external agencies for further assessment/advice. This would only be actioned with the agreement of parents/carers.

Other agencies/professionals we work with regularly:

- Learning Support Teacher (Employed by the Trust)
- Educational Psychology Service (EPS)
- Linwood School Outreach Team
- Tregonwell School Outreach Team
- Bournemouth Septenary Trust (BST) schools
- Child and Adolescent Mental Health Service (CAMHS)
- Mental Health in Schools Team
- Private Speech and Language Therapists

- Play therapists
- NHS – Poole hospital Children’s Therapy team (Occupational therapists, physiotherapists), paediatricians, GPs, school nurse, speech and language service,
- Children’s Social Care teams
- Family Solutions Team (FaST)
- Parent Practitioner team
- Early Help Team

Children who have outside agency involvement/support are listed on the school SEND register, which is regularly reviewed. Parents/carers are informed when their child moves onto the school SEND register and if they move off.

Admissions and Special facilities

Pupils with SEN are admitted to the school on the same basis as any other child (see admissions policy). EHCP admissions come via the BCP SEND Team.

The school welcomes applications for admission from the parents of pupils with mobility difficulties. The Directors will make every effort to accommodate a pupil's particular needs and would work with the LA to improve facilities where necessary (see Disability Equality Scheme)

Roles and Responsibilities

Assistant Head Teacher and inclusion lead.

Charlie Richardson is the Assistant Headteacher and Inclusion Lead. The Assistant Headteacher along with the support of the inclusion team, Head teacher and Board of Directors is to support the school in ensuring every child receives the best possible education and care. As part of the Senior Leadership Team, they work closely with the Headteacher, staff, and families to help all children succeed.

The key responsibilities include raising Standards to improve teaching and learning across the school, particularly in English and maths, to ensure all pupils make good progress. Support all learners and ensure children with additional needs, learning difficulties, English as an additional language, and those receiving free school meals get the support they need. Lead our school’s inclusion provision, making sure every child feels valued and supported in their learning. Support teachers and staff through mentoring and guiding teachers and teaching assistants, sharing best practices to improve education for all pupils.

SENCo (Special Educational Needs Co-Ordinator)

Simon Profitt is the school SENCo. He has worked as a SENCo in local primary schools since 2000, bringing extensive experience of identifying children’s needs, working with families and professionals, and helping staff plan and review appropriate support. The SENCo, with the support of the inclusion team, Headteacher and Board of Directors, is responsible for the day-to-day operation of provision made by the school for pupils with SEN. They provide direction for other members of staff in this area of work. They ensure that the school’s SEN policy and practices identify and meet the needs of pupils resulting in improved standards of achievement. (Education Act 1993 and the Code of Practice)

The Board of Directors

The duties of the Board of Directors are as follows:

- To do their best to ensure that the necessary provision is made for any child who has Special Educational Needs.
- To ensure that, where the ‘responsible person’ – the Head teacher or the appropriate director– has been informed by the LA that a child has Special Educational Needs, those needs are made known to all who are likely to teach him/ her.

- To ensure that teachers in the school are aware of the importance of identifying and providing for, those children who have Special Educational Needs.
- To consult the LA and the directors of other schools, when it seems necessary or desirable to them, in the interests of co-ordinated provision in the area as a whole.
- To ensure that children join in with the activities of the school with other children who do not have Special Educational Needs, so far as is reasonably practical and compatible with the children receiving necessary educational provision, the efficient education of other children in the school and the efficient use of resources.
- To have regard to the Code of Practice when carrying out their duties toward all children with Special Educational Needs.
- To recognise that Special Needs is an area where much confidential information relating to the children is needed in order to assess and allocate the appropriate provision. The Board of Directors is concerned with policy and overall provision rather than specific cases. Directors respect the Parents' and Child's right to confidentiality.
- The SEN Director may need to know more specific information and will liaise with the SENCo, both on an informal and formal basis, as necessary.

The Class Teacher

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.

The child's teacher, in consultation with SLT/SENCo, is responsible for providing an appropriate program of work for individual children. This may involve an individual program at times. Teachers work closely with Teaching Assistants across year groups and key stages to discuss children's progress, to note any concerns and plan action. This is to provide continuity and progression, especially as the children transfer from class to class.

The class teacher will direct and plan with the Teaching Assistants any help or differentiated support a child needs. These discussions will occur during planning meetings, and as necessary throughout the week. Children's progress is monitored termly, and year groups detail the additional support given to all children.

The Teaching Assistant

All TAs have been involved in professional development to support the teaching and provision for children with additional needs within school. TAs will support children with Education, Health and Care plans.

Under the guidance and direction of the class teacher the Teaching Assistant will:

- Assist individual children and groups with class work and associated activities
- Implement Education Learning Plans
- Adapt and interpret lessons and instructions to children
- Assist with the assessment and recording of pupil progress
- Provide supervision, in and out of the classroom, for children with behaviour difficulties.

Partnership with Parents

Partnership with parents plays a key role in enabling pupils and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their pupil's education. The school will always tell parents when their child is receiving extra support.

We encourage parents to make an active contribution to their child's education by attending regular meetings to discuss the progress of their child and to meet with the class teacher and SENCO as necessary to discuss progress and support strategies.

The school will provide information about the SENDIaSS Service to all parents of pupils with special educational needs. Parents of any pupil identified with SEN may contact the SENDIaSS Service for independent support and advice. The class teacher will work closely with parents at all stages and should be the first port of call in case of any difficulty. If parents have concerns, they should first talk to the class teacher and then the SENCO if necessary.

Links with other Mainstream Schools and Special Schools

Advanced planning for pupils in Year 6 and pupils starting school in Pre-school or Reception is essential to allow appropriate options to be considered. The SENCO will liaise with the SENCOs of the secondary schools, Nursery and pre-schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

The school accesses outreach support from local specialist schools to provide both inclusion opportunities for pupils and advice and support for staff members.

Allocation of Resources

The Senior Leadership Team is responsible for the operational management of the specified and agreed resourcing for special educational needs provision within the school, including the provision for children with Education Health Care Plans.

The school spends money on:

- Teaching assistants
- Training for all teachers and teaching assistants so they can meet pupil's needs more effectively
- Resources to support specific pupils / groups of pupils

The school receives additional funding for pupils with EHCPs.

Staff Training

Professional development in the area of SEND is arranged as appropriate to meet individual needs and wider school objectives, e.g. Dyslexia-friendly classrooms. The school accesses training made available by a range of providers, including: NHS courses, Educational Psychology Service, local specialist schools offer of training (autism, social story writing, communication workshops, transition management), observing other professionals in our school and in other schools, and training provided by the Bournemouth Septenary Trust (BST) during INSET days.

Complaints about SEN Provision

Any parent or carer who has a complaint to make about the SEN provision in Kingsleigh Primary School should initially address the complaint to the Headteacher following the school's complaints procedure.

Appendix 1

Intimate Care Policy

The provision of intimate care supports Kingsleigh Primary School in our aim to be as inclusive as possible.

Intimate care is any care which involves washing, touching or carrying out an invasive procedure (such as cleaning up a pupil after they have soiled themselves) to intimate personal areas. In most cases such care will involve cleaning for hygiene purposes as part of a staff member's duty of care.

In the case of specific procedure, only a person suitably trained and assessed as competent should undertake the procedure.

The issue of intimate care is a sensitive one and will require staff to be respectful of the child's needs. The child's dignity should always be preserved with a high level of privacy, choice and control. There shall be a high awareness of child protection issues. Staff behaviour must be open to scrutiny and staff must work in partnership with parents/carers to provide continuity of care to children/young people wherever possible.

Kingsleigh Primary School is committed to ensuring that all staff responsible for the intimate care of children will always undertake their duties in a professional manner. We recognise that there is a need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain.

Organisation:

The management of all children with intimate care needs will be carefully planned. The child who requires intimate care is always treated with respect; the child's welfare and dignity is of paramount importance.

Staff who provide intimate care are aware of best practice.

The child will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for him/herself as he/she can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child from Reception to Year 6. These will be shared and signed by parents.

Each child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many carers might need to be present when a child is toileted. **Where possible, one child will be catered for by one adult unless there is a sound reason for having more adults present.** This will be detailed on the child's Individual Intimate Care Plan. **A second adult will be made aware that intimate care is taking place.**

Wherever possible the same child will not be cared for by the same adult on a long-term basis. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing, whilst at the same time guarding against the care being carried out by a succession of completely different carers.

Intimate care arrangements will be recorded on the child's care plan. These will be shared and signed by parents. Intimate Care Plans will be reviewed annually or sooner if changes are required.

Medical Tracker will record details about any intimate care procedures carried out as agreed on the child's care plan.

Children wearing nappies or those who are not fully toilet trained:

Intimate care arrangements for children who wear nappies or are not fully toilet trained will be recorded on the child's care plan. These will be shared and signed by parents.

It is the parent's responsibility to provide nappies, disposal bags, wipes, changing mat etc. school will provide gloves, plastic aprons, a bin and liners to dispose of any waste.

By implementing this good practice parents are reassured that the school has systems in place and procedures for staff to follow.

Health and Safety:

Staff should always wear an apron and gloves when dealing with a child who is bleeding or soiled or when changing a soiled nappy. Any soiled waste should be placed in a polythene waste disposal bag, which can be sealed. This bag should then be placed in a bin (complete with liner) which is specifically designated for the disposal of such waste. The bin will be collected and another bin provided in its place on a regular basis as part of the School's clinical waste disposal service. Staff should be aware of the school's Health and Safety Policy.

Sun Protection:

Staff understand the dangers posed to children and themselves by over exposure to the sun.

In hot weather, parents/carers are asked to put sunscreen on their child in the mornings and are encouraged to provide sunscreen for their children's use during the school day. Children will have to apply the sunscreen to exposed areas themselves whilst being supervised by an adult unless in exceptional and pre-arranged circumstances where an adult may apply sunscreen (e.g particularly sensitive skin or a child who may not be able to do themselves due to physical difficulties). Children are asked to bring in a sunhat to wear when playing outside in the sun. The school will remind parents/carers about the importance of sun protection, particularly during periods of hot weather.

Special Needs:

Regardless of age and ability, the views and/or emotional responses of children with special needs should be actively sought in regular reviews of these arrangements.

Pre School

This Intimate Care Policy also applies to Pre School.

In addition to these two documents, due to the children's age in Pre School, a higher level of adult support with personal care is to be expected.

Children attending in nappies, who require a high level of intimate care, may require an individual care plan as described in the Intimate Care policy.

Care Plan for Intimate Care at School

PARENTS/CARERS

Name of child

Type of intimate care needed

How often care will be given

What training staff will be given

Where care will take place

What resources and equipment will be used,
and who will provide them

How procedures will differ if taking place on
a trip or outing

Name of senior member of staff responsible
for ensuring care is carried out according to
the intimate care plan

Name of parent or carer

Relationship to child

Signature of parent or carer

Date

CHILD

How many members of staff would you like
to help?

Do you mind having a chat when you are
being changed or washed?

Signature of child

Date

PERMISSION FOR SCHOOL TO PROVIDE INTIMATE CARE

Name of child		
Date of birth		
Name of parent/carers		
Address and contact details		
I give permission for the school to provide appropriate intimate care to my child (e.g. changing soiled clothing, washing and toileting)	☐	
I will advise the school of anything that may affect my child's personal care (e.g. if medication changes or if my child has an infection)	☐	
I understand the procedures that will be carried out and will contact the school immediately if I have any concerns	☐	
I do not give consent for my child to be given intimate care (e.g. to be washed and changed if they have a toileting accident). Instead, the school will contact me or my emergency contact(s) and I will organise for my child to be given intimate care (e.g. be washed and changed). I understand that if the school cannot reach me or my emergency contact(s), if my child needs urgent intimate care, staff will need to provide this for my child, following the school's intimate care policy, to make them comfortable and remove barriers to learning.	☐	
Parent/carers signature		
Name of parent/carers		
Relationship to child		
Date		