

THE KITE ACADEMY TRUST

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

P1191

Contents

1 Introduction 1
2 Aims & Objectives 1
3 Definition of SEND 1
4 Roles & Responsibilities 1
5 Identification of Needs 2
6 A Graduated Approach 3
7 Criteria for Exiting the SEND Register 6
8 SEND & Safeguarding 6
9 Supporting Children & Families 7
10 Supporting Children at School with Medical Conditions 7
11 Monitoring & Evaluating SEND 8
12 Training & Resources 8
13 Storing & Managing Information 8
14 Parent Concerns 9
15 Anti-bullying 9
16 Context 9
17 Reviewing the Policy 10
Document Management 10

1 Introduction

At The Kite Academy Trust, we work as one team, sharing our expertise to ensure every pupil receives an excellent education and an equal opportunity to thrive and succeed in life. Our vision is for every pupil to be happy and healthy, to contribute positively to their communities and to achieve academic excellence.

In line with this, it is our belief that all children have an equal right to a full and rounded education which will enable them to fully achieve their potential. We are committed to inclusive provision, ensuring that all children have the best opportunities to succeed and feel that they are valued members of our academy communities.

Within our Trust, every teacher is a teacher of every child – including those with special educational needs and disabilities (SEND). We use our best endeavours to secure special educational provision for children for whom this is required; this provision is 'additional to and different from' that provided within the adaptive curriculum, in order to respond effectively to the four broad areas of need identified in the SEND Code of Practice (2015).

2 Aims & Objectives

High expectations and challenging targets are set for all children, including those with SEND. We strive for all children to become confident individuals who will be able to make successful transitions on to the next phase of their educational journey.

Ambitious educational targets and wider outcomes will be set for children with SEND based on their age and starting point, in collaboration with parents and the child. We will use our best endeavours to provide children with SEND with all of the support they need to meet or exceed theses expectations.

Our environments will be adapted as best as possible to meet the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside children without SEND.

3 Definition of SEND

At the Kite Academy Trust, we use the following definition from the SEND Code of Practice (2015):

SEN

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. A learning difficulty or disability is a ***significantly greater difficulty in learning than the majority of others of the same age***. Special educational provision means education or training provision that is ***additional to, or different from, that made generally for others of the same age in a mainstream setting in England***.

Disability

Many children and young people who have SEN may also have a disability. A disability is described in law (the Equality Act 2010) as '***a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities***.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

4 Roles & Responsibilities

SENCO

The academy's Special Educational Needs Co-ordinator (SENCO) has day-to-day responsibility for the

operation of the SEND policy and co-ordination of specific provision made to support individual children with SEND, including those who have an education, health and care plan (EHCP). Part of the role of the SENCO is to co-ordinate arrangements with the class teacher and other staff regarding those children with SEND.

SENCOs Name: Stacey Wilkinson

Contact details: senco@lakeside.kite.academy 01276 469200

SLT Member: The SENCO is a member of the academy's Senior Leadership Team (SLT)

SEND Governor: Marc Smith

The SEND Governor has good knowledge of the SEN Code of Practice: 0-25 (2015) and what it means for our academy. They act as a critical friend ensuring that this policy is followed and the best possible provision is being offered for all children. The SEND Governor role involves meeting with the SENCO and monitoring within the academy at least once per term.

Designated Safeguarding Lead (DSL): Lisa Byrne

Deputy DSL(s): Ed Gittins, Emma Fell, Stacey Wilkinson, Jen Mac Carron, Harpinder Patten

Designated Teacher for Looked After Children: Lisa Byrne

5 Identification of Needs

At The Kite Academy Trust, we feel it's crucial that children with special educational needs are identified as early as possible. We take a holistic approach to understanding each child's strengths and needs, recognising that these extend beyond their special educational requirements. This enables us to establish tailored arrangements that defective support their overall development.

The Code of Practice (2015) has four broad areas of need:

Communication and Interaction (C&I)

- Speech, Language and Communication needs (SLCN)
- Autism (ASC)

Cognition and Learning (C&L)

A range of needs are covered under cognition and learning, focusing on children who are learning at a slower pace than their peers, even with appropriate differentiation. This includes:

- 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.
- 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 dyspraxia.

Social, Emotional and Mental Health difficulties (SEMH)

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways e.g. becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. This may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

- Attention Deficit Hyperactive Disorder (ADHD)

- Autism (ASC)
- Attachment Disorder

Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Children require specialist support and/or equipment to access their learning.

- Vision Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI) - a combination of vision and hearing difficulties
- Physical Disability (PD)

We recognise that there are needs that may impact on progress and attainment but are not SEN, for example:

- 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 Child Premium Grant
- Being a Looked After Child
- Being a child of Service Personnel

6 A Graduated Approach

High-Quality Teaching

Though adaptive, high-quality teaching for all, children receive a broad and balanced curriculum. Provision for children with special educational needs is a matter for the whole academy. The academy's Academy Headteacher, the SENCO and all other members of staff, particularly class teachers and learning support assistants, have important day–to–day responsibilities. Class teachers are responsible and accountable for the progress and development of all of the children in their class, including any who receive additional support and/or are on the SEND Register.

Every teacher is a teacher of children with special educational needs and disabilities. High-quality teaching which is appropriately scaffolded and adapted for individual children is the first step in responding to children who are underachieving or may have SEND.

At The Kite Academy Trust, we regularly review the quality of teaching for all children, including those at risk of underachievement. This includes reviewing teacher's understanding of strategies to identify and support vulnerable children and their knowledge of the most frequently encountered SEND.

At least once a term, Pupil Progress meetings are held where the progress and attainment of all children is reviewed and discussed. Actions are agreed and put into place as necessary.

Initial concerns

When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue through high-quality teaching that is appropriately differentiated. If there is still a concern or the child is not making sufficient progress despite effective differentiation, we follow the graduated response as set out in the SEND Code of Practice 2015: 0-25 years. This begins by staff notifying the SENCO of the concerns. These are recorded using the Kite Internal Referral Form process.

Through this process:

- Staff and parents/carers discuss the areas of concern.
- A plan of action and support strategies is agreed upon (including appropriate assessments of the child's needs).
- A timeframe for review is established.

At the review point, decisions are made regarding the next steps. These may include the identification of a special educational need and placement on the SEND register. Parents/carers and the child are involved in discussions about any barriers to learning throughout the process.

Assess, Plan, Do, Review

If, after the review of the actions from the Internal Referral Form a special educational need has been identified, the child will be placed on the academy's SEND register (with parental permission) at SEND Support level. This is supported by guidance from Surrey and Hampshire. Following this, the formal Assess, Plan, Do, Review cycle begins. This involves the academy staff working with the child, their family and outside agencies (where appropriate) to make assessments, plan future learning, carry out additional support and review progress.



Assess

Assessments (both formal and informal) are undertaken by the class teacher/learning support assistant/SENCO before identifying a child as needing SEND support and when reviewing children's progress. We use a range of assessments within our Trust (including Teacher Assessment, formal assessments, standardised tests, screening tools, observations etc). A One Page Profile is created with the child, parents/carers and academy staff (usually the class teacher in the first instance but the SENCO may also be involved) to explore how best to support the child. This also includes the child's opinions of their strengths and areas of difficulty.

Plan

Following assessment(s), it will be decided what (if any) additional SEND support is required. In addition, A SEND Support Arrangements Plan (SAP) will be written by the class teacher in the first instance (supported by the SENCO as necessary). This will detail the person-centred outcomes, targets and arrangements in place to achieve these with an agreed review date (the timescale for this will be specific to the needs of the child). In some instances, it may also be decided at this point to seek advice from outside agencies (educational, health and social). All of this is shared with parents/carers.

Do

The class teacher remains responsible for working with the child on a daily basis, including when an intervention involves the child being taught away from the classroom and by someone other than him/her. All interventions are monitored and evaluated using the academy's Provision Management tool.

Review

At the agreed date (or earlier if there is accelerated progress or an increase in concern, effectiveness of the support will be evaluated. The SEND Support Arrangements plan (SEND SAP) is reviewed termly (at least), with children and parents/carers. Decisions will then be made regarding next steps (whether the child has made sufficient and sustained progress and no longer requires this level of support or if it should continue). If there continues to be limited progress made towards the outcomes then the SENCO will meet with parents/carers and the class teacher to decide whether further specialist assessment is required with support from outside agencies and professionals. The One Page Profile is reviewed with parents and the child annually (at least).

Outside Agencies

If a child continues to make little or no progress despite significant support and adaptations after being placed on the SEND Register, we may involve external agencies to provide additional expertise and guidance. We work very closely with all outside agencies. They will use the information shared by the school to establish which strategies have already been employed and which targets have previously been set. Outside agencies are external specialists and they may act in an anonymised advisory capacity, provide additional assessment or be involved in working with the child directly. Parent/carer consent is always gained prior to any outside agencies providing any named child support. Outside agencies we work with include:

- Surrey Specialist Teachers for Inclusive Practice (STIPS) - Surrey
- Primary Behaviour Service (BPS) – Hampshire
- Specialist Teacher Advisory Service (STAS) - Hampshire
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Educational Psychology (EP)
- Physical and Sensory Support (P&SS)

Education, Health and Care Plan (EHCP)

Using the evidence collected within the SEND Support Arrangements Plan, all stakeholders will consider whether the current level of resourcing can be used effectively to support the child's progress. We use Surrey and Hampshire guidance to support such identification. If it is felt a statutory assessment is required, a Learners' Request for Statutory Education, Health and Care Needs Assessment is sent to the Local Authority (LA). This will be where a child is not making expected progress against agreed outcomes or is continuing to work significantly below the national expectation for children of that age despite a high level of sustained support and it is believed they require support above the academy's core offer.

A request will be made by the academy to the LA if the child has demonstrated significant cause for concern – once they have completed at least two full Assess, Plan, Do, Review cycles via the child's SEND SAP. The LA will be given information about the child's progress over time, a record of involvement and arrangements and outside agency engagement. The LA have up to 20 weeks to decide to assess, complete this process and inform parents/carers and school of the outcome. The SENCO will guide parents/carers through this process.

If an EHCP is agreed then all stakeholders involved will meet to discuss appropriate shorter-term targets. The EHCP will be reviewed on an annual basis and the short-term targets from the plan will be reviewed at least termly. If it is decided not to issue the EHCP there will be recommendations for next steps from the Local Authority.

Adequate progress is described by the SEN Code of Practice (2015) as being:

- similar to that of children of the same age who had the same starting point
- matches or improves on the child's previous rates of progress
- allows the attainment gap to close between the child and children of the same age.

Further information on this process within Surrey and Hampshire can be found through the following links:

https://www.surreylocaloffer.org.uk/parents-and-carers

https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page;jsessionid=24C86D8FB6AF5E8124252BF243141EC7?familychannel=6

7 Criteria for Exiting the SEND Register

The progress and attainment of all children in the Kite Academy Trust is monitored continuously and rigorously by class teachers, leaders, the Senior Leadership Team and the governors. In addition, the SENCO will closely track the progress of those children placed on the SEND Register. Once a child has made progress against their agreed targets a consultation will be held with the class teacher/SENCO, parents/carers and child. Through this it will be decided what further support needs to be put in place or if the child no longer requires additional support and no longer needs to remain on the SEND Register.

Views of parents, children and outside agencies are also taken into careful consideration when removing children from the SEND Register. Children who do exit the SEND Register are initially placed on a 'monitoring' list to ensure they continue to make progress and work within age related expectations.

8 SEND & Safeguarding

At the Kite Academy Trust, all staff understand that children with SEND or certain medical or mental health conditions can face additional safeguarding challenges both online and offline. Staff are aware that additional barriers can exist when recognising signs of abuse and neglect in children with SEND. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's SEND or medical needs without further exploration;
- Children with SEND or certain medical needs may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- The potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in managing or reporting these challenges;
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse or safeguarding concerns involving children with SEND will therefore require close liaison between the Designated Safeguarding Lead (or a deputy) and the SENCO.

9 Supporting Children & Families

The links below provide additional information for parents/carers regarding SEND and the services available within Surrey and Hampshire.

Local Offer for Surrey

SEND Advice Surrey

Local Offer for Hampshire

Hampshire Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

The Kite Academy Trust SEND Information for Families

If parents/carers are unable to access this information, they should contact the SENCO or academy office who will be able to provide assistance.

Academy SEND Information Report

This can be located via the academy website here: SEND Informtion Report - Autumn 2026
A paper copy is available from the academy office/SENCO.

Admissions

The Kite Academy Trust is the admissions authority for all academies within the Trust. Our Admissions Arrangements can be found on our website here: **https://www.thekiteacademytrust.org/about-us/admissions/**

Access arrangements for exams and other assessments

The Kite Academy Trust follows the guidelines set out by the DfE with regards to access arrangements for assessments. If a child is going to receive support in any formal examination (e.g. additional time, larger prints, a reader/scribe) this will be part of normal day-to-day practice for the child and it will be discussed with parents in advance.

Transition

Effective transition plans are extremely important for all children and even more so those with SEND. Ahead of any transition time (which includes internal transition between year groups, changing Key Stage and moving to a new school) careful consideration is made about what additional support each child may need. The SENCO will lead plans for this alongside the relevant class teacher(s).

10 Supporting Children at School with Medical Conditions

We recognise that children in our academies with medical conditions should be properly supported to enable them to 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 children may also have special educational needs (SEN) and may have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Our academies have identified members of staff with First Aid training and many EYFS staff have additional Paediatric First Aid training. We have an ongoing cycle of medical training to ensure it remains up-to-date. When required we arrange for additional training for staff (e.g. epi-pen administration, epilepsy training).

Further information regarding the administration of medication can be found in The Kite Academy Trust Welfare Policy.

11 Monitoring & Evaluating SEND

Rigorous monitoring and evaluation of our provision for all children is an ongoing process, including those with SEND. A range of strategies are regularly used for this by leaders in the academy to ensure a holistic view is gained including:

- Learning walks by the SENCO/Leadership Team focusing on SEND
- Observations of whole class teaching
- Observations of intervention group/1:1 teaching
- Meeting with children from the SEND Register
- Data analysis
- Assessments are tracked and reviewed to ensure they are effective.
- Reviewing intervention records
- Book study

Feedback is given to staff and any areas for development are identified and training delivered. SEND needs and training is included in the Trust's INSET and Professional Development training cycle to ensure staff are up-to-date and have appropriate skills to meet the needs of our children.

The SEND Governor also takes part in monitoring the provision for children with SEND and meets with the SENCO at least once per term.

12 Training & Resources

We are allocated funding specifically to support us in meeting the needs of children with SEND. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development.

We are continuously monitoring the needs of all children within our academies and identify current needs and make judgements about possible future needs. Where appropriate, staff attend training or additional resources are purchased to ensure we can best meet the needs of our children. When arranging any training or purchasing a resource we use evidenced based research to best ensure it will meet our needs.

SEND training for staff starts at the point of induction for new staff. It is continued through the Trust's INSET and professional development training cycle to ensure staff are up-to-date and have appropriate skills to meet the needs of our children.

All of our SENCOs regularly attend the Local Authority SENCO network meetings in order to keep up to date with the local and national SEND picture. The SENCOs within the Kite Academy Trust also work in close collaboration.

13 Storing & Managing Information

Each child on the SEND Register has an electronic record file which contains all master copies of information relevant to that child's SEND needs. It is very important that this information is shared with the people working with the child. The SENCO shares relevant information with members of staff in the academy, including the up-to-date SEND Register, agency reports, records of meetings etc.

At the end of each academic year the information about the children with SEND is shared with the new class teacher as part of our transition arrangements. This helps ensure that transition is as seamless as

possible. When children transfer to new schools all relevant SEND information is passed onto the new school.

14 Parent Concerns

The Kite Academy Trust aims to establish and promote a close relationship with all parents/carers, in the best interests of their children. We recognise that children will feel more secure when they receive consistent messages from both home and school. Parents'/carers' views about our academy are welcomed, including the expression of any serious concerns. At the same time, we undertake to inform parents as soon as possible about any issues of concern to the academy so that we can work together to resolve them.

Further information can be found in The Kite Academy Trust Academy Complaints Policy.

15 Anti-bullying

At the Kite Academy Trust, bullying or harassment of any kind is not tolerated. We believe that all children have the right to learn in a supportive, caring and safe environment without the fear of being bullied.

All institutions, both large and small, contain some numbers of children with the potential for bullying behaviour. The Anti-bullying Policy explains the academy's approach to preventing and dealing with bullying, with the aim of minimising the occurrence of bullying and giving clarity to parents/carers, children and staff. Academy staff receive training and relevant guidance on tackling bullying so that, if incidents do occur, they are dealt with quickly and appropriately.

The Anti-bullying Policy should be read in conjunction with the Behaviour Policy.

16 Context

This policy was created in partnership with the academy's stakeholders, including the Academy Headteacher, SENCO, staff, parents and children, and reflects the statutory guidance as set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2015).

This policy has been written with reference to the following related guidance documents:

- SEND Code of Practice (2015)
- Equality Act 2010: advice for schools (DfE May 2014)
- The Special Education Needs and Disability Regulations (2014)
- Statutory Guidance on supporting children at school with medical conditions (December 2015)
- The National Curriculum in England KS1 and 2 framework document (September 2013)
- Children and families Act – Part 3 (2014)
- Teachers Standard

Related policies and documents include:

- SEN Information Report
- Accessibility Plan
- Provision Map

These documents can be found on the academy website here: Lakeside Website - SEND

- Academy Complaints Policy
- Admissions Policy
- Anti-Bullying Policy

- Behaviour Policy
- Equality & Diversity Policy
- Health, Safety & Environment Policy
- Safeguarding & Child Protection Policy
- Welfare Policy

These documents can be found on the academy website here: Lakeside Website - Policies

Hard copies of policies/documents are available on request at the academy office, including in other formats (i.e. enlarged font, a different language etc.)

17 Reviewing the Policy

This policy will be formally reviewed annually, with interim updates made as appropriate in accordance with revised legislation and guidance.

Document Management

Document ID:	P1191		
Last Review:	July 2026	**Review Period:**	1 year
Responsibility of:	Chief Education Officer	**Ratified by:**	Trustees (20.07.26)