

SEND Policy

Reviewed: January 2025

Adopted by Governors: 30th January 2025

Children & Young People's Committee

Next review: Spring 2027

Kings Mill School & Residence



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Statement of intent

Kings Mill school is a community special school for children aged from 2-19. It is a specialist provision with a designation for children with severe and complex needs, including children with a broad range of additional needs, children experiencing a learning delay and those who may be on the Autistic Spectrum.

Kings Mill School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework the school will use in meeting its duties, obligations and that meets the needs of pupils.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of pupils, where practicable, and their parents in decision-making.
- The early identification of pupils' needs.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- The Special Educational Needs and Disability (Amendment) Regulations 2024

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2024) 'Keeping children safe in education 2024'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equal Opportunities & Diversity Policy
- Data Protection Policy
- Records Management Policy
- Child Protection and Safeguarding Policy
- Suspension & Exclusion Policy
- Behaviour Policy
- Complaints Policy and procedure
- Accessibility Plan
- Social, mental and emotional health policy
- Work Experience & Careers education policy

Objectives

- To ensure that all pupils have access to a broad and balanced curriculum
- To reinforce the need for fully inclusive teaching
- To provide a differentiated curriculum appropriate to the individual pupil's needs and ability.
- To ensure the identification of all pupils requiring specific provision as early as possible in their school career
- To ensure that all pupils take as full a part as possible in all school activities
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that individual disabled pupils are not at a substantial disadvantage compared with their peers.
- To ensure that parents of all pupils are kept fully informed of their child's progress and attainment
- To ensure that pupils are involved, where practicable, in decisions affecting their future provision
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
 - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEN information report about the implementation of the school's policy for pupils with SEND.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

Roles and Responsibilities

The governing body will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring arrangements are in place to support pupils at school with medical conditions

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

In enacting this policy, the headteacher will:

- Ensure the school holds ambitious expectations for all pupils.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Regularly and carefully reviewing the quality of as a core part of the school's performance management arrangements.
- Co-operate with the Local Authority during annual EHC plan reviews
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

The class teacher will be responsible for:

- Overseeing the day-to-day operation and implementation of the SEND policy
- Co-ordinating the specific provision made to support pupils in their class in line with their EHC plan
- Liaising with fellow teachers and professionals
- Providing professional guidance and working closely with Learning Support Assistants, parents and other agencies.
- Being accountable for the progress and development of the pupils in their class.
- Liaising with parents and carers
- Making a contribution to Education Health Care plans and attend review meetings
- Liaising with external agencies, LEA support services, Health and Social Services, Futures +, PA/Careers Service, and voluntary bodies.

There is no specific SENCO role at Kings Mill School as all teachers fulfil this role.

The DSL will be responsible for:

- Liaising with the headteacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.
- Working with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.
- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

Identifying SEND

All children attending Kings Mill School have an identified profile of SEND and will have an EHC plan prior to admission.

The evaluation of provision is undertaken through the annual review process and other review meetings/procedures as and when appropriate and specific to individual pupils, dependent on identified need.

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils. Personalised targets are set in core subjects for each pupil based on the child's initial assessment on admission and on progress over time. Achievement and attainment is reported to parents/carers at the Annual Review.

The school plans, manages and reviews provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

SEND provision

Kings Mill School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development.

(a) The range of provision

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher and learning support staff through a differentiated curriculum
- One to one and small group teaching as appropriate
- Support from specialists within class or as part of a withdrawal programme ie. OT, physio, Speech & Language Therapist

(b) English as an additional language (EAL)

The school will give particular care to the identification and assessment of pupils whose first language is not English. The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make less than expected progress, it will not be assumed that their language status is the only reason.

The school will consider the pupil within the context of their home, culture will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.

(c) Monitoring pupil progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour
- Is likely to lead to support Post 19 provision ie. College courses and specialist provision

(d) Individual education plans

Strategies for pupils' progress will be recorded in an IEP (Individual Education Plan) containing information on:

- Numeracy, literacy, PHSCE targets
- Targets produced at EHCP reviews

IEPs are reviewed termly. The new IEP and the previous terms evaluated IEP is sent home to the parents at the beginning of each term and a reply slip is signed and returned to school with any parental comments.

(e) Review of EHC plans

EHC plans are reviewed annually. The LA will inform the headteacher at the beginning of each school term of the pupils requiring reviews. The school will organise the review and ensure that the appropriate people are given at least two weeks' notice of the date of the meeting and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- Professionals associated with the child and family
- Learning support assistant/Residence care officer if applicable
- Any other person the headteacher and/or parent considers appropriate

The aim of the review will be to:

- Seek advice and information about the pupil prior to the review meeting from all invited parties, and send any information gathered to all those invited, at least two weeks in advance of the meeting
- Assess the pupil's progress in relation to the IEP targets

- Review the provision made for the pupil in the context of the school curriculum (Learning for Life) and levels of attainment in basic literacy/numeracy and PHSCE
- Consider the appropriateness of the existing EHC plan in relation to the pupil's performance during the year, and whether to amend it
- Set new targets and action plan for the coming year. Targets to include home, school and residence
- Provide the LA and parents with any evidence to support the proposed changes.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regard to the EHC plan.

Curriculum Access and Inclusion

Kings Mill School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

At Kings Mill School every effort is made to ensure that all pupils have full access to a broad and balanced curriculum and are integrated into all aspects of school life.

In evaluating the success of this policy, the school will consider the views of:

- Teachers and support staff
- Parents
- Pupils
- External professionals

Partnership within the school and beyond

Staff development and appraisal

Staff have a wide range of experience, skills and knowledge in SEND.

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy. New staff undertake essential training as part of their induction and allocated a mentor.

A rolling training programme ensures all staff are up to date with relevant and essential training. CPD requirements are identified through annual appraisal and performance management review and linked to the School Development Plan. The Governing Body will undertake a similar review of training needs.

Training will cover both the mental and physical needs of pupils. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

Local Offer

The school's governing body will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well signposted and publicized.
- **Comprehensive:** The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** The school will with the LA to review the Local Offer to ensure that when parents and pupils access the Local Offer, the information is up-to-date.

Partnership with parents/carers

Kings Mill School firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people to achieve their potential. The school recognises that parents/carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The school will make available, to all parents/carers details of the parent partnership service available through the local authority local offer website.

The voice of the child

Kings Mill School believe that all children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity.

Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during their school years.

We encourage pupils to participate in their learning by:

- encouraging self-assessment where appropriate
- attending and participating in their Person-Centred Review

Promoting mental health and wellbeing

The school has implemented a Social, Emotional and Mental Health (SEMH) Policy. The school will ensure that there is a focus on promoting pupils' resilience, confidence and ability to learn in subjects across the curriculum.

Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem. Specialist services will be available where a pupil requires such services. Where appropriate, the school will support parents in the management and development of their child.

Peer mentoring will be used to encourage and support pupils suffering with SEMH difficulties. Mentors will act as a confidant with the aim of easing the worries of their mentee.

When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.

For pupils with more complex problems, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil.
- One-to-one therapeutic work with the pupil, delivered by mental health specialists.
- An IHP. All schools must comply with the statutory duty of caring for pupils with medical needs.
- Providing professional mental health recommendations, e.g. regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals.

The school will consider whether disruptive behaviour is a manifestation of SEMH needs. The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

Safeguarding

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to,

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.

- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Behaviour Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL.

Supporting successful preparation for adulthood

The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

The school will:

- Ensure that the EHC plan review includes a focus on preparing for adulthood, with additional focus on transition and preparing for adulthood from Year 9 onwards.
- Build transition planning into the revised EHC plan to identify appropriate post-16 pathways for higher education and employment, and support preparation for independent living, maintaining good health in adult life and participating in society.
- Seek partnerships with employment services, businesses, housing agencies, disability organisations, and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve.
- Engage with FE providers as necessary to help plan for any transitions.
- Ensure pupils from Year 8 until Year 13 are provided with independent careers guidance.
- The school will take an active role in preparing pupils with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of HE, FE or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.

The school will transfer all relevant information about pupils to any educational setting that they are transferring to.

The school will ensure that it meets its duty to secure independent, impartial careers guidance for pupils in Years 8-13, including:

- Discussing preparation for adulthood in planning meetings with pupils and parents from Year 8.
- Helping pupils and their parents prepare for the change in legal status once a pupil is above compulsory school age.

- Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEND.
- Helping pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Securing access to independent, face-to-face support for pupils with SEND to make successful transitions.

The school's Careers Policy details how the school will fulfil its statutory duties under section 42 of the Education Act 1997 and work with pupils with SEND to ensure they are prepared for the workplace.

Data and record keeping

The school's records will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.

The school keeps data on the levels and types of need within the school and makes this available to the LA.

The SEND information report will be prepared by the governing board, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

All information will be kept in accordance with the school's Records Management Policy, Retention Schedule and Data Protection Policy.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

Complaints procedures

The school's complaints procedure is outlined in the complaints policy and procedure.

Monitoring and review

This policy will be reviewed on a biennial basis by the headteacher in conjunction with the governing body unless any legislation changes.

Record of review/amendment

Review Date:	11 th October 2023	Page No (Other info):	3 Legal Framework
Original:	DfE (2022) 'Keeping children safe in education'		
Amendment:	DfE (2023) 'Keeping children safe in education' Reviewed alongside updated KCSiE guidance – DSL		

Review Date:	23 rd January 2025	Page No (Other info):	3 Legal framework
Original:			
Amendment:	Updates to legislation references		

Review Date:	23 rd January 2025	Page No (Other info):	4 Objectives
Original:			
Amendment:	Addition of reasonable adjustments		