



**Kidsgrove
Learning Campus**

INSPIRE INNOVATE CREATE



Special Educational Needs Policy

Drafted By

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Statutory guidance:

This policy has been informed by the statutory framework set out in:

Guidance	Document link
SEND Code of Practice: 0 to 25 years	Current guidance / legislation
Children and Families Act 2014	Current guidance / legislation
Special Educational Needs and Disability Regulations 2014	Current guidance / legislation
Equality Act 2010: advice for schools	Current guidance / legislation
Supporting pupils with medical conditions at school	Current guidance / legislation
Mandatory qualification for SENCOs	Current guidance / legislation

Definition of SEND

The Children and families Act 2014 defines a child or young person as having SEND when they have a learning difficulty, or a disability and they need special educational provision (SEP).

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Special educational provision

For a child of two and over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in maintained schools, other than special schools, in the area.

Identifying Children who have SEND

Children and young people progress at different rates. Identification of SEND at Kidsgrove Secondary School is based on a holistic picture of need rather than attainment alone. Slow progress and low attainment do not, in themselves, mean that a pupil has SEND; equally, attainment in line with chronological age does not mean that SEND should be ruled out. Where concerns remain despite high-quality, adaptive teaching, the school will work with the pupil and

parents/carers to assess barriers to learning and identify appropriate provision. Evidence may include:

- Little or no progress despite the use of targeted teaching approaches.
- Working at levels significantly below age expectations, particularly in literacy or numeracy.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by behaviour strategies usually implemented.
- Sensory or physical problems that result in little progress despite the provision of appropriate aids for equipment.
- Poor communication or interaction, requiring specific interactions to access learning.

Evidence from transition information, baseline assessments, NGRT and wider attainment data, teacher observations, SEND concerns, pupil and parent/carer voice, screening, learning walks, pupil pursuits and case sampling may also contribute to identification. Identification considers the four broad areas of need in the SEND Code of Practice: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs.

Transition Arrangements

Transition from primary school to high school for children identified with SEND will include:

- Liaison between the SENDCo at the primary school and the SENCo at the receiving high school/post-16 provider.
- Secure and timely transfer of relevant SEND records, Pupil Passports, professional advice and provision information between settings so that support can be planned before admission.
- For pupils with an EHCP, transition planning begins in advance and includes liaison with the current setting, Local Authority and family. KSS offers enhanced transition for pupils who require additional support, which may include extra visits, smaller-group sessions, familiarisation with key adults, the Learning Support Centre and school routines, and individual transition planning.

Objectives for Special Educational Needs Provision

Kidsgrove Secondary School is committed to identifying and meeting the special educational needs of its pupils and will use its best endeavours to secure the special educational provision called for by a pupil's SEND. We maintain high expectations for all learners and seek to remove barriers rather than reduce challenge. This will be achieved by:

- Admitting all students to the school on the basis of the school's published admissions procedure and welcoming all pupils, including those with SEND.

- Enabling all pupils to be offered access to a broad, balanced, and relevant curriculum with the maximum degree of social and educational inclusion.
- Enabling staff to make appropriate provision for all their pupils through the provision of appropriate support, information, and advice.
- Developing a relationship between the parents, pupils, and the school, in which each has an active role to play in the education of special needs pupils.
- Developing a wide community involvement in special educational needs through the multiagency partnership and other initiatives to the benefit of pupils.
- Ensuring the School adopts Dyslexia and Neurodiversity Friendly Strategies.
- Adhere to the graduated response approach of assess, plan, do, review, along with interventions as needed, and as part of any statutory guidance for those with EHCP.
- Ensure adaptive teaching is embedded at all levels of the school curriculum, reviewed, reflected upon, and linked to the professional development of our staff.

Maintaining ambitious expectations for pupils with SEND. Staff increase access to challenging learning by removing barriers and using appropriate scaffolding, explicit instruction, modelling, chunking, visual support, additional processing time, assistive/digital technology and reasonable adjustments. Scaffolds are reduced over time where appropriate to promote independence. Ensuring teaching staff use Pupil Passports and Class on a Page information to identify needs and plan appropriate classroom strategies and reasonable adjustments.

Managing SEND Provision

The Role of the Governing Body (Academy Councillors)

The school's governing body works in partnership with the Head of School and SENDCo, having responsibility for deciding the school's general policy and approach to meet the needs of SEND pupils. The SEND governor will have an up-to-date knowledge of the school's SEND provision and its policies, of which the Governing body will report to parents annually on the School's SEND policy.

The Role of the Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work including provision for pupils with SEND provision. They will be responsible for informing the Governing body of any SEND developments and monitoring. The Headteacher will work closely with the SEND Co-ordinator to maintain the Specialist Educational Provision.

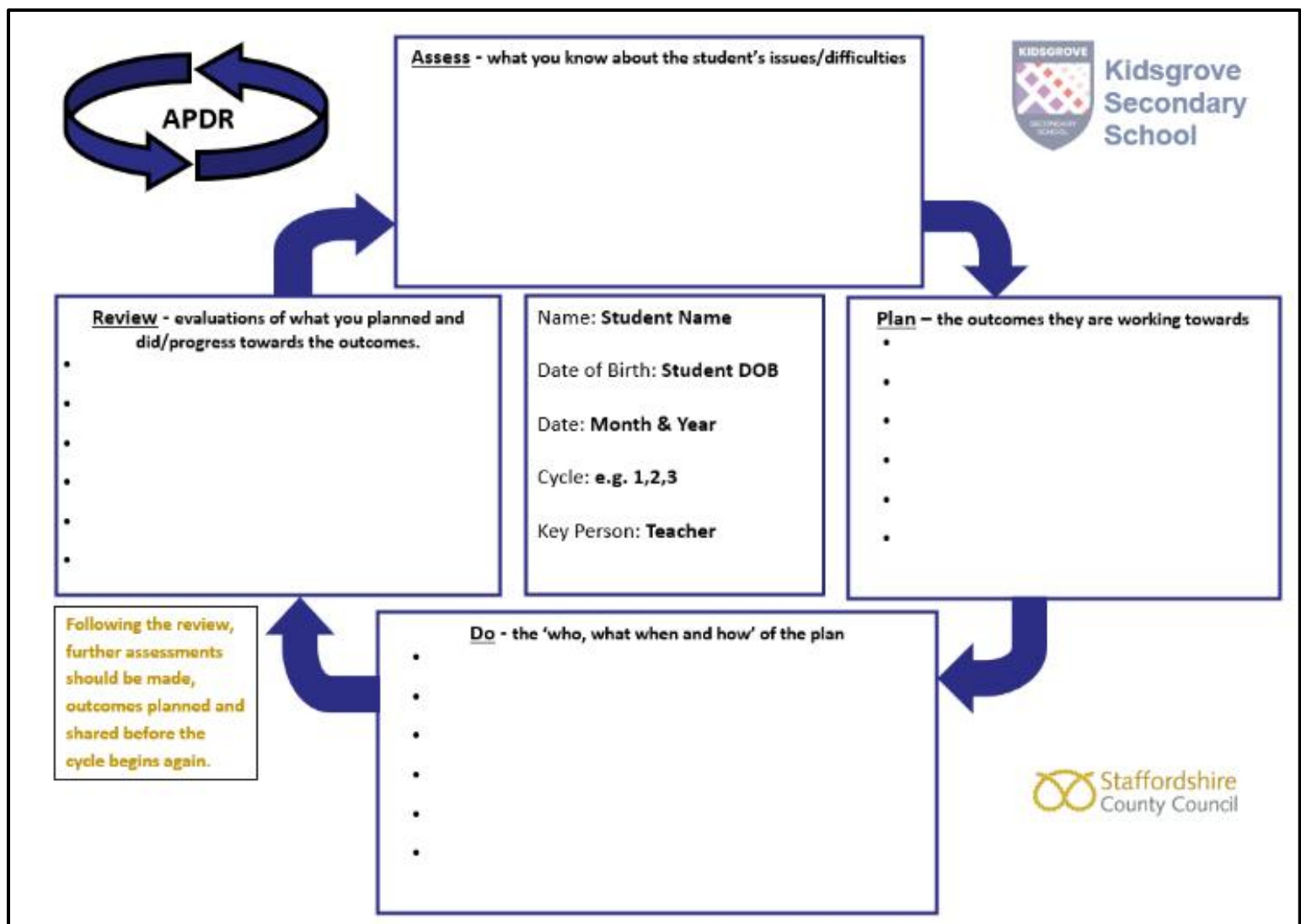
The Role of the Special Educational Needs Co-ordinator

The SENDCo is responsible for the day-to-day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND. The SENDCo liaises with pupils, parents/carers, teachers, leaders and external professionals and works closely with the Headteacher to maintain

and develop special educational provision. The school's SENDCo, Ms K Hambleton, is a qualified teacher and holds the NPQSENCo, meeting the current mandatory qualification requirements. The SENDCo is supported by the Assistant SENDCo and the wider SEND Support Team.

Graduated response

SEND support follows a four-part Assess, Plan, Do, Review (APDR) cycle. Decisions and actions are revisited, refined and revised as understanding of the pupil's strengths, needs and barriers develops. At KSS this graduated response moves from universal high-quality adaptive teaching, through assessment and screening where appropriate, to targeted provision and intervention, review of impact and, where necessary, specialist advice or consideration of an Education, Health and Care needs assessment. A diagnosis is not required before appropriate support or reasonable adjustments are put in place.



Assess

Teaching staff should work with the special educational needs co-ordinator (SENCo) in the school to assess the child or young person's needs, so that they give the right support.

It should draw on the pupil's progress and quantitative data, views and experience of parents and the pupil's own views. Sometimes schools will seek advice from a specialist teacher or health professional. They should talk to parents and carers about this first.

Plan

If the school decides that the child or young person needs SEND support, it will discuss this with parents. The school should agree in consultation with parents, carers and the pupil the outcomes that will be set, what help will be provided and a date for progress to be reviewed.

Where appropriate, a Pupil Passport records the pupil's strengths, needs, barriers to learning, reasonable adjustments, effective strategies and agreed outcomes. Pupil voice is central to the passport and parents/carers are invited to contribute to and review the information before it is shared with staff. Pupil Passports are reviewed and quality assured regularly. Teaching staff also use Class on a Page information to support inclusive planning.

Do

The child or young person's class or subject teacher is usually responsible for the work that is done with the pupil and should work closely with any teaching assistants or specialist staff involved. Adaptive teaching may be targeted to further support a child's needs. Depending on the graduated response cycle or level of need, there may be targeted interventions offered to support a child's learning and development.

Targeted provision may include, according to assessed need, phonics/Read Write Inc. Fresh Start, Lexonik, Reading Buddies, literacy or numeracy intervention, handwriting support, ELSA, social skills and emotional regulation work, emotional coaching, mentoring and targeted SEMH support. Provision is selected and reviewed according to individual need and impact.

Review

The school should review the child or young person's progress, and the difference that the help the pupil has been given has made, on the date agreed in the plan. Parents and the pupil should be involved in the review and in planning the next step.

If the child or young person has not responded to the help they were given, the review should decide what can be done next. This may include more or different help, with professionals considering a statutory assessment of needs by the Local Authority (LA).

Staff development

The school is committed to developing the expertise and professional development of all the staff in relation to SEND to enable them to meet the needs of pupils. Once it has been identified that a child experiences difficulties in one or more subject area, the first step in responding to this is to ensure that the child experiences high-quality teaching, which is adaptive, and considers their prior attainment and difficulties. Additional support or intervention cannot compensate for a lack of good quality teaching. Teaching staff are supported to ensure that they can meet the needs of every child in their class.

SEND professional development is informed by the needs of the cohort and whole-school quality assurance. This includes training on adaptive teaching, neurodiversity, autism, PDA, dyslexia, sensory/physical needs, emotional coaching and effective deployment of support staff. The SENDCo also contributes to SEND development across Shaw Education Trust as a SET SEND Ambassador.

Partnership

Partnership with parents/carers

The school actively seeks to work with parents/carers and values the contribution they make. We aim to support parental partnership by:

- Ensuring positive attitudes towards parents.
- Effective communication.
- Acknowledgment of the parents' role as a partner in the education of their child.
- Recording parental views as part of any review procedure.

Inviting parents/carers to contribute to and check Pupil Passports so that home and school knowledge informs the strategies shared with staff.

Student Participation

The school acknowledges the student's role as a partner in their own education, developing their participation in the decision-making process by:

- Listening to and valuing their views.
- Involving pupils in Review Meetings to discuss progress and future provision.
- Involving pupils in target setting.
- Recording pupils' views as part of any review procedure.
- Effective communication.

Partnership with other bodies

The school aims to work with other agencies, as listed below, in order to provide an integrated support, based on the needs of the pupil. Co-operation between the School, the Trust, educational specialists, health services and social services is vital if we are to secure the most effective assessment, intervention and deployment of resources for pupils with SEND. Further information regarding our external services partnerships can be found in the school's SEND Information Report.

- Other schools/Academies and educational providers
- Special Educational Needs Support Services e.g. Autism Outreach Team, SENSS Specialist Teachers
- School Psychology Service
- School Health Service
- Educational Welfare
- Social Services
- CAMHS
- Mental Health Support Team (MHST), including school-based mental health and wellbeing support where available
- Voluntary Services
- Paediatric Physiotherapy Service
- Occupational Therapy

Referrals to external services

For all referrals to external services the school would first consult with parents/carers/guardians and the young person involved. Referrals are made by either the school, parents/carers/guardians, or local authority if a young person has a need/s that requires the intervention of the appropriate external service, and that the provision best serves the special educational needs of the individual.

Monitoring of SEND

As part of their evaluation the SENDCo and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of pupils with SEND. Success factors will include:

- Early identification of pupils with SEND through rigorous assessment and excellent information sharing.
- Students' views and opinions are taken into account.
- The school and parents work in partnership.
- Interventions and provision are regularly reviewed and evaluated through individual progress, provision mapping, attainment and reading data, attendance and behaviour information, intervention entry/exit measures and pupil/parent voice.
- The school works in close co-operation with other agencies and fosters multi-agency working.

Quality assurance of SEND is a whole-school process and may include SEND learning walks, pupil pursuits, case sampling, work scrutiny, pupil voice, Pupil Passport and Class on a Page quality assurance, provision-map reviews and analysis of attainment, reading, attendance and behaviour data. Findings inform staff development, deployment of provision and subsequent APDR cycles.

The SENDCo contributes to reintegration planning for pupils with SEND following suspension where appropriate. Provision, reasonable adjustments, known triggers and regulation needs are reviewed so that a clear reintegration plan can be agreed. Persistent behaviour, dysregulation or attendance difficulties are considered in the context of possible unmet SEND and barriers to access.

How are these needs identified and assessed?

The individual needs of the student will be assessed by one or a combination of the following:

- Within the Learning Support Centre in the September of arrival:
- Assessments, test results and information from primary school, parents, and outside agencies.
- Assessment may include reading age and comprehension, literacy/phonics, spelling and numeracy information alongside teacher observation and referral through the graduated response. NGRT reading assessments are undertaken three times each academic year and analysed alongside wider attainment and progress information to identify pupils who may require further assessment, adaptive teaching or intervention.
- The use of appropriate internal assessment and screening tools. Depending on the presenting need, this may include literacy, phonics, cognition and learning, communication and interaction, attention, social, emotional and sensory screening. Screening forms part of the Assess stage of APDR and is considered alongside pupil, parent and teacher evidence.
- Reviews of Educational Health Care Plan (EHCP) and Pupil Passports (internal SEND learning plan) targets.

Please note that school-based screening does not provide a clinical diagnosis. Screening helps the school identify patterns of strength and difficulty, understand barriers to learning and inform teaching strategies, reasonable adjustments, intervention and, where appropriate, referral to external professionals. Formal diagnosis, where applicable, is undertaken by the appropriate qualified external professional or health service.

Education and Health Care Plan (EHCP)

The majority of children and young people with special educational needs and/or disabilities will have their needs met within local mainstream early years' settings, schools or colleges.

Some children and young people may require an education, health and care needs assessment in order for the LA to decide whether it is necessary for it to provide extra provision.

An EHCP summarises the student's abilities and specific difficulties. It also states how the LA considers the student's needs could be best met. Not all students with identified special needs will be in receipt of an EHCP.

Subject teachers, progress leaders, parents, specialist teachers, educational psychologists and health professionals may be involved in any formal assessment procedure leading up to an EHCP being issued.

The purpose of an EHCP

An EHCP will have long-term targets, specific to the child or young person's special educational need. These targets will be set out in provision (usually an allocated amount) and monitoring documentation and be implemented, at least in part and as far as possible, in the normal classroom setting. All targets are reviewed annually, with the parents / carers, young person and involved professionals invited to consider the progress made by the young person and whether any amendments need to be made. Shorter steps to achieve the long-term targets will form part of the annual review.

At the Annual Review at the end of KS4 the aim should be to give clear recommendations as to the type of provision required Post 16.

EHCPs should be forward-looking documents. They should:

- Meet the special educational needs of the child or young person.
- Secure the best possible outcomes for them across education, health and social care.
- Prepare young people for adulthood as they get older.
- Help raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions.
- Specify how services will be delivered as part of a whole package.
- Explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

Education, Health and Care (EHC) plans after 16

If your child has an EHC plan, it does not have to end when they leave school. Their plan can continue up to the age of 25 as long as they still have special educational needs and/or a disability and remain in some kind of education or training. This is regulated by the LA (Local Authority).

When an EHCP assessment is necessary

The local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for your child or young person in accordance with an education, health and care plan.

The education, health and care needs assessment should not normally be the first step in the process, rather it should follow on from planning already undertaken with parents and young people in conjunction with an early year's provider, school, post-16 institution or other provider.

In a very small minority of cases children or young people may demonstrate such significant difficulties that a school or other provider may formally identify that they cannot meet the needs and/or provide what is outlined in the plan. As such specialist provision may be more appropriate.

SEND Support Team

The SEND Support Team is led by the Assistant Headteacher/SENDCo, Ms K Hambleton, and includes the Assistant SENDCo, HLTA and Teaching Assistants, working closely with pastoral colleagues and external professionals. Support is deployed according to assessed need and may include in-class support, targeted small-group or individual intervention, mentoring, emotional regulation support and specialist programmes. Subject teachers retain responsibility for the progress and learning of all pupils in their classes and work collaboratively with support staff.

The Learning Support Centre provides a base for targeted SEND intervention and, where identified as part of a pupil's provision, access to a safe or regulation space. Support may include emotional coaching, regulation work, supervised social-time access and reasonable movement or transition arrangements. Where busy transitions create a significant barrier, an individual pupil may be supported to move at a quieter time as a reasonable adjustment, subject to review.

The team collaborate to fulfil the following:

- Assist the teacher(s) in the implementation of the curriculum.
- Carry out, under the direct supervision of the teacher(s), individual programmes of learning, specifically to support the pupil concerned.
- Assist in the implementation of any other programmes of support designed by other professionals such as advisory teachers, physiotherapists, occupational therapists and speech therapists.

- Contribute to the pupil's intervention programme, as identified by the school.
- Assist in the preparation of teaching materials and equipment in support of the pupil concerned.
- Assist the School in maintaining a close liaison with the pupil's parents or guardians.
- Assist the teacher(s) in maintaining a detailed record of progress, recording observations of strengths and weaknesses, as appropriate.
- Support the general care, welfare, and safety of the pupil.
- Carry out small group activities, as requested by the teacher, to include the identified pupil.
- Contribute to any discussions or reviews on the pupil concerned, as requested by the Head of School/SENDCo.

Links with other schools, including special schools

As part of the Shaw Education Trust, Kidsgrove Secondary has links to all schools, both primary and secondary and both mainstream and special. There are regular meetings of SENDCos from across the trust to share ideas and good practice and to seek advice about the needs of specific pupils where colleagues may have expertise.

Staffordshire SEND Local Offer

Staffordshire Local Offer provides information in one place for children and young people aged 0-25 with special educational needs and disabilities (SEND), their parents/carers and professionals. The Local Offer includes information on local services to help children, young people, parents and carers make choices about the support they receive.

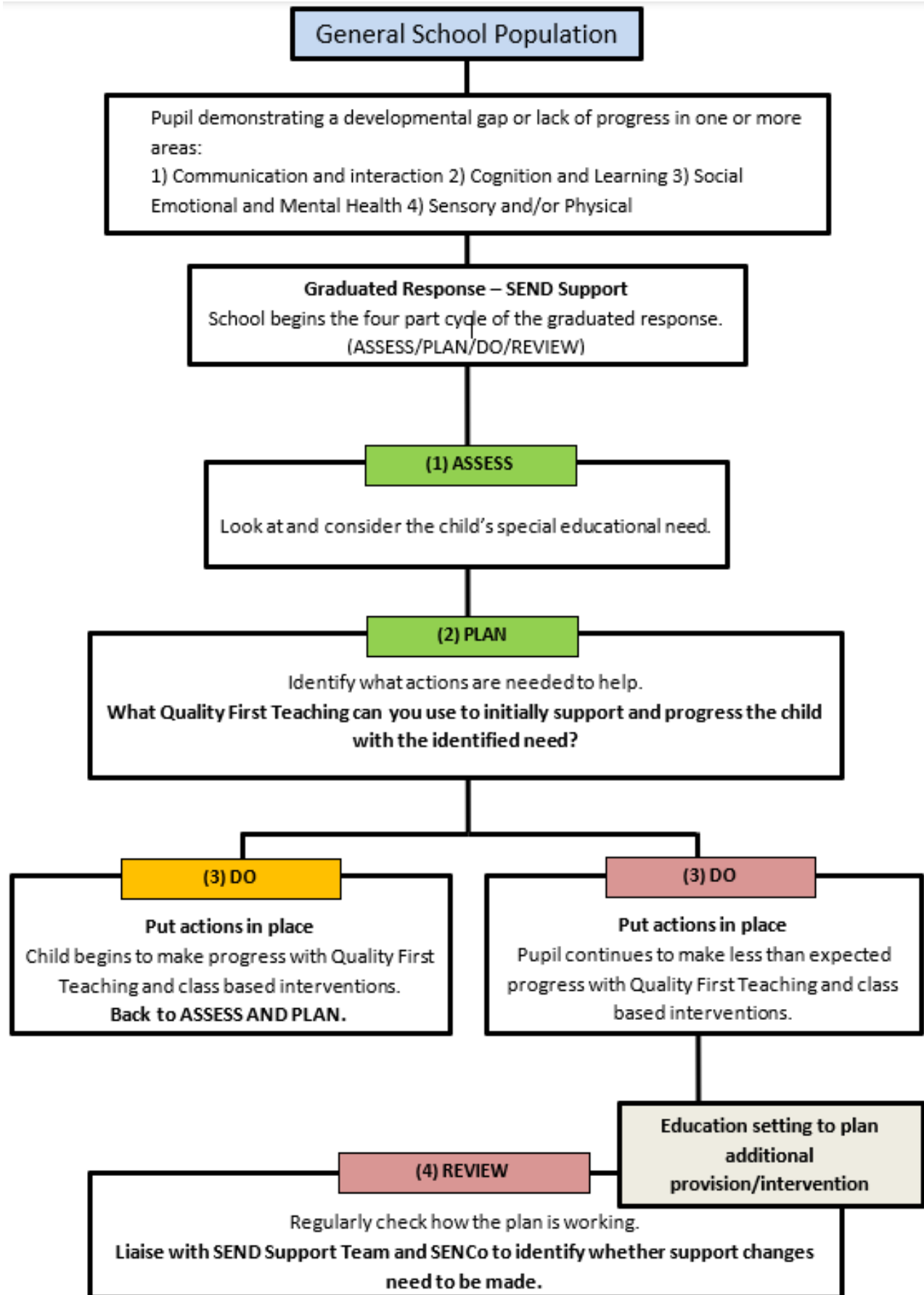
The Children and Families Act 2014 requires each Local Authority to produce and publish a Local Offer which sets out in one place information about provision available across education, health and social care for children and young people in the area who have special educational needs or are disabled.

[Special Educational Needs and Disabilities \(SEND\) Local Offer | Staffordshire Connects](#)
[Staffordshire SEND Local Offer](#)

[A guide to your SEND Local Offer? | Staffordshire Connects](#)
[Staffordshire Connects - SEND Local Offer](#)

[Local Offer for young people | Staffordshire Connects](#)
[Staffordshire Connects - Local Offer for young people](#)

SEND Support Pathway



Pupil Passports



Pupil Passport



Name of child: DOB:	Form: Key worker:	Date of PP issue: Date of review:
SEND Classification: Reading age: CAT4 SAS: KS2 Reading: KS2 Maths: <u>Main Area of Need:</u>	I am good at/enjoy Pupil Voice: Teachers Voice:	What I find difficult is: Pupil voice: Parents views
		I am particularly motivated to learn by/when: I would also like you to know that:
My reasonable adjustments/ resources/aids that help me most are:		My targets/outcomes have been shared (to be signed by everyone): Pupil: Parent: Teacher:



Pupil Passport



Small Steps Plan	Do	Review
Targets (What is important at this time?)	Strategies (How will we support?)	Rag progress against targets
1.	•	
2.	•	
3.		
Review of Pupil Passport		
Date:		
Updates/changes to targets (if applicable):	What I have found difficult (Pupil Voice):	What I have done well (Pupil Voice):
My targets/outcomes have been reviewed (to be signed by everyone): Pupil: Parent: Teacher:		
Review of Pupil Passport		
Date:		
Updates/changes to targets (if applicable):	What I have found difficult (Pupil Voice):	What I have done well (Pupil Voice):
My targets/outcomes have been reviewed (to be signed by everyone): Pupil: Parent: Teacher:		