



At Knights Enham Schools we provide...

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

‘Together We Achieve’

Special Educational Needs and Disabilities (SEND) Policy

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Review: September 2026



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Special Educational Needs and Disabilities (SEND) Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014 (last updated August 2017)
- The National Curriculum in England framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

AIMS

At Knights Enham Schools we believe that:

- All children should be valued equally, regardless of their abilities and behaviour;
- All children are entitled to have access to a broad, balanced, relevant curriculum which is differentiated to meet individual needs;
- All children should, wherever possible, be fully integrated into the life of the school;
- All children should be healthy, stay safe, enjoy and achieve to their full potential;
- Parent partnership is vital to children's success at school;
- Every teacher at Knights Enham Schools is a teacher of every child including those with SEND.

Special Educational Needs means:

A child of compulsory school age or a young person has a learning difficulty 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/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 (CODE OF PRACTICE (COP) 2014 xiv p15).

Special educational provision means:

Educational or training provision which 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 (COP 2014 xv p16).

Disability:

A person has a disability.....if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on his/ her ability to carry out normal day-to-day activities (Section 1 (1), Disability Discrimination Act, 1995).

Objectives

- Knights Enham Schools will provide a caring, welcoming and safe environment that promotes quality first teaching and learning and that encourages high expectations for all children through an understanding of individual need;



- Knights Enham Schools will identify specific barriers to learning and implement effective strategies to remove these to ensure that all children can make progress;
- Knights Enham Schools will ensure all children have access to the whole curriculum. Suitable adaptations will be made to enable this;
- Knights Enham Schools will develop an open, honest and respectful partnership and communication between parents and school;
- Knights Enham Schools will work closely with education professionals and outside agencies to ensure the best provision for all children in the school.

Identification of SEND

Pupils with Special Educational Needs and Disability (SEND) are identified, their needs determined and provision reviewed in accordance with the SEND Code of Practice 2014.

Class teachers, supported by the SENDCo and senior leadership team, make regular assessments of progress for all pupils. This will identify pupils making less than expected progress given their age and individual circumstances. Through further assessment, observations and investigation, this may lead to the identification of a Special Educational Need which may 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

SEND is identified under 4 main areas of need:

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

SEND is usually clarified under 2 tiers:

SEND support- children who require additional support in order to make progress. These children will be recorded on the SEND register and will have an Individual Learning plan (ILP) which will set SMART targets to enable progress to be made. These plans are reviewed and shared with parents and carers termly.

Education Health and Care Plan (EHCP) - children who have needs which cannot be met by usual Wave 3 interventions. Children may have multiple professionals working with them e.g., Specialist Teacher Advisory Service, Speech and Language Therapist, Occupational Therapist etc. Plans are reviewed annually involving parents and all agencies involved with the child.

Provision for children with SEND will follow a graduated approach and the assess, plan, do, review model as recommended by the SEND Code of Practice 2014.

**SEND and the curriculum**

All children with SEND receive High Quality Inclusive Teaching in the classroom from the class teacher supported by Learning Support Assistants (LSAs) and need to be given every opportunity to access the National Curriculum by teachers:

- Providing appropriate differentiation and resources
- Ensuring that planning provides clear objectives and high expectations
- Providing suitable learning challenges at an appropriate level
- Setting individual learning targets
- Following agreed behaviour support plans
- Ensuring equality of opportunity

Teaching and Learning

At Knights Enham Schools, children with SEND will be given opportunities to achieve as high standard as possible. We use a variety of strategies to give our children the fullest support. High Quality Inclusion Teaching will ensure:

- Any children who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
- Once a child has been identified as having difficulties or learning needs, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will provide differentiated learning opportunities that will aid the child's academic progress, provide challenge and set high expectations.
- The SENDCo will be consulted as needed for support and advice and may wish to observe the child in class.
- Through monitoring and consultation with the SENDCo the level of provision the child will need going forward can be determined, planned for and implemented.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- Pupil progress meetings, individual learning plan reviews and parent evenings are used to monitor and assess the progress of the children.
- We will provide for the needs of children with physical or sensory difficulties with the support of the Local Authority (LA) where necessary.

SEND Support

Where it is determined that a child does have SEND, parents will be formally advised of this decision and the child will be added to the SEND register. The aim of formally identifying a child with SEND is to help the school ensure that effective provision is put in place and so removing barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Assess - This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. We assess each child's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. The child's views and where relevant, advice from external support services may also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the child is progressing. This analysis will require regular review to ensure that: support and intervention is matched to the child's need; that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external agencies are already involved, their work and guidance will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan - Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the child, including learning support staff will be informed of the child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. The plan will be recorded on an Individual Learning Plan (ILP), it is shared with all staff working with the child in school and a copy is given to the parents. The views of both the child and parents are sought when updating the ILP. Both parents and child views are captured and kept at school in the child's file.

Do - The class teacher is responsible for working with the child on a daily basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher and learning. They will work closely with learning support assistants to plan and assess the impact of the support and interventions and make links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review - Reviews of a child's progress will be made regularly as part of classroom planning for teaching and learning and at least half termly as part of the SENDCo Learning Support review. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and where necessary their parents. The class teacher, in conjunction with the teaching assistant and SENDCo where necessary will revise the support and outcomes based on the child's progress and development making any necessary amendments going forward, in consultation with parents and the child. ILP's will be updated and shared with parents termly as part of this review process.

**EMOTIONAL SUPPORT**

The schools have one ELSA (Emotional Literacy Support Assistant) and two TALAs (Therapeutic Active Listening Assistant) who work under the direction of the SENDCo, supporting vulnerable children in addressing their individual emotional issues.

WELFARE MANAGER AND OFFICER

The school has a full-time Welfare Manager, Mrs Emma Stott and Welfare Officer, Ms Lesley Hardy, who supports families in a variety of ways. They offer advice and signposts families to courses, such as the parenting program, outside agencies and charities who may be of support. They ensure our children are accessing the correct support, supports with ensuring our children are present in school and with any attendance concerns. Both Emma and Lesley liaise closely with Children's Services and the Early Help Hub.

Education, Health and Care Plans (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by the local authority whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

The SEND register**Managing child's needs on the SEND register**

- The SENDCo will hold and maintain the SEND register;
- The Individual Learning Plan (ILP) will be written by the class teacher, supported by the SENDCo;
- The targets on the ILP are based on collaboration between all the parties involved i.e., class teacher and LSAs, SENDCo, specialist advice, the parent and where appropriate the child.

Targets will be:

- Specific
 - Measurable
 - Achievable
 - Relevant
 - Time limited
- The class teacher and LSA will collect and record evidence of progress according to the outcomes described on the plan;
 - Individual Learning Plans (ILPs) will be reviewed by the SENDCo at least termly but may be updated sooner if the outcomes have been achieved;



- The cost of engaging additional support and specialist services is monitored by the Headteacher and Governors.

Criteria for exiting the SEND register

When a child is making expected progress, and is no longer identified as needing additional and extra support, a review of the child's progress will take place to confirm progress, including consulting parents and they will be taken off the SEND register. Every child recently been removed from the SEND register will continue to be monitored at pupil progress meetings. Their records will be kept until the child leaves the school (and passed on to the next setting).

Supporting children with medical conditions

Knights Enham Schools recognise that children at school with medical conditions should be properly supported so that they 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 may also have Special Educational Needs and Disability (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Details on admission arrangements and supporting pupils with medical conditions can be found on the school website.

Training

In order to maintain and develop the high quality first teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. We recognise the need to train all our staff on SEND issues and have funding available to support this professional development. All teachers and support staff undertake induction on taking up a post and this includes explaining the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual children where appropriate. Training needs across the school are identified as part of the School Improvement Plan priorities and through individual performance management interviews. School staff are kept up to date with relevant training in relation to the needs of children with SEND through staff meetings, school training days and relevant external courses.

Resources

Funds for children with SEND are allocated to the school via the SEND element of the school budget, this is calculated based on the number of children identified as having SEND in the school. Using this budget, resources can be bought and allocated to children dependent on need. Resources may take the form of additional adults to support children within class or to provide additional interventions or learning resources. Any specific resources required for individual children are identified in their ILPs and EHCPs. Where a child has SEND and is entitled to pupil premium, this additional funding may be used to further support and enhance the learning experience for that child. Children with an EHCP may receive additional funding dependent of the funding band allocated in their plan. The way this funding is used is determined by the Headteacher and SENDCo. This is reviewed annually during the EHCP review.

**Roles and Responsibilities and co-ordination of provision**

The Headteacher is responsible for the day-to-day management of all aspects of the school's work. Responsibility for the provision for children with special educational needs lies with the class teacher (Code of Practice 2014). This provision is to be coordinated and overseen by the SENDCo (Special Educational Needs Coordinator).

The Governing Body have an appointed Governor for SEND. The Governing Body will be fully informed and updated by the Headteacher and/or SENDCo at regular intervals.

Role of the Special Educational Needs Co-ordinator (SENDCo)

Provision for children with SEND is co-ordinated by the SENDCo. The SENDCo is responsible for: -

- The day-to-day operation of the Inclusion and Special Educational Needs Policy;
- Monitoring and review the SEND provision across the school through observations, assessment of progress data, ILPs, and evidence of planning and teaching is appropriate to the needs of the SEND child;
- Maintaining the SEND register and ensuring other SEND records are kept up-to-date (e.g., record of support and meeting notes);
- Liaising with and supporting parents of children with special educational needs and placing emphasis on the contribution that they can make to their child's progress;
- Using a range of assessments to keep clear records of the progress of SEND children across the school;
- Meeting with teachers termly to discuss SEND children within each class;
- Contributing to and arrange ins-service training on SEND issues in order to meet the needs of the school and the professional development of staff according to the School Improvement Plan;
- Updating of resources to aid the child's learning in class and in interventions
- Liaising with outside agencies;
- Reporting to Governing Body on SEND issues.

Role of the Special Educational Needs Governor (Ruth Gill):

- Ensure that there is a qualified teacher designated a Special Educational Needs Coordinator (SENDCo) for the school. A newly appointed SENDCo must be a qualified teacher and, where they have not previously been the SENDCo at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment;
- Ensure the school has arrangements in place to support children with medical conditions (section 100 Children and Families Act 2014). The responsible person is the Headteacher;
- Ensure the school produce and publish online its School SEND Information Report in accordance with section 69 of the Children and Families Act 2014 and cooperates with the local authority in developing the local offer;
- Ensure the school takes account of the 'SEND Code of Practice' when carrying out their duties towards all children with special educational needs;
- Ensure the school uses their best endeavors to confirm that the necessary special education provision is made for any child who has special educational needs;
- Oversee the school procedures to notify parents when special educational provision is being made for their child, because it is considered that he or she has special educational needs;



- Oversee school procedures to make sure that teachers in the school are aware of the importance of identifying children who have special educational needs, are aware of children with specific special educational needs and are providing appropriate teaching;
- Ensure that staff working with children have appropriate and up-to-date training;
- Ensure that children with special educational needs join in the everyday activities of the school together with children without special educational needs, as far as is compatible with them receiving the necessary special educational provision; the provision of efficient education for all other children; and the efficient use of resources;
- Ensure the school has appropriate resources for special educational needs and evaluate the deployment of resources to verify value for money;
- Monitor the impact of the school's provision on the progress of children with special educational needs;
- Review external monitoring reports on special educational needs practice;
- Access training on issues involving special educational needs;
- Review annually the school's policy, procedures and approach to meeting children and young people's special educational needs, including those with Education, Health and Care (EHC) plans.

Links with other schools

Knights Enham Schools liaises with relevant staff on transfer of all children with SEND.

Prior to the transfer of a child with an EHCP, the SENDCo will liaise with the previous or receiving school about the child's individual needs and support needed. Children will be supported with transition through additional transition sessions and a structured plan in place.

All SEND records (paper and electronic) are sent on to the receiving school and records are requested as well as a conversation concerning children transferring into Knights Enham Schools.

Parents and Carers

We believe that parents/carers know their children best and that establishing a respectful, good relationship working with parents is vital in helping children and young people with SEND get the most out of their education. Contact will be encouraged through regular reports from the class teacher, both formal and informal. Children's achievements will be celebrated and parents/carers invited to share in their strengths, areas for development and progress.

If a parent/carer has a concern at any time, they are welcome to contact the school. The first point of contact should be the child's class teacher.

The school promotes partnership with parents/carers for all children but acknowledges that this is particularly important for children with special educational needs. Staff recognise that the best results are achieved through an open and confident relationship where parents/carers views are valued.

**Storing and managing information**

Please refer to the School's Data Protection Policy available on the school website or from the school office.

Accessibility

Please refer to the School's Accessibility plan available on the school website or from the school office.

Dealing with complaints

Parents having worries about their child's progress or provision should discuss their concerns with the child's class teacher and/or SENDCo, Miss Karen Field. If parents are not satisfied following such discussions, the matter should be discussed with the Headteacher who will follow the School Complaints Procedure. The Complaints policy and procedure is available on the school website or from the school office.

This policy is to be read in conjunction with the

Local Offer and SEND Information Report.

Supporting Pupils with Medical Conditions Policy

Equal Opportunities Policy

Admissions Policy

Accessibility plan

The SEN Policy will be reviewed and evaluated annually in order to monitor and assess its effective implementation.

Review date: September 2026