



Special Educational Needs and Disability (SEND)

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This policy applies to all sections of the School.

Introduction

Kirkstone House School's SEND Policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 years (updated May 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (updated June 2014)
- SEN Code of Practice 0-25 (updated May 2015)
- Schools SEND Information Report Regulations
- Statutory Guidance on supporting pupils at school with medical conditions;
- Kirkstone House School Safeguarding and Child Protection Policy
- SENDA Accessibility Plan.
- KCSIE September 2025
- Children and Families Act 2014

The School has an Accessibility Policy and the Admissions Policy clearly outlines our policy on admissions and procedures in relation to Special Educational Needs and disabilities.

The school is an educationally inclusive school where the teaching and learning achievements, attitudes and well-being of every pupil matters. The school recognises the importance of providing effective learning opportunities for all pupils and in so doing maintains a culture in line with its mission statement of being a school 'where the individual counts'.

Through appropriate curriculum provision, we recognise that pupils have different educational needs and abilities. Pupils learn and acquire knowledge in different ways and at varying rates. Accordingly, teaching provision is adapted to the individual's needs including those with disabilities; those with special educational needs; those from all cultural backgrounds and pupils with English as an additional language. All pupils may have special needs at different times and therefore a wide range of strategies are used to meet these as they arise. Learning diversity is recognised and planned for; any barriers to learning and participation are challenged and removed and all pupils are provided with equality of opportunity.

Parents are fully involved with the education of their children and they are fully informed if any special educational provision is made for their child.

Aims of this SEND policy are to:

- ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and well-being;
- ensure entitlement and access to a broad, balanced and relevant curriculum so that pupils can reach their full potential and enhance their self esteem in line with the SEN and disability code of practice;



- make reasonable adjustments for those with a disability by taking action to ensure access to the curriculum and the environment;
- ensure that all pupils with SEND can engage in all activities and are fully included within an environment that meets their needs;
- ensure that the specific needs of pupils are identified, assessed and provided for;
- involve parents, guardians and external agencies in a working partnership which supports individual needs;
- identify the roles and responsibilities of staff in providing for pupils' specific needs and to ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development;
- meet the needs of all pupils who have special educational needs by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

We recognise the four broad areas of need and to support within the suitability of the school:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

Special Educational Needs and Disability

We use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

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 him or her. 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 **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting'*

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '**...a physical or mental impairment which has a long-term and substantial adverse effect in their ability to carry out normal day-to-day activities**'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

The kinds of special educational needs for which provision is made at the school

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN are welcome to apply for a place at school, in line with the school Admissions policy. We will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHCP unless:



- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name Kirkstone House in a child's EHCP, the local authority will send the Headteacher a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made.
- In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered.

The need for additional help

Pupils need help if:

- concerns are raised by parents/carers, external agencies, teachers, teaching assistants or the pupil's previous school, regarding a pupil's level of progress or inclusion;
- screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills;
- whole school tracking of attainment outcomes indicates lack of expected levels of progress;
- a pupil asks for help;
- observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical

What should a parent/carer do if he/she thinks their child may have special educational needs?

- If parents have concerns, relating to their child's learning these should be initially discussed with the child's Form Teacher or Deputy SENDCo, Miss Emma Wilson. This then may result in a referral to the school SENDCo: Mrs Julia Hartley jhartley@kirkstonehouseschool.co.uk 01778 560350
- Parents/carers may also contact the Head teacher directly if they feel this is more appropriate.
- All parents/carers will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school or parents.



School support for pupils with SEND

- All pupils will be provided with quality first teaching that is differentiated to meet the diverse needs of all learners;
- pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids, technology and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum;
- the quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:
 1. classroom observation by: Headteacher and SENDCo;
 2. clear School data tracking and on-going assessment of progress made by pupils with SENDCo;
 3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
 4. teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND;
 5. attendance and behaviour records.
- All pupils have academic targets set in line with base line assessments from which progress can be monitored. Parents/carers are informed of these via the reporting system and also at events such as Parent/Teacher meetings.
- Pupil's attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in monitoring meetings that are undertaken between teaching staff and SENDCo, as deemed appropriate and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to access further provision.
- Action relating to SEN support will follow an assess, plan, do and review model:

Assess: Data on the pupil held by the school will be collated by the SENDCo in conjunction with the form teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the subject teacher with advice from the SENDCo.

Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into



account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment. There are three levels of support

Additional Needs: Wave 1

This has been marked in the SEN register as those pupils needing specific adaptation implemented and delivered by the teaching staff, but can be applied to any pupils who need a little boost from time to time and close monitoring. This will form a focus on quality first teaching for all and relating to our high emphasis on assessment for learning, marking should be linked directly to the learning objectives. Clear progressive prompts and targets need to be made. This will help both academically and pastorally to support the pupils' Personal Learning and Thinking Skills. Social skills linked to PHSE and Life Skills are made available to all students.

SEN Support: Wave 2

This applies to further adaption and support by Learning Support Assistants. When teaching staff and the SENDCo identify pupils with SEN and decide to provide interventions/strategies that are 'additional to or different from those provided as part of what the school's usual differentiation curriculum has to offer' the pupils are classed as receiving support at Wave 2 level. The SENDCo takes responsibility for monitoring and managing the pupil's SEN provision with the production when necessary of a Pupil Passport. Information is gathered from teachers on the Pupil passport pro-forma sheet. Pupil Passports are reviewed regularly at parent/teacher evenings with the SENDCo.

Education Health Care Plan [EHCP]: Wave 3 - Statutory Assessment leading to an EHCP

Having already received resources and support at Wave 2, a pupil may still have a significant cause for concern. School and or parents can then apply for an EHCP.

Once the EHCP has been issued, it describes the pupil's needs and the objectives and provision to meet those needs. The school then has a statutory requirement to meet the needs of the pupil. The EHCP is reviewed annually through meetings arranged in school by the SENDCo.

Pupils with an EHCP may be supported through any of the strategies in the 2 Waves as detailed in the Whole School SEN Provision Map.

Review:

If progress rates are still judged to be inadequate despite the delivery of high- quality interventions, At the end of the intervention cycle the provision will be reviewed by the person undertaking the intervention overseen by the SENDCo. Advice may also be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:



1. Learning Support Team
2. Local authority advisory teams
3. Autism and Sensory Support
4. Educational Psychologist Service
5. Physical and Disability Support Service
6. Social Services
7. Child and Adolescent Mental Health Service
8. Counselling services
9. Play Therapist
10. Art Therapy
11. SALT
12. Occupational Therapist

For those pupils, whose needs are significant and complex and their needs cannot reasonably be provided from the parents' and the school's own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided

The Curriculum

- Teachers are trained to differentiate according to the needs of each pupil to ensure progress.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. This may involve the use of technology such as Speech to Text packages.
- These adaptations may include strategies suggested by the SENDCo and/or external specialists, all staff have access to EHCP's and specialist reports through the SEN Management system.
- In addition, if it is considered appropriate, pupils may be provided with additional adult help.

Informing parents of progress

- Attainments towards the identified outcomes will be shared with parents half termly through feedback through the school reporting system.
- Parents are encouraged to arrange an appointment to discuss their child's progress with their Form Tutor, the SENDCo or the Headteacher at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. The contact number is **01778 560350**.



Helping parents to support their child's learning

Please refer to the school website. It can be found at www.kirkstonehouseschool.co.uk

The subject teacher, tutor or SENDCo may also suggest additional ways of supporting a child's learning at home.

Support for pupils' overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- a Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being and to create and maintain healthy relationships and to keep safe especially online;
- small group interventions to support pupils' well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being;
- pupils who find break and unstructured times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills including quiet rooms and in the Lower School, access to a sensory room;
- the School has a qualified mental health lead who has an open- door policy;
- the School provides pupils with free counselling via the Bobby Copping Foundation.

See the School's Mental Health Policy.

Pupils with medical needs (Statutory duty under the Children and Families Act)

- Pupils with medical needs will be provided with a Health Care Plan, compiled in partnership with the school and parents and if appropriate, the pupil themselves.
- All medicine administration procedures adhere to The Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014.

See the School's Medicines Policy.

Staff Training

Staff training in relation to SEN is important and this takes place in a number of ways:

- Whole school INSET
- Courses attended by staff
- Sharing good practice in staff meetings
- Circulation of articles of special interest
- Invitation of outside agency specialist training
- E-training and online forums.



The school is committed to supporting staff through both in-house training covering a wide range of training needs and also external courses. The School maintains a record of all staff training.

Wider Inclusion

Risk assessments are inclusive of all special needs and are carried out to enable all children to participate in all school activities wherever possible. The School will make appropriate arrangements to identify and support all pupils with special educational needs, whether or not they have the benefit of an Education, Health and Care Plan as set out in the SEN policy.

(See Educational Visits Policy and Risk Assessment Policy)

Accessibility

The School has a separate Accessibility Policy.

The following adaptations have been made to the school environment:

- Portable Ramps and steps are available
- A hand rail has been added to the steps down to the Sports Hall
- There is an adapted toilet to ensure accessibility for visitors with a disability
- A medical room is provided in order to enable a safe place for administering medication
- Personal Evacuation Plans have been drawn up for pupils with additional needs in case of fire.
- Risk assessments for Practical activities for pupils with additional needs.

The school has an accessibility plan and is committed to making the school accessible for all.

Transition

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned induction programme is delivered as appropriate.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. Opportunity is given to discuss any concerns that parents have.
- A member of the SEN Team contacts primary schools to discuss pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately.
- Additional transition is arranged if required.
- SENDCo attends reviews of EHCPs in the year before entry, wherever possible



On Leaving:

- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.
- The School has a comprehensive programme of Careers Education.
- Pupils with SEN are accompanied to taster days and Open events at post 16 places of education.

Involvement of parents

The School aims, at all times to work closely in partnership with parents. Parents may contact the School at any time and arrange to meet with any member of staff including: the Headteacher, subject teachers, Head of Pastoral Care / Mental Health Care Lead, SENDCo & Deputy SENDCo.

Parents are encouraged to come into School to participate in wider School events such as plays and charitable fund raising.

EHCP reviews may be held in School as will other meetings with wider professionals such as Autism Outreach. In this way, parents and the School can share wider information.

Dealing with concerns

Parents should follow the School's concerns and complaints policy. WE hope that issues can be dealt with at an informal stage through a meeting or telephone call but clear procedures are laid out in the policy if an immediate resolution cannot be agreed.

If parents wish to discuss their child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs it is always helpful to begin an open dialogue with :

- the child's subject teacher and/or Form Tutor;
- the SENDCo/Deputy SENDCo;
- the Head of Pastoral care / mental Health Lead;
- the Head teacher.

Withdrawal

The school reserves the right, following consultation with parents to ask or require them to withdraw their child from the school if, in the school's opinion:

- The parent has withheld information from the school which, had the information been provided, would have made a significant difference to the school's management of the child's learning difficulties;



- The child's learning difficulties change from that stated in the EHCP or Educational Psychologist report to require a level of support which in the professional judgement of the Principal, the school is unable to provide, manage or arrange.

In any of these circumstances the school will do what is reasonable to help parents and/or local authority to find an alternative setting which will provide the child with the necessary level of teaching.

Responsibilities for SEN

The Headteacher

The Headteacher has responsibility for the management of SEN provision.

The Headteacher works closely with the SENDCo and has weekly meetings to discuss pupils and SEN matters. If a pupil with SEN transfers to Kirkstone House, the Headteacher will work with the SENDCo and new parents to ascertain the level of support required.

The Special Educational Needs Co-ordinator: Senior and Lower School (SENDCo)

The SENDCo has responsibility for:

- The day to day operation of the school's SEN Policy and for co-ordinating SEN provision.
- The screening/testing/observation of pupils for SEN.
- Arranging annual reviews of EHCPs
- Implementing and reviewing Pupil Profiles.
- Informing staff of pupils with learning difficulties and advising on how to meet their needs in lessons, using the SEN Management Database.
- Maintaining the school's SEN records on all SEN pupils using the SEN Management database.
- Providing staff with appropriate INSET opportunities on SEN issues.
- Managing the work of LSAs
- Holding regular LSA support meetings and overseeing LSA CPD.
- Liaising with external agencies in respect of SEN provision.
- Working closely with parents of pupils with SEN.
- Liaising with other SENDCo's to share good practice
- Producing a SEN development plan and its implementation.

Subject Teachers

Subject teachers have responsibility for:

- Raising initial concerns about a pupil with the SENDCo.
- Providing support for pupils who need SEN support through the use of appropriately differentiated work and homework with reference to the Whole School SEN Provision Map.
- Informing LSAs of lesson content/learning objectives/homework in advance of lessons.
- Planning for pupils' full participation in learning and in physical activities.



- Helping pupils to manage their behaviour and to take part in learning effectively and safely.
- Helping pupils to learn to manage their emotions in order that they can engage in learning.
- Helping pupils to develop organisational skills.
- Helping pupils to develop learning strategies which enable them to achieve.
- Providing information for Annual Reviews as requested.

Form Tutors

Form Tutors have responsibility for:

- Monitoring pupils' progress across the curriculum.
- Helping pupils to set reasonable targets.
- Monitoring pupil's engagement in extra-curricular activities.
- Providing opportunities in Tutor Time and in assemblies for SEN pupils to engage effectively.
- Advising the SENDCo in respect of revision of Pupil Profiles.

Contact Details – all can be contacted on 01778 560350

Monitoring and Evaluation

- The SEN register is kept updated throughout the year and is reviewed on an annual basis by the SEN team and Headmistress.
- The SENDCo monitors pupils within the Learning Support system of the school. The SENDCo regularly involves staff in discussions in respect of the working of the policy in conjunction with the practice of the school.
- The SENDCo and the Headteacher hold regular review meetings to review Learning Support provision and to discuss the policy.
- Learning Support matters are raised in weekly briefings and at Staff Meetings to allow for the close monitoring of all pupils.
- The effectiveness of Learning Support provision can also be monitored through consideration of assessment data such as that relating to public examinations.
- All matters relating to SEN provision are shared with the proprietor of the School on an on-going basis by the Headteacher.

Links with other policies:

- | | |
|--------------------------------|------------------------|
| • Equal Opportunities Policy | • Pastoral Policy |
| • Teaching and Learning Policy | • EAL Policy |
| • Curriculum Policy | • Mental Health Policy |
| | • Accessibility Policy |

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APPENDIX 1 Glossary

DfE: Department of Education

EHCP: Education, Health and Care Plan [replaces the old Statement of Special Educational Needs]

LA: Local Authority

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENDCo: Special Educational Needs Coordinator

LSA: Learning Support Assistant

APPENDIX 2 The four broad areas of need: Access to the curriculum and removing the barriers to learning

Cognition and Learning

In terms of developing understanding, the school ensures that pupils have as wide and as varied an educational experience as possible. This includes visits; use of the environmental centre; arts activities and extra-curricular activities such as Youth Theatre and chess. Pupils are encouraged to develop their own ways of exploring things and interests amongst pupils are actively encouraged. Pupils with varying degrees of learning difficulty, such as dyslexia and dyspraxia [specific learning difficulties] are differentiated for in the main stream classroom and through withdrawal for specialist teaching.

Communication and Interaction

All pupils have an entitlement to a broad and balanced curriculum which is differentiated to enable them to understand the relevance and purpose of learning activities and to achieve to the best of their potential. Pupils are helped to do this through differentiation. Differentiation occurs when there is planned intervention by the teacher with the intention of maximising the achievements of pupils based on their differing needs. Adaption is used to ensure stimuli and resources are varied and motivating and tasks are open ended allowing pupil's opportunities for negotiation about the style, length and complexity of their response. Support materials are required as part of schemes of work in order to help all pupils' access the curriculum. Communication skills are also helped through the paired reading scheme involving peer support.

The KHS Leadership positions in school may be applied for in either writing or verbally in order not to disadvantage pupils with written communication difficulties. Regular assessment is used to inform the next stage of learning.

Social, mental and emotional health [including behaviour]

The school has a clear policy for the management of behaviour and the referral system is clearly understood by all. However, an individual programme of support is also provided for SEN pupils with specific problems related to the management of behaviour. A counsellor is



available via 'The Bobby Copping Foundation' to pupils who require specific support. The school operates social skills groups which enable pupils to consider feelings and their interactions with others. The school provides 'Safe Places' for pupils who require time out at lunch time or break time. There are many opportunities for pupils to celebrate success and so raise self esteem.

Sensory/physical

Reasonable adjustments are made to accommodate the needs of all pupils with the confines of the site and out on school trips.

APPENDIX 3 Comparing Score Data

Standard Score	Percentile %	Interpretation
-50	-1	Very low
65	1	
69	1	
70	2	Well below average
79	5	
80	9	
89	16	Low average
90	24	
95	37	
100	50	Average
109	63	
110	75	
119	84	Above average
120	91	
129	95	
130+	98+	Very Superior