Special Educational Needs Policy

To be ratified by the Board of Trustees 10.12.2026	
Signed by the Board of Trustees	**Date:**
To be reviewed annually	**Date:**

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1. Definition of Special Education Needs

'xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability 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 or 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…'(SEND, Code of practice, 2015, pgs. 15 -16)

2. Aims

2.1. Kitts Green Academy is a Year 5 to Year 14 (KS2-5) special academy. We cater for pupils with Social, Emotional and Mental Health (SEMH) challenges and additional complex behaviors. Our aim is to ensure that our pupils reach their full potential in education and personal development by receiving the highest standards of teaching and care.

2.2. Kitts Green Academy believes that all children and young people are entitled to an education and care that enables them to:

- Achieve their best.

- Become confident individuals living fulfilling lives.
- Make a successful transition into their adult lives.

In response to:

Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out Schools responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out Schools responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs)

Autism Act 2009
http://www.legislation.gov.uk/ukpga/2009/15/pdfs/ukpga_20090015_en.pdf

National Institute for health and clinical excellence (NICE), information about NICE clinical guidelines 128, (2011) 'care for children and young people who may have autism'
https://www.nice.org.uk/guidance/cg170/chapter/Introduction

3. SEND Categories

a) Communication and Interaction; Autism, Speech, and Language

b) Social, Emotional and Mental, Health; anxiety, trauma, attachment, self harm

c) Cognition and Learning; mild learning disabilities, dyslexia

d) Physical and/or Sensory Processing

e) Kitts Green Academy caters for children and young people with a wide range of SEN difficulties including:

f) Social, Emotional and Mental Health (SEMH) (including Adverse Childhood Experiences and Early Life Trauma)

g) Autistic Spectrum Disorder (ASD)

h) Attachment Disorder

i) Cognition and Learning

Access to support over and above what is provided generically in our settings, may be required for some individuals or groups.

3.2. Social, Emotional and Mental Health (SEMH)

3.2.1. SEMH difficulties is an overarching term for children who demonstrate difficulties with emotional regulation and/or social interaction and who may be experiencing mental health problems.

3.2.2. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

4. ASD

4.1. Autistic Spectrum Disorder (ASD) is a lifelong, complex developmental disability that affects the way a person communicates and relates to people around them. Individuals with an ASD diagnosis will show a range of characteristics, and no two individuals are affected in the same way. All individuals with ASD share, to differing extents, the triad of impairments affecting their ability to:

4.2. Understand and use non-verbal and verbal communication (for example not fully understanding the meaning of gestures, facial expressions or tone of voice).

4.3. Understand social behaviour which affects their ability to interact with others.

4.4. Think and behave flexibly — which may be shown in restricted, obsessional or repetitive activities, a limited imagination and/or difficulty with change.

4.5. In addition, some children and young people with ASD have sensory needs in relation to an enhanced or reduced perception of sounds, sights, smell, touch and taste, which affects their response to these sensory input and integration. They may also have coordination and planning difficulties and unusual sleep and behaviour patterns.

4.6. All the above difficulties mean that the young people are often highly anxious from trying to make sense of the world, and this may have an effect on their behaviour.

5. Attachment Disorder

5.1. Attachment disorder is a condition shown in children and young people by a lack of emotional responsiveness especially to caregivers and by emotions such as fear and sadness. Often this disorder will mean that the individual has difficulty forming healthy attachments.

Kitts Green Academy will

- Provide a caring, respectful, and nurturing environment in which everybody feels safe and able to learn.
- Ensure the children and young person's views are listened to.
- Ensure equality of opportunity for each pupil.
- Foster dignity, self-respect, and independence.
- Recognise and seek to maximise each child/young person's potential.
- Ensure well a well-managed establishment with staff committed to achieving high standards for each child and young person.
- Ensure that setting is appropriately set up to meet the needs of the children and young people within the setting.
- Offer a broad, balanced, relevant curriculum in a stimulating and exciting learning environment.
- Work in partnership with parents, carers, authorities, and other outside agencies to ensure children and young people are given the greatest opportunity to succeed.
- Monitor attainment and progress and ensure that parents/carers and funding bodies have appropriate, relevant information.
- Ensure appropriate provision is made to meet the needs identified in the individuals Education, Health and Care Plan
- Ensure a member of staff acts as SENDCO to co-ordinate statutory processes and provide advice and support for staff in Academy.
- Ensure all staff have an understanding of the range of SEN difficulties experienced by the pupils as part of their induction. Provide further in-depth training for highly specialist settings or needs as appropriate.
- Provide a baseline assessment.
- Identify areas of need and implement appropriate provision, activities, and curriculum to support those needs.

- Provide therapeutic interventions in line with identified needs on the Education, Health and Care Plan and through the internal referral process
- Provide termly reports on progress.
- Provide Post Admission and Annual reviews identifying progress, attainment, objectives, and future programmes.
- Evaluate the provision to identify any specific arrangements / resources for cohort groups.
- Maintain a provision map to monitor needs and implementation.
- Include children and young people in planning and decision making.
- Work closely with parents or carers and their families, consulting them about the young person.
- Plan an individualised, needs-led transition into the setting.
- Raise awareness with children and young people of equality, diversity, and the impact of their specific needs.
- Modify the environment and provide appropriate resources, as far as possible, to take account of the individual difficulties with sensory stimuli or sensory integration experienced by some children and young people.
- Provide opportunities for children and young people to generalise skills learnt in one setting/lesson to other situations/settings.
- Recognise that Information and Communications Technology can be a particularly effective medium for children and young people and provide appropriate support.
- Continue to develop and implement a continuum of provision in accordance with latest research.
- Provide appropriate resources to meet pupils' SEN needs.
- Ensure all transitions both internal and external are managed effectively and specifically planned to meet the needs of the individual.

6. Following the Graduated Approach - Assess, Plan, Do and Review

6.1. Kitts Green Academy is a specialist therapeutic provider which caters for students with an Educational Health and Care Plan. However, the Graduated Approach cycle is relevant because:

- Students assessments is ongoing
- Students with EHCPs need the consistent support
- Kitts Green has a range of Practitioners that work with our children and to access this they need to be assessed

6.2. To support the Assess, Plan, Do and Review process Kitts Green Academy has an internal referral process which allows for the correct provision to be continuously put in place for the changing needs of the students.

a) Stage 1- Referral = Assess

b) Stage 2 - Intervention = Plan and Do

c) Stage 3 - Teacher feedback = Review

d) Stage 4 - Intervention feedback = Review

7. Good Practice Guidance

The following are examples of some of the types of strategies which Kitts Green Academy may use to support pupils, along with personalised curricula and clinical support informed by individual EHCP.

- Low arousal spaces
- Sensory rooms
- Movement breaks
- Communication programmes
- Social skills programmes
- Anxiety management programmes
- Emotional regulation programmes

- Resilience exercises
- Life skills teaching
- Community activities
- Specific structured teaching methods
- Support for break and lunchtime activities
- Visual timetables
- Social stories/scripts/Comic strip conversation

8. Arrangements for co-ordinating SEND provision

The successful support for students with Special Educational Needs is a shared responsibility.

8.1. THE GOVERNING BODY

- the Governing Body is responsible for keeping a general oversight of the School's SEND provision.
- the Governing Body and Headteacher should co-operate in producing the School's SEND policy statement. Sufficient staffing, training, and funding must be made available to meet the aims of the Policy Statement and resources must be used effectively.
- the Governing Body should periodically review the SENCO's workload in the light of requirements of the code of Practice and make appropriate adjustments to his/her timetable.

8.2. THE HEADTEACHER

- Generally, the Headteacher has a responsibility for:
- the day-to-day management of SEND provision and the confidentiality of SEND provision and systems, e.g., the recording and storing of medical information.
- to keep the Governing body fully informed of all relevant SEND issues.
- contacting the social services to register concern about a child's welfare and implementing procedures relating to child protection.
- working closely with the School's SENCO to assimilate information from and liaise with outside agencies and support services, e.g.

- Educational Psychology Service, Child Guidance Services, Advisors and Inspectors, Literacy and numeracy support, Speech Therapy, Physiotherapy, Occupational therapy, Educational Welfare Service. Advisers with an expertise in using I.C.T. to enhance the provision for SEND and
- Local Authority Special Needs Support Team - staff specialising in supporting students with:
- hearing impairment; visual impairment; autism; general learning difficulties; specific learning difficulties.

8.3. SENCO

6.90 (SEND COP, page 107-8) The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support 109
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

8.4. ALL TEACHING AND CLASSROOM SUPPORT STAFF

All staff should be involved in the development of the School's SEND policy. They should be fully aware of the School's procedures for identification, assessment and provision for SEND.

Class teachers will

- identify students experiencing difficulties.
- discuss students with SEND with the SENCO and parents/carer to better understand a student's needs
- contribute to the reviewing and writing of IEP's for students where appropriate.
- contribute to planning and provision to meet identified needs
- contribute to monitoring and review procedures.
- seek to meet SEND within the overall framework of inclusion.

9. Further Reading

Mental Health Interventions and Services for Vulnerable Children and Young People 1st Edition by Panos Vostanis (ISBN-13: 978-1843104896)

Autism Education Trust Progression Framework at:

https://www.autismeducationtrust.org.uk/shop/pf-shop/

'The reason I jump' – Naoki Higashida

Autism: a very short introduction – Uta Frith (ISBN: 978-0-19-920756-5)

Starving the Anxiety Gremlin: A Cognitive Behavioural Therapy Workbook on Anxiety Management for Young People (Gremlin and Thief CBT Workbooks) Paperback – 15 Jan 2013 (ISBN-10**:** 9781849053419)

Autism and Asperger Syndrome – Simon Baron-Cohen (ISBN: 978-0-19-850490-0)

Cool Connections with Cognitive Behavioural Therapy: Encouraging Self-esteem, Resilience and Well-being in Children and Young People Using CBT Approaches 1st Edition. Laurie Seiler (ISBN-13: 978-1843106180)

'Thinking in Pictures' – Temple Grandin

NICE: Autism (quality standard 51) 2014

ASC in the secondary Academy – Lynn Plimley / Maggie Bowen

Can I tell you about ADHD: A guide for friends, family and professionals ISBN-10: 9781849053594 approx.

How to identify and support children with ASC difficulties – Jane Speake

Educating students on the ASC spectrum: a practical guide – Martin Hanbury

Positive behaviour strategies to support children and young people with ASC – Martin Hanbury

Aspergers Syndrome – Tony Attwood

This Policy is written in reference to the following

Equality Act 2010: advice for Academy's DfE May 2014, last updated June 2018

Academy's SEN Information Report Regulations (2014)

Transforming Children and Young People's Mental Health Provision: a Green Paper. Secretary of State for Education 2017

'Excellence for all children' DfE 1997

Every Child Matters 2003

Children and Families Act 2014

Aiming High for Disabled Children 2007

Lamb Inquiry review of SEN 2009

Education Act 2011

A good education for all (Ofsted) 2012

Ofsted Inspection Handbook

BILD Learning Disabilities Core Skills Education and Training Framework

Autism Education Trust Resources at:
https://www.autismeducationtrust.org.uk/

The SEND Gatsby Benchmark Toolkit Practical information and guidance for Academy's and colleges.

Careers and Enterprise Fund 2018

SEND Code of Practice, 2015

10. Changes

Description	Date	Page	Section
New Policy			