KINGSWAY COMMUNITY TRUST

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S.E.N.D POLICY

October 2026

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Date: October 2026

Review date: Autumn 2027

Anticipated SEND Reform

The Trust recognises that national reforms to the Special Educational Needs and Disabilities (SEND) system are expected to be implemented during 2027. At the time of ratification of this policy, the Trust continues to operate in accordance with the Children and Families Act 2014, the SEND Code of Practice (2015), Equality Act 2010 and current statutory guidance.

The Trust will review its SEND procedures, documentation and practice in response to any future legislative or statutory changes arising from SEND Reform and will update this policy accordingly during the 2027 review cycle.

Definition of SEND:

The Children and Families Act 2014 states that:

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them (Section 20).

A pupil of compulsory school age or a young person has a learning difficulty or disability if they:
a) have a significantly greater difficulty in learning than the majority of others of the same age;or
b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A pupil under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught

Special educational provision is provision that is additional to or different from that which would normally be provided for children or young people of the same age in a mainstream education setting (Section 21). This definition of SEND is the same as the definition of SEND in the Education Act 1996.

Everyone at The Kingsway Community Trust is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life. This policy supports the stated ethos of the school that:

> *"All members of the school community are respected and seen to have potential for improvement. Through effective teaching and learning, supporting and encouraging, together we can enable the fulfilment of that potential. We aim for success for all."*

Updated legislation

Updated legislation (The Children and Families Act 2014) came into force from the 1st September 2014. An updated SEND Code of Practice also accompanied this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those pupils with the most complex needs, have now been replaced with a new Education, Health and Care Plan (EHCP). These plans can be supported by an Early Help Assessment. The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families.

Policy aims:

- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the broad and balanced, Trust curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that pupils with SEND take as full a part as possible in all school activities.
- To work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress
- To work collaboratively with parents, carers and pupils through a person-centred approach which values their views, aspirations and experiences when planning support.
- To work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Specialist Advisory Teaching Service, Educational Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Service (CAMHS). Health Visitors, Occupational Health Therapists and Physiotherapists.
- To ensure that pupils with SEND are involved, where practicable, in decisions affecting their future SEND provision.

Roles and Responsibilities

The SEND Trustee

- Freddie Gualda-Wallace is the Lead Trustee for SEND provision at the Kingsway Community Trust schools.
- The Lead Trustee for SEND meets with the SENDCos regularly to keep up-to-date with developments within school and presents the annual SEND report to the Trust Board
- The SEND Lead Trustee must have an oversight of the provision to ensure that the Trust is fulfilling the requirements of The SEND Code of Practice 2015.

School Leaders

- School leaders should regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.

- The quality of teaching for pupils with SEND, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

The Special Educational Needs/Disabilities Co-ordinator (SENDCo)

The SENDCo for Green End and Ladybarn is Emma Easmon. The SENDCO for Cringle Brook is Helen Chase.

According to the SEND Code of Practice 2014 the key responsibilities of the SENDCo may include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- 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 Executive Headteacher and Trustees 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 SEND up to date

Teaching staff

Teachers are responsible and accountable for the progress and development of pupils in their class. High quality, personalised adapted teaching is the first step in responding to pupils who may have SEND. The majority of pupils can make progress through such teaching. Teachers are responsible for the planning, delivering and reviewing of provision for SEND pupils including responsibility for provision plans and mapss.

Support Staff

SEND Intervention TAs are employed at each school to meet the requirements of the SEND Code of Practice 2014. Their work is overseen by the SENDCo and class teachers.

Children with an Education Health and Care Plan are supported on an individual basis by both staff employed by the school and adapted resources provided from the funding delegated by the LEA for this purpose.

There are designated staff in each school to work on pastoral issues.

Trust Consultant Play Therapist supports staff and pupils by offering support on strategies that could be used to meet individual children's needs.

All staff, including long-term volunteers and regular visitors working with pupils, will receive appropriate information, safeguarding awareness and SEND updates relevant to their role. Refresher training will be provided as required.

Graduated Approach

The Trust is committed to delivering high quality Ordinarily Available Provision for all pupils. Before SEND Support is considered, schools will ensure that evidence-based adaptations, inclusive teaching strategies and targeted support available through ordinarily available provision have been implemented, monitored and reviewed.

SEND Support

If a child's needs cannot be met through quality first teaching and adaptation the pupil may be identified as having SEND. The school will take action to remove barriers to learning and put effective special educational provision in place. An Individual plan/support plan will be written for the child at SEND Support. This will take the form of a four-part cycle- assess, plan, do, review.

Where a pupil continues to make less than expected progress, despite support and interventions that are matched to the pupil's area of need, the school will consider making referrals to specialists.

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

Assessment

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to 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 support staff are already involved their work 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 primarily the outcomes for children. Plans will also identify theadjustments, 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 outcomes at home. All those working with the pupil, including support staff will be informed of their

individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

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

Review
Reviews of a pupil's progress against outcomes will be made regularly. The review process will evaluate the impact and quality of the support and interventions in achieving outcomes. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. If it is decided that additional support is needed the school will use the SEND Early Help Assessment Form to access specialist help and advice.

Education, Health and Care Plan

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/ or disability of the child or young person, the child or young person has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. If the local authority is in agreement with the school, outside agencies and parents, an Education Health and Care Plan may be issued. Each Education, Health and Care Plan is individual to the child. It is the school's responsibility to fulfil the terms of the plan. This will be reviewed at least annually and an ongoing provision map will be produced.At every stage the views of the child and parents/carers will be sought and valued.

Identification of SEND

Early identification of pupils with SEND is a priority. Schools within the Trust are committed to identifying emerging needs at the earliest opportunity and implementing timely support to prevent difficulties from escalating.The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment;
- By using/ cross referencing to the Manchester matching the provision to needs tool
- Their performance judged against National Curriculum end of year expectations;
- Standardised screening or assessment tools ;
- Reports or observations;
- Records from feeder schools;
- Information from parents.

Access to the curriculum, information and associated services
Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the pupil's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is adapted where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

Inclusion of pupils with SEND

The Executive Headteacher and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school can seek advice, as appropriate, around individual pupils, from external support services through the Early Help Assessment Form.

The Trust believes that every teacher is a teacher of pupils with SEND and that inclusion is a whole-school responsibility. Leaders will continually review barriers to participation, achievement and belonging to ensure that pupils with SEND are able to access all aspects of school life.

Evaluating the success of outcomes

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of parent and pupil questionnaires, discussion and through parents evenings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

Children with EAL and SEND needs

Children should be discussed with the SENDCo or EMA Coordinator at teacher meetings regularly. If there are EAL needs alongside SEND needs the EMA Coordinator will conduct a First language assessment. The assessment will be discussed to clarify the child's needs and discuss future provision and assessments.
The EMA Coordinator and SENDCo meet regularly.

Pastoral

Children with pastoral difficulties are identified during SEND review meetings with the SENDCo or social inclusion meetings. Each School has pastoral support for the children identified.

Medical Needs

- Identification: once a year, parents/carers are consulted to provide information on their child's medical needs.

- If a child arrives during the school year, the Office Administrator will ask parents/carers for information on any medical conditions at the point of entry into school.
- The medical lead collates the information and updates the medical register as needed.
- Health Care Plans are implemented for children with significant medical needs, in collaboration with the class teacher, parents and health professionals.
- Conditions such as anaphylaxis, asthma, diabetes, severe eczema and epilepsy will require health care plans needing to be implemented.
- Other children with medical needs may require a medical pen portrait detailing their medical needs.
- School has access to the school nurses team.
- For children with significant medical and physical needs, the SENDCo will make a referral to Lancasterian or will work collaboratively with health and social care services where required to secure access, participation and inclusion
- , who will provide support on meeting the child's needs within the school context.
- The SENDCo will produce a risk assessment for children with significant medical needs; they will then complete a range of documents which will be shared with the child's Parents and Class Teacher.

Admissions

In the Foundation Stage home visits are arranged in order to identify any additional needs, establish a relationship with the parents and to obtain as much information as possible about the child to inform provision planning.

Please refer to the information contained in our Admissions Policy. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

On occasion where it is assessed that a child has needs that are significant on or before entry, a meeting will be held with the parents and SENDCo to formulate an induction period. This may mean a part time timetable which is reviewed regularly with the aim that the child will be full time as or when needs are met/supported. On occasions this agreement may be based on professional information and advice. This may lead to an extended period where the a part -time timetable is needed.

Transition

SEND Internal Transition

Transition programmes will be used on an individual basis where necessary based on a range of stakeholder views and advice.

SEN Transition to Secondary Education:

- The SENDCo liaises with secondary schools to arrange any additional transition necessary on an individual basis and the passing of information of children with SEND.
- For children in Year 5 with an EHCP a transition review will be held to offer parents advice and support on secondary school choices and plan future provision to inform the EHCP on

transfer. A member of staff from the Statutory Assessment Team at the Local Authority will be invited to the review.

- During the summer term the SENDCo will arrange a transfer review with the secondary school for children in Year 6 with an EHCP.

Accessibility

See separate accessibility plan for individual Trust schools.

Meeting Medical Needs

Please refer to our Supporting Children with Medical Conditions Policy.

Complaints

If parents of pupils with SEND have concerns they are always welcome to share these informally with the class teacher or the SENDCo. We will always listen to these concerns, and try our best to resolve the problem.

If parents remain concerned, then they can request a meeting with the Executive Head Teacher/ Head of School and/or SENDCo to explore the matter further and see what else can be done.

If these steps do not resolve the issue, then the parents can write a formal letter to the Chair of Trustees. The Trust Board will then deal with this concern following the procedures of the school's complaints policy.

If parents are unhappy with the outcome of this, they can take their concern to the Local Authority Complaints Officer.

Consultation

The policy is available on each school website for any stakeholder to refer to. Views can be shared by contacting the Executive Headteacher/ SENDCo of the school/ Head of School. The policy will be discussed by the Trust Board before being ratified.

Equality Duty

This policy is underpinned by the key principals of the Equality Act 2010. Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.
The Trust Board will ensure, that in the cycle of policy reviews, that policies and practices are scrutinised to identify the effects they have on individuals or groups of people in relation to equality.

Relationship to other policies

This policy should be read in conjunction with the Trust Admissions policy, Accessibility Plan, Data Protection Policy, Children with Medical Needs Policy and Equality Policy.

Issue Status

Document Control	
Title	SEND Policy
Date	October 2026
Supercedes	October 2025
Related policies/guidance	SEND code of Practice (2015), Children & Families Act 2014, KWCT Equality Policy; KWCT Promoting Positive Behaviour Policy, KWCT Safeguarding Policy
Review	Annually
Date adopted by Trust Board	20 October 2026

Appendix A

Areas of Special Educational Need

Under the SEND Code of Practice: 0 to 25 years (2015) pupils identified as having a special educational need (SEND) will be considered within one or more of the following categories of need:

Cognition and Learning
Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SPLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning
difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SPLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties
Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

Communication and Interaction needs
Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)
- Developmental Language Disorder (DLD)

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi- sensory impairment (MSI - sometimes referred to as Deaf blind)
- Physical disability (PD)

Glossary of abbreviations

1:1	One to one support
CAMHS	Children and Adolescent Mental Health Service
CB	Cringle Brook
EAL	English as Additional Language Teacher
EP	Educational Psychologist
GE	Green End
F	Foundation Stage
IBP	Individual Behaviour Plan
ILP	Individual Learning Plan
INSET	In –Service Training
KS	Key Stage
LB	Ladybarn
MATRICES	Matching Need to Provision Tool
PSP	Pastoral Support Programme
QCA	Qualifications and Curriculum Authority
SATs	Standardised Attainment Tests
SCAIT	Social Communication and Intervention Team
SEND	Special Educational Needs & Disabilities
SENDCo	Special Educational Needs Co-ordinator
SLT	Senior Leadership Team
Spld	Specific Learning difficulty
TA	Teaching Assistant