



## SEND POLICY

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### 1. Introduction

*“The purpose of education for all children is the same; the goals are the same. But help that individual child need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles.” (Warnock Report, 1.4)*

At Kingdom Christian School we believe that all children have a right to achieve their God-given potential. We aim to identify and support children with SEND (Special Educational Needs and Disabilities) as identified by Part 3 of the [Children and Families Act 2014](#) and in line with the guidance of the [SEND Code of Practice 2024](#), chapters 5 and 6.

This is a **statutory policy** and will be reviewed by the Special Educational Needs Coordinators (SENCo) and Governing Body annually.

## **2. Principles and Values**

At Kingdom Christian School we believe that all children should have access to a broad, balanced and relevant education. Children with Special Educational Needs and Disabilities (SEND) are regarded as full members of the school community and the provision is inclusive. Children have full access to the environment, resources, staff and activities. This policy will provide a united whole school approach and be used as guidance for all who work with the children at Kingdom Christian School. The curriculum is planned to meet the known needs of all children; the curriculum can be further modified with reasonable adjustments to meet specific individual's special educational needs.

In providing for children defined as having SEND we seek to:

- ensure all pupils are valued equally.
- ensure that all pupils make progress and have high aspirations for all children.
- work in close partnership with parents/carers and children and ensure they are involved in decision making.
- ensure that Special Educational Needs are identified and assessed as early as possible.
- ensure pupils' needs are met as soon as is practicable.
- ensure that all children have access to a broad and balanced curriculum.
- work pro-actively with the Local Authority (LA) and other agencies, in identifying, assessing and meeting Special Educational Needs and disabilities.
- maintain and develop a range of expertise within the school.
- monitor, review and evaluate policy and provision on a regular and systematic basis.

## **3. Definition of Special Educational Needs and Disabilities (SEND)**

Children have special educational needs if they have a learning difficulty which calls for special adjustments to the educational provision to be made for them.

Children have a learning difficulty if they:

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

Special educational provision means educational provision, which is additional to, or otherwise different from, the educational stipulation made generally for children of their age in schools in the LA. The purpose of identification is to work out what action the school needs to take. At our school we identify the needs of pupils by considering the needs of the whole child, which includes not just the SEND of the child.

The area of special need will be identified as either:

- **Communication and Interaction**

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

- **Cognition and Learning**

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

- **Social, Mental and Emotional Health**

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

- **Sensory and/or Physical Needs**

This includes children with sensory, multi-sensory and physical difficulties.

The following are **not** considered to be SEN, but they may impact on progress and attainment:

- Disability (if reasonable adjustments can be made [Code of Practice 0-25](#))

- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked-After Child
- Being a child of a Serviceman/woman

Behaviour difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

#### **4. Graduated Approach to SEN Support**

Our school is committed to early identification of special educational needs and adopts a graduated response to meeting these in line with the [Code of Practice](#). All children are treated as individuals and the class teacher, alongside other support staff, plan an appropriately differentiated curriculum for our children with additional needs to ensure high-quality teaching and learning with effective knowledge of the subject, support and resources.

The quality of teaching for all pupils is regularly and carefully reviewed. Teachers understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND they most frequently encounter are also reviewed regularly, and relevant training is identified and undertaken. This is also the case with support staff. A range of evidence is collected through our school assessment and monitoring arrangements: if this suggests the learner is not making the expected progress, the class teacher will consult with the SENCo to decide whether additional and/or different provision is necessary.

There is no need for children to be registered or identified as having special educational needs unless the school is taking additional or different action. However, the school does keep a record of children who are involved in a variety of intervention programmes within school to enhance or boost confidence and competence which do not constitute individual One Page Profiles under the [Code of Practice](#). Parents are kept fully informed and are involved in these programmes as appropriate. Pupils who have disabilities, but no special educational needs, will be recorded on the school's **Medical Register**.

## **Quality First Teaching**

Any pupils falling significantly outside the range of expected academic achievement will be monitored. Once identified they will be closely monitored in order to gauge their level of learning and possible difficulties.

The child will be closely assessed to understand their area of need, strengths and weaknesses. The teacher and SENCo will use specialised assessment tools if necessary.

The child's class teacher will take steps to provide differentiated learning and opportunities that will support their academic progress. A Provision Map will be used.

Staff will consult the SENCo as needed for support and advice. An observation may be appropriate.

When moving to a new year group, information/paperwork/provision is shared with the new class teacher and teaching assistant.

Parents will be kept fully informed and encouraged to share relevant information.

## **SEND Support**

If a child is deemed to have SEND, it will be discussed with parents and the child added to our **SEND Register**. The aim of this formal identification is to ensure that the child receives effective provision and barriers to learning are removed. The support provided consists of a four-part process: Assess, Plan, Do, Review. This cycle enables provision to be monitored, impact assessed, and different interventions put in place as the needs of the child change.

- **ASSESS**

Pupil's needs will be assessed using class teachers' assessments, knowledge of the child, previous progress and attainment, views of parents/carers, pupils and outside agencies.

- **PLAN**

Planning will involve consultation between teacher, SENCo, parents/carers, pupils and outside agencies to agree interventions and support required,

along with the impact on progress, development and/or behaviour that is expected and a clear date for review.

- **DO**

The class teacher and support staff will work with the child on a day-to-day basis. 1-1 support and small group work will be implemented, and targets set. Support and assessment of a pupil's need will be monitored by the class teacher and SENCo along with teaching support staff. Advice from external agencies will be sought as appropriate. The child will not be removed from the class unless it is vital, and the class teacher will remain responsible for the progress and monitoring of the child.

- **REVIEW**

A child's progress will be regularly reviewed, and the impact of support monitored. The quality of support will also be regularly reviewed and monitored. A child's views and those of his/her parents/carers will be considered. Support and outcomes will be revised based on the pupil's progress and development and any necessary amendments made.

Provision/action that is additional to or different from that available to all children will be recorded on the Class Provision Map or the child's One Page Profile. This will be written the class teacher who knows the child best, child (as appropriate), parents/carers and where necessary our SENCo. It may also involve consultation and advice from external agencies.

Any interventions will set specific, measurable, achievable, realistic and time-related targets for the child and will detail:

- short term targets set for or by the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and /or exit criteria
- outcomes (to be recorded at review)

The One Page Profile will only record that which is additional to or different from the differentiated curriculum plan. Where necessary, it will contain targets chosen from related key learning areas of cognition and learning, social-emotional, communication and language and physical development. Parents/carers and, where appropriate children will also be invited to participate in the target-setting and review.

One Page Profile and Provision Maps will be reviewed a minimum of 3 times a year. Any child exiting the SEN Register will still be regularly monitored and progress assessed.

For children who have EHCP (Education, Health and Care Plan) progress and the support outlined in their EHC Plan will be reviewed annually (six monthly if the child is in the Foundation Stage) and a report provided for the Local Education Authority. When children are due to transfer to another phase planning for this will be started in the year prior to the year of transfer. Advanced planning for children in Year two will allow appropriate options to be considered. Our SENCo will liaise with the SENCo from the relevant schools to ensure that effective arrangements are in place to support children at the time of transfer. When a child moves to another school their records will be transferred to the next school within 15 days of the child ceasing to be registered, as required under the [Education \(Independent School Standards\) Regulations 2014](#).

As a small independent school, Kingdom Christian School recognises that it has limited access to state funding and external resources. We are committed to providing a graduated approach to support, ensuring that any additional provision made for pupils with special educational needs or disabilities remains manageable, sustainable, and equitable, without having a detrimental impact on the education of others.

In certain circumstances, Kingdom Christian School may determine that it is unable to fully meet a pupil's individual needs within the scope of its available resources. Further information can be found in **Appendix 1: Levels of Support** which outlines the graded criteria the school uses to assess the level of need and to determine whether the school can appropriately and effectively meet a pupil's additional requirements.

## **5. Education, Health and Care Plan (EHCP, formerly STATEMENT)**

The Special Educational Needs and Disabilities (SEND) of most of the children at Kingdom Christian School should be met effectively through SEN support. However, in a small number of cases, where the child remains a significant cause for concern after intervention, the school will request a [Statutory Assessment](#) from the LA.

[Statutory Assessment](#) constitutes consideration by the LA, working co-operatively with the parents, the child's school and as appropriate other

agencies, to decide whether an assessment of the child's educational, health and care needs is necessary. If so, the assessment is conducted in close collaboration with the parents, school and other agencies. The school is aware that an assessment does not always lead to an Education, Health and Care Plan (EHCP). The LA seeks advice from the school that strategies and programmes implemented over a period have been unsuccessful. The LA needs information about the child's progress over time and clear documentation on the child's special educational needs and disabilities and action taken to deal with these needs.

Evidence needed for [Statutory Assessment](#):

- The school's action through SEN with support
- One Page Profile for the child
- Costed Provision Map
- Record of regular reviews and outcomes
- The child's health, including medical history where relevant
- National Curriculum or Early Years Foundation Stage level
- Evidence of progress over time
- Attainments in literacy and numeracy
- Educational and other assessments, for example from an advisory specialist, support teacher or Educational Psychologist
- The views of the parents and child
- Evidence of the involvement of other professionals
- Any involvement of Social Services or Attendance Advisory Service for Schools and Academies

The description of the child's learning difficulty and progress, with information about the specialist provision made, forms the basis on which the LA can consider whether [Statutory Assessment](#) is necessary. A decision will be made by a panel of professionals as to whether the child is eligible for an EHC Plan. During [Statutory Assessment](#) the child should be supported through SEN with support.

When a child receives an EHC Plan the school will work closely with all the relevant agencies to secure the best plan of action for the child. All staff and support staff will read and understand the EHCP, and it will be used as a working document in the classroom.

Relevant training and CPD will be given so that all staff can support the child to the best of their ability.

## Reviewing an EHC Plan

Kingdom Christian School will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- Ensure that a review of a pupil's EHC Plan is undertaken at least 7 months before transfer to another phase of education.

## 6. Supporting Children in School with Medical Conditions

Our school recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips, physical education, outdoor activities and after school clubs.

Due regard is paid to the [Equality Act 2010](#) and [SEND Code of Practice 2020](#) where a child may also be disabled and/or have an EHC Plan/Statement. Arrangements are put in place to support individual children with their specific medical needs/conditions. Meetings are held between parents/carers, school and relevant medical professionals. Where appropriate, Health Care Plans are drawn up, and the appropriate staff receive regular training.

We work in accordance with the Supporting [Pupils at School with Medical Conditions 2017](#). Our **Allergy Policy** can be found within our **First Aid Policy**.

## 7. Training and Resources

The school makes an annual audit of training needs for all staff considering school priorities as well as personal professional development. Support will be given to NQTs and other newly appointed members of staff. The SENCo along with the Headteacher prioritises the training needs of the staff and resources which need to be made available.

## **8. Accessibility**

The school layout facilitates reasonable access for adults and children with disabilities to all areas. Doors are sufficiently wide enough for wheelchair access, slopes on paths allow access to the playground and a lift allows access to the upstairs classrooms.

## **9. Partnerships**

At Kingdom Christian School we believe that to successfully meet the needs of the children with SEND, strong partnership between all those involved is required – LAs/other Advisory Bodies, parents/carers, children, staff and other agencies. We realise the importance of a clear understanding of roles and responsibilities, including clarity of information and good communication.

### **Partnership with Parents/Carers**

The carers of Looked After Children are afforded the same rights and responsibilities as reasonable parents.

At Kingdom Christian School we value and accept the positive role and contribution parents/carers make. We make every effort to work in co-operation with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure their child's needs are identified properly and met as early as possible. In order that the parents play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning at home.

At Kingdom Christian School we endeavour to support parents so that they can:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- have a knowledge of their child's entitlement within the SEND framework.
- understand procedures and documentation.
- make their views known about how their child is educated.
- have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents are encouraged to seek help and advice from a variety of external bodies, which could provide support, information and relevant training.

The school informs parents when special needs are first identified and will keep the parents informed of any changes, encouraging them to participate from the outset and throughout their child's educational time at the school.

Parents are informed of this SEND Policy which can be found on the school website. A hard copy will be provided on request.

## 10. Dealing with Complaints

The schools' complaint procedures are set out in our **Complaints Policy**. The child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of children with SEND whose concerns cannot be resolved by the usual school procedures can request an independent disagreement resolution. The school will make further information about this process available on request.

### Version Control Table

Version	Date	Changes	Approval
1	2026	Re-branded to KCS, formatting.	SO

## Appendix 1 - SEND Support

	Description	Examples of support
<b>Level 1</b>	<p>Additional need has been identified by the school or parent.</p> <p>Needs can be met by the school through interventions and support put in place to support the child.</p> <p>This is provided by school and within the school budget.</p> <p>School meets with parent to discuss the need.</p> <p>Average support, 2 x 15 minutes per week through tailored learning and differentiation within the classroom.</p>	<p>Spelling booster</p> <p>Speech and language intervention,</p> <p>Maths intervention</p> <p>Nurture group</p> <p>Emotion support</p> <p>Support with organization</p> <p>Letter formation support</p> <p>Phonics support</p>
<b>Level 2</b>	<p>Outside agencies involved. Parents and/or school have sought advice/intervention from outside sources such as speech and language, pediatrician referral, and educational psychologist.</p> <p>Needs can still be met by the school and targeted support can be increased slightly.</p> <p>Average support, 15 minutes per day met through tailored learning and differentiation within the classroom. Adjustments to meet needs, such as sensory intervention, visual timetables, social stories. Adjustments to routines, such as sitting in a quieter area for lunch.</p>	<p>Daily precision teach</p> <p>Daily handwriting</p> <p>Emotional support</p> <p>Speech intervention</p> <p>Gross motor/fine motor development</p> <p>Bucket time</p>

<p><b>Level 3</b></p>	<p>Outside agencies are involved.</p> <p>Further financial support is required by the school. School and/or parents are seeking further funding to meet the needs of the child.</p> <p>Accepting a child at our school with this level of need is taken on a case-by-case basis depending on the needs of the child and the funding that has been secured to support them.</p> <p>The governors will work with the family to assess the amount of support required to meet the child's needs within the school.</p> <p>This will also depend on the current school/class numbers and the number of current children with SEND.</p>	<p>One-to-one TA</p> <p>Sensory basket time</p> <p>Bucket time</p> <p>Personalised timetable</p> <p>Staff training</p> <p>SITT time</p>
<p><b>Level 4</b></p>	<p>Significant adjustments would be required to the environment (including timetable, play resources, toilets, staffing ratios and specialist equipment).</p> <p>Staff would require specialists trained to meet the child's needs and training is not easily or financially viable.</p> <p>Child's needs cannot be met by Kingdom Christian School.</p>	