

SEND Policy

This policy covers the Senior and Prep Schools and EYFS

Governors' Committee normally reviewing policy	Curriculum & Welfare
Date policy formally approved by Governors	October 2021
Period of review	1 Year
Last review date	August 2026
Next review date	August 2027

Person responsible for monitoring implementation and effectiveness of the policy	Head of Prep School Deputy Head Pastoral
Other relevant policies	Curriculum Policies Pastoral Policies Safeguarding Policies

Kingsley School Bideford is owned and operated by KSI Schools Group Limited, which is the School's Proprietary Body ("the Proprietor").

Any reference in this policy to the Governors or Governing Body means the School's local body of governors, which operates as a local advisory board on behalf of the Proprietor. The local governing body does not constitute the Proprietary Body of the School.

The Proprietor has ultimate responsibility for ensuring that the School meets its statutory and regulatory obligations and for ensuring that this policy is appropriate, effective and implemented in accordance with those requirements.

The Governors provide local oversight and scrutiny on behalf of the Proprietor and undertake appropriate review and monitoring to satisfy themselves that this policy is being implemented effectively. They advise and make recommendations to the Proprietor and the School's leadership as appropriate.

The core principle that guides everything we do is **Putting Students First**.

1. Special Educational Needs & Disabilities (SEND) Policy

Kingsley School is committed to providing the best possible care and education to all of its students, to safeguard and promote the welfare and wellbeing of children and young people. This policy is informed by this commitment, and in accordance with KCSiE (as amended) and 'Working Together to Safeguard Children' (2026).

2. Aims

The Kingsley SEND policy is written in accordance with key government legislation, specifically; the SEND Code of Practice (2015), Equalities Act (2010), Children & Families Act (2014), Keeping Children Safe in Education - KCSiE (as amended) and 'Working Together to Safeguard Children' (March 2026). Kingsley School's aim is to achieve the early identification and assessment of the specific needs of children experiencing learning difficulties. We work to ensure children receive the necessary encouragement and tailored support to enable them to learn and progress, through accessing an education that meets their specific needs.

3. Policy Statement

Each child has a unique combination of abilities, strengths and needs. We believe all children have a right to a broad and balanced curriculum, relevant and adapted, which enables each child to enjoy learning, develop confidence, make demonstrable progress and fulfil their individual potential.

4. Identification of SEND

The identification of special needs is the recognition of the difficulties which a child is experiencing in accessing the curriculum and/or physical environment and/or managing social emotional behaviour. Identification of need can be parent or school led. Teachers will use a graduated response and parents will be included in this discussion. The school will screen and assess need and may refer parents/carers to seek external formal assessment.

5. Provision

The SEND Code of Practice (January 2015) states that

"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. 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"

Kingsley School endeavours to meet the principles laid out in the 2015 SEN Code of Practice. Specifically;

- A child with educational needs should have their needs met.
- The views of the child should be taken into account.
- Parents have a vital role in supporting their child's education.
- Children with special educational needs should be offered full access to a broad, balanced and relevant education.

In accordance with the school's accessibility policy

(<http://www.kingsleyschoolbideford.co.uk/about-us/school-policies/>), Kingsley School aims to make reasonable adjustments to allow children with physical disabilities to attend accessible parts of the school.

The Director of Inclusion and the schools SENDCo's, together with the Heads of the Senior and Prep Schools have a joint responsibility to supervise the provision of special educational needs and to

monitor and evaluate special educational needs provision, throughout the school. Kingsley School has qualified Specialist Literacy Difficulties support teachers based in the Stella Maris Centre who are qualified to carry out exam access arrangement assessments.

6. Identification in the Early Years and Foundation Stage (EYFS)

During their first year at Nursery children are assessed using the EYFS profile, which is ongoing throughout the year. This, together with discussion with parents, will help staff identify where a child may have a special educational need that requires further assessment or tailored support. Children's progress in all aspects of the EYFS is closely observed and monitored by staff and appropriate action will be implemented as soon as a need is identified. An assess, do, review approach underpins the EYFS approach to support. Where staff are made aware of a potential special educational need prior to a child joining Kingsley School a 'Team Around the Family' or transition meeting will take place between parents, health and/or social care professionals, the nursery plus advisory teacher, the SENDCo and appropriate members of the EYFS team. If a difficulty in any developmental area is identified while a child is accessing Kingsley School EYFS provision, the following steps will be taken;

- Staff meeting to discuss the child's needs.
- Discussion between key worker/teachers and parents.
- Information gathering from previous settings and key professionals.
- Appropriate member of staff completes baseline assessments.
- Continuous observations in a range of settings/contexts.
- The SENDCo and child's Key Worker will draw up an appropriate IEP (individual education plan), which will be regularly reviewed and updated.
- If/when necessary, advice will be sought from appropriate internal and external professionals. Parents will be kept up to date with all developments. Notes on discussions and professional advice will be kept in the child's SEND file as data evidencing 'history of need' and informing the child's SEND journey.

7. SEND Policy in Practice

Kingsley School holds a central SEND register.

Kingsley School believes in the early identification, assessment and provision of support for any child who may have special educational needs. Initial concerns or identification of a child's needs may be via the class or subject teacher, tutor, parents/carers, or as a result of formal and informal assessments carried out within school. The school adopts a graduated 'Assess, Plan, Do, Review' approach to address concerns about a child's progress. This informs the level of provision of SEND intervention and support. SEND support ranges from Ordinarily Available Inclusive Provision within the classroom (where careful differentiation and adaptive teaching is sufficient to meet additional needs) to 1:1 intervention or support.

Kingsley School also has a bespoke centre, the Connect Centre, for children with Autism (ASC) and Global Developmental Delay. The centre provides a personalised education and support for students who would struggle to access the core curriculum without this level of support. Students accessing the centre can also access part of the core curriculum and benefit from this inclusion. Students are part of the core house system and participate in tutor groups, assemblies and house activities. They are supported in core classes through quality first teaching (OAIP), where appropriate, and with the support of a specific strategies/key adult where this additional support is necessary. They access tailored, specialist support in the centre when they are unable to access the core curriculum. This

additional support is focussed on enabling the students to make good progress both academically and socially/emotionally, in line with their abilities.

Students requiring support above and beyond that which can be provided by quality first teaching (OAIP), will also have an IEP (detailing key targets and support strategies) written by the class teacher/tutor and/or SENDCo or specialist teacher, in collaboration with the child and parent. This will be reviewed and updated termly, at a minimum. Kingsley School believes the student and parent voice is central to the effective identification and support of additional needs. Thus, an Educational Support sheet (see appendix 1) will also be produced through collaboration between the child, parents and key member(s) of staff, to ensure a shared understanding and responsibility for addressing needs and that all staff are aware of the child's strengths and needs and how best to support these. The purpose of this is also to embed specific learning strategies and encourage self-advocacy as the child progresses through his/her educational journey.

8. Key Responsibilities

It is the responsibility of the class teacher/tutor/subject teachers to:

- Recognise the special needs of any child as early as possible. This may be within Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties and/or Physical and Sensory Needs.
- Assess, record and monitor within class performance and discuss educational needs with the Head of Prep / Deputy Head Pastoral / SENDCo as appropriate.
- Support with the collaborative writing of IEPs.
- Adapt the curriculum to meet individual needs
- Teach children in a manner that fosters the development of independent learning skills.
- Consider the need for an individual assessment in conjunction with SENDCo.
- Where appropriate, write and review IEPs, in collaboration with the SENDCo.
- Carry out the support strategies recommended by either internal or external SEND professionals. External support includes professional assessment, advice and resources from services including;

It is the responsibility of staff in the Stella Maris Centre and the Connect Centre to:

- Organise and carry out screening and assessment at key stages within the child's journey through school, and inform senior management, class teachers and parents of results, as appropriate.
- Carry out specialist teacher assessments of children, with parental consent, and advise accordingly.
- Arrange for specialist assessment by external professionals, with parental consent, and advise accordingly.
- Write (or support with the writing of) and review IEPs and provide small group and individual lessons/interventions, as detailed in IEP and EHCP documentation. Interventions should be timetabled to minimise disruption to children's normal timetable.
- Maintain close liaison with parents, staff and external professionals so all aspects of the child are considered.
- Use recommendations from educational psychologists' and other professionals' reports.
- Keep accurate and up to date records.
- Review and monitor the progress of children who have left the SEND register.
- Teach and support children according to their individual needs using a structured, cumulative, multi-sensory methods.

- Teach children in a manner that fosters the development of independent learning skills.

It is the responsibility of the Head of Prep School, Deputy Head Pastoral, Centre Manager and Senior School SENDCO (with SEND admin)

- Consider, at the point of enquiry, whether the specific needs of a particular child can be met at Kingsley School. This will include consideration of the placement of students within the Connect Centre and Stella Maris Centre as well as the core setting.
- Liaise with parents, teachers and specialist centre staff.
- Maintain the SEND register and closely monitor progress.
- Oversee the organisation of the specialist centre and coordinate provision for individual children, allocating teaching assistants and resources as appropriate.
- Ensure assessment data and information on individual children is made available to relevant staff.
- Organise contacts with outside specialists including educational psychologists and speech and language therapists, in cooperation with parents, specialist centre staff, class teachers and tutors.
- Liaise with other schools when admitting or transferring children with SEND.
- Oversee appropriate exam arrangements.
- High quality SEND training for staff
- Provide direction on SEND matters relevant to curriculum, staff development and policy.

9. Education, Health and Care Plan (EHCP) Education,

Kingsley can be named as the school of choice on an EHCP if it can meet the stated needs for the pupil. A local authority may choose to place a pupil at Kingsley and to take financial responsibility for this. However, the LA will first identify if a provision can be met more economically within the maintained sector. Parents may still make their own arrangement with Kingsley as a fee-paying parent if the LA is satisfied that the educational provision is suitable. In either case, the school will ensure the annual review is held. It must be noted that Kingsley is unlikely to access any funding for support which would be forthcoming in the maintained sector. The local authority will review the EHCP annually and Kingsley will contribute to this review.

10. Reviews and Record Keeping

Results from cohort screenings and assessment will be stored on the school database.

Individual testing by specialist teachers and external professionals, as well as reports and assessment data from external agencies are stored in accordance with GDPR. This will be monitored, evaluated and reviewed by Kingsley School's GDPR lead on an annual basis.

11. Alternative arrangements

Kingsley reserves the right, following discussion with parents, to require the parent to withdraw a pupil from school if:

- the pupil is in need of a formal assessment, specialist teaching, learning support or medication to which the parents do not consent.
- parents have withheld information from the school which would have made a significant difference to the school's management of the pupils' difficulties,
- the pupil's learning difficulties require a level of support which the school is unable to provide, manage or arrange.

- the pupil has a level of need that makes it unlikely he/she will benefit sufficiently from the core or bespoke education and facilities the school provides.
- the pupil's presentation of need is significantly impacting on the learning and emotional wellbeing of other students.

The school will do what it can to assist parents find a suitable school in this eventuality

S Hammond
Head of Prep School

Katrina Venner
Deputy Head Pastoral