



SEND Policy
2025/2026

CONFIDENT · INDEPENDENT · FORWARD -THINKING

ADOPTION AND AMENDMENTS TO SEND POLICY

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CONTENTS

1. Introduction	4
2. Definition of SEND and the School admission policy	4
3. Mission statement and aims	5
Our aims:	5
4. Identification of SEND	6
5. Roles and responsibilities.....	6
The SENCO	6
The Governing Board	7
The SEND link governor	8
The headteacher	8
Class teachers.....	9
Parents or carers	9
The pupil	9
6. A Graduated Approach to SEND Support	10
Curriculum.....	10
Quality of Teaching	10
The Graduated Approach to SEND support	10
7. Monitoring and Evaluation Arrangements	11
Evaluating the success of SEND provision.....	11
Evaluation of the policy	11
Monitoring the policy	12
8. Complaints about SEND provision	12
Appendix 1	13

1. INTRODUCTION

At Kents Hill Park School, our vision is to ensure that all pupils enjoy high quality learning experiences through which they can achieve their potential. Our ethos is to encourage all pupils to be actively involved in their learning and to become confident, independent and forward-thinking.

We recognise at Kents Hill Park School that a range and degree of learning difficulties, behavioural issues, physical or sensory disabilities will be experienced by some of our pupils. We pride ourselves on being an inclusive school, with a strong focus on academic progress for all our pupils not withstanding any additional needs. The primary focus is to secure excellent outcomes for all of our young people.

The aim of this policy (in conjunction with the School SEND Information Report) is to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the role and responsibilities for everyone involved in providing for pupils with SEND

This policy and the SEND Information Report is based on the statutory 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 coordinators (SENCOs) and the SEN information report

2. DEFINITION OF SEND AND THE SCHOOL ADMISSION POLICY

As appropriate, the aims and objectives of the SEND Department relate directly to those of the school and the Statement of Principles adopted by the Local Authority. These are also based on the values derived from, and are guided by, the requirements of the Equality Act 2010; SEND Code of Practice (2014); Schools SEND Information Report Regulations (2014).

To be consistent with the SEND Code of Practice 2015, the following terminology has been used:

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

‘All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without Education Health and Care plans must be treated as fairly as all other applicants for admission.’ (Code of Practice 1:33)

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

(Equality Act 2010 – Advice for school leaders, school staff, governing bodies and local authorities)

Further definitions, including more information around the four areas of need, can be found in our SEND Information Report.

3. MISSION STATEMENT AND AIMS

‘Every teacher is a teacher of SEND.’

At Kents Hill Park School, we will provide all pupils with access to a broad and balanced curriculum. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Our aims:

- To ensure full entitlement and access for SEND pupils to high-quality education within a broad, balanced and relevant curriculum and stimulate pupil interest and enjoyment of their education
- To educate pupils with SEND, wherever possible, alongside their peers within the normal curriculum of mainstream schools, after giving due consideration to the appropriate wishes of the pupils and parents and their individual needs
- To enable SEND pupils to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives
- To identify and assess pupils with SEND at the earliest opportunity
- To fully involve parents and pupils in the identification, assessment and delivery of SEND and to strive for close co-operation between all agencies concerned
- To work proactively with local authorities and other external agencies to ensure we perform our role in terms of joint commissioning of services (Children’s and Families Act 2014)
- To advocate a person-centred planning approach

- To provide requisite information for the “local offer” in accordance with the special educational needs (local offer) (England) Regulations Clause 30, and at the behest of the local authority
- As a mainstream educational setting, we will use our best endeavours to secure the special educational provision called for by the pupil’s or young person’s needs (SEND Code of Practice 2015)
- To support and facilitate successful transition for pupils with SEND, both at key transition points and in-year admissions.

At Kents Hill Park School we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

4. IDENTIFICATION OF SEND

We will assess each pupil’s current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Further information around our processes for identifying SEND can be found in our SEND Information Report.

5. ROLES AND RESPONSIBILITIES

The SENCO

The SENCOs at Kents Hill Park School are Frances Berzins (fberzins@kentshillpark.school) and Clare Grego (Primary Phase) (cgrego@kentshillpark.school). The Deputy SENCOs at our secondary phase are Aimee Lannagan (alannagan@kentshillpark.school) and Lauren Tyrrell (ltyrrell@kentshillpark.school)

Their main responsibilities of the SENCO are to:

- Inform any parents that their child may have SEN and then liaise with them about the pupil’s needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and adaptive teaching methods appropriate for individual pupils

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The Governing Board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans

- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The SEND link governor

The SEND link governor is Faye Rockley.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

6. A GRADUATED APPROACH TO SEND SUPPORT

Curriculum

The school will ensure that the curriculum and timetable:

- Is balanced (i.e. that it allows for and facilitates adequate development in each curricular and skill area)
- Differentiated according to individual needs
- Offers equality of opportunity and access to the different curricular and skill areas

This entitlement curriculum is regularly reviewed to ensure that it is relevant to the pupil's needs, both present and future, and that it is perceived as such by the pupils themselves and their parents.

Quality of Teaching

Kents Hill Park School recognise that “all teachers are teachers of special educational needs”. At Kents Hill Park School, Quality First Teaching means high quality, inclusive teaching that enables all pupils to make great progress.

(Code of Practice 2014.) In order to support this, the SEND Department offers advice and INSET (training) opportunities to subject teachers and other departments on employing adaptive teaching methods and resources to meet the needs of a wide range of learners. Additionally, we ensure that subject staff are made aware of the special educational needs of any pupils in their charge.

We recognise that high quality teaching, appropriately differentiated, is the first step in responding to children who have, or may have, SEND and that additional intervention and support cannot compensate for good quality teaching. We regularly review the quality of teaching for all pupils which includes additional INSET opportunities for teaching staff to improve understanding of strategies to support vulnerable pupils.

The Graduated Approach to SEND support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. Pupils may require a Pupil Passport, Individual Support Plan (ISP) or an SEN Support Plan to monitor and evaluate the effectiveness of support. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

- **ASSESS:** The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

- **PLAN:** In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.
- **DO:** The pupil's class or subject teacher retains overall responsibility for their progress. Where the plan involves group teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.
- **REVIEW:** The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. Parents are offered the opportunity to review this document on a termly basis. This review will discuss the progress information provided by subject teachers within our internal census and the impact that SEND support is having on supporting pupil progress

Further information about the graduated response can be found in our SEND Information Report.

7. MONITORING AND EVALUATION ARRANGEMENTS

Evaluating the success of SEND provision

The SEND register is a fluid working document that is constantly updated and therefore the number of pupils on the register is subject to change. The register is reviewed half termly by our SEND Administrator, Nicola Taylor, with guidance from the SENCO. This also includes conversations with the SEND and pastoral teams.

All teaching and support staff, parents/carers, outside agencies and pupils themselves are vital to this process. Feedback along with the monitoring of provision allows us to evaluate the success of the provision and make timely amendments where required. Data analysis can also trigger intervention whilst monitoring the success or otherwise of an intervention in place.

Evaluation of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

Monitoring the policy

This policy will be reviewed by the SENCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will then be approved by the full governing board.

8. COMPLAINTS ABOUT SEND PROVISION

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the form tutor, class teacher or SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher, Mr. James Pilgrim, in the first instance. They will be handled in line with the school's complaints policy, which can be found here on our website: <https://www.kentshillpark.school/our-school/our-policies/>

APPENDIX 1

Information on Milton Keynes Council's Local Offer can be found at the following link:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/SEND-local-offer>

Further information on support services for pupils of SEND including the arrangements made in accordance with clause 32 (impartial advice for parents) can be found at:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/mk-special-educational-needs-and-disability-information-advice-and-support-service>



☎ 01908 533290

✉ enquiries@kentshillpark.school

🌐 www.kentshillpark.school

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