KEYSTONE
ACADEMY TRUST

Special Educational Needs and Disability Policy

Created by Director of SEND September 2023	
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1. Statement of Intent

Across Keystone Academy Trust, our intention is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are provided with opportunities which will allow them to achieve, succeed and become confident, independent individuals as they progress through life.

We are committed to developing an inclusive culture where barriers to learning and participation are identified and addressed early, enabling pupils to access support without unnecessary delay or reliance on diagnosis.

2. Policy Principles

- All pupils with special educational needs and/or disabilities must have their needs routinely met.
- Raising the achievement of pupils with SEND is a whole school responsibility.
- Inclusive practice is the responsibility of all staff and is embedded within every aspect of school life.
- Early identification and early intervention are essential for ensuring better outcomes for pupils.
- All pupils are encouraged and supported to be active partners in decision making about their education.
- Active involvement of parents/carers as equal partners in the education of their child, has a positive impact upon the learning and well-being of their child.
- All pupils with SEND should have the opportunity to learn alongside their peers in a fully inclusive environment.
- Barriers to learning and participation will be removed through a combination of high-quality adaptive teaching, early intervention and evidence-informed support.
- Collaborative working with external partners and services is essential to ensure that we effectively meet pupil needs.
- Effective transition arrangements must be in place across all phases of education to ensure positive outcomes for the pupil and their family.
- Resources allocated to SEND must be effectively used to secure maximum impact and value for money.
- Systems for monitoring and evaluating the effectiveness of SEND provision, support improvement in pupils' learning and provide appropriate challenge.

3. Objectives

- To provide early identification and provision for all pupils who may have special educational needs and/or disabilities.
- To work in partnership with parents/carers to gain a better understanding of their child and to involve them in all stages of their child's education.
- To ensure that pupils with special educational needs and/or disabilities are able to contribute to their own learning by being actively encouraged to share their views.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
- To make the curriculum accessible to all pupils so that they can participate in lessons fully and effectively.
- To work closely with external support agencies, where appropriate, to further support the needs of individual pupils.
- To ensure that all staff have access to high quality training and advice, in order to support quality adapted teaching and learning for all pupils.
- To work in partnership with the Governing Body to enable the school to fulfil it's statutory duties with regards to meeting the needs of pupils with SEND.

4. Legislation and Guidance

This policy complies with the statutory requirements set out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (January 2015) which requires all schools to 'have regard to the Code of Practice' and has been written with reference to the following guidance and legislation:

- Children and Families Act (2014)
- The Special Educational Needs and Disability Regulations (2014)
- Equality Act (2010)
- Equality Act 2010: Advice for Schools (2013)
- Working Together to Safeguard Children (2026)
- Reasonable Adjustments for Disabled Pupils (2012)
- Supporting Pupils at School with Medical Conditions (2014)
- The Mental Capacity Act Code of Practice: Protecting the Vulnerable (2005)
- The National Curriculum in England Key Stage 1 and 2 framework document (2014)
- The Early Years Foundation Stage (EYFS) framework document (2026)
- Behaviour in Schools (2024)
- Mental Health and Behaviour in Schools (2018)

- Inclusive Mainstream Fund: Best Practice for Schools (2026)
- Inclusive Education Estates: Supporting Inclusive Environments in Mainstream Settings (2026)

This policy has been written in light of our Child Protection and Safeguarding Policy and has direct links to the following policies and strategies:

- Behaviour Policy
- Anti-bullying Policy
- Pupil Equality Policy
- Equality Information and Objectives Policy
- Accessibility Plan
- Supporting Pupils with Medical Conditions Policy
- Mental Health and Well Being Policy
- Children with Health Needs who Cannot Attend School Policy
- SEN Information Report
- Inclusion Strategy

It was written in consultation with the Governing Body, Headteacher and current school staff.

5. Definitions

The SEND Code of Practice (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 has a learning difficulty or disability if he or she:

a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
b) Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.'

Special educational provision is educational or training provision that is additional to, or different from, that made generally available for other children or young people of the same age by mainstream schools.

A child 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.

Children 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.

The Equality Act (2010) defines disability as 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

6. Roles and Responsibilities

The SENCo

The SENCo is Mrs E Smitheringale

She will:

- Work with the headteacher and SEND and Inclusion 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 SEND, including those who have Education, Health and Care Plans (EHCPs)
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the Graduated Approach across the school
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with early years providers and potential next providers of education, to ensure that pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Support leaders in evaluating the impact of inclusive practice and the implementation of the school's Inclusion Strategy

The SEND and Inclusion Governor

The SEND and Inclusion Governor is Kelly Bullivant.

The SEND and Inclusion Governor will:

- Help to raise awareness of SEND issues at governing board meetings

- Monitor the quality and effectiveness of SEND and inclusive provision through the SEN Impact Report, Inclusion Strategy review and annual SEND Review.
- Work with the headteacher and SENCo to determine the strategic development of the SEND Policy and provision in the school
- Work with the headteacher and SENCo to ensure that the school publishes its SEN Information Report and Inclusion Strategy at least annually

The Headteacher

The headteacher will:

- Work with the SENCo and SEND and Inclusion governor to determine the strategic development of the SEND Policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, including where pupils access support from teaching assistants or specialist staff
- Having a clear understanding of the needs of all pupils in their class
- Providing high quality, adapted teaching for all pupils and additional provision to meet the needs of children with SEND
- Working 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
- Working with the SENCo to revise any support, in light of the pupil's progress and development, deciding on any changes to the support and outcomes
- Ensuring they follow this SEND Policy

7. A Graduated Approach

In line with the Code of Practice methodology of 'Assess, Plan, Do, Review', pupils with special educational needs and/or a disability are identified as soon as possible. Class teachers are regularly assessing and monitoring pupil progress. Where there are concerns about a pupil's progress or possible barriers to learning, a Graduated Approach will be followed. Please see Appendix 1 – Graduated Approach Flow Map. Less than expected progress can be characterised by progress which:

- Is significantly slower than their peers from the same baseline
- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between the child and their peers

High Quality Teaching, Early Intervention and Narrowing the Gap

- Once a pupil has been identified as 'causing concern', they will be closely monitored by staff in order to identify any possible barriers.
- The pupil's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class and/or provide advice to the staff members.
- The pupil's class teacher in agreement with the SENCo, will identify appropriate strategies and interventions designed to 'narrow the gap' and ensure that these are delivered consistently and regularly so that impact can be measured and monitored. These interventions will be identified on a Provision Map.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- An 'Assess, Plan, Do, Review' model will be applied over several cycles to test out the pupil's response, before considering if a child may have special educational needs and/or a disability.
- Support will be implemented as soon as needs emerge and will not be delayed whilst awaiting diagnosis or external assessment.

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. Please see Appendix 2 – Whole School Provision Overview.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessments 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 to 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, SENCo and parents to agree the adjustments, 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 progress 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 child 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 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 SENCo.

Review

Progress is continually reviewed for all pupils to ensure that interventions are appropriate and effective. Formal reviews of a pupil's progress will be made regularly (minimum of three times a year). The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo 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. Informal reviews will often take place on a more frequent basis and as required.

SEN Support

If, despite additional support, a pupil continues to have barriers to learning and the attainment gap is not closed, the SENCo may determine that they have special educational needs, and a decision will be

made for the child to be placed on the SEND Register at 'SEN Support'. The aim of formally identifying a pupil with SEND is to help the school to ensure that effective, personalised provision is put in place and so remove barriers to learning. This provision will be recorded on an Individual Support Plan (ISP) and copies will be shared with all staff involved in supporting the pupil (on a need-to-know basis), parents and where appropriate, the pupil themselves. The ISP will be reviewed at least three times a year, in line with the 'Assess, Plan, Do, Review' cycle outlined above.

Requesting an Education, Health and Care Needs Assessment

If a pupil has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can also be requested by a parent or professional working with the pupil. This will occur where the complexity of need or lack of clarity around the needs of the pupil means that the school has been unable to meet their needs effectively through its delegated funding and all available resources have been exhausted.

The decision to make a request for an Education, Health and Care Needs Assessment will be taken at a progress review. The request will combine information from a variety of sources including parents, the school and any Outside Agencies who may be supporting the pupil. The request is submitted to the Local Authority SEND Team, where a panel of professionals will make a decision. This process takes 20 weeks. Requests can be turned down by the Local Authority and in these instances, parents have the right to appeal against the decision.

8. Monitoring Arrangements

This policy will be reviewed by the trust's Director of SEND **annually**. It will also be updated if any changes to the information are made during the year. It will be approved by Trustees.

The effectiveness of this policy will be considered alongside the annual review of the school's Inclusion Strategy.

9. Complaints

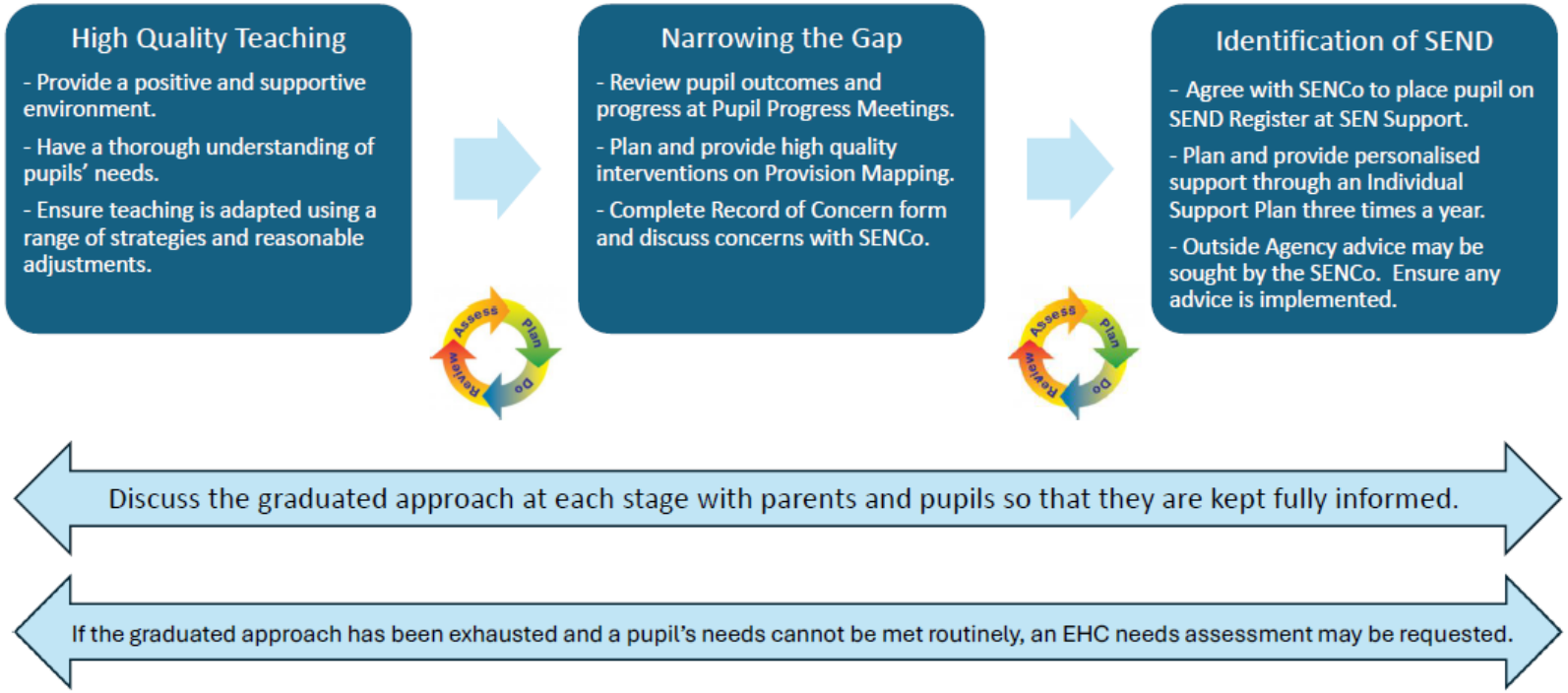
The school works, wherever possible, in full partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and will be heard through the school's Concerns and Complaints Policy. In most instances, complaints can be resolved at a class teacher level. However, if this is not possible, complaints relating to SEND should be addressed to the SENCo and/or headteacher to help achieve an informal resolution.

If the concern remains unresolved, or the matter is sufficiently serious for informal resolution to be inappropriate, a formal complaint may be made in accordance with the trust's Concerns and Complaints Policy. Formal complaints must be submitted to the appropriate Stage 2 recipient identified in that policy.

If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then contact would need to be made with the Local Authority Head of Service for Special Educational Needs: Katie Marsden, County Offices, Newland, Lincoln, LN1 1YL.

10. Appendix 1 – Graduated Approach Flow Map

Graduated Approach Flow Map



11. Appendix 2 – Whole School Provision Overview

Cognition and Learning		
High Quality Teaching	**Enhanced Provision – narrowing the gap**	**SEN Support**
❖ Pupil's name and eye contact established before giving instructions ❖ Clear and simple instructions, breaking down longer instructions into one step at a time ❖ Check understanding of vocabulary used - Clarify, display and refer back to new and/or difficult vocabulary ❖ Check for understanding by asking the child to repeat/explain to a response partner or adult ❖ Adult modelling ❖ Use of writing frames ❖ Use of visual timetables ❖ Ask child/adult supporting child to jot down key points/instructions ❖ Provide thinking time before a response is needed ❖ Visual cues and prompts, key vocabulary displayed/available, working walls, word mats ❖ Collaborative working opportunities - mixed ability pairs/talk partners ❖ Repetition, overlearning and reinforcement of skills ❖ Alternate methods of recording e.g. mind mapping, audio recording, adult as scribe, use of ICT ❖ Pencil grips, writing boards, harder pencils ❖ Use of coloured backgrounds on IWB & photocopying	❖ Group literacy intervention ❖ Group numeracy intervention ❖ HFW games/spelling practice groups ❖ Phonics intervention e.g. RWI ❖ Reading comprehension intervention ❖ 1-1 reading practice with CT, TA, Students, parents, volunteers ❖ Pre-teaching e.g. key vocabulary, skills, knowledge to ensure confidence and understanding during lessons ❖ Fluid intervention following lesson to 'plug gaps' ❖ Memory games and activities ❖ Visual and tracking exercises suggested by Visual Stress clinic e.g. Rainbow Readers tracking exercises ❖ Use of PiXL therapies	❖ Precision Teaching for literacy and numeracy key facts ❖ IDL ❖ Alphabet Arc - multi-sensory intervention for spelling ❖ Sound Linkage ❖ Paired Reading ❖ 1st Class @ Number ❖ Power of 2 ❖ Catch up Literacy ❖ Catch up Numeracy ❖ Accelerated Reader ❖ Toe by Toe ❖ Word Wasp ❖ Hornet ❖ Success @ Arithmetic

❖ Avoid black pen on whiteboard, use blue or green instead ❖ Multi-sensory approach to learning ❖ Seat child at front of class near to whiteboard ❖ Provide individual copy of resources ❖ Provide individual whiteboard to make notes and reduce copying from board ❖ Provide titles, learning objectives etc. to avoid excessive writing		

Communication and Interaction		
High Quality Teaching	**Enhanced Provision – narrowing the gap**	**SEN Support**
❖ Pair the child up with an able child who can lead and model a conversation ❖ Initial adult support which can be removed when child is feeling more confident ❖ Preparation (pre-warning) for change of activity or lesson ❖ Visual prompts and cues ❖ Prompt cards for group roles and conversation skills ❖ Simple social stories for helping a child to understand what to do/what is happening in certain situations ❖ Clear and simple explanations, one step at a time ❖ Reduce instructions into smaller easier to understand steps ❖ Extra time to process what has been said ❖ Check understanding by asking them to repeat ❖ Talk partner opportunities ❖ Pre-teaching of subject vocabulary	❖ Small social skills group intervention ❖ Small friendship skills group intervention ❖ Language group- vocabulary, verbs, negatives, pronouns etc. ❖ Activities from the First Call resource ❖ Wellcom programme	❖ Individualised SALT programme ❖ Individual vocabulary wordbook ❖ Colourful Semantics programme ❖ Personalised Social Stories to support the child with how to respond in different situations ❖ Now/Next approach to break lessons into smaller chunks ❖ Now/Next approach to model task and then reward ❖ Start/Finish boxes ❖ Language for Thinking

❖ Application of specific speech targets during the day ❖ Model correct pronunciation by repeating correctly		

Social, Emotional and Mental Health		
High Quality Teaching	**Enhanced Provision – narrowing the gap**	**SEN Support**
❖ Clear whole school behaviour policy to be followed ❖ Reinforcement of rules – visual prompts to support ❖ Consistent use of rewards and sanctions ❖ A range of opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time ❖ Social seating and proximity to teacher ❖ Positive praise ❖ Time out systems within the classroom and beyond ❖ Structured routines and clear guidelines ❖ Calming/Self-regulation strategies e.g. colouring activities, soft toys, playdough ❖ Movement breaks ❖ Use of calming or fiddle toys ❖ Own designated carpet/seating space ❖ Use of sand timer to provide visual cues and to limit activities ❖ Individual reward systems	❖ Attachment object (keeping in mind) ❖ Regular, short sensory breaks ❖ Socially Speaking intervention ❖ ELSA (Emotional Literacy Support Assistant) ❖ Drawing and Talking therapy	❖ Identified key attachment figure/s ❖ 1:1 mentoring time ❖ Access to time out area or distraction free environment when required ❖ Use of De-escalation plan ❖ Personalised Social Stories to support the child with how to respond in different situations ❖ Now/Next approach to break lessons into smaller chunks ❖ Now/Next approach to model task and then reward ❖ Start/Finish boxes ❖ Personal visual timetable ❖ Designated workspace with possible screen to prevent distractions ❖ Incredible 5-point Scale activities ❖ Stress Bucket activities ❖ LEGO Therapy ❖ Zones of Regulation

Sensory and/or Physical		
High Quality Teaching	**Enhanced Provision – narrowing the gap**	**SEN Support**
❖ Reduce background noise to improve acoustic environment and seat pupil away from background noise ❖ Consider seating according to needs and position near teacher ❖ Uncluttered and well organised learning environment and materials ❖ Good lighting ❖ High colour contrast materials, including on whiteboard ❖ Good quality print and photocopying ❖ Pre-prepared work with date/LO etc. ❖ Electronic copies of work ❖ Individual copies of resources, printing, materials etc. ❖ Pencil grips ❖ Chunky pencils ❖ Specialist writing pens ❖ Use of alternative methods of recording e.g. adult as scribe, use of IT, mind maps etc.	❖ Use of individual laptop ❖ Fine motor skills interventions through 'First Move' activities ❖ Dough Disco ❖ Write from the Start intervention	❖ Use of Makaton ❖ Use of Radio Aid (FM) system, hearing aids etc. ❖ Individual programmes e.g. Physiotherapy, occupational therapy ❖ Specialist seating e.g. foxdenton chair ❖ Specialist equipment e.g. caring cutlery, writing slope, bumpy cushion, seating wedge ❖ Modified resources e.g. enlarged print ❖ Ear defenders ❖ Mouthing toys/soothers/chew toys ❖ Sensory Circuits ❖ Individual sensory profile ❖ Access to sensory areas and resources