



SEND and Inclusion Policy January 2026

Review date: January 2027

Reviewed by: Mrs. C Tomlinson (SENDCo)



Knutton St Mary's C of E Academy



Mission statement

The staff at Knutton St. Mary's C of E Academy believe that by providing an environment where everyone is inspired to flourish emotionally, spiritually and academically; within our school community we encourage everyone to succeed and "let your light shine".

Compliance

Our SEND policy sets out how our school will support and make provision for pupils with special educational needs (SEN) and disabilities.

This policy 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, SEND co-ordinators (SENDCos) and the SEND information report

This SEND Policy works alongside and in conjunction with The Local Offer offered by Staffordshire Local Authority and various other school policies, including our academy funding agreement and articles of association. It is embedded in the Teaching and Learning Framework of the school.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 and has been written with reference to the following guidance and documents:

- Equality Act 2010
- Children and Families Act 2014
- Standards and Framework Act 1998
- Education (National Curriculum) 2014
- Education Act 2003

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2015

' Together we succeed and let our light shine. ' Matthew 5:16



Knutton St Mary's C of E Academy



Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head Teacher, the SENDCo and all other members of staff both teaching and support have very important day-to-day responsibilities.

'All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.'

High quality teaching which is differentiated and personalised should be available for all pupils. At the heart of the work of every class in school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Intent

At Knutton St. Mary's C of E Academy we aim to provide a happy, friendly, safe, secure and stimulating environment where every child is valued, challenged and fully developed. We aim to give all the children in our care, the skills and knowledge necessary for lifelong learning, to provide opportunities to encourage them to develop their potential and to grow as balanced individuals. Every teacher is a teacher of every child, including those with SEND. All children are to be enabled to fully participate in all aspects of school life, to enjoy school and to be valued, to make good progress and to achieve the highest standards possible.

Aims

At Knutton St. Mary's C of E Academy we aim to:

1. Create an inclusive curriculum for all children.
2. Create an interesting and stimulating environment which meets the needs of each child.
3. Ensure each child reaches their full potential through high quality teaching and learning.
4. Provide a caring whole-school environment within which all children can learn and develop to their full potential.
5. Ensure that the contributions and achievements of all children are valued and celebrated, so that all children experience the success which is essential for developing self-esteem.
6. Identify the roles and responsibilities of all staff in providing for children's special educational needs.
7. Ensure that the views of the child and parents are taken into account where applicable.
8. Work in partnership with parents/carers so that they are able to play their part in supporting their child's education.

' Together we succeed and let our light shine. ' Matthew 5:16



Knutton St Mary's C of E Academy



9. Work closely with Trust and external agencies about the needs of pupils and maintain a multi-disciplinary approach to the resolution of issues.
10. Raise the aspirations of and expectations for all pupils with SEND and provide a focus on outcomes for children and young people.

Objectives

At Knutton St. Mary's C of E Academy we believe that all children have an equal right to a full and rounded education which will enable them to work confidently towards reaching their full potential. All children feel they are a valued member of the wider school community. We provide teaching and learning for all children to gain access to a broad, balanced and appropriately differentiated curriculum.

In order to provide for the needs of children with SEND, Knutton St. Mary's C of E Academy endeavour to:

- Work within the guidance provided in the SEND Code of Practice 2015.
- Ensure equal value for all children.
- Ensure the progress of all children through access to a relevant, broad and balanced curriculum.
- Maintain strong home/school links.
- Ensure early identification and assessment of SEND.
- Operate a 'whole pupil, whole school'; approach to the management of provision of support for special educational needs.
- Maintain links with outside agencies in identifying, assessing and providing for the needs of children with SEND.
- Ensure that policies and provision are monitored and reviewed on a regular basis and are updated accordingly.
- Ensure that every child experience success in their learning and achieves the best possible education and outcomes.
- To take into account the views of pupils and their carers and to encourage their participation and partnership in decision making about provision to meet special educational needs.
- Ensure that assessment and monitoring systems are effective and provide sufficient information of attainment and achievement for careful planning of progression.

' Together we succeed and let our light shine. ' Matthew 5:16



Knutton St Mary's C of E Academy



Basic Information

The SENDCo (Inclusion Manager) for Knutton St. Mary's C of E Academy is Mrs. Claire Tomlinson, who is also the Vice Principal responsible for Inclusion and Behaviour and Attendance. She also leads the Inclusion Team. This consists of the teaching assistant team, Safeguarding team, Mrs. Claire Birchall (Pupil Premium Champion) and Ms. Lucie Middleton (Home-school link worker and Early Help Champion).

Knutton St. Mary's C of E Academy is a mainstream primary school committed to inclusion. We aim to maintain and extend the school's culture, policies and practices of inclusion for all learners. We aim to engender a sense of community, belonging, tolerance and respect for all and to offer new opportunities for learners considering their needs and experiences.

We pay particular attention to the provision for and achievement of different groups of learners:

- Girls and boys
- Minority ethnic and faith groups
- Learners with English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled or have long term illness
- Those who are gifted and talented
- Those who are looked after by the local authority
- Any learners who are at risk of disaffection and exclusion.

This policy describes the way in which we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

Identifying Special Educational Needs

Many pupils experience delay in their learning and may not make expected progress for a variety of reasons. Many will have differentiated work prepared for them by their teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age.

The Code of Practice describes four broad categories of need (see section below):

- 1 Communication and Interaction**
- 2 Cognition and Learning**
- 3 Social, mental and emotional health**
- 4 Sensory and /or physical.**

' Together we succeed and let our light shine. ' Matthew 5:16



Knutton St Mary's C of E Academy



As a school, we recognise that progress and attainment can also be affected by factors **other than** SEN e.g.;

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- Behaviour
- English as an Additional Language (EAL)
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Whilst the above may affect progress and attainment, they do not fall within the categories of SEND. We will support these needs carefully through our Inclusion Hub/team.

Categories of Need

Our academy currently provides additional and/or different provision for a range of needs*, including:

Communication and Interaction (C and I):

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 (C and L):

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, emotional and mental health (SEMH):

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

Sensory and/or physical needs (S/Ph):

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

**Children's needs and requirements may fall into one or more of these four areas; many children will have inter-related needs.*

' Together we succeed and let our light shine. ' Matthew 5:16



Knutton St Mary's C of E Academy



The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the academy needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

Initial Concerns

For children who have been identified as having emerging and/or fluctuating difficulties, an intervention is put in place to target these emerging/fluctuating difficulties to assess if this will aid progress.

A brief record of parental and child views will be made, along with collated assessment data, records of any observations or evidence which supports the observed impact on learning (e.g. class work, photos, etc.), and records of any external agency support or contact (e.g. telephone conversations or emails).

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We may make the following adaptations to support pupils' needs:

- Differentiating the curriculum to ensure pupils are able to access it, for example, content of the lesson, outcome expectations, etc.;
- Adapting resources;
- Adapting staffing, for example, use of teaching assistants for small group or 1:1 support;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.;
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We will regularly review the effectiveness of the support and interventions and their impact on pupils' progress.

If the support needed is short term or can be provided by adapting the school's core offer then a child might not be considered SEND or placed on the SEND register. If a child's progress continues to give cause for concern, and the support required is different from or additional to what is ordinarily offered by the school, then the next stage of the Graduated Approach is SEND SUPPORT.

' Together we succeed and let our light shine. ' Matthew 5:16



Knutton St Mary's C of E Academy



A Graduated Approach to SEND support

The method of identification and provision follows a graduated approach:

Each child's education will be planned for by the class teacher as part of high-quality teaching. It will be differentiated and adapted according to the child's individual needs. This may include additional general support by the teacher or teaching assistants in class.

If a child's needs relate to more specific areas of their education such as spelling, handwriting, Maths or English skills then the child may work in a small focus group. This may be run by the teacher or teaching assistant. The length of time of the intervention may vary according to need but will be monitored regularly.

If a child has higher level needs this may result in the creation of an Individual Learning Plan (ILP). The process involves the family, child and other relevant professionals. This process will identify planned outcomes for the child and how they may be achieved.

An 'Assess - Plan - Do - Review' cycle is implemented throughout the school. This is revisited, refined and revised with a growing understanding of the child's needs.

Assess

The class teacher working with the SENDCo carries out an assessment of the child's needs based on the teacher's assessment and experience of the child, their previous progress and attainment, the views and experience of parents/carers, the child's own views and, if relevant, advice from external support services. This assessment is reviewed regularly.

Plan

The teacher and the SENDCo agree in consultation with the parent/carer and the child the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a timescale. A pupil passport is put in place; this is recorded on a 'next steps' plan and a pupil passport, and the conversation is summarised. All teachers and support staff who work with the child are made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher remains responsible for working with the child on a daily basis. The class teacher works 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

' Together we succeed and let our light shine. ' Matthew 5:16



Knutton St Mary's C of E Academy



SENDCo supports the class teacher in doing this and in the further assessment of the child's particular strengths and weaknesses and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the child's progress is reviewed as agreed at the planning stage. The impact and quality of the support and interventions are evaluated, along with the views of the child and their parents/carers. This helps to feed back into an understanding of the child's needs. The class teacher, working with the SENDCo, then revises the support in light of the child's progress and development. Any changes to the support and outcomes, in partnership with the parent/carer and child, are made and an updated 'next steps' and summary of the conversation are made.

When a child's needs are more complex and the resources available to the school are not sufficient to meet the needs then a needs assessment may be undertaken by the local authority and an Education, Health and Care plan (EHCP) developed. This is developed in collaboration with the family, child and, as appropriate, other relevant professionals (see heading below for further detail).

Targets for children at SEND Support are specific to their needs in the attempt to close the attainment gap between the child and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the intervention teacher – who monitors progress towards the targets during the intervention – and by the SENDCo, who monitors overall effectiveness and progress after the intervention.

Interventions and other support strategies are planned and reviewed each term or sooner. Children's progress towards their targets is assessed and recorded. A decision is then made as to whether to continue the intervention/support strategy, to change to a new intervention/strategy, or to allow a period of consolidation in class/group.

SEND support can take many forms. This could include:

- an individual learning programme
- evidence-based interventions to support different areas of need
- additional support from a teacher or a teaching assistant
- creating or adapting materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- supporting a child to take part in class activities.
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult.

' Together we succeed and let our light shine. ' Matthew 5:16



Knutton St Mary's C of E Academy



- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.
- following a care plan or action plan provided by an external agency, e.g. Educational Psychology, Speech & Language Therapy, Physiotherapy, Occupational Therapy, Staffordshire Autism Outreach Team, Emotionally Healthy Schools team, etc.

Meetings with parents will be held at least termly and a record kept to support the assess, plan, do, review cycle. A record of any external agency support, contact or advice will also be kept, as well as any records of observations or evidence which supports any observed impact on learning (e.g. class work, photos, behaviour log, etc.)

Support for children at both Initial Concerns and SEND Support levels is tailored to the needs of the individual child and provided through a variety of means. The school uses a range of support strategies and interventions which are recorded on class provision maps. These are reviewed and evaluated at least termly. When allocating additional TA support for children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable each child to reach challenging individual targets, but without developing a learned dependence on an adult.

See the provision map in the appendix for details of our full three-tier graduated approach.

Complex Special Educational Needs and Disabilities

If a child's difficulties are persistent and significant, requiring consistent high levels of specialist interventions, the next stage of the Graduated Approach is COMPLEX. If a child fails to make progress, despite the academy having taken relevant and purposeful action to identify, assess and meet the needs of the child at SENS, the academy (or parents) may apply for the child to be assessed for an EHC Plan. The Staffordshire Connect Toolkit for SEND provides clear information about when a request for an Education, Health and Care needs assessment, or specialist services, may be required.

A request for an EHCP assessment will only be made in a small minority of cases where a child has demonstrated significant special educational needs. The academy (or parents) will complete an EHC Needs Assessment application which collates information about the child's progress over time, and will also include documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. External agencies will be invited to provide additional relevant information. Pupil and parent views will also be collected. The EHC Needs assessment (EHCNa) application is submitted to the Local Authority. All decisions relating to EHC Needs assessments are made by a multi-agency panel comprising of representatives from health, social care, mainstream and special schools, an educational psychologist, a 0-25 SEND Officer and the SEND Service Manager. The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral.

' Together we succeed and let our light shine. ' Matthew 5:16



Knutton St Mary's C of E Academy



If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the academy, together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths and aspirations, as well as the barriers they face. Following the meeting, the LA will produce an EHC Plan which will record the decisions made at the meeting, bringing together the child's health and social care needs as well as their special educational needs. This EHCP will be reviewed by the academy annually. This is then sent to the LA for them to amend.

An EHC Plan includes:

- Record of parental views;
- Record of child or young person's views;
- Ongoing, collated assessment data from a range of sources (e.g. class teacher and SENDCo);
- Smaller, SMART targets for the child or young person based on outcomes described in the EHC Plan;
- Record of implemented and reviewed resources and strategies - including resulting impact and progress (assess, plan, do, review cycles);
- Specific amounts (times and costs) – e.g. costed provision map;
- Log of meetings with parents - minimum of 3 meetings within a 12 month period to support the assess, plan, do, review cycle;
- Record of any external support, contact or advice (including action plans, reports or assessments) which has been implemented and reviewed;
- Records of any completed observations or evidence which supports any observed impact on learning (e.g. class work, photos, etc.);
- Attainment data.

Alternative and Specialist Provision

For a very small minority of pupils with SEND, it may be deemed necessary for them to receive their education within alternative or specialist provision.

Alternative provision will be considered, in liaison with the parent/carer and any keyworkers, as a short-term measure to support complex SEND needs. Alternative provisions provide an opportunity for children to work intensively with specially trained staff, in a carefully considered environment/provision, often with smaller adult to pupil ratios. At Knutton St. Mary's, we work closely with VIP Stopgap Education for outreach, in reach, mentoring and alternative provision placements (you can find further information about VIP Educational services on the Staffordshire Connects website). We also work with Together We Make a Difference (TWMAD) to provide in-house specialist provision and mentoring support for our complex SEMH cases. Children do not need to have an EHCP to access these service.

' Together we succeed and let our light shine. ' Matthew 5:16



Knutton St Mary's C of E Academy



For a small number of pupils with an EHCP, professionals may recommend a specialist provision, or this may be made as a parental request during an EHCP review. This outcome will be presented at a multi-agency EHCP review meeting, with the final decision being made by a multi-agency panel comprising of representatives from health, social care, mainstream and special schools, an educational psychologist, a 0-25 SEND Officer and the SEND Service Manager.

Managing Pupils Needs on the SEND Register

In deciding whether to place a child on the SEND register, the teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and reliable assessment materials. For higher levels of need, the SENDCo may (with parental consent) request the involvement of external support services (such as Educational Psychology, Staffordshire Autism Outreach Team, Speech and Language Therapy, Physiotherapy and Occupational Therapy Services) who can provide more specialist advice and assessments that can inform planning and measurement of a pupil's progress, give guidance on the use of specialist strategies or materials, help with setting targets, and in some cases provide support for particular activities.

Although the academy can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

When pupils have been identified as having persistent and moderate difficulties and display SEND requiring provision that is additional to and different from the mainstream curriculum, a meeting with parents (and pupils where appropriate) will be arranged before placing the child at SEND SUPPORT and adding the child to the school's SEND register. This meeting will include information gathering with the aim to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. The academy will then seek to remove barriers to learning and put effective special educational provision in place, following the cycle of assess, plan, do, review with the child/young person at the centre of the process.

Class teachers, parents/carers, children and the SENDCo work together to create a person centered Individual Learning Plan (ILP) with clear, measurable outcomes. The class teacher, supported by the SENDCo, is responsible for maintaining and updating the ILP. It is the teacher's responsibility to evidence progress according to the outcomes described in the ILP. ILPs are reviewed on an agreed date and at least twice yearly.

Criteria for Exiting the SEND Register: When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register with the consent of their parent or guardian. The academy will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

' Together we succeed and let our light shine. ' Matthew 5:16



Knutton St Mary's C of E Academy



Children with Social, Emotional and Mental Health Needs

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. Where there are concerns, the academy will make an assessment to determine any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues, also taking into account family circumstances and the child's known history of experiences.

If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we may complete a multi-agency approach with the family (EHS Early Help) and support the child through that process. We try to make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties, we will consider whether the child might have SEND, following the graduated approach explained above.

To ensure a consistent approach, we will create a Personal Support Plan for the child. This will be shared with the child, all teaching staff who support the child, parents/carers and will be supported by the SENDCo/Home-school Link Worker where appropriate. For children whose behaviours present a risk to themselves or others, a RAMP (Reducing Anxiety Management Plan) and personalised Risk Assessment will be considered. These will be shared with parents regularly as part of parents evenings and ILPs meetings.

If parents and/or the academy are concerned that a child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services).

If the child is felt to have long-term social, emotional or mental health needs, the academy offers a range of social skills interventions. These are generally delivered by trained teachers or TAs who develop positive, trusting relationships with the children. (see positive mental health page and policy on our school website).

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

English as an Additional Language (EAL)

When identifying and assessing SEND for children whose first language is not English, school will look carefully at all aspects of a pupil's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an Additional language are not considered SEND. For further guidance, refer to our dedicated EAL Policy.

' Together we succeed and let our light shine. ' Matthew 5:16



Knutton St Mary's C of E Academy



Supporting pupils with medical conditions

The Academy recognises that pupils with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability, the academy will comply with its duties under the Equality Act 2010.

Reasonable adjustments will always be made to promote access to all areas of the academy curriculum for pupils with a disability, e.g. an extra adult to accompany a child on school trips or residential visits.

Specific training will be given to support pupils' particular needs, e.g. technical knowledge to maintain auxiliary aids and equipment; use of an epi-pen; managing diabetes.

The academy office is responsible for the administration of medicines and health care plans/protocols. A separate register is kept of children with Medical Needs.

Monitoring and Evaluation of SEND Provision

The Principal and the senior leadership team regularly monitor and evaluate the quality of provision for all pupils. The SENDCo evaluates the quality of SEND provision within school. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- Annual reviews and a person-centred planning process
- Pupil, progress meetings
- Learning walks, observations and discussions with staff
- Appraisal observations and discussion
- analysis of pupil tracking data and assessment results at pupil progress meetings
- progress against national data and based on their age and starting points
- interventions baseline and exit data recorded on class provision maps
- progress against individual targets
- termly/annual reviews for pupils with ILPs, PSPs or EHCPs
- SENDCo learning walks and Showbie scrutinies
- pupils' work, questionnaires and interviews
- discussions with parents/carers
- SLT meetings, including data analysis and action planning/strategy meetings
- Trust central team support meetings, particularly by the Trust SEND lead
- pupil and parent/carer voice through questionnaires and surveys
- monitoring by the SEND link-governor (Local Governing Body)

' Together we succeed and let our light shine. ' Matthew 5:16



Knutton St Mary's C of E Academy



Transition Arrangements

When a parent seeks a place for a child at Knutton St. Mary's C of E Academy, the Principal adheres to the criteria outlined in our Admissions Policy in relation to admitting children with SEND (see Admissions Policy). The academy requests school records from previous settings, including assessment information, Child Protection files (where appropriate), and details of any SEND (including pupil profiles, SEND or inclusion plans, any EHCPs and most recent targets) when a child is transferring from another school.

We make transitions between settings and key stages as smooth as possible for all children, including those with SEND. We will share information with the school or other setting the pupil is moving to. Dedicated transition meetings are held with High Schools in the Summer Term, with enhanced transition plans and visits completed where necessary.

Enhanced transition arrangements are tailored to meet individual needs. Support strategies may include:

- Additional meetings for parents and child with new teachers/keyworkers;
- Additional visits to new classroom/school environments in order for pupils to familiarise themselves with the new settings;
- Additional SEND unit specific visits (new high schools);
- Additional visits to the new setting with the Home-School Link Worker;
- Opportunities to meet key people from their new setting;
- Creating a transition booklet;
- Support from external agencies e.g. Autism Inclusion Team, Abbey Hill Trust Outreach to create enhanced transition plans.

Working with parents/carers and their children

At Knutton St. Mary's C of E Academy, we aim to build positive and informative relationships with parents. The academy actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. If a child is experiencing difficulties, parents will be informed either during informal meetings to discuss the child's progress, at parents' meetings, or at meetings called to discuss/review First Concerns, SEND Support or EHC Plans. The class teacher or SENDCo will discuss relevant assessments that have been completed and involve the parent/carer in decision-making regarding the strategies by which their child's individual needs will be met. This will usually include an agreed plan of provision for the next term with relevant targets. Children may be invited to attend all or part of these meetings. Thereafter, parents (and children) will be invited to a meeting at least termly (these may coincide with parents' evenings) to review progress made, celebrate successes, update targets and agree provision for the next term.

' Together we succeed and let our light shine. ' Matthew 5:16



Knutton St Mary's C of E Academy



We work hard to include parents/carers in their child's education. We firmly believe that home and school should work together in partnership and we are always happy to answer any questions or concerns. We encourage the involvement of parents'/carers' support at home, in class and with specific education events and visits.

Where the school or parents/carers consider that advice from another professional needs to be sought to best support a child further, we will work together to access this pathway and implement recommendations in school. Parents/carers would be expected to mirror this at home and an open dialogue about progress or problems is encouraged.

We support pupils and families through:

- planning and review meetings
- advice on how to support learning at home
- regular contact between home and school, e.g. home/school book, email or text
- individual child/teacher conversations
- home visits
- attendance at review meetings
- joint working visits with other professional services

Following a school or self-referral, parents/carers and children can also receive support from the following partnership agencies:

- School Nurse /NHS Health Visitor Services
- Social Services
- Specialist Teachers
- Specialist healthcare professions e.g. Hearing Impaired Advisory Service, Vision impaired Advisory Service
- CAMHS (Child and Adolescent Mental Health Service)
- Educational Welfare Service
- Educational Psychology Service
- Young Minds
- Young Carers
- Special School Outreach Support e.g. Abbey Hill, Merryfields, Cicely Haughton
- Cheshire Downs Syndrome Advisory Service
- Dove (bereavement counselling service)
- Action for Children
- Speech and Language Therapy Service
- Occupational Therapy Services
- VIP Stopgap Alternative Provision and Outreach Services
- Caudwell Children's Services
- Staffordshire Autism Inclusion Team (AIT)
- Entrust Behaviour Support Services/Entrust Learning Support Service

' Together we succeed and let our light shine. ' Matthew 5:16



Knutton St Mary's C of E Academy



Parents can contact their child's class teacher, or a member of the Inclusion Team if they wish to discuss support from other agencies. Alternatively, parents can go on the Local Authority's Local Offer (link provided below) which details services and how to access them. If parents are unsure how to contact any of the agencies, please come into school and speak to the SENDCo.

Knutton St. Mary's SEND Information Report is available on the school website. Parents/carers can also access additional information from the Staffordshire Local Offer which can be found on the Local Offer website
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

Inclusion and Equality/equal opportunities at KSM

As Knutton St. Mary's we support pupils with a wide range of SEND. We will regularly review and evaluate the breadth and impact of the support we offer. As a School we will co-operate with the local authority in reviewing the provision that is available locally and in developing the Local Offer. We will also collaborate with other local educational providers to explore how different needs can be met most effectively. We will maintain due regard to general duties to promote disability equality.

"All schools have duties under the Equality Act 2010 towards individual disabled children and young people." (SEND Code of Practice 2015).

We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We will anticipate in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. We also have a wider duty to prevent discrimination, to promote equality of opportunity and to promote good communication.

The Governors and staff at Knutton St. Mary's C of E Academy are committed to providing equal opportunities for all, regardless of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. We believe that all members of the academy should be treated with respect and that individual, diverse needs should be recognised and met within a caring and non-judgmental ethos.

The academy complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the academy is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled, the academy will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

'Together we succeed and let our light shine.' Matthew 5:16



Knutton St Mary's C of E Academy



Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and emotions, and to take part in learning effectively and safely.

Accessibility

The Equality Act 2010, placed a duty on all schools and Local Authorities to plan to increase 'over time' the accessibility of schools for disabled peoples and to implement their plans. Our school has an Accessibility Plan, available on the school website.

Role of the SEND Co-ordinator (SENDCo)

- The day to day operation of the school's Special Educational Need's policy
- Coordinating provision for children with special educational needs
- Maintaining the Special Educational Needs and/or Disability Register and overseeing the records of all pupils with special educational needs
- Liaising with parents of children with special educational needs and/or disabilities
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- Consulting with children and encouraging participation in their progress;
- Contributing to the in-service training of staff, providing guidance and support to all staff;
- Carrying out pupil assessment as required by external agencies
- Ensure the school's Local Offer is kept up to date and appears on the website
- Ensure that all paperwork required is kept up to date and all deadlines are met.

'Together we succeed and let our light shine.' Matthew 5:16



Knutton St Mary's C of E Academy



Role of teachers and teaching assistants

- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level that allows them to progress with their learning;
- To understand the 4-step 'Graduated Response' model of assess, plan, do, review cycle;
- To know the identification and assessment of pupils with SEND procedure and the provision the school makes for them;
- To liaise with the SENDCo at the earliest opportunity of any concerns they have that may lead to identification of SEND;
- To develop ILP's (Individual Learning Plan) for SEND pupils working closely with the SENDCo;
- To liaise with parents over SEND identification and provision.

To comply with all aspects of this policy. Teachers are responsible and accountable for the progress and development of all the pupils in their class. Where pupils access support from teaching assistants or specialist staff or where interventions take place away from the classroom, the class teacher should remain responsible for working with the child on a daily basis.

Role of the Pupils

Children registered as having SEND will, where possible, participate in decisions made that affect their education, including the setting of targets and contributing to the ILP's. Children should feel confident that they will be listened to and their views valued and respected

Role of Parents/Carers

Parents/carers will:

- Take part in the review of Individual Learning Plans;
- Attend annual reviews of EHCPs;
- Work closely with the school in order to develop a partnership, which will support SEND pupils.

Partnerships with parents are crucial; the class teacher should consult parents when concerns arise. Parental views will be sought when evaluating ILP's. Inquiries and concerns about a child's progress should be addressed at first to the class teacher since he/she is the person who knows the child best. The SENDCo can address further enquiry. Please make an appointment through the school office if you wish to speak to the SENDCo.

'Together we succeed and let our light shine.' Matthew 5:16



Knutton St Mary's C of E Academy



Role and responsibility of the Principal and Senior Leadership team

The Principal and the Senior Leadership Team will:

- ensure all school personnel are aware of and comply with this policy;
- work closely with the SENDCo and the SEND link governor;
- ensure compliance with the legal requirements of the SEND Code of Practice (2015);
- report annually to the governing body on the success and development of this policy

Role and responsibility of the Local Governing Body

The Local Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of SEND;
- delegated powers and responsibilities to the Principal to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the SEND Code of Practice (2015);
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Principal and the subject leader and to report back to the Academy board.
- responsibility for the effective implementation, monitoring and evaluation of this policy

Complaints

Knutton St. Mary's C of E Academy works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. However, all complaints are taken seriously, and the academies complaints procedure is outlined in the Complaints Policy. The SEND Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

The Parent Partnership Service (SENDIASS) is available to support families.

'Together we succeed and let our light shine.' Matthew 5:16



Knutton St Mary's C of E Academy



Storing and Managing Data

All our paper documents are stored in locked, filing cabinets which are only accessible by specific members of staff. Files are handed over to the high schools at their point of transition. Our electronic copies of documents are only accessible by relevant members of staff and are transferred using CPOMS once the child leaves the school.

Raising Awareness of this policy

We will raise awareness of this policy via:

- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly Dojo posts, newsletters and letters
- reports such annual report to parents and termly Principal reports to the Local Governing Body

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the SENDCo, the Principal and the Local Governing Body.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Local Governing Body for further discussion and endorsement.

This document is subject to review as part of the cycle of whole school self-evaluation. The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Principal:

C. Wright

Date:

January 20259


'Together we succeed and let our light shine.' Matthew 5:16



Knutton St Mary's C of E Academy



Appendix: Three-tier graduated offer for SEND provision at KSM

Tier 1 - High Quality Learning	Tier 2 – Guided / Group Intervention	Tier 3 – Personalised Support						
<p>High quality, inclusive teaching and learning which takes into account the learning needs of all the children in the classroom. This includes providing reasonable work, scaffolds for learning and adjusted outcomes.</p> <p>KSM pupil entitlement:</p>  <ul style="list-style-type: none"> • Additional processing time • Afterschool clubs • Breakfast club available each morning providing extended social opportunities • Playground and Reading Buddy systems • iPads • Adjusted outcomes/scaffolded planning • Group work • Key words/word banks/sentence stems • Lunchtime clubs • Modelled interaction • Modelled speech/language • Kapow PHSE lessons • Residential experiences/trips/wow days • School council 	<p>Targeted provision describes specific, additional and time-bonded interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. This support/intervention is targeted to children who are not making the expected progress through the universal provision. Some children's needs may also be being supported through involvement of external agencies. Children may be on the SEND Register at SEN Support level or Specialist SEND Support.</p> <p>KSM reasonable adjustments pupil entitlement:</p> <table border="1" data-bbox="639 1294 1023 1529"> <thead> <tr> <th>Cognition and Learning</th> <th>Communication and Interaction</th> <th>SEMH</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Alternative methods of recording (talking tins, laptops, creative tasks) • Differentiated tasks • Visual supports • Word banks/phonics maps • Pre-teaching of vocabulary • Teaching of key skills • Timers and chunked activities • Use of different practical resources (larger balls etc) • Allow extra time to process instructions and rules </td> <td> <ul style="list-style-type: none"> • Pre-teaching language • Visuals to support • Social stories • Now/Next • Increased focus on Oracy and developing talk opportunities • Thinking time • Explicit instructions • Makaton signs • Steps to success (one task at a time) </td> <td> <ul style="list-style-type: none"> • Brain and movement breaks • Calmbrain • Reward time • Reflection areas (weighted blankets) • Sensory/fidget toys • Sit near to the teacher • Steps to success (one task at a time) • Peer buddies </td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Pivots for Cognition and Learning needs • Boxall Profiles for SEMH needs • ELSA and emotion coaching interventions • 1:1 reading and Reading Lab (reading ambassadors) • Additional phonics sessions 	Cognition and Learning	Communication and Interaction	SEMH	<ul style="list-style-type: none"> • Alternative methods of recording (talking tins, laptops, creative tasks) • Differentiated tasks • Visual supports • Word banks/phonics maps • Pre-teaching of vocabulary • Teaching of key skills • Timers and chunked activities • Use of different practical resources (larger balls etc) • Allow extra time to process instructions and rules 	<ul style="list-style-type: none"> • Pre-teaching language • Visuals to support • Social stories • Now/Next • Increased focus on Oracy and developing talk opportunities • Thinking time • Explicit instructions • Makaton signs • Steps to success (one task at a time) 	<ul style="list-style-type: none"> • Brain and movement breaks • Calmbrain • Reward time • Reflection areas (weighted blankets) • Sensory/fidget toys • Sit near to the teacher • Steps to success (one task at a time) • Peer buddies 	<p>Personalised provision describes targeted provision that is needed for a few children where it is necessary to provide highly tailored intervention to accelerate progress and/or enable children to achieve their potential. This may include one-to-one or specialist interventions. Children will be on the SEND Register at either SEND specialist support level or may require statutory assessment/have an EHCP.</p> <ul style="list-style-type: none"> • Educational Psychologist (EP) • Behaviour support SLA (Entrust) • SBMAT SEND specialist observations and reports to inform ILPs and outreach pathways • CAMHS referrals/Caudwell referrals • GP/paediatrician • Makaton • Outreach support (e.g. The Meadows, Cicely Houghton, VIP Education, Caudwell's) • Personalised individual timetables/resources • Regular speech and language therapy • Specialist equipment and resources e.g. sensory equipment
Cognition and Learning	Communication and Interaction	SEMH						
<ul style="list-style-type: none"> • Alternative methods of recording (talking tins, laptops, creative tasks) • Differentiated tasks • Visual supports • Word banks/phonics maps • Pre-teaching of vocabulary • Teaching of key skills • Timers and chunked activities • Use of different practical resources (larger balls etc) • Allow extra time to process instructions and rules 	<ul style="list-style-type: none"> • Pre-teaching language • Visuals to support • Social stories • Now/Next • Increased focus on Oracy and developing talk opportunities • Thinking time • Explicit instructions • Makaton signs • Steps to success (one task at a time) 	<ul style="list-style-type: none"> • Brain and movement breaks • Calmbrain • Reward time • Reflection areas (weighted blankets) • Sensory/fidget toys • Sit near to the teacher • Steps to success (one task at a time) • Peer buddies 						

'Together we succeed and let our light shine.' Matthew 5:16



Knutton St Mary's C of E Academy



<ul style="list-style-type: none">• Sequencing activities• Simplified language• Structured school and class routines• Talk partners• Targeted questioning• Transition support from EY-KS1, KS1-2 and KS2 to high schools• Visual class timetable/aids in classrooms• Whole class circle time	<ul style="list-style-type: none">• Personal Support Plans for pastoral and behaviour strategies• Individual Learning Plans with identified targets• Nessy – Literacy support for Dyslexia• Precision teaching• Personalised visual timetable / resources• Mastery maths• EP Literacy approach for reading and spelling intervention• Sensory audits and Coventry scale audits• Colourful semantics• Interventions planned by teachers to meet specific gaps	<ul style="list-style-type: none">• The Den (sensory and experiential learning resource base)• Speech and Language Therapy (SALT)• Structured speech and language programmes• Targeted intervention and regular consultation with outside agencies• Raised at Staffordshire SEND hub – RAG rated approach to support• Family Action / Action for Children referrals• Occupational Therapy/Physiotherapy• Emotion Coaching 1:1/Counselling Services
---	---	---

'Together we succeed and let our light shine.' Matthew 5:16



Knutton St Mary's C of E Academy



Appendix: Three-tier graduated offer for SEMH/Mental-Health at KSM

Tier 0: Universal Level Support – Pastoral and response to general concerns These concerns are categorised as short periods of feeling like they are not able to cope. These will be incidents which cause a child distress but do not seem to have a long term or lasting impact on wellbeing **What are the concerns?** Examples may include:

<p>Minor illness such as a headache or feeling sick on a regular basis Death of a pet Friendship problems or conflict Arguments with parents Low level worry which needs reassurance such as before transition/changes/assessment Low level worry about significant national or world events Short term academic stress There is a past history of Mental Health concerns and student requires monitoring</p>	<p>Who should deal with this? • Class teacher • Support staff • Trusted adult Home-school link worker • Learning mentor (inform mental health and wellbeing lead and, if necessary, SENDCo)</p>	<p>What is our response?</p> <ul style="list-style-type: none"> • Listen to child and reassure • Class teacher and support class assigned to class to be informed if the child has spoken to someone else • Inform learning mentor if you feel the child will benefit from spending time with her • Inform SENDCo if you feel concern is linked to needs or if the child has an LSP to see if targets are linked to concern • If you feel appropriate, speak to parent/carers regarding concerns to see if anything has changed at home/noticed any change in behaviour/if the child has discussed problem at home • If concern is not resolved, move to Tier 1
--	--	--

Tier 1: Universal Level Support – response to low level incidences and concerns
 These concerns are categorised as those which are longer term and are beginning to impact on welfare and academic progress of the child

<p>What are the concerns? Examples may include:</p> <ul style="list-style-type: none"> • Prolonged periods (or a series of short periods) of not feeling able to cope/low mood • Long term and repetitive friendship problems (over ½ term without resolution) More significant anxiety in class or surrounding a specific element of school or home life despite support from class teacher / support staff • Divorce of parents / significant change in home life, e.g. parent working away for long periods of time, illness of a family member • Bereavement of extended family member 	<p>Who should deal with this? • Home-school link worker / SENDCo/ Mental Health lead in conjunction with class teacher and support staff</p>	<p>What is our response?</p> <ul style="list-style-type: none"> • Ensure class teacher is aware and monitoring child • Barriers to learning form completed and sent to Learning Mentor • Mindfulness and self-management strategies • If you feel is a safeguarding concern, complete referral on • Safeguard under the heading mental health • Class teacher and/or Learning Mentor to contact parent/carers Support plan to be put in place, e.g. reward system, assigned time with learning mentor, time out time etc... This is to be created by the Class teacher and the learning mentor. Mental health lead may also become involved at this stage • SENDCo consultation to see if educational need is
---	---	--

<ul style="list-style-type: none"> • Emotional response to an upsetting event which causes a period of distress but which does not cause a specific safeguarding concern 		<ul style="list-style-type: none"> • contributing/resulting in concern If concern reduces, consider moving back to Tier 0 • If concern continues, consider moving up to Tier 2
--	--	--

Tier 2: Targeted Support – planned interventions in school to address mental health concerns
 A sustained concern which is affecting the wellbeing and possibly academic progress of the child. These could be long term concerns over anxiety, mental health or depression or a response to an incident graded at Tier 2

<p>What are the concerns? Examples may include:</p> <ul style="list-style-type: none"> • Persistent low mood / ongoing emotional regulation difficulties / anxiety • Attachment difficulties and triggered responses • Bereavement of close family member • Historic abuse which causes legacy mental health distress • Self-harm • Suspected eating disorders Risky behaviour Questioning Gender Identity or Sexual Orientation leading to any of the above (Questioning Gender Identity / Sexual Orientation itself is not a mental health difficulty) 	<p>Who should deal with this? • Mental Health Team (Mental health lead/learning mentor) • Safeguarding team • SENDCo • SLT • Phase Leader</p>	<p>What is our response?</p> <ul style="list-style-type: none"> • Learning mentor / Mental Health Lead / SLT to contact parents • Log concern on Safeguard • In-school support / interventions with designated members of staff, e.g. Learning mentor, trusted adult, mental health lead, SLT whilst awaiting external agency support • External agency referrals to be considered by mental health lead/DSL/SLT, e.g. Early Help, Parent support service, SWERRL, CAMHS, ALANON, Enfield Thrives, Anna Freud • Class teacher to be responsible for monitoring child and to record any concerns on Safeguard
--	---	--

Tier 3: Personalised Support – professional referral to high level mental health concerns
 Serious and possibly life-threatening incidents which require professional intervention outside of school

<p>What are the concerns?</p> <ul style="list-style-type: none"> • School refusal as a result of persistent low mood / ongoing emotional regulation difficulties / anxiety • Diagnosed anxiety disorder or depression • Disclosure of incident of witnessed Domestic 	<p>Who should deal with this? • Report to DSL immediately face to face and follow up recording</p>	<p>What is our response?</p> <ul style="list-style-type: none"> • Direct immediate support from DSL or SLT if a concern becomes apparent in school, removing child to safe place in school building to talk to an adult; DSL to consider appropriacy of contacting parents as soon as possible if incident occurs during the day (not waiting until the end of the day) • If a disclosure is made, staff to follow safeguarding policy
--	--	---

<ul style="list-style-type: none"> • Residential experiences/trips/wow days • School council • Sequencing activities • Simplified language • Structured school and class routines • Talk partners • Targeted questioning • Transition support from EY-KS1, KS1-2 and KS2 to high schools • Visual class timetable/aids in classrooms • Whole class circle time 	<ul style="list-style-type: none"> • Precision teaching • Personalised visual timetable / resources • Mastery maths • EP Literacy approach for reading and spelling intervention • Sensory audits and Coventry scale audits • Colourful semantics • Interventions planned by teachers to meet specific gaps 	<ul style="list-style-type: none"> • Family Action / Action for Children referrals • Occupational Therapy/Physiotherapy • Emotion Coaching 1:1/Counselling Services
--	--	--

'Together we succeed and let our light shine.' Matthew 5:16