



# KNOLE ACADEMY

## Policy Document

# SEND POLICY AND INFORMATION REPORT

APRIL 2025

|                                |                     |
|--------------------------------|---------------------|
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## PREFACE

### SAFEGUARDING:

The safeguarding of children and young people underpins the work of the academy and must be adhered to as a prime responsibility.

### EQUALITY:

Knole Academy is committed to providing all staff, students, parents, visitors and members of the wider community using the sites with equality of opportunity regardless of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. All policies are screened for their impact on equality and issues are addressed if they arise. Knole Academy will provide special consideration on an individual basis if anyone is considered to have a specific special need. Any parent who feels that their child has such a need should contact the relevant Pastoral Leader in the first instance to explain their concerns.

This policy, and its associated procedures and protocols, is based on these key principles.



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# 1. OBJECTIVES

Knole Academy aims to:

- Establish an environment where meeting the needs of students with learning difficulties is the responsibility of all staff of the academy.
- Ensure that the needs of each individual student are identified, assessed and provided for, whatever their disability.
- Maximise access to the National Curriculum as far as possible by providing a broad and balanced curriculum which is tailored to meet the needs and abilities of all students, both in content and delivery and which is relevant to the students whatever their needs or disabilities.
- Maximise opportunities for the integration of all students requiring learning support, allowing students to play a full and active role in school life wherever practicable.
- Establish procedures which will allow for the effective assessment, monitoring and review of the progress of all students.
- Promote effective co-operation with all those parties with an interest in the education of students with learning difficulties including parents and support agencies.
- Promote progression into the Sixth Form to access all of the provision including IBCP, A level and vocational subjects.



## 2.LEGISLATION AND GUIDANCE

The policy complies with Part 3 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- The statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64) which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCo's) and the SEN information report
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Admissions Policy
- Teachers Standards 2012
- IBCP Access and Inclusion policy -  
[http://www.kaiseribcp.org/uploads/8/9/3/3/89338304/access\\_and\\_inclusion\\_policy.pdf](http://www.kaiseribcp.org/uploads/8/9/3/3/89338304/access_and_inclusion_policy.pdf)



### 3. DEFINITION OF SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEND Code of Practice (2014, p 4)*

### 4. DEFINITION OF DISABILITY

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...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’, ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEND Code of Practice (2014, p5)*.



## 5. RESPONSIBILITY FOR SPECIAL EDUCATIONAL NEEDS

The Governing Body, together with the Headteacher, should determine the academy policy and approach to provision for students with special needs.

### THE SEN GOVERNOR

#### **The SEN governor will:**

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

### THE HEADTEACHER

Responsibility for the management of the academy's provision for learning support lies with the Headteacher.

#### **The Headteacher will:**

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

### THE SENDCO

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, including the deployment of Learning Support Assistants and resources, working closely with staff, parents/carers and external



agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

**The SENDCo will:**

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN 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 work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- 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 potential next providers of education to ensure 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 SEN up to date

## **CLASS TEACHERS**

**Each class teacher is responsible for:**

- 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 how they can be linked to classroom teaching



- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## 6.SEND INFORMATION REPORT

At Knole Academy we make provision for high incidence special educational needs without an Education and Health Care Plan (EHC plan). The educational needs include dyslexia, dyspraxia, speech and language needs, Autism, learning difficulties and SEMH difficulties.

The school also works toward meeting the needs of students with an Education, Health and Care plan. These students may have one or more of the following difficulties or needs:

- Cognition and learning needs, for example Specific Learning Difficulties (SpLD) and Moderate Learning Difficulties
- Social, emotional and mental health difficulties, for example attention deficit and hyperactivity disorder (ADHD)
- Communication and interaction, for example autistic spectrum disorder, speech, language disorder
- Sensory and/or physical needs including visual impairment, hearing impairment and physical disability.

Decisions on the admission of students with an Education, Health and Care plan are made by the Local Authority in consultation with parents and the academy.

The admission arrangements for students without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.



## 7. IDENTIFICATION AND ASSESSMENT OF STUDENTS WITH SEN

At Knole Academy we monitor the academic progress of students five times a year to review their academic progress. In addition, we use a range of formative and summative assessments with all the students at various points as and when required, this data is used as part of our review process and to highlight the need for intervention and to ascertain impact of support.

Where progress is not sufficient, even if special educational need has not been identified, we can put in place extra support for the student.

Some students may continue to make inadequate progress, despite quality first teaching targeted at their areas of weakness. For these students we will use appropriate assessment tools, where relevant, to determine the cause of the learning difficulty and implement suitable strategies in order to remove barriers to students' progress whenever possible.

If the student is able to make good progress using additional and different resources, (but would not be able to maintain this good progress without it), we will continue to identify the student as having a special educational need. If the student is able to maintain good progress without additional and different resources, he or she will not be identified with special educational needs.

We will ensure that teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

### CONSULTING AND INVOLVING PUPILS AND PARENTS

All parents of students at Knole Academy are invited to discuss the progress of their children on at least four occasions per year and receive a written report at least three times per year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, students will access appropriate additional teaching to help them catch-up if the progress monitoring indicates that this is necessary. This will not imply that the student has a special educational need.



If following this provision, improvements in progress are not seen and we believe the student should be identified as having special educational needs, we will contact parents to discuss further action. From this point onwards, where required, the student will be identified as having special educational needs because special educational provision is being made. Parents will be supported to contribute to assessment, planning and review.

In addition to this, parents of students with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, where appropriate will also include other agencies involved with the student. Information will be made accessible for parents.

When a student has been identified to have special educational needs because special educational provision is being made for him or her, the student will be consulted about, and involved in, the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years. We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment, experience and observations of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant



The assessment will be reviewed regularly. 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 will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## 8. EVALUATING EFFECTIVENESS OF PROVISION

The *SEND Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

At Knole Academy we recognise that this may include progress in areas other than attainment, for example, social needs.

At Knole Academy we check students' progress during our assessment cycles in line with the school assessment policy. Heads of Departments and Pastoral Leaders will analyse data. If the need arises, they can refer identified students to specific interventions. Additional assessment might be employed if required.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Each review of the SEN provision map will be informed by the views of the student and if appropriate, by the views of subject teachers, form tutor or Pastoral Leader, and the assessment information from the leader of the intervention which will show whether adequate progress is being made.

For students with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the Governing Body.



## TRANSITION FROM KEY STAGE 2

Admissions decisions on the admission of students with an Education, Health and Care plan are made by the Local Authority in consultation with parents and the academy.

The admission arrangements for students without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

- All year 6 students will visit the school in the summer term, where they will take part in an Induction Day.
- Additional visits are organised for year 6 students with SEND on request from the feeder school. For some students it may be necessary to establish a stronger link, to ensure that the transition from primary to secondary is as smooth as possible.
- The SENDCo will meet with the relevant supporting Specialist Teacher Service and primary SENDCo to formulate a personalised transition plan for identified pupils.
- Each year 6 pupil on the SEND register has a specific Outcomes focussed on transition

## TRANSITION INTO KEY STAGE 4

We also contribute information to a students' onward destination by providing information to the next setting. The annual review in year 8 will be used as a Transition Plan to put in place a relevant programme of courses for KS4. All agencies involved with students will be included in this review which will be monitored as the student moves through KS4.

## TRANSITION INTO KEY STAGE 5, FURTHER EDUCATION AND PREPARING FOR ADULthood

Students are supported in their transition into key stage 5 and the academy is committed to ensure that there is equity of access to all courses including IBCP, IBDP and vocational studies. We will share information with the school, college, or other setting the pupil is



moving to. We will agree with parents and pupils which information will be shared as part of this, for example provision maps, access arrangements.

## 9. TEACHING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

"High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered" *SEND Code of Practice (2014, 6.37)*

At Knole Academy we follow the [Teacher's Standards](#) advice developed by the Department for Education to ensure that our teaching conforms to best practice. Details about the Teacher's Standards can be found on the school website.

In meeting the Teacher's Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. mentoring, small group teaching, and use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.



## 10. ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT

We incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

**We make the following adaptations to ensure all pupils' needs are met:**

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

**This is in addition to the following strategies:**

- streaming and setting of students by ability
- smaller classes for lower sets
- literacy support for identified Year 7 and 8 students
- extra ICT, mathematics and English lessons for lower sets
- additional support in class in the form of Learning Support Assistants if appropriate
- small group withdrawal for specific academic intervention groups as required (reading classes, mathematics intervention)
- social and emotional support groups if necessary
- alternative GCSEs and Sixth Form pathways
- All year 6 students will visit the school in the summer term for an Induction day. Additional visits are organised for year 6 students with SEND on request from the feeder school. For some students it may be necessary to establish a stronger link, to ensure that the transition from primary to secondary is as smooth as possible.



## ADDITIONAL SUPPORT FOR LEARNING

We have six teaching assistants who are trained to deliver interventions such as sensory circuits, Lexia and Brick Therapy.

Teaching assistants will support pupils on a 1:1 basis when they require highly personalised pre and post learning support.

Teaching assistants will support pupils in small groups when they are delivering a targeted intervention to a group of identified pupils.

## 11. WORKING WITH OTHER AGENCIES

The Governing Body have engaged with the following bodies to provide support for pupils with SEN:-

- membership of Sevenoaks LIFT (Local Inclusion Forum Team) for access to specialist teaching and learning service
- access to local authority's service level agreement with Speech and Language Therapy Services/Occupational Therapy Services/Physiotherapy Services for students with requirement for direct therapy or advice
- ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc.
- social services/Early Help
- membership of professional networks for SENDCo e.g. NAS, SENDCo forum, NASEN etc.
- West Kent Learning Forum
- Slide Away/Holding on ad Letting Go – bereavement support
- organising of SEN Secondary Transition Events
- Emotional Wellbeing Service



## **12. EXPERTISE AND TRAINING OF STAFF**

The academy ensures that the SENDco has approved National qualifications or is working towards them (NPQ SENCo or equivalent).

Staff are continuously trained in SEN approaches.

We use specialist staff for numeracy, Literacy and emotional wellbeing support. Staff at Knole Academy are trained each academic year in identifying, teaching and supporting students with Special Educational Needs. Training needs are identified and acted upon through the appraisal process.

## **13. SECURING EQUIPMENT AND FACILITIES**

Pupils with SEN have access to laptops, speech to text software and reading pens. Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding or seek it by loan. For highly specialist equipment the school will seek the advice of the KCC Communication and Assistive Technology team. The school will seek to work in partnership with external advisors. However, if a particular piece of equipment is prohibitively expensive, difficult to deploy, or if the school has a similar or better one, Knole Academy may substitute an alternative.

## **14. EVALUATING THE EFFECTIVENESS OF SEN PROVISION**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets at the end of each term
- Reviewing the impact of interventions after nine weeks
- Using pupil questionnaires and Leuven scales
- Monitoring by the SENDCo
- Using provision maps to measure progress



- Holding annual reviews for pupils with statements of SEN or EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All clubs, trips and activities offered to students at Knole Academy are available to students with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary and compatible with health and safety, the school will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity. The school will use risk assessments when appropriate to consider health and safety issues. In addition, some clubs such as sports clubs, choir, etc. may require students to have a minimum appropriate skill level to be able to participate in the activities.

## 15. ACCESSIBILITY PLAN

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors have recently made improvements as part of the school's accessibility planning.

## 16. COMPLAINTS ABOUT SEN PROVISION

The normal arrangements for the treatment of complaints at Knole Academy are used for complaints about provision made for special educational needs.

If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contacted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.



## 17. PARENT SUPPORT SERVICES

[Information, Advice and Support Kent](#) (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education.

## 18. PARENTAL CONCERNS

At Knole Academy we provide special consideration on an individual basis if anyone is considered to have a specific special need. Any parent who feels that their child has such a need should contact the relevant form tutor in the first instance to explain their concerns which will be referred to the Pastoral Leader and SENDCo if necessary.



## 19. LOCAL AUTHORITY'S LOCAL OFFER

The local authority's local offer is published on their [website](#). Details to access it can also be found on the school website.



## 20. MONITORING ARRANGEMENTS

This policy was developed in consultation with representatives from the Governing Body, ParentSchool Association and parents of children with special educational needs and will be reviewed annually. The Governors will review this policy at least every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy. It will also be updated if any changes to the information are made during the year by the SENDCo.

|                                  |   |                   |                 |
|----------------------------------|---|-------------------|-----------------|
| <b>APPROVED</b>                  | By the Teaching & Learning Committee on 02.05.2025                                  |                   |                 |
| <b>REVIEW DATE</b>               | Annually  |                   |                 |
| <b>SIGNED HEADTEACHER</b>        |   | <b>PRINT NAME</b> | Mr D Collins    |
| <b>SIGNED CHAIR OF GOVERNORS</b> |  | <b>PRINT NAME</b> | Miss T Homewood |

## 21. LINKS TO OTHER POLICIES

This policy links to our policies on:

- Accessibility policy
- Admissions policy
- Behaviour policy
- Complaints policy (Parents)
- Data Protection policy
- Equality and Diversity policy
- Homework policy
- Students with Medical Needs policy
- Safeguarding and Child Protection policy



## APPENDIX 1 : GLOSSARY OF TERMS

### Glossary of Terms, Abbreviations and Acronyms

|          |  |
|----------|--|
| SEN      | Special Educational Needs                |
| SENDCo   | Special Educational Needs Co-ordinator   |
| DfE      | Department for Education                 |
| EHC Plan | Education and Health Care Plan           |
| SEN&D    | Special Educational Needs and Disability |
| LIFT     | Local Inclusion Forum Team               |
| FE       | Further Education                        |