



SEND Policy

Date reviewed:	January 2026	
Approved by:	Board	TBC
Next review due by:	January 2027	

For Office Use Only:

Policy Version: 1.0
To make changes to this policy, please
email admin@lincolnshiregateway.co.uk.



Contents

Introduction	3
Legislation	3
Definitions	3
Overview of SEND Stages.....	4
Academy Procedures.....	5
Identification of children with Special Educational Needs	5
Supporting children with special educational needs	5
Roles and responsibilities	6
Admission arrangements.....	9
Special Facilities	9
Complaints Procedures.....	9
Staff development.....	9
Partnerships with Parents, Outside Agencies and other Schools.....	10
Links with other schools and transfer arrangements	10
Monitoring and Evaluation Arrangements	11
Links with other Policies and Documents.....	11

Introduction

At Kidgate Academy we are committed to offering a high-quality inclusive education to ensure the best possible progress for all of our pupils whatever their needs or abilities.

The specific objectives of our SEND policy are:

- To value all of the pupils in our Academy equally and to have high expectations for all pupils, whatever their prior attainment.
- To eliminate discrimination and promote equality of opportunity for all.
- To identify pupils with special educational needs and disabilities as early as possible.
- To provide high quality provision and support by following the “Assess, Plan, Do, Review” process to
- To ensure that barriers to learning are removed and all pupils make the best possible progress.
- To ensure that there is regular and effective communication between parents and Academy staff so that parents are fully involved in the process of identifying and meeting the special educational needs of their child.
- To make all possible reasonable adjustments to ensure that children with special educational needs and disabilities have the opportunity to join in with all of the activities of the Academy, whenever possible/appropriate.
- To actively seek the views of the pupil and to fully involve them in the learning process.
- To promote effective partnerships and involve specialist outside agencies when appropriate.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEND is a priority for the whole Academy and is a part of the continuous cycle of Assess, Plan, Do and Review.

Legislation

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 SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities’ and schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school’s duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school’s responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don’t share it
- The Governance Handbook, which sets out governors’/trustees’ responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school’s obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- The general regulations of the Joint Council for Qualifications, which sets out the regulations and guidance for conducting public examinations, including the application for and use of access arrangements.

This policy also complies with our funding agreement and articles of association

Definitions

Special Educational Needs

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

They have a **learning difficulty or disability** if they have:

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

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

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The Academy will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

A child's special educational needs will be identified as belonging to one or more of the following broad areas of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and mental health Difficulties**
- **Sensory and/or Physical**

Overview of SEND Stages

Stages	
Initial Concern	When a pupil, who is causing some concern, in terms of their learning and progress, an Initial Concern form (Appendix A) and Identification of Needs form (Appendix C) will be completed. These will be completed by the Class teacher, with the pupil's parents/carers. This form will then be shared with the SENDCo and a decision will be made as to whether the class teacher needs to closely monitor the pupil for 6 weeks, or whether they meet the criteria for the SEND register. This will be discussed with parents.
SEN Support	Pupils who have been identified with a Special Educational Need or Disability and require " <i>provision different from or additional to that normally available to pupils of the same age.</i> " An Individual Education Plan (IEP) and One Page Profile (OPP) are put in place, which outlines the provision which will be provided. The IEP and OPP are reviewed at least once a term by the class teacher and three times per year by the class teacher, pupil and parents. Upon review, the appropriate next steps will be agreed and implemented. The SENDCo monitors the process and attends some review meetings. Relevant outside agencies may be involved at this stage.
Education, Health and Care Plan Needs Assessment	If a pupil's identified special educational needs meet the necessary criteria, and there is sufficient evidence to demonstrate that they cannot be met through the resources routinely available to the Academy, a request for an Education, Health and Care Plan Needs Assessment will be made.
Education, Health & Care Plan	An Education, Health and Care Plan (EHC Plan) is issued which outlines the precise needs of the child and the provision and support that is required to meet those needs. The child will also have an IEP and OPP in place which will be reviewed termly by the class teacher, pupil, parents and SENDCo. The EHC Plan is reviewed annually. (Also applicable for existing Statements of Special Educational Needs.)

Academy Procedures

Allocation of Resources

The budget is allocated by the Principal and the governing body, which includes provision for materials, resources, staffing and specialist support. The allocation of resources is reviewed throughout the year so that the Academy is able to be flexible and responsive to the needs of pupils, including those who join the Academy during the year.

Kidgate Academy is committed to the early identification of special educational needs and adopts a graduated response to meet these needs in line with the Special Educational Needs and Disability Code of Practice. The process of **Assess, Plan, Do, Review** is followed.

Identification of children with Special Educational Needs

Concerns that a child may have special educational needs may be raised in a number of ways, e.g. by the class teacher, parent, the pupil themselves, other staff members, a prior setting or via the Academy's routine pupil progress meetings. Slow progress and low attainment do not necessarily mean that a child has SEND, so a range of relevant information about the child is collected, including information from parents, other members of staff who work with the pupil and the results of further specific assessments and/or observations (**Assess**).

At this point an Initial Concern Sheet and Identification of Need form, will be completed by the class teacher, in consultation with parents and the SENDCo, all of the collected information will be considered, and a decision will be made. If it is agreed that the child does have identified special educational needs, and special educational provision is required to meet those needs, then the child will be placed on the Academy's SEND Register at SEND Support. If it is agreed that the child's needs could be expected to be met through high quality differentiated teaching, including any pupils who have a disability but do not have any identified special educational needs or learning difficulties, the child will be closely monitored for 6 weeks, before a decision is made as to whether they will be placed on the Academy's SEND register, or not.

Supporting children with special educational needs

"High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND."

In addition to high quality teaching, for those children at SEND Support, who have been identified as requiring special educational provision, an IEP and OPP are produced by the class teacher, in consultation with the SENDCo, parents and pupil (according to age and ability). The IEP, in conjunction with the OPP, will outline the provision that will be put in place to meet the child's needs (**Plan**). The special educational provision planned will be in addition to, and/or different from, the high-quality teaching routinely available to all children of the same age. The provision planned may include the implementation of appropriate strategies, adaptation to the curriculum or environment, the use of particular tools and resources, specific intervention programmes, access to additional adult support or specialist advice/support from relevant outside agencies. The provision is then put in place (**Do**).

If the Academy has evidence that a pupil is not making the expected progress despite significant support and intervention, further advice and support will be sought from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The child's progress is very carefully monitored, and the plan's effectiveness is reviewed each term at an IPP Review Meeting, or more regularly if appropriate (**Review**). Progress is measured both quantitatively (i.e. curriculum points progress) and qualitatively (e.g. confidence, level of engagement, motivation etc.). The pupil (according to their age and abilities), parents, class teacher and any other relevant staff are encouraged to be actively involved in reviewing the IEP and OPP and their views are recorded. The SENDCo monitors the process and attends some reviews. The child's progress is assessed and recorded, and a decision is agreed about the appropriate next steps.

- If the child's needs have been fully met, accelerated progress has been made and the child's level of attainment is now at an appropriate level, the IEP and OPP may cease and continue to be monitored.
- If the child continues to require special educational provision, the IEP and OPP will continue, and all targets and provision will be assessed for effectiveness. Any elements which have not been effective will be changed/adapted/ceased as appropriate.
- If there is sufficient evidence that a child's needs are so great that they cannot be met through sustained and significant support and intervention via an IEP and OPP and the resources routinely available to the Academy, a request for an Education, Health and Care Plan Needs Assessment may be made.

(Paper copies of the IEPs and OPPs are kept in the SEND file in each classroom, which is to be readily accessible for easy and regular reference. Electronic copies of all IEP and OPP reviews are saved centrally in the SEND folder on the Staff Share domain and on CPOMS).

For pupils who have Education, Health and Care Plans, in addition to the termly review of their IEPs and OPPs, their progress and the support outlined in their plan will be reviewed annually and a report provided for the Local Education Authority. If a pupil makes sufficient progress an EHC Plan, it may be discontinued by the Education Authority.

Roles and responsibilities

Provision for pupils with SEND is a priority for the Academy as a whole.

The Governing Body

A member of the **Governing Body, Mrs Melissa Hull**, has special oversight of the Academy's arrangements for SEND and meets with the SENDCo every term. They will report and feedback at full Governing Body meetings, however the Governing Body as a whole is responsible for making provision for pupils with special educational needs and disabilities.

They need to:

- have regard to the Special Educational Needs and Disability Code of Practice;
- support and monitor the SEND policy and review it as appropriate;
- do its best to secure the necessary provision for any pupil identified as having special educational needs and/or disabilities;
- ensure that parents are notified of a decision by the Academy that their child has a special educational need and/or disability and of the provision the Academy is providing;
- ensure all teachers are aware of the importance of providing for pupils with special educational needs and/or disabilities;
- report annually to parents on how the SEND policy is being implemented;
- are aware of the Academy's SEND provision, including the deployment of funding, equipment and personnel;

- ensure that a summary of SEND policy and the Academy's SEN Information Report is included on the Academy website.
- ensure that the Academy's information on the Lincolnshire Family Service Directory is updated.

The Principal

The Principal, Mrs Susan Cook, is the overall responsible person for Special Educational Provision. The Principal and the governing body delegate the day to day implementation of this policy to the Special Education Needs and Disabilities Co-ordinator (SENDCo).

The Principal will be informed of the progress of all vulnerable learners and any issues with regard to the Academy's provision in this regard through:

- analysis of the whole-school pupil progress tracking system
- maintenance and analysis of a whole-school provision map for vulnerable learners as supplied by SENDCo
- pupil progress meetings with individual teachers, Academy leaders and SENDCo as required
- regular meetings with the SENDCo
- discussions and consultations with pupils and parents

The Special Educational Needs Co-ordinator

The Special Educational Needs and Disabilities Co-ordinator (SENDCo), Mrs Julia Greenfield, is responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs.

The SENDCo's responsibility for co-ordinating SEND provision is:

- to write and review the SEND policy;
- to oversee the day-to-day implementation of the SEND policy;
- to write and review the SEN Information Report;
- to review the Academy's information on the Lincolnshire Family Service Directory;
- maintenance and analysis of whole-school provision map for vulnerable learners;
- identifying on this provision map a list of pupils with special educational needs – identifying those in receipt of additional SEND support from the Academy's devolved budget, those in receipt of High Needs funding and those with a current Education Health and Care Plan (EHC Plan);
- co-ordinating provision for children with special educational needs;
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners and ensure value for money.
- liaising with and advising teachers; offering professional support;
- contributing to the in-service training of staff;
- overseeing the records on all children with Special Educational Needs and/or disability;
- implementing a programme of Annual Review for all pupils an EHC Plan. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review;
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have an on-going special educational need which will require significant support;
- overseeing the smooth running of transition arrangements and transfer of information for all pupils who transfer from one phase of education to another;
- monitoring the Academy's system for ensuring that specific learning plans, where it is agreed they will be useful for a pupil with special educational needs and/or disability, have a high profile in the classroom and with pupils;
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs);

- meeting **at least termly** with each teacher to review and revise learning objectives for all vulnerable
- learners in their class who are being tracked on the Academy's provision map;
- meeting and consulting sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views, in conjunction with class teachers; ensuring SEND pupils receive appropriate support and high-quality teaching;
- attend Team Around the Child / Family (TAC/F) meetings, and if needed be Lead Professional, to support vulnerable children and families;
- attend PEP meetings for Looked after Child/ren (LAC) to support children and families;
- attending area SENDCo network meetings and training as appropriate;
- liaising with the Academy's SEND Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and/or disability (nationally, locally and within Academy);
- liaising closely with a range of outside agencies to support vulnerable learners;

Teachers

"High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching." "Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff."

"Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement." SEND Code of Practice.

Class Teachers are primarily responsible for the children in their classes, for addressing inclusion and for:

- providing quality first teaching for all pupils, which includes reasonable adjustments for some learners;
- providing adaptations, as needed, for children across the ability range; including individual planning for pupils with an EHCP when necessary.
- ensure any child with an EHCP, has tailored support to ensure they are accessing their EHCP outcomes and making the best possible progress.
- briefing Teaching Assistants and Midday Supervisors and obtaining feedback from them to help with the monitoring and assessment of children with Special Educational Needs and/or Disabilities;
- involving parents and ensuring a regular dialogue is maintained;
- provide opportunities for interventions and liaise with Teaching Assistants or professional who is delivering the intervention to monitor progress.
- record impact of interventions on the Provision Map Tracker each half term;
- complete Initial Concern form if any concerns arise for a pupil, which may lead to Special Educational Needs being identified. Ensure SENDCo receives this form and discussions take place;
- complete Identification of Needs forms to identify main area of need and what support is already in place;
- ensuring that the Principal and SENDCo are aware of any children who meet the criteria for SEND in their class;
- writing Individual Provision Plans (IEPs) and implementing targets in class;
- writing One Page Profiles (OPPs) and implementing strategies in class;
- attend Annual Reviews for any pupil in their class with an EHCP, and provide progress updates and information for the review.
- meeting **at least three times a year** and consulting sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views, in conjunction with the SENDCo; ensuring SEND pupils receive appropriate support and high-quality teaching;
- gathering the views of the pupil;
- meeting with outside agencies when appropriate;

- liaise with the SENDCo to agree which pupils are not making expected progress and need to access short term interventions but who do not have Special Educational Needs;
- provide the next year's class teacher with transition information regarding pupils on the SEND register.

Teaching Assistants

Teaching Assistants will support the teacher by:

- working with an individual or group of pupils to access the curriculum;
- implementing activities designed to achieve targets on an IEP;
- implementing strategies in OPP
- encouraging and promoting pupil independence;
- liaising with teachers, SENDCo and outside agencies, giving feedback and suggesting development;
- helping to prepare resources and adapting materials;
- gathering the views of the pupil;
- attending planning and review meetings as appropriate;
- facilitating good communication between home and school.

Teaching Assistants working as 1:1s with pupil's who have an EHCP will support the class teacher by completing the above points linked to the pupil's EHCP.

Outside Agencies

Outside Agencies assist the Academy when necessary and can be called on for support and advice. Involvement of outside agencies is through the SENDCo and Principal.

Admission arrangements

The Governing body has agreed with the Local Authority admissions criteria which do not discriminate against pupils with SEN or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice.

Special Facilities

Kidgate Academy welcomes applications for admission from the parents of pupils with mobility difficulties. The Academy has almost complete wheelchair access and there are two toilets accessible for disabled pupils.

Complaints Procedures

The class teacher works closely with parents at all stages of a child's education and should be the first port of call, in case of any difficulty. The SENDCo is also available to discuss any concerns or complaints that parents may have. If the issue cannot be resolved satisfactorily by these means then the Principal should be notified.

Copies of the Academy's complaint procedures can be obtained from the office, the Principal or the Academy website.

Parents of pupils with SEND or disabilities whose concerns cannot be resolved by the usual Academy procedures can request independent disagreement resolution. The Academy will make further information about this process available on request.

Staff development

The need for continuing professional development and in-service training for teachers and support staff is identified through the Performance Management and School Improvement processes.

All staff will be given the opportunity to attend relevant SEND courses and give appropriate feedback to the rest of the staff. The SENDCo gives regular input to staff meetings and staff training sessions. The SENDCo is routinely available to offer advice and guidance.

Partnerships with Parents, Outside Agencies and other Schools

Kidgate Academy strives to develop positive relationships with parents, carers, outside agencies and other schools. External support services play an important part in helping the Academy to identify, assess and make provision for pupils with special education needs.

The Academy may seek advice from the following specialist advisory teaching services and support agencies, plus any other agencies not listed which we are made aware of and are appropriate:

- Speech and Language Therapy Service
- Specialist Teaching Team
- The Working Together Team
- Pupil Reintegration Team
- Behaviour Outreach Support Service
- Educational Psychologist
- Healthy Minds
- Sensory Education Support Service
- Physiotherapy Services
- Occupational Therapy Service
- Child and Adolescent Mental Health Service (CAMHS)
- Academy's Medical Officers
- Children and Young People's Nurse
- Team Around the Family Coordinator
- ESCO Coordinator
- Birth to Five Service
- Portage Team (for pre-school children who will be entering Foundation Stage)

Partnership with parents

We acknowledge and draw on parent knowledge and expertise in relation to their child and work closely with parents to support children with SEND.

The Academy will make information about the **Parent Carer Forum and Liaise** available to parents of children with special educational needs. Parents of any pupil identified with SEND may contact them for independent support and advice.

Links with other schools and transfer arrangements

When pupils with SEND are due to transfer to another phase all SEND records, IEPs and OPPs will be passed on to their secondary school. Before they are sent on the parents of the children will have been informed of this process and will have signed a letter acknowledging this arrangement.

The SENDCo will also liaise with the secondary school SENDCos and pass on any relevant information regarding those pupils.

When pupils with Special Educational Needs or Education Health & Care Plans are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate options to be considered. The SENDCo will liaise with the SENDCo of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

Monitoring and Evaluation Arrangements

Evaluating the Effectiveness of the Policy

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

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

Monitoring the Policy

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

Links with other Policies and Documents

This policy links to the following documents:

- SEN information report
- The Local Offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / Child Protection Policy
- Complaints Policy
- Curriculum Policy
- Equal Opportunities Policy
- Assessment policy