

SEND Policy

Policy Monitoring, Evaluation and Review



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Rationale

This policy sets out the arrangements for Inclusion at Knighton Mead Primary Academy. It ensures clear, consistent practice across the school and is compliant with:

- Equality Act 2010
- SEND Code of Practice 0–25 (2014)
- Statutory Guidance on Supporting Pupils with Medical Conditions (2014)
- SEND and Alternative Provision Improvement Plan (2023)
- Keeping Children Safe in Education (latest edition)
- Public Sector Equality Duty (PSED)

At Knighton Mead Primary Academy, we believe that all children, regardless of starting points, should thrive and succeed in a safe and nurturing environment where differences are celebrated. We provide education for all pupils through appropriate differentiation, resources, and facilities. Our approach ensures that all pupils can access a broad, balanced, and relevant curriculum and achieve their full potential.

Aims

We aim to:

- Identify and meet pupils' needs as early as possible through assessment and timely intervention, particularly in Early Years and Key Stage 1.
- Ensure children with SEND are included in all aspects of school life, including playtimes, assemblies, and enrichment activities.
- Operate a whole-pupil, whole-school approach to the management and provision of SEND.
- Work in partnership with parents, carers, and external agencies to support pupils.

- Build strong foundations for independence, resilience, and social skills.
- Reduce barriers to learning and participation, particularly in early reading, communication, and social development.
- Prepare pupils with SEND for adulthood, including independence and transition to secondary school.

Partnership with Parents and Carers

We are committed to working in partnership with parents and carers by:

- Valuing their knowledge and expertise, particularly in Early Years and Key Stage 1.
- Offering regular opportunities for co-production of Pupil Outcome Passports (POPs).
- Providing practical workshops (e.g. phonics, speech and language strategies, home routines) to build parental confidence.
- Signposting to SENDIASS and other advocacy services.
- Ensuring information is provided in accessible formats.

Involvement of Pupils

We recognise that children should be involved in decisions about their education. We will:

- Use age-appropriate methods (e.g. drawings, talking mats, pupil passports) to capture pupil voice.
- Involve pupils in setting and reviewing targets.
- Encourage self-assessment and celebrate successes.

Implementation

We accept that pupils' needs should be identified and met as early as possible. Needs are considered across four categories (Cognition and Learning; Communication and Interaction; Sensory and/or Physical; Social, Emotional and Mental Health).

Our approach includes:

- The Graduated Approach (Assess–Plan–Do–Review), consistently applied across the school.
- Quality First Teaching as the foundation of all SEND support.
- Early intervention programmes, particularly in speech, language and communication.
- Evidence-based interventions tailored to individual needs.

Managing Pupils' Needs on the SEND Register

- Pupils on the SEND register will have a **Pupil Outcome Passport** with SMART targets, written in child-friendly language where appropriate. The BERA (Best Endeavours, Reasonable Adjustment) framework strategies will be implemented.
- Teachers will inform parents and the SENCO as soon as they have concerns about a child.
- Pupils with more complex needs may also have an Education, Health and Care (EHC) plan.
- Targets will be reviewed termly with parents and pupils.
- Interventions will be evidence-based, closely monitored, and regularly reviewed for impact.
- The SENCo will report termly to governors on provision, outcomes, and the use of SEND funding.

External Agencies

Where appropriate, the school works with a range of external professionals, including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Community Paediatricians and Health Visitors
- Early Help services
- CAMHS and medical professionals
- Learning, Communication and Interaction Support Service
- Early Years Support Team
- Visual/Hearing Support
- School Nurse
- Social, Emotional and Mental Health Support Team
- Virtual School (for LAC/PLAC pupils)
- Family Support Workers
- TMET Primary intervention Team

Induction and Transition Arrangements

- For Nursery/Reception starters, staff carry out home visits and liaise with early years providers.
- For mid-year or phase admissions, baseline assessments are prioritised to ensure swift identification of needs.
- Transition to secondary school includes enhanced visits, transfer of SEND records, and a transition passport.
- For pupils with EHC plans, the secondary SENCo is invited to annual reviews.

Access to the Environment

- Knighton Mead is accessible, with wheelchair access, an accessible toilet, and appropriate facilities.
- Adjustments such as step markings and classroom acoustics are in place for pupils with sensory needs.
- Pupils requiring specialist equipment are assessed to ensure support is provided.
- The school has an Accessibility Plan, reviewed every three years, to improve access to the curriculum, environment, and information
- Knighton Mead tries to make all trips inclusive by planning in advance and using accessible places and provide additional TA support for individual children as required.
- All children are welcome at our after and before school activities.

Governors

- A nominated SEND Academy Councillor meets regularly with the SENCo.

- Governors monitor the quality and impact of SEND provision and ensure effective use of funding.
- The SENCo provides an annual report to governors on SEND provision, attainment, and progress.
- The SENCo is a qualified teacher and holds/will achieve the NPQSEN qualification within three years of appointment.

Supporting Pupils and Families

- Parents are directed to the Local Authority Local Offer and the school's SEND Information Report.
- The Pastoral Support Lead provides daily support for families and pupils.
- Children with SEND are fully included in enrichment, trips, and extracurricular activities.

Appendices

- Glossary of SEND terms (for parents/carers).
- Flow chart of the Graduated Approach.
- Summary of interventions available at Knighton Mead (e.g. phonics groups, Attention Autism, nurture groups).
- Links to SEND Information Report and LA Local Offer.

Appendix

Glossary of SEND terms

ADHD (Attention Deficit Hyperactivity Disorder)

A condition that affects attention, concentration, and self-control. Children may be very active, impulsive, or easily distracted.

ASD (Autism Spectrum Disorder)

A developmental condition that affects how a child communicates, interacts with others, and experiences the world. Children may prefer routine and have sensory differences.

Annual Review

A meeting held once a year to review and update a child's EHCP.

CAMHS (Child and Adolescent Mental Health Services)

A health service supporting children with emotional, behavioural, or mental health needs.

Adaptation

When teachers adapt lessons to suit children with different learning needs.

Dyslexia

A learning difficulty mainly affecting reading, writing, and spelling. Children may also find memory and organisation harder.

Dyspraxia / DCD (Developmental Coordination Disorder)

A condition affecting movement and coordination. Children may seem clumsy or find motor tasks harder.

EAL (English as an Additional Language)

When a child's first language is not English. Support may be given to develop English.

Early Help

Support offered early to children and families to stop problems from getting worse.

EHCP (Education, Health and Care Plan)

A legal document for children with significant needs. It sets out the child's difficulties, support required, and future goals.

Element 3 Funding

Additional funding provided by the Local Authority to schools for children with the highest level of need. Helps to provide extra resources, staffing, or specialist support that goes beyond what schools normally provide.

Inclusion

Making sure all children can learn and join in school life, regardless of their needs.

Intervention

Extra support (small groups or 1:1) to help a child in areas such as reading, speech, or social skills.

Local Offer

Information from the local authority about SEND services and support for families.

OT (Occupational Therapy)

Helps children with everyday tasks (e.g. dressing, handwriting) and supports motor and sensory needs.

Phonics

A way of teaching reading by linking sounds (phonemes) with letters (graphemes).

POP (Pupil Outcome Passport)

A school plan with small, achievable learning targets for a child with additional needs.

SALT / SLT (Speech and Language Therapy / Therapist)

Supports children with speech, language, and communication needs.

SEN (Special Educational Needs)

When a child has greater difficulty learning than most others their age, or a disability that makes learning harder.

SENCo (Special Educational Needs Coordinator)

The teacher responsible for organising and monitoring SEND support in school.

SEND (Special Educational Needs and Disabilities)

A broad term covering all learning difficulties and/or disabilities needing extra support.

SEN Support

Help for children with SEND but without an EHCP, such as extra teaching or resources.

Sensory Needs

Difficulties with processing information from the senses (sight, sound, touch, taste, smell, movement). Children may be over- or under-sensitive.

TA (Teaching Assistant)

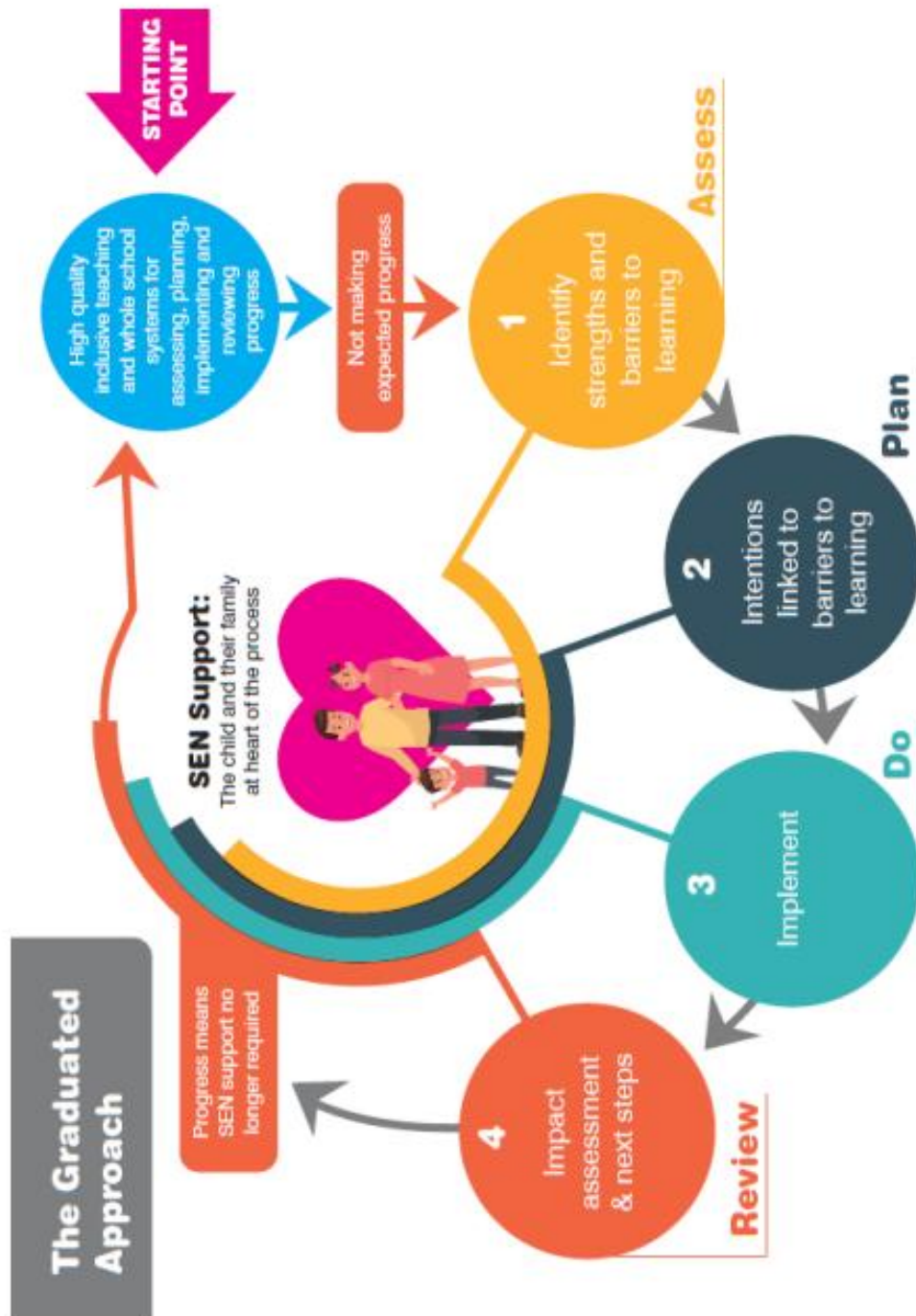
A member of staff who supports children in the classroom, often those with SEND.

Transition

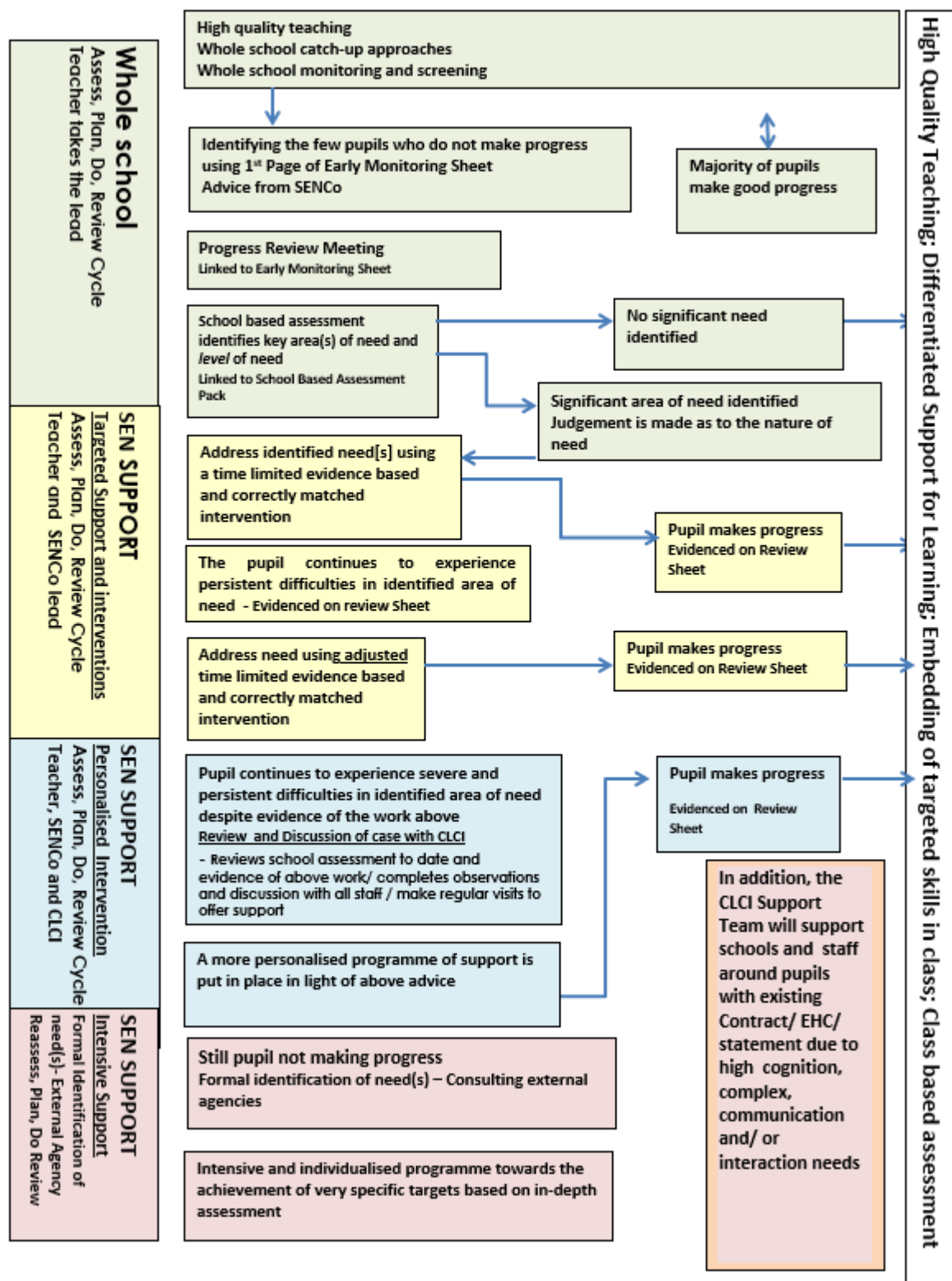
Moving from one stage of education to another (e.g. nursery to school) or between activities during the school day.

Flow chart of the Graduated Approach

Video explaining this - <https://youtu.be/abZ49B75ljg>



Identification Pathway



Summary of interventions available at Knighton Mead

Phonics

We use phonics to help children learn how letters and sounds go together. This supports early reading and spelling by breaking words down into manageable sounds.

Play Interaction

Play is a powerful way for children to learn social skills, communication, and turn-taking. Play interaction sessions help children practise sharing, co-operation, and developing friendships in a safe setting.

Inference

Inference groups support reading comprehension. Children learn how to “read between the lines” and understand meaning that isn’t directly written in the text, helping them become more confident readers.

Pastoral Support

This is extra care for children’s wellbeing. Staff provide guidance, a listening ear, and help with any worries, friendships, or challenges that may affect learning.

Emotional Check-ins

Regular check-ins allow children to share how they are feeling. This helps us spot worries early and support children to manage their emotions so they are ready to learn.

Precision Teach

This is a short, focused teaching method used to help children learn key words, spellings, or facts. Repetition and practice build confidence and long-term memory.

Attention Autism

A practical programme that helps children develop attention and communication skills through fun, motivating activities, often with visual and sensory elements.

Sibling Groups

Small groups where children who have siblings with additional needs can share experiences, gain support, and develop understanding.

Colourful Semantics

A visual approach to help children build sentences. Using colours to represent parts of a sentence makes it easier to learn grammar, vocabulary, and story-telling.

Social Interaction Group

These groups support children to practise skills like turn-taking, conversation, and co-operation, helping them to build positive relationships.

FunTime

A structured play-based group that develops social skills, sharing, and co-operation in a fun and engaging way.

Pre- and Post-Teach

Extra teaching given before (pre-teach) or after (post-teach) a lesson to help children understand key concepts and vocabulary, so they feel more confident in class.

Fine Motor Skills

Activities designed to strengthen the small muscles in hands and fingers, supporting handwriting, using scissors, and other everyday tasks.

Fluency Bee

A reading intervention that helps children build speed, accuracy, and confidence in their reading through repeated practice with support.

Lego Therapy

Children work together in small groups to build Lego models. Each child has a role (builder, supplier, engineer), encouraging teamwork, listening, and communication.

Write from the Start

A structured handwriting programme that develops fine motor control, pencil skills, and handwriting fluency through engaging activities.