



Special Education Needs Policy

&

SEN Information Report

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

Date written:	January 2025
Date of last update:	January 2025
Date of next full review	September 2026

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedure

Key Contacts

Position	Name	Contact information
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This policy will be reviewed **at least** annually. It will also be revised following any concerns and/or updates to national and local guidance or procedures.

This document follows statutory guidance from the Department for Education when performing their duties relating to Special Educational Needs and Disabilities.

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

Mission Statement

At Cross Keys, we believe in nurturing every child's unique potential with compassion, dedication, and understanding.

Our mission is to create a safe, caring, and supportive environment where all students are listened to and their needs are truly heard. We are committed to guiding them on their journey towards becoming confident, well-rounded individuals.

By fostering personal growth and development, we aim to empower our students to thrive both in school and in life, ensuring they are equipped with the skills, resilience, and independence needed to succeed in a changing world.

Ethos

- We create a nurturing, inclusive and supportive environment where every child receives the individual attention they need to succeed.
- We are always mindful of the well-being of one another. We are relentless in promoting the values of tolerance, honesty, kindness and consideration.
- We develop a passion for learning and a level of independence which helps young people thrive academically, socially, and emotionally.
- Our creative and meaningful curriculum prepares our students for adulthood and life after school.
- Our school is built on positive relationships and is a place where students, staff and parents have confidence in what we do because they know their opinion is valued, and they believe collectively in the school's direction

2. Legislation and guidance

This policy and information report 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 students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health, and care (EHC) plans, SEND Coordinators (SENDCOs) and the SEND information report

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

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for 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 the majority of the 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.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO at our school is Jon Hess. The SENDCO can be contacted via

Tel: 01843 602856 / 07884 147684

Email: jon.hess@kms.kent.sch.uk

The SENDCO will:

- Work with the Pastoral Team, Senior Leadership Team (SLT) and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' 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 that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Manage all interventions to ensure they are appropriate, efficient, and impacting on learning and student development
- Ensure the school keeps the records of all students with SEND up to date

4.2 The SEND Governor

The SEND Governor will:

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

4.3 The Headteacher

The Headteacher will:

- Work with the senior leadership team, middle leaders, SENDCo, and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any Learning Support Assistants and 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 students' progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The support provided for students

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

- Communication and interaction (for example, Autism, speech, and language difficulties)
- Cognition and learning (for example, dyslexia, dyspraxia)

- Social, emotional, and mental health difficulties (for example, ADHD (attention deficit hyperactivity disorder))
- Sensory and/or physical needs (for example, hearing impairments, processing difficulties)

5.2 Identifying students with SEND and assessing their needs

We will assess current skills and levels of attainment of each student upon entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- 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 the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

All students attending Cross Keys Learning have an Educational Health Care Plan (EHCP) which details the areas of need for each individual. The school will implement appropriate support as identified for individual student needs. This is monitored and assessed at least 3 times a year as part of the plan do review cycle. Any appropriate changes to provision will be discussed with teachers, parents/carers and students.

5.3 Consulting and involving students and parents

We believe that we can best meet the needs of individual children by working closely with parents/carers. We believe that good communication between the school and the home is essential. We aim to develop an effective and sustainable long-term partnership. We believe that an informed and supportive parent body will help raise standards and help children achieve their full potential.

We aim to develop partnerships between parents/carers and staff which are based on mutual trust and respect, and which promote the sharing of information and knowledge for the benefit of the children in our care. We aim to work together collaboratively, with a shared agenda and common sense of purpose in order to improve outcomes for all children.

Effective communications enable us to share our aims and values through keeping parents/carers well informed about school life. This reinforces the crucial role that parents/carers play in supporting the school in educating their children. We communicate through a range of different strategies. Some of our communications are a result of a statutory requirement, others reflect what we believe is important to our school.

We share information in the following ways:

Curriculum Updates

Parents/carers can access information through the schools' websites or by contacting staff directly.

Annual Reports

Each year we provide a written report to parents/carers on each student 's progress. This report also identifies areas of strength and areas for further development.

Consultation Meetings

Parents/Carers have the opportunity to meet with teachers, and senior leaders each term to discuss progress, celebrate successes, and to identify how parents/carers can support their child at home. Parents are able to look at their child's work during these meetings.

Annual Review of the EHCP

This is a meeting to determine whether or not the EHCP should be maintained and remains appropriate. The student 's progress against educational targets and outcomes are key and provides the basis for discussion about the provision required to meet the individual's needs. Detailed reports are written for this meeting by all professionals.

Learning Plans

Targets are set and reviewed 3 times a year, based against the educational outcomes identified within the students EHCP's. Students are supported to achieve the targets through quality first teaching, in-class adapted support and where appropriate small group and 1:1 intervention.

Newsletters

These are sent home and placed on our websites three times a year and keep parents/carers and other stakeholders informed of news and events about the school.

Weekly Emails

Teachers and/or Learning Support Assistants will email parents/carers at least once a week to provide a summary of student's success and communicate any difficulties and how they have been managed. Communication via email and/or telephone can also be completed on a more regular basis as required or if requested.

Day to Day Contact

We encourage parents/carers to first discuss any concerns or issues about their children with the class teacher. The class teacher will liaise with other staff as and when necessary. Parents/carers can make contact via a Home-School book, email or by telephone.

Celebrations/Assemblies

We encourage parents to attend any events arranged by the school to celebrate the success of the students. These will include Christmas service, Parent/carer consultation evenings.

Arrangements for Consulting with students and involving them in their Education

All children in our school are treated with dignity and respect. The school aims to fully personalise the curriculum for each student in order that they can access and experience success throughout their school life.

The School Council enables students to contribute and decide on aspects of school life relating to their needs. In addition, students take part in the selection process of staff by meeting and interacting with them and making recommendations to the selection panel.

The assessment and annual review process of EHCPs includes the choices and views of students. Where possible, students are encouraged to think of their own targets as part of this process.

5.4 Assessing and reviewing students' 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 students' needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or 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 students' own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student 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 students' progress.

Assessment and Recording

- Annual target setting based on a personalised formula and measured against prior attainment.
- Open Awards Programme criteria and Qualifications.
- GCSE Programme criteria and Qualifications.
- Functional Skills Awards Programme criteria and Qualifications.
- BTEC Awards Programme criteria and Qualifications.
- Individual Education Plans (IEPs)
- Therapy assessments and progress towards achieving outcomes in individual programmes.
- Attendance.
- Evidence of current levels through work scrutiny and moderation.
- Phonics assessment where applicable.
- Behaviour through Behaviour Management Plans and incident forms. Reporting to Parents

- Annual Review reports which include comprehensive reports on all educational subjects, therapy progress and life skills progress
- End of Term and Year reports
- Parents' / Carers' consultation meetings
- Home – school communication emails
- Telephone calls
- Home visits, where required

Student Voice

Cross Keys Learning has a student-centred culture. Students with SEND often have a unique knowledge of their own needs and circumstances and their own views about what they have difficulties with and what sort of help they would like to make the most of their education. They are encouraged and expected to participate in all the decision-making processes including the setting of learning targets and contributing to support plans.

The school holds student-centred annual reviews. Students contribute to and attend all or part of their annual reviews as appropriate to their age and level of maturity. Students contribute to their annual reviews through sharing their successes and reflecting on what they need to help them learn. Progress is shared, previous targets are reviewed, and new targets and actions are set with parents.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students' which information will be shared as part of this.

Transition can be an anxious time for both students and parents especially for some students who have SEND. As a school we recognise this and put a number of measures in place to offer support at this time. Advance planning for students in Year 11 is essential to allow appropriate options to be considered. Similarly, arrangements are made for students who will be joining our school in Year 11.

Transition planning meetings are held as early as possible prior to transfer. Parents, school staff and professionals involved with the students' educational well-being are invited to attend. The student is invited to some of this meeting as appropriate. Prospective students are invited to tour the school, meet new staff and undertake baseline assessments. Prospective students are encouraged to attend taster days to experience what life is like in the school and to help prepare for transition. Information is shared and actions are identified to support transition. The SENDCo will liaise with the SENDCo of the receiving school to ensure that effective arrangements are in place to support students at the time of transfer.

5.6 Our approach to teaching students with SEND

Our unique curriculum strives to meet the needs of all students, irrespective of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation. All learners should be able to access and flourish as part of our community irrespective of any learning needs or disabilities. Our curriculum is designed to be inclusive, accessible, and engaging for our SEND students to facilitate their success. All teachers at Cross Keys Learning are teachers of SEND.

Cross Keys Learning offers a differentiated and personalised approach to learning. Students access the curriculum at a level appropriate to meet their needs. Students are grouped according to age, stage, and general ability, which results in classes ranging from six to eight students.

- This model gives space for frequent reflection by students and for support from teachers.
- Through the continued revisiting of skills and positive behaviours our SEND students are able to refine their skills and practises.
- Our curriculum is also inherently differentiated as our students take on different roles in their projects, beginning with a role within their comfort zone but gradually exposing them to new competencies.

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We will also provide the following interventions:

- One-to-one weekly support
- Mentoring
- Literacy
- Numeracy
- LEXIA
- In class support
- One to one support
- Speech & Language Therapy
- Counselling
- Communication and Social Interaction

Our Curriculum

Implementation

The curriculum content of each subject is detailed in 5-year plans which ensures appropriate sequencing and delivery. The plans are mapped against the National Curriculum and coverage reviewed against the needs of the students at Cross Keys learning. Lower phase students follow a primary style curriculum which is adapted to prepare them for Entry level work as they enter the Upper School. The curriculum of the upper school is mapped against the requirements of Functional skill and Open Award qualifications in order that students can achieve relevant qualifications to help their transition post 16. GCSE qualifications are available in English and Mathematics.

Additional therapy is offered within the curriculum as well as through one-to-one therapeutic support, according to specific need and through a close working partnership between home and school. At Cross Keys Learning School, we have access to a range of therapeutic support including Speech and Language Therapy, Occupational Therapy and Counselling/Psychotherapy. These methods are cascaded down from therapists to teaching staff and methods are incorporated into learning and teaching. A thorough knowledge and understanding of each learner's needs and IEP targets are also crucial. We are committed to meeting the needs of each child as they are expressed in their Educational, Health and Care Plan.

Lower school phase

The curriculum contains the following specific lessons:

English (x5)

Mathematics (x5)

Science (x2)

Geography (x1)

History (x1)
Art & design (x1)
Health (x1)
ICT (x1)
Citizenship & wider studies (x1)
Independent living skills (x1)
Intervention (x2)
Phonics (x1)
Physical Education (x2)

Upper school phase

The curriculum contains the following specific lessons:

English (x5)
Mathematics (x5)
Science (x2)
Humanities (x1)
Art & design (x2)
Business & enterprise (x1)
Catering (x2)
Citizenship & wider studies (x1)
Health (x1)
Horticulture (x1)
ICT (x1)
Intervention (x1)
Physical Education (x2)

Wider curriculum

Careers visits
School trips e.g. Science/ geography
Lunchtime clubs – walking /chess & draughts/Computer club
Eric – Everybody reads in Class
Form time programme – (news, theme of the week, question of the week, quiz of the week, celebration)
School council
Inter- school sports competitions
Reward trips
Outside speakers

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all students can 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, larger fonts, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have several Learning Support Assistants who are trained to deliver interventions to meet a range of needs. Learning Support Assistants may work with students 1:1 or in a small group. Support may be delivered in or out of class. These are decisions made by the SENDCo in discussion with class teachers on a case-by-case basis so that we can best meet the needs of each student. Additional support and Access Arrangements for examinations are implemented in the classroom and in examinations.

We work with a range of agencies to provide support for students with SEND. Where children are experiencing needs which cannot be met by the school or the above services, the SENDCo will work with the LA to access appropriate services where these are available.

5.9 Supporting students with Medical Conditions

We recognise that students at the school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under Equality Act 2010.

Some students with medical conditions may also have special educational needs and where this is the case the college will comply with the SEND Code of Practice 0 – 25 (2014)

5.10 Expertise and training of staff

Our SENDCo is experienced in coordinating the needs of young people with SEND and has worked in a number of different educational settings. We have a team of Learning Support Assistants, who are trained to deliver SEN provision.

Where appropriate and subject to the availability of funding the school may engage external expertise to provide the required expertise support and training.

Staff are keen to continue to develop their range of skills within the field of special educational needs. The School Improvement Plan outlines areas for development and the training schedule relates directly to this. In addition, senior and middle leaders have action plans that are associated with their additional areas of responsibility, which again link directly to the School Improvement Plan.

5.11 Facilities and equipment

The following facilities are available across the school:

- ICT
- food technology
- art
- sensory room
- outdoor learning areas.
- access to sports field.
- minibus.

5.12 Evaluating the effectiveness of SEND provision.

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Monitoring by the SENDCo
- Rigorous monitoring by the senior leadership team
- Using learning plans to measure progress
- Holding annual reviews for students with EHC plans

Admission criteria

All students admitted to Cross Keys Learning have statements of Special Educational Needs/ Education Health Care plans. The school offers small groupings with supportive and committed staff, experienced in providing a clearly structured education. We provide a broad and balanced curriculum in line with statutory requirements, personalised learning programmes, one-to-one and small group work to address literacy and numeracy difficulties and support to students towards improving their behaviour and ability to cope with wider social interactions.

Cross Keys Learning is fully committed to ensuring that the application of this Admissions Policy is non-- discriminatory in line with the UK Equality Act (2010) and takes account of Keeping Children Safe in Education (KCSIE). We welcome students irrespective of their gender, race, religion, ethnic or national origins, disability or special educational needs, if there are good prospects of meeting their needs without unduly prejudicing the education and the welfare of other students.

We recognise that factors governing student admissions are complex and vary from case to case. These factors might include:

- Nature of the student's needs and previous educational experiences
- Recommendations/ expectations of the referring body
- Wishes of the parent/ carer and student

For more information, please refer to our Admissions Policy

5.13 Enabling students with SEND to engage in activities

Cross Keys Learning is committed to offering an inclusive curriculum to ensure the best possible progress and outcomes for all our students, whatever their learning needs or disability. We aim to “provide a supportive environment in which individuals feel valued, grow in confidence and fulfil their potential for academic, moral, social and physical development...” Our vision for young people with Special Educational Needs and Disabilities (SEND) is that they achieve the very best they can from their education to lead happy, healthy, independent, and rewarding lives. We ensure that:

- All our extra-curricular activities and school visits are available to all our students.
- All students are encouraged to go on our residential trips.
- All students are encouraged to take part in sports activities.
- No student is ever excluded from taking part in these activities because of their SEND or disability.

5.14 Support for improving emotional and social development

At Cross Keys Learning, we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching for instance e.g. PSHE, registration time and indirectly with all conversation adults have with students throughout the day.

We provide support for students to improve their emotional and social development in the following ways:

- students are encouraged to be part of the student council.
- students are also encouraged to take part in lunch time activities and extracurricular activities to promote teamwork/building friendships.
- Students are supported with Pastoral Check-in sessions with a key member of staff
- Students have access to mentoring sessions.

We have a zero-tolerance approach to bullying and discriminatory behaviours.

5.15 Working with other agencies

At Cross Keys Learning we recognise the need for specialised support for many students with SEND and their families. Where the needs of the child cannot be fully met by expertise within school, we work with a large network of external agencies to support our students. These include Professionals from health and social care, Professionals from the LA support services, Speech and Language Therapists, Counselling Service, Outreach services and Voluntary organisations.

5.16 Complaints about SEND provision

The school aims to provide a high-quality education and service for all its students. Complaints and concerns regarding provision are treated seriously and are seen as a constructive part of school development. The school has a Complaints Policy available for further information (available on the school website).

If a student wishes to make a complaint, they can talk to any member of staff at the school they feel comfortable talking to. As a school we would also advise students to talk to their tutor. Parents and carers are always free to contact the headteacher or a member of the senior leadership team to discuss any concerns. If the problem is still not resolved, parents and carers have the right to take their complaint to the Chair of Governors.

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy if the complaint is not resolved. This can be found on Cross Keys Learning's website.

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.17 Contact details of support services for parents of students with SEND

If parents would like independent advice and support we would encourage them to contact the Information Advice and Support Kent (IASK) 03000 41 3000 isak@kent.gov.uk

IASK offers expert advice, advocacy, and mediation for parents/carers of children and young people with SEND on any issues related to Education, Health, and Social Care

5.17 Contact details for raising concerns

If parents or carers would like more information about their child or have a concern, they should speak to:

- Their child's Class Teacher
- The Special Needs Coordinator:

Class teachers are available at the start and end of each day. Please be mindful that at the beginning of the day teachers have responsibility for their class and so may need to arrange a time to meet with you to discuss your concerns. Appointments can be made to speak to SENDCo or the headteacher by speaking to a colleague in our main office. Please give the office a brief outline of what you wish to discuss so that we are best able to help you when we meet.

The school telephone number is: 01843 602856 **Email:** enquiries@crosskeyslearning.com

5.18 The local authority local offer

Local authorities ("LAs") have legal duties to identify and assess the special educational needs ("SEN") of children and young people for whom they are responsible. LAs become responsible for a child or young person in their area when they become aware that the child or young person has or may have SEN. You can access services and support offered by the Local Authority.

Our local authority's local offer is published here:

https://www.kent.gov.uk/data/assets/pdf_file/0005/18734/IASK-the-SEND-Local-Offer.pdf

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo yearly. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

In addition, the SENDCo produces termly and annual reports to SLT and the Governors. These reports include;

- Termly and annual success rates for SEND students based against their educational outcomes.
- Termly and annual success rates for students based against their targets for the following areas
 - Communication and Interaction (including Autism Spectrum Disorder)
 - Cognition and Learning
 - Social, Emotional and Mental Health Difficulties
 - Sensory and/or Physical Needs
- Individual tracking through progress and attainment grades and monitoring records
- Student feedback
- Parent feedback
- Leavers Destination

7. Links with other policies and documents

This policy links to our policies on:

- Admissions Policy
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting students with medical conditions
- Teaching and Learning Policy
- Curriculum Policy
- Safeguarding & Child Protection Policy