Cross Keys Learning

# SEND Policy and Information Report

**Date of last review** ___October 2026_____

**Reviewed by** ___J. Hess_____

**Agreed by** ___Mark Beaman_____ **Date** __3/11/26

**Date of next review** ___October 2027_____

# Contents:

Mission Statement

1. Legislation and guidance
2. Aims
3. Roles and responsibilities
4. Identifying SEND
5. Safeguarding
6. The universal offer
7. SEND support
8. Admissions
9. Examination access arrangements
10. Transition
11. Consulting and involving students, parents and carers
12. Funding for SEND support
13. Reviewing EHC plans
14. Supporting students moving between phases and preparation for adulthood
15. Managing complaints
16. Staff training and improving practice
17. Use of data and technology
18. Publishing information
19. Joint commissioning, planning and delivery
20. Local Offer
21. Monitoring and review

## 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

Cross Keys Learning believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework the school will use in meeting its duties, obligations, and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health, and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.

- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

# 1. Legislation and guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Supporting pupils at school with medical conditions'
- DfE 'Working Together to Safeguard Children'
- DfE 'Mental health and wellbeing provision in schools'
- DfE 'School Admissions Code'
- DfE 'Keeping children safe in education'
- Equality and Human Rights Commission (EHRC) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equality Policy
- GDPR & Data Protection Policy
- Mental Health & Well-being Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Education and Guidance Policy
- Exclusions Policy
- Behaviour Management Policy
- Complaints Policy
- Accessibility Policy
- Safe use of AI Policy

## 2. Aims

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the school will:

- 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
- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
  - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
  - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
  - An Inclusion Strategy about the implementation of the school's policy for pupils with SEND.

## 3. Roles and responsibilities

**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 SENCO will be responsible for:

- Collaborating with the Advisory board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.

- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant Advisory board members and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents, and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Advise on the graduated approach to providing SEND support
- 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

**The SEND Advisory Board**

The Advisory board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Advisory board on this
- Work with the SENDCo and SLT to determine the strategic development of the SEND policy and provision in the school

**The Headteacher**

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high-quality teaching and a positive and enriching educational experience for all pupils, including pupils with SEND.

In enacting this policy, the headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers, and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the Advisory board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Work with the senior leadership team, middle leaders, SENDCo, and SEND Advisory board member to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of students with SEND and/or a disability

**Class teachers**

Teachers will be responsible for:

- Ensuring they follow this SEND policy.
- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- 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
- Keeping the relevant figures of authority up to date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.
- Working with the SENDCo to review each students' progress and development and decide on any changes to provision

# 4. Identifying SEND

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.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs

The school will use a range of indicators to identify a pupil's difficulty and plan provision, including before the child arrives at the school:

- Whenever possible, a member of the SEND team will attend Year 5 and/or Year 6 Annual Review Meetings for pupils with EHC Plans
- Admissions information including routine reading and spelling assessments, KS2 test scores (where used) and Year 6 annual reviews are used to inform provision

Identification of pupils with SEND will be continuous through children's time at the school. Staff will be expected to remain alert to events that can lead to learning difficulties, such as bereavement or bullying.

The school will maintain a list of pupils who have been recognised as having SEND. The records will be held centrally and kept securely. In some circumstances the records may be shared with external agencies, for example, for safeguarding issues or on transition to another school.

## 5. Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming, and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.

- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- The need for intimate care or that these pupils are isolated from others.
- Increased dependence on adults for care.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and Advisory board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Positive handling Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and the DSL will investigate these indicators in collaboration with the SENCO.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENCO.

## 6. The universal offer – 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 students 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 for 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
- In class support
- One to one support
- Speech & Language Therapy
- Counselling
- Communication and Social Interaction
- Occupational Therapist
- THRIVE and TISUK

**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 student'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.

**<u>Lower school phase</u>**

The curriculum contains the following specific lessons:

English (x5)
Mathematics (x5)
Science (x2)
Geography (x1)
History (x1)
Art & design (x1)
Health (x1)

Digital Skills (x1)
Citizenship & wider studies (x1)
Design & living (x1)
Intervention (x1)
Phonics (x2)
Physical Education (x2)
Performing Arts (x1)

**Upper school phase**

The curriculum contains the following specific lessons:

English (x5)
Mathematics (x5)
Science (x2)
Humanities (x1)
Art & design (x2)
Catering (x2)
Citizenship & wider studies (x1)
Health (x1)
Digital Skills (x1)
Intervention (x1)
Physical Education (x2)
Vocational Studies (x1-2)*
Humanities (x1-2)*
**Dependant on group*

**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

**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.

**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.

**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 (January 2015)

The universal offer will include:

- Ambitious leadership and governance that embed inclusion within strategic planning and school improvement.
- Evidence-informed practice that prioritises early intervention and prevention.
- High-quality, adaptive teaching and a broad, balanced curriculum designed to be accessible for all learners.
- Accessible and enriching opportunities beyond the classroom.
- A safe, calm, and respectful culture that promotes belonging, engagement and strong attendance.
- Strong partnerships with parents, carers, and external services.
- Inclusive physical environments, with ongoing improvements to accessibility.

The school will ensure that all staff are appropriately trained and supported to deliver inclusive practice. Teachers, leaders, and the SENCO will work collaboratively to ensure that communication is clear and that provision is well coordinated. Inclusive practice will remain an integral element of everyday teaching and learning.

The school will take a whole-school approach to inclusion. Support for individual pupils will sit within a clearly defined, strategic framework that promotes inclusive practice for all. The school will proactively plan its inclusive provision through its inclusion strategy, setting out how it will remove barriers to learning and how available resources will be used to strengthen inclusion.

The school will align its practice with national guidance and emerging inclusion standards, ensuring that its approach is evidence-informed and that inclusion is built into systems, environments, and curriculum design.

Through this universal offer, the school will aim to ensure that the majority of pupils' needs are met effectively within the provision, reducing the need for escalation and ensuring that support is timely, proportionate, and responsive.

# 7. SEND support

The school recognises its statutory duty to provide a broad and balanced curriculum for all pupils. High-quality, adaptive teaching will be the first response to pupils who have or may have SEND and forms part of the school's universal offer.

### High-quality teaching

Teachers at the school will:

- Set high expectations for every pupil.
- Deliver adaptive teaching that removes barriers to learning.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Provide appropriate support for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Be 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.

### Identifying the need for additional support

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENCO.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data, and expectations of progress.
- Discussion with the pupil and their parent.
- Professional judgement informed by evidence-based approaches.

Where additional needs are identified that cannot be met through the universal offer alone, the school will provide targeted support.

### Graduated approach

The school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- **Assess**: A clear understanding of the pupil's needs will be established, drawing on assessment data, teacher observations, parental views, and, where appropriate, specialist advice.
- **Plan**: Adjustments, interventions and support will be agreed, alongside intended outcomes and a clear review date.
- **Do**: The agreed support will be implemented. Class teachers will retain responsibility for the pupil's progress.

- **Review**: The effectiveness of the provision will be evaluated against agreed outcomes.

### Targeted and targeted plus support

In line with emerging national reform proposals, SEND support may align with flexible layers of provision:

- Targeted support – delivered within the classroom provision.
- Targeted Plus support – involving specialist advice and multi-agency collaboration.

Where appropriate, the school will seek advice from external professionals and work collaboratively with education and health services to strengthen provision.

Provision and outcomes will be recorded securely and may, in future, align with digital Individual Support Plans (ISPs), subject to statutory guidance.

### Escalation to specialist support

The school will ensure that all reasonable adjustments and graduated support have been implemented before referring to external services.

### Pastoral and communication support

The school will consider whether additional pastoral support, mentoring or communication support is required to enable pupils with SEND to access learning effectively.

### EAL

The school recognises that having EAL does not equate to having SEND.

Where pupils with EAL make slower progress, the school will carefully assess whether this relates to language acquisition or an underlying special educational need. Consideration will be given to the pupil's home language, culture, prior educational experience, and broader development.

Support will be tailored accordingly and based on evidence-informed practice.

## 8. Admissions

The school will ensure it meets its duties set under the DfE's 'School Admissions Code,' the Children and Families Act 2014 and the Equality Act 2010 by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.

- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.

Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

The school is committed to being an inclusive setting and will seek to meet the needs of pupils with SEND within its resources and in line with statutory duties.

Arrangements for admissions are set out in the school's Admissions Policy and are published on the school website.

**Naming in an EHC Plan**

Where the LA consults the school about naming it in a child's EHC plan, the school will respond within statutory timescales.

The school may make representations to the LA where it believes that placement would be unsuitable on the grounds permitted by law, including where it would be incompatible with:

- The efficient education of others, or
- The efficient use of resources.

Before making such representations, the school will consider whether reasonable adjustments, additional support, or alternative arrangements could enable the placement to be successful.

## 9. Examination access arrangements

An examination access arrangement granted in Year 6 will not automatically carry over into Year 7. In KS3, access arrangements may be considered where a need is identified by teachers and/or parents and communicated to the SENCO, provided the relevant examination board criteria are met.

In KS4, pupils with SEND will be formally assessed to determine eligibility for access arrangements in external examinations.

The SENDCo will collate evidence of a normal way of working, through teacher statements, and evidence in student's books. Additional information will be taken from the students EHCP as well as any other appropriate external agency documentation. The SENDCo will complete the relevant documentation to support and receive access arrangements.

## 10. Transition

The school recognises that effective transition planning is essential to securing positive educational, social, and emotional outcomes for children and young people with SEND. Transitions will be carefully planned, timely and person-centred.

Transition planning will apply to:

- Primary to secondary transition

- In-year transfers
- Transition between layers of support
- Transition to post-16 education, training, or employment
- Preparation for adulthood

### Primary to secondary transition

The school will:

- Begin transition planning early for pupils joining Cross Keys Learning.
- Provide additional visits, information sessions, and transition activities where appropriate.
- Ensure that receiving staff are fully informed of the pupil's strengths, needs, and successful support strategies.
- Engage parents and pupils in transition planning.

### Transition between layers of support

In line with emerging national reform proposals, the school recognises that pupils may move between Universal, Targeted, Targeted Plus and Specialist layers of support over time.

The school will:

- Ensure movement between layers is timely and responsive.
- Avoid unnecessary delays or bureaucratic escalation.
- Support reintegration to mainstream provision where appropriate.
- Maintain continuity of provision through secure and accurate record keeping.
- Ensure that annual reviews are held in sufficient time prior to key phase transfers.
- Contribute to reviews in line with statutory timescales.
- Work with the LA to plan and, where necessary, commission appropriate provision at the next setting.
- Ensure that pupils and parents are actively involved in discussions about future placements.

### Preparation for adulthood

The school recognises that preparation for adulthood should begin early and not be limited to post-16 planning.

The school will:

- Support the development of independence, resilience, and self-advocacy skills.
- Ensure access to independent careers guidance where appropriate.
- Engage with further education providers, employers, and external agencies to support progression.
- Promote opportunities for pupils with SEND to participate fully in school life and wider community experiences.

### Multi-agency partnership

The school will work collaboratively with the following to ensure that transitions are coordinated, information is shared securely and families receive consistent support.

- Early years providers
- Secondary schools and colleges
- The LA
- Health services

- Best Start Family Hubs
- External professionals

## 11. Consulting and involving students, parents and carers.

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.

The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress. Parents will be treated as equal partners in planning and reviewing support.

The school will provide regular information to all parents about their child's progress. Where a pupil is receiving SEND support, structured review meetings will take place at least three times each academic year. The class teacher, supported by the SENCO where appropriate, will meet with parents to agree outcomes, review progress, and refine provision.

The school recognises that families should not have to navigate complex systems or wait for difficulties to escalate before receiving support. Communication will be clear, timely and coordinated. Where appropriate, families will be signposted to additional sources of support, including LA services and Best Start Family Hubs.

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.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, recognising their strengths as well as needs.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Enable the pupil to express their views, wishes and aspirations in developmentally appropriate ways.
- Recognise the expertise of parents.
- Identify meaningful, measurable outcomes.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

Parents and carers will be involved at each stage of the graduated approach ('assess, plan, do, review').

In line with emerging national reforms, the school recognises that pupils may access different layers of support over time. Parents will be informed and involved in decisions about movement between Universal, Targeted, Targeted Plus and Specialist support, ensuring transparency and shared understanding.

Provision and agreed outcomes are recorded through digital systems such as Individual Support Plans, subject to statutory guidance.

Where necessary, the school will facilitate support from an advocate or independent supporter to ensure that parents' views are heard and acknowledged.

The school will ensure that discussions with pupils and parents increasingly focus on longer-term aspirations, independence, and preparation for adulthood, particularly from Year 9 onwards where applicable.

# 12. Funding for SEND support

Where additional pupil needs are identified the school will provide early intervention support for the benefit of pupils identified with SEND.

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider referrals for diagnosis as well as requests for 1:1 funding where appropriate.

**Where an EHC plan is issued**

Where an EHC plan is issued:

- The LA will consult the school before naming it in the plan.

- The school will provide its response within 15 days.
- The school will admit any pupil for whom it is named in an EHC plan.
- All relevant staff will be informed of the pupil's needs and the provision required.
- Provision will be implemented in full and monitored for effectiveness.

In line with emerging reform direction, statutory support may in future align with clearly defined Specialist Provision Packages delivered within mainstream or specialist settings. The school will ensure readiness to operate within any revised national framework.

**Multi-agency and review responsibilities**

The school will work collaboratively with the LA, health services, and other professionals to ensure that:

- Provision is coordinated and delivered effectively.
- Outcomes remain appropriate and ambitious.
- Reviews are timely and person-centred.
- Transition planning is embedded within annual reviews.

## 13. Reviewing EHC plans

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care, and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the Advisory board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

### Preparing for changes to EHC plans

The school is aware that national SEND reform proposals include changes to the review process for EHC plans.

Subject to legislative change, EHC plans for school-aged pupils may in future be formally reviewed at the end of key stages by the LA. These reviews would draw on appropriate education, health, and care expertise to ensure that provision remains suitable and proportionate. Annual reviews are expected to continue for children in the early years and for young people in post-16 education.

From September 2029, children and young people with existing EHC plans may have their needs considered at key transition points, including the end of primary, secondary, and post-16 phases. Following review, pupils may either:

- Move to a nationally defined Specialist Provision Package.
- Receive support through an ISP alongside access to the Experts at Hand service.

ISPs, where implemented, will record day-to-day provision for pupils receiving targeted or specialist support and will be reviewed at least annually.

During any transition period, children and young people in mainstream settings will retain their existing EHC plans and associated provision until they complete their current phase of education or choose to move to the revised system. The first cohort is expected to begin transition assessment from September 2029, with implementation from September 2030.

The school will monitor legislative developments and will update its policy and procedures once statutory changes are confirmed.

## 14. Supporting students moving between phases and preparation 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.

The school recognises that support towards greater independence, participation and employability can be life-transforming for pupils with SEND. Preparation for adulthood will begin early and will be centred on each pupil's aspirations, strengths, interests, and needs.

The school will ensure that pupils are supported at developmentally appropriate levels to make successful transitions to the next stage of education, training, or employment.

Preparation for adulthood will be embedded across the curriculum and wider school experience and will promote:

- Independence and resilience
- Communication and self-advocacy skills
- Social inclusion and participation
- Employability and career readiness
- Positive physical and emotional wellbeing

The school will:

- Ensure that the EHC plan review includes a focus on preparing for adulthood, with additional focus on transition and preparing for adulthood from Year 9 onwards.
- Build transition planning into the revised EHC plan to identify appropriate post-16 pathways for higher education and employment, and support preparation for independent living, maintaining good health in adult life and participating in society.
- Support preparation for independent living, maintaining good health and participating in society.
- Provide access to independent and impartial careers guidance from Year 8 to Year 11.
- Seek partnerships with employment services, businesses, housing agencies, disability organisations, and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve.
- Engage with FE providers as necessary to help plan for any transitions.
- Share relevant information securely with future destinations to promote continuity of support.

The school's Careers Policy details how the school will fulfil its statutory duties under section 42 of the Education Act 1997 and work with pupils with SEND to ensure they are prepared for the workplace.

# 15. Managing complaints

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 a representative of the Advisory Board.

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

## 16. Staff training and improving practice

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy.

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 prove the required expertise support and training.

The school SENCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

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 relate 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.

## 17. Use of data and technology

The school will adopt a safe, secure, and evidence-informed approach to the use of data, digital systems, and technology to support children and young people with SEND.

All information about pupils will be kept in accordance with the school's Data Protection Policy, and Pupil Confidentiality Policy. The school will always comply with the UK GDPR and the Data Protection Act 2018.

**Record keeping**

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour, and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Support effective monitoring of progress, behaviour, and development.
- Be kept securely so that unauthorised persons do not have access to it, as far as reasonably practicable.

The school will use assessment information, progress data, and professional insight to identify emerging barriers to learning at the earliest opportunity. Data will inform planning, review, and evaluation of support to ensure provision remains responsive and effective.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

### Digital systems and future deployments

The school will develop and maintain digital systems that support effective record keeping, secure information sharing and continuity of provision, particularly at transition points.

The school will prepare for potential future national developments, including the possible introduction of digital Individual Support Plans (ISPs), ensuring that systems are adaptable and compliant with statutory requirements.

Any digital tools used by the school, including those incorporating Artificial Intelligence (AI), will:

- Be evidence-based and ethically sound.
- Demonstrate clear educational benefit.
- Support high-quality teaching rather than replace it.
- Protect data security and confidentiality.

The school will critically evaluate any screening or identification tools before use and will ensure that any such tools are linked to effective, evidence-informed interventions. Digital tools which incorporate AI will be used in line with the school's Safe use of AI Policy.

Assistive technology may be used where appropriate to support access to learning and promote independence, particularly for pupils with sensory, physical or communication needs. Staff will receive appropriate training to ensure effective and proportionate use.

### Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.

- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the GDPR and data protection Policy at all times.

## 18. Publishing information

The school will publish information on the school website about the implementation of this policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The Inclusion Strategy will be prepared by the Advisory board and will be published on the school website.

## 19. Joint commissioning, planning, and delivery

The school will work closely with local education, health, and social care services to ensure pupils get the right support.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The school will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.

The school will plan, deliver, and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

## 20. Local offer

The school's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative**: Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible**: The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive**: The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health, and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice, and support, as well as how to make complaints about provision or appeal against decisions.
- The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up to date.

The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

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/search?query=Local+offer

## 21. Monitoring and review

The policy is reviewed on an annual basis by the headteacher in conjunction with the Advisory board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is October2027.