Special Educational Needs and Disability (SEND) Policy

Date of Review: September 2026
Reviewed by: Miss V Roberts, SENDCo
Agreed by Governors: September 2026
Frequency of Review: Annually
Date of Next Review: September 2027
Headteacher: Mr T Lane
SEND Governor: Ms H Goode

INTRODUCTION

1 President Kennedy School is an outstanding school that is committed to Building Brighter Futures for its students. We are proud of our "no barriers" approach to education, ensuring children of all abilities and from all backgrounds are encouraged to set high goals and work hard to achieve them.

President Kennedy School's SEND policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- The Children and Families Act 2014
- SEND Code of Practice 0-25 January 2015
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils in School with Medical Conditions April 2014
- The National Curriculum in England: Key stage 1 & 2 Framework (December 2014)
- Teaching Standards (2012).

AIMS OF SEND POLICY

2 The aims of the SEND policy and practice in this school are:

- To ensure high aspirations for every student with SEND.
- To ensure that all students meet their individual progress milestones, which will allow them to achieve appropriate educational outcomes and move onto positive destinations.
- To ensure that parents of students with SEND are kept informed of their child's progress and attainment.
- To ensure that all students have access to a broad and balanced curriculum through high quality inclusive teaching.
- To ensure the schools provision for students with SEND is based on a careful analysis of needs and is monitored.
- To provide an appropriate curriculum with high quality teaching.
- To ensure the identification of all students requiring additional provision to support their SEND needs as early as possible in their school career.
- To ensure that students with SEND are engaged with the full range of activities on offer.
- To ensure that students with SEND are involved, where practicable, in decisions affecting their future provision.

- To ensure the school's leadership team consider how to make the best provision for students with SEND and effectively respond to the changing landscape.

3 Also, in light of The SEND Code of Practice and requirements of The Equality Act 2010, which places a duty to promote disability equality on all public bodies, President Kennedy School has due regard for the need to:

- Eliminate direct or indirect discrimination
- Eliminate harassment or victimisation related to a disability
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- Promote equality of opportunity between disabled people and non-disabled people
- Promote good relationships between disabled and non-disabled children and young people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities even when that involves treating disabled people more favourably than non-disabled people.

4 These duties combine to ensure access to education and the inclusion of disabled students in every area of President Kennedy life. The disability discrimination duties provide protection from discrimination, the planning duties provide for improvements in access and the SEND framework provides auxiliary aids and services.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

5 A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

ADMISSIONS

6 The Local Governing Committee (LGC) believes that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the Code of Practice, in that it has "adopted fair

practices and arrangements that are in accordance with the Schools Admission Code for the admission of children without an EHC plan." (Code of Practice 2014).

7 The school also has regard to the Equality Act 2010, and does not discriminate against students with a disability.

CODE OF PRACTICE FOR SEND:

IDENTIFICATION OF SEND

8 The term 'special educational needs' (SEN) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. SEND students will have additional needs in one of the four areas listed below, as described by Coventry City Council:

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

9 President Kennedy is an inclusive mainstream school. The school's management information system, (which corresponds with the descriptors published by Coventry City Council), captures information about the students who have been identified as having significant needs using the following sub categories:

- Autistic Spectrum Disorder (ASC)
- Hearing Impairment (HI)
- Moderate Learning Difficulty (MLD)
- Multi-sensory Impairment (MSI)
- Other Difficulty/Difficulty (OTH)
- Physical Disability (PD)
- Profound & Multiple Learning Difficulty (PMLD)
- SEND support but no specialist assessment of type of need (NSA)
- Severe Learning Difficulty (SLD)
- Social, Emotional and mental Health (SEMH)
- Specific Learning Difficulty (SpLD) which includes Dyslexia, Dyscalculia and Dysgraphia.
- Speech, Language and Communication Needs (SLC)
- Visual Impairment (VI).

EARLY IDENTIFICATION

10 Early identification of students with SEND is a priority. The school requests relevant information from feeder schools and also uses a range of monitoring and assessment opportunities to identify students experiencing difficulty with progress and access to learning.

SEND REGISTER

11 The school's management information system, which includes the details of all SEND students, is filtered to create the SEND Register using the coding shown below:

- K = SEND support
- E = Education, Health and Care Plan

12 The criteria used by President Kennedy School to determine whether a student will be entered onto the SEN register and coded as 'K' are as follows:

a) Student has a diagnosed SEND or disability or is on a recognised pathway to a diagnosis and also meets one of the criteria below.

a) Student has been on the Monitoring Register for two terms however inadequate progress is still being made.

b) Student has two or more external agencies involved.

13 Decisions about placement on the SEND Register will be communicated to parents and carers in writing.

MONITORING LIST

14 In addition to the SEND Register a 'Monitoring List' will be operated, and used to maintain a record of students who teachers have identified as not making adequate progress, despite high-quality teaching targeted at their areas of weakness. The criteria used to determine whether a student will be entered onto the Monitoring List is as follows:

a) Students whose attainment level is just below age related expectations, despite having several interventions

b) Students not making progress, despite receiving appropriate targeted teaching

15 Following a review, it may be agreed that a student no longer needs to be included on the SEND register. This may be based on information from subject teachers and outside agencies that show that the student is making expected levels of progress and that their needs can be met through quality-first teaching. When this happens, the student's name will be removed from the SEND register. They may then be placed upon the monitoring list for some time to ensure regular monitoring of progress. Parents will be informed and the student will continue to be monitored by the process of assess, plan-do-review.

STAFFING

16 All staff have a role to play in ensuring that students are able to achieve and progress. Government guidance and legislation makes it clear that teachers are responsible for the progress of all students in their classes, and therefore they are all teachers of SEND:

> *"High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN."*
>
> *Code of Practice, 2014*

17 Teaching staff at President Kennedy School are encouraged and supported, to develop the skills required to meet the needs of all SEND students.

18 The team of people with specific responsibilities around SEND provision includes:

- The Special Educational Needs Coordinator (SENDCo)
- Inclusion Team
- Teaching Assistants
- Learning mentors
- College Teams

THE ROLE OF THE SENDCo

19 The SENDCo plays a crucial role in the school's SEND provision. This involves working with the headteacher and LGC to determine the strategic development of the policy. Other responsibilities include:

- Ensuring that students with SEND are making required – or better – progress
- Realising the school's SEND policy
- Co-ordinating the provision for students with SEND
- Liaising with and giving advice to colleagues
- Advising on the graduated approach
- Maintaining the records of students with SEND
- Liaising with parents of students with SEND, primary schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Making a contribution to the continuing professional development of staff
- Key point of contact for the local authority
- Supporting students with SEND in their post 16 transition
- Working with the headteacher and school governors to ensure that the

school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

THE ROLE OF THE LOCAL GOVERNING COMMITTEE

20 The LGC's responsibilities to students with SEND include:

- Ensuring that students with SEND make required - or better - progress
- Ensuring that provision of a high standard is made for SEND students
- Ensuring that a 'responsible person' is identified to inform all those involved with teaching and supporting students with SEND about the students and their needs, with particular regard to EHCPs
- Ensuring that students with SEND are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being involved in developing and subsequently reviewing SEND policy
- Reporting to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget.

SEND CONTINUOUS PROFESSIONAL DEVELOPMENT

21 All members of staff are encouraged to access relevant professional development opportunities that help them acquire the skills needed to work with students with SEND. Part of the SENDCO's role in school-based training is to develop awareness of resources and practical teaching procedures for use with SEND students.

22 The School's INSET needs will be included in the School Development Plan.

23 Teaching Assistants and Learning Mentors are provided with continuing professional development to ensure they are properly able to support teachers and students in the learning process. This may be delivered in-house or take the form of external courses.

PROVISION

24 Provision for students with SEND is a matter for the school as a whole. In addition to the LGC, Headteacher and SENDCO at President Kennedy School, all members of staff (both teaching and support) have very important day-to-day responsibilities in ensuring an appropriate curriculum for students with additional needs.

25 To ensure an appropriate provision (and curriculum) for students with

additional needs, President Kennedy School operates within the Waves Model of Intervention, which is presented below:

WAVE 1 – Universal Provision

26 Universal provision is the effective inclusion of all students in high-quality everyday personalised teaching.

> "All teachers are teachers of pupils with special educational needs. Teaching such pupils is therefore a whole school responsibility, requiring a whole school response" (DfES - 2001 / Ofsted 2014)

27 Our 3Cs approach to teaching and learning ensures that all students at President Kennedy School have access to high quality teaching, as our first step in responding to students who have or may have SEND. This is underpinned by the school's key teaching and learning objectives: communication, feedback and assessment.

WAVE 2 – Targeted Support

28 Targeted support – Interventions at President Kennedy School are targeted at groups of students with similar needs. Interventions are designed to accelerate learning for particular groups that are expected to catch up with the performance of their peers. Examples would be literacy programs such as Fresh Start, Maths Rockstars or targeted TA or Learning Mentor support.

29 Students may access additional sessions in the Hub to support their academic progress and provide therapeutic interventions in order to overcome barriers to learning.

WAVE 3 – Specialist Provision

30 Specialist provision interventions involve increasingly individualised support programmes, based on independent evidence of what works. Expectations are to accelerate and maximise progress and to minimise performance gaps.

31 Specialist provisions could include Coventry Alternative Provision, commissioning Coventry SEND support services and liaising with external agencies such as CAMHS.

We also provide highly specialised school support through our specialised support staff provision. This provision is to ensure attendance, engagement and progress of students who have complex needs are improved.

REVIEWS

32 At President Kennedy School we follow the graduated approach to education, by implementing an 'assess, plan, do, review' cycle to monitor students' development. If it becomes apparent that an individual is not making the

expected progress, then we will make educational provision which is additional to, or otherwise different from, that for others of the same age.

SEND STUDENT REVIEWS

33 At President Kennedy School the progress of all students, including those on the SEND register, is regularly reviewed by subject teams, college progress leaders and relevant support staff. These reviews take place within the weekly college OB2L (Overcoming Barriers to Learning) meetings, at RAP (Raising Academic Progress) meetings and through individual meetings or contact with parents. These meetings are to evaluate the success of day-to-day teaching and targeted provision on the progress and development of their child. Parents of students who are on the SEND register will have a minimum of three contacts a year (including parent consultation day) with identified staff to review progress and targets.

PARTNERSHIP WITH PARENTS/CARERS

34 President Kennedy School firmly believes in developing a strong partnership with parents and carers, and the student; and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents and carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership.

35 The school considers parents of SEND students as valued partners in the process. Depending on age and appropriateness, SEND students will also be encouraged to participate in the decision-making processes affecting themselves, particularly in regard to future education pathways.

COMPLAINTS PROCEDURE

36 The school's complaints procedure is available on the school website. The SEN Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. These will be explained to parents and carers if required.

EVALUATION OF THE SEND POLICY

37 The LGC will report annually on the success of the school's SEND policy. In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Students
- External professionals