



Kingsley Special Academy

Inclusion Policy and SEN Report

Chairperson's signature: 

Approved by SLG: **Autumn 2025**

Reviewed at Governors: **Autumn 2025**

Policy Review Date: **Autumn 2026**

Review Cycle: 1 year

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, guardians and pupils with reference to the following guidance and documents:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Ofsted Section 5 Inspection Framework April 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Children and Families Act 2014.

SENDCo: As a SEND school all teaching staff are expected to fully integrate the functions required for managing Special Educational Needs and Disabilities (SEND) - specifically the identification, assessment, planning, and review of provision - into their daily professional practice. This commitment ensures a cohesive, whole-school approach to meeting the statutory requirements of the Education, Health and Care Plans (EHCPs). The Headteacher takes responsibility for all the SEND provision in the school.

The name and contact details of the **Designated Teacher for Looked After Children:**

Bev Williams - bev.williams@kingsley.school

The name and contact details of the **Designated Safeguarding Lead:**

Alison Everitt - Alison.everitt@kingsley.school

All teachers share responsibility for maximising achievement of all pupils and making individual arrangements accordingly.

What kinds of Special Educational Needs and Disabilities does Kingsley Special Academy cater for?

As a special school for primary age pupils with severe, profound and multiple learning difficulties (including pupils with autism) the special educational needs of our pupils are clearly defined. Unless the "very exceptional circumstances" outlined in the SEN Code of Practice 2014 apply, pupils would only be admitted to Kingsley Special Academy with an Education Health and Care Plan.

Many of our pupil's exhibit learning needs that fall into all four categories of special educational need as defined in the SEN Code of Practice 2014:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs.

This would be particularly true of our pupils whose needs fall on the autistic spectrum.

How will Kingsley Special Academy support my child when s/he first joins the school?

We recognise that transitioning to a new school is a sizeable and often daunting change and requires careful planning and monitoring to ensure a positive outcome. At whatever stage in the child's life this transition happens, we work closely with families to support the learner into school life here at Kingsley Special Academy.

Before attending Kingsley Special Academy, we will often visit the child in their current setting to see what is working already and begin building the learner profile. If appropriate, we will attend any relevant meetings. We will supplement this with any professional documentation (Education Psychologist, Speech and Language etc.) to ensure that we are in a favourable position to meet the child's needs from the first

day. We will also conduct a pre-admission meeting with families to learn how best to support your child at school.

During the first six weeks at Kingsley Special Academy, staff use various assessment tools to ascertain the pupil's strengths and needs in all areas of learning and development, and from here we can construct individual targets. The pupil's progress is tracked using a range of monitoring systems to ensure that they are making progress against their targets.

During the pupil's entire time at Kingsley Special Academy, class staff will regularly update guardians using the ClassDojo platform. Here, the teaching team can share what is happening during the school day, celebrate successes and development opportunities, and work collaboratively with guardians to support the development of our pupils. Guardians are also invited to bi-yearly parents evening appointments for a more detailed discussion about the pupil's development.

How are decisions made about the support my child will receive at Kingsley Special Academy, and how will I and they be involved?

At Kingsley Special Academy, we believe strongly in working partnerships and collaboration. We work with families and a broad multi-disciplinary team of professionals to ensure each pupil has the correct provision for a successful learning journey. We identify the needs of each pupil as early as possible in the following ways:

- The analysis of data, including entry profiles
- Classroom-based assessment and monitoring arrangements (cycle of planning, action and review)
- Discussion with guardians
- Discussions with pupil, seeking pupil's views and opinions and asking questions
- Tracking individual pupil's progress over time
- Liaison with feeder schools/nurseries on admission
- Analysis of information from other services
- Undertaking, when necessary, a more in-depth individual assessment that may include a range of commercially available assessments carefully chosen to deliver appropriate, helpful information on a pupil's needs
- Liaison with the Speech, Language, Communication and Occupational Therapists
- Observation and assessment by the commissioned Educational Psychologist.

Kingsley Special Academy works closely with families to ensure a shared understanding of the type of provision each pupil is accessing during their time at school. Whenever possible, we will support families in replicating the successful approaches and strategies, creating a consistent approach between school and home.

How will my child be accessing the curriculum?

At Kingsley Special Academy, we teach a broad and bespoke curriculum to meet the highly individualised needs of our pupils. Our pathways focus on critical areas of learning to support the whole pupil's development. Each pupil will engage with a curriculum pathway at their level and in their own way, with the breadth of the Kingsley curriculum designed to inspire a love of learning and to provide opportunities for developing skills, knowledge and understanding, enabling our pupils to be successful lifelong learners. At all times, Kingsley Special Academy staff maintain the highest aspirations for our pupils, and by focusing on our pupil's strengths, resiliency and resourcefulness, we can plan their learning around themes that the pupils find intrinsically motivating. We use exciting enrichment opportunities (our big 'Wows') to engage a pupil in learning and use creative and immersive learning strategies to support our pupils on their journeys. The learning at Kingsley is further enriched by the specialist aspects of our provision that enable all pupils to succeed. This includes using our sensory studio, hydrotherapy pool and teaching kitchen, and regular adventures out in the local community. These elements are core to learning at Kingsley Special Academy.

How will I be updated on how my child gets on at Kingsley Special Academy?

Class staff will keep in regular contact with families so guardians have a comprehensive understanding on how their child is getting on at school. As well as ClassDojo, guardians will receive summative updates through the EHCP annual review process and the child's end of year school report. We strongly encourage guardians to update the school on events at home so we can share in the broader successes of each pupil or support in the home or community if needed. Our Family Support team is always at hand to offer help and guidance on various issues.

We always value working closely with our families to enable positive outcomes for our pupils at school and beyond our gates. It is through these close working relationships that our pupils reach their potential.

We will work with all our families in the following ways:

- Working effectively with all other agencies supporting pupils and their guardians
- Through our Family Support team working with families, particularly at times of crisis
- In giving guardians opportunities to play an active and valued role in their child's education
- Ensuring all guardians feel welcome
- Encouraging guardians to inform the school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the pupil's strengths as well as areas of additional need
- Allowing guardians opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving guardians in the drawing-up of individual plans and monitoring progress against these targets
- Keeping guardians informed and giving support during assessment and any related decision making process
- Make guardians aware of the Parent Partnership services in the Local Offer
- Provide all information in an accessible way, including, where necessary, translated information for guardians with English as an Additional Language.

What support will be available for my child's emotional health and well-being?

Although there is a high ratio of support staff in classes, pupils are encouraged to become independent in their learning and personal skills, e.g. feeding and physical skills.

Our behaviour and well-being approach, led by the Parent Support Advisor and Family Support team, provides additional support for pupils to ensure they are listened to when they are worried, in line with the school's Anti-Bullying Policy. The Family Support Workers also support staff in developing individualised strategies to optimise pupil's well-being, drawing on the expertise of the commissioned Educational Psychologist and Thrive Occupational Therapist.

The school commissions two days per week of Occupational Therapy (OT) to focus on the sensory integration and emotional regulation of pupils appropriate to their needs. The OT also provides training for staff and guardians in this area.

The school has a Service Level Agreement with a commissioned Education Psychology Service to work with pupils to overcome individual presentation challenges and secure the well-being of every member of our community.

All staff are trained to a high standard in safeguarding. The school has ten Designated Safeguarding Leads.

My child has medical needs. How will s/he be supported in school?

Staff are trained in the administration of medicines and follow the DfE guidelines 'Supporting pupils at school with medical conditions' statutory guidance for Governing Bodies of maintained schools and proprietors of academies in England February 2014.

For those pupils who require specific medical interventions, appropriate training is given by the Specialist School Nursing Team and Medications Officer to ensure correct procedures are followed. This includes working with physiotherapists and other visiting specialists. Individual medical care plans are developed with guardians and medical professionals. These are reviewed regularly.

My child is a Child in Care. How will Kingsley Special Academy support him/her in accessing teaching and learning?

Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and personal, social and emotional development.

There are commonly understood reasons why children who are looked after in local authority care often fail to make expected progress at school (this applies equally to children with severe, profound and multiple learning difficulties):

- Placement instability
- Unsatisfactory educational experiences of many guardians
- Too much time out of school
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical.

There is a statutory requirement for all schools to have a designated teacher for looked after children (DTLAC). The responsibilities of our designated teacher include:

- Monitoring the progress of pupils who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- Ensuring that pupils who are 'looked after' have access to the appropriate network of support
- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed at least every six months
- Ensuring that information concerning the education of pupils who are 'looked after' is transferred between agencies and individuals
- Preparing a report on the pupil's educational progress to contribute towards the statutory review (these are usually held at six monthly intervals or more frequently if there is a concern)
- Discuss feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the guardians and a member of the Virtual School team
- Liaising with the pupil's social worker to ensure that there is effective communication at all times
- Celebrating the pupil's successes and acknowledge the progress they are making.

Our school will work closely with the county's Virtual School (VS) for Children, which promotes the educational needs of children in care and monitors admissions, PEP completion, attendance and exclusions.

What training have Kingsley Special Academy staff undertaken, and what external agencies might be involved to support my child at school?

All staff at Kingsley Special Academy have undertaken a more comprehensive induction programme to ensure they can work effectively with pupils with a range of SEND. This includes sessions on the KLF vision and values and our curriculum, as well as more individualised sessions that reflect the ever-changing demographic of our pupils. Staff are broadly trained in speech, language and communication support, Autism, behaviour and de-escalation training, and teaching strategies. Staff will undertake additional training as appropriate and training on SEND-specific strategies and approaches.

As stated, we believe wholeheartedly in the power of collaboration, working with various partners to ensure that our pupils and families have the support they require. We work with the following agencies to provide our pupils with the best possible outcomes:

- CAF team
- CAMHS
- CTPLD
- Northamptonshire Parent Partnership Service (ISAS – Independent Support and Advocacy Service)
- NCC Hearing and Vision Specialist Team
- Local NHS services
- Targeted Prevention Team
- Education Entitlement Service
- Early Years SEN support service
- Multi-agency safeguarding hub.

Much of our multi-agency work is facilitated by our Family Support team, which consists of a Parent Support Advisor and two Family Support Workers. The team also ensure that guardians are adequately supported to engage in the procedures of these agencies. This team offers training and commissions training from outside agencies and maintains routine and regular contact with all families to ensure that the school is sensitive and responsive to changing levels of demand and challenge.

We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often, this will be the Team Leader, Parent Support Advisor and/or DTLAC, but in some cases, it can be another member of staff who we have identified as a key worker (e.g. Family Support Worker).

How will my child be supported in broader school life, such as school trips?

School life at Kingsley Special Academy is rich and varied, and we want all our pupils to enjoy an active role in all aspects of the school day. We carry out risk assessments and put procedures in place to enable all pupils to participate in all school activities as much as is reasonably practicable. Our ethos is one of inclusion, so we will always endeavour to make the necessary adaptations to enable pupils to be included in all educational opportunities, including school trips. Our Educational Visits Coordinator monitors these trips to ensure that the individual needs of all our pupils are accommodated.

How accessible is Kingsley Special Academy's physical environment?

At Kingsley Special Academy, we seek to provide all our pupils with an inclusive and fulfilling learning journey, which includes ensuring access to all areas of the provision. The learning spaces are designed and arranged to promote access and engagement, with careful attention given to pupils with physical and mobility needs. Many areas within the school, such as the Ark, hydrotherapy pool, sensory studio and the gym, promote movement and the development of physical skills. With support from our commissioned Occupational Therapy team, we ensure that pupils have the physical support they need to be engaged and active learners. This may include hoists, specialist seating or standing frames, or additional supportive aids. When planning outdoor learning and school trips, we ensure that the physical needs of all pupils are catered for.

How does Kingsley Special Academy monitor the effectiveness of its provision?

At Kingsley Special Academy, we are rigorous and thorough in our self-monitoring. We seek to continually and consistently develop our school provision so that every pupil who enters our school receives the education and care they deserve. Internally, we monitor our school by:

- Classroom observation by senior leaders
- Work sampling on a termly basis
- Scrutiny of planning
- Pupil progress meetings between teachers and senior leaders
- Pupil progress tracking
- Monitoring targets, evaluating the impact of targets on pupils' progress

- Individual focus reviews
- Reporting to school governors and directors.

We also work collaboratively with Red Kite Special Academy and other special schools in the county to undertake external moderation exercises. This accountability to our partner schools enables us to ensure that our judgements are robust and supported by our professional partners.

Who can I speak to if I need more information or have concerns?

If you require any information about Kingsley Special Academy, please phone reception on 01536 316880 or visit the school website at www.kingsleyspecialacademy.co.uk

For information about the Kingsley Learning Foundation Trust, please visit the website at <https://www.kingsleylearningfoundationtrust.co.uk/>

Links to support from other services -

<https://localoffer.northnorthants.gov.uk/>

<https://www.northnorthants.gov.uk/schools-and-education/send-information-advice-support-service>

<https://www.northnorthants.gov.uk/virtual-school>

<https://www.northnorthants.gov.uk/attendance-behaviour-and-home-schooling>

<https://www.nhft.nhs.uk/search/venue/mental-health-support-teams-485/>

What arrangements are there for complaints from guardians of pupils with special educational needs concerning the provision made by the school to the governing body?

If there are any complaints these will be dealt with in the first instance by the class teacher and or a member of the leadership team, then, if unresolved, by the Headteacher. In the case of an unresolved complaint the issue should be taken through the complaints procedure (see Trust Complaints Policy).