



Helping people living in extraordinary circumstances to live ordinary lives

Kingsley Learning Foundation Trust

Special Educational Needs Policy

Chairperson's signature:

A handwritten signature in black ink, appearing to be "G. M. M.".

Approved by SLG: **Kingsley & Red Kite**

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1. Purpose

To ensure that KLF Trust schools are fully inclusive and enabling environments which allow our extraordinary pupils to thrive and lead ordinary lives. We hope to ensure that the specific identified needs of every pupil is being addressed in a planned systematic and supportive structure and to meet all legal obligations.

2. Scope

This policy applies to all academies in the KLF Trust.

3. Introduction

Our core values of being purposeful, genuine, joyous, reflective, and aspirational guide everything we do. These principles underpin our commitment to ensuring that all pupils receive the support they need to thrive and achieve their potential.

Our mission is clear: to help people living in extraordinary circumstances to live ordinary lives. As special schools, we are dedicated to creating an environment where every pupil feels valued, supported and empowered to develop the skills, confidence and independence they need for a fulfilling life.

By working collaboratively with families, professionals and the wider community we ensure that our provision is tailored to meet the unique needs of each pupil. Together, we aim to remove barriers, celebrate achievements and create opportunities for every learner to live as independently and inclusively as possible.

This policy has been written to comply with the general requirements of the Education (Special Educational Needs) Information Regulations 1994.

4. Definition of SEN

We are committed to supporting pupils with significant and complex special educational needs and

disabilities (SEND). All pupils attending our school have been identified as requiring specialist provision due to profound, severe or complex needs.

We use the statutory definition of SEN as outlined in the **Children and Families Act 2014** and the **SEND Code of Practice (2015)**:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

In the context of our special schools, all pupils have Education, Health and Care Plans (EHCP's) and face barriers to learning primarily due to their disabilities. The primary categories of need we support include:

1. **Profound and Multiple Learning Disabilities (PMLD)**

Pupils with PMLD have profound cognitive and physical impairments. They require highly specialised teaching approaches and significant support with all aspects of daily life, including personal care, sensory processing and communication. Many pupils with PMLD also have complex medical needs.

2. **Severe Learning Disabilities (SLD)**

Pupils with SLD have significant intellectual impairments, which impact their ability to understand and process information. They may also have additional physical or sensory needs, as well as communication challenges. Teaching and learning approaches are tailored to meet their individual developmental levels.

3. **Autism Spectrum Disorder (ASD)**

We support pupils with Autism Spectrum Disorder, many of whom have associated severe learning difficulties. Their needs may include challenges with communication, social interaction, sensory processing and emotional regulation. We provide structured, predictable environments that enable pupils with ASD to access their learning and develop key life skills.

4. **Speech, Language, and Communication Needs (SLCN)**

Many of our pupils experience significant speech, language and communication needs, which may be their primary area of difficulty or co-exist with other conditions. These challenges often impact their ability to express themselves, understand others and engage with learning. We utilise a range of strategies, such as augmentative and alternative communication (AAC) systems, signing, and visual supports, to address these barriers.

5. Barriers to learning

The primary barrier to learning for pupils is their disability. This means they require:

- Individualised and specialised teaching approaches
- A highly differentiated curriculum focused on their developmental needs
- Access to therapeutic interventions, such as speech and language therapy, occupational therapy and physiotherapy
- Adjustments to the environment and resources to ensure accessibility and engagement.

We recognise that each pupil is unique and their needs may span multiple areas of difficulty. Our provision is tailored to ensure that every learner has the opportunity to thrive, develop independence and achieve meaningful outcomes.

This definition of SEN reflects our commitment to fulfilling the mission of Kingsley Learning Foundation Trust:

"To help people living in extraordinary circumstances to live ordinary lives".

When a place has been agreed, the school arranges a pre-admission meeting to receive updated information on the pupil and arrange the admission process. When the pupil has been in school for two months a post-admission discussion/meeting is offered to discuss how the pupil has settled in.

For children under 5, six monthly reviews are held as recommended in the Code of Practice.

Other than in extraordinary circumstances, all pupils have an annual review meeting. Advice outlining the pupil's progress are prepared in advance of the meeting and circulated to all professionals involved.

Guardians are encouraged to write their own advice if they wish to do so.

The annual review process at KLF schools is built on the principles of Person-Centred Planning. This process

celebrates the achievements and learning strengths of the pupil, identifies the motivating factors and draws attention to areas of concern which are then the subject of the proposed actions agreed at the meeting. At the meeting, progress over the past year is discussed. Through this process the pupil's EHCP is then reviewed with any recommended changes being sent to the EHC team for approval. Where a change of need is identified, updated advice from all professionals concerned may be requested before or after the annual review. In the event of circumstances changing during the school year an interim review can be convened to propose amendments to the EHCP.

The annual review process also considers the pupil's plan in detail, considering each of the headings used in EHCP's: Communication and Interaction, Social, Emotional and Mental Health, Cognition and Learning, Physical and/or Sensory and Independence. In respect of each of these headings we evaluate the pupil's strengths, needs and provision, the guardians' views and we plan for outcomes in each area. Guardians are offered the option of meeting virtually or face-to-face. In the event of a virtual meeting, online invitations will be circulated to all necessary parties.

Two parent evenings are arranged during the year for guardian/teacher consultations. Parent evenings can be conducted through telephone, virtual meeting, or face to face. If issues arise at these meetings which require a more complete meeting, this will be facilitated.

6. Curriculum and provision

Our curriculum and provision are designed to align with the mission of the Trust and is guided by our values of being purposeful, genuine, joyous, reflective, and aspirational, we strive to provide education that is meaningful, empowering, and tailored to each pupil's individual needs and aspirations.

Our curriculum is:

Personalised and holistic

Each pupil follows a highly personalised learning pathway, informed by their EHCP, developmental stage, and unique needs. The curriculum balances academic, therapeutic, and life skills learning, ensuring it promotes cognitive, physical, social and emotional development. Key areas of focus include:

- Communication and interaction
- Physical development, including mobility and sensory integration
- Independence and self-care skills
- Social, emotional and mental health.

Broad and balanced

- We offer a broad curriculum that incorporates core subjects (e.g. literacy, numeracy, and science) alongside creative arts, physical education, and outdoor learning
- We prioritise Preparation for Adulthood (PfA), embedding life skills, employability, and community engagement into the curriculum for older pupils.

Flexible and accessible

- Learning activities are adapted to suit each pupil's learning style, developmental level and specific needs
- Augmentative and alternative communication (AAC), signing and sensory supports are used, amongst other communication strategies, to give access to learning for all pupils.

Our provision includes:

Specialist support and therapies

- Pupils benefit from access to a multidisciplinary team, including speech and language therapists, occupational therapists, physiotherapists and educational psychologists
- Sensory and therapeutic interventions, such as sensory integration, hydrotherapy, rebound therapy and music therapy, are integral to our approach.

Collaborative Working

- We work closely with families, health and social care professionals and other agencies to ensure a joined-up approach to supporting each pupil's development and wellbeing.

- Guardians are key partners in shaping their child's provision and their input is valued at every stage of the planning and review process.

Nurturing Environments

- All schools within the Trust provide safe, supportive and nurturing environments tailored to meet the complex needs of our pupils.
- Sensory rooms, adapted equipment, outdoor learning spaces and calm zones support pupils' emotional regulation and engagement.

Progress and Achievement

- We use bespoke assessment frameworks to monitor progress in a holistic way.
- Achievements are celebrated across all areas of development, from academic milestones to personal and social growth.

At Kingsley Learning Foundation Trust, we believe that every pupil has the right to a meaningful education, regardless of the challenges they face. Our curriculum and provision are designed to:

- Empower pupils to overcome barriers to learning
- Equip them with the skills and confidence they need for the next stage of their lives
- Provide opportunities for pupils to engage in their community and lead fulfilling lives.

7. Allocation of resources

The schools receive funding based on enumeration of pupils under the NCC SEN RAS. We are funded in accordance with the Special Schools' funding formula.

Resources are allocated to reflect the needs of pupils as identified in their EHCP. School Development Plan priorities are also considered in the allocation of resources.

8. Staff expertise and training

KLFT staff have expertise in supporting a broad range of needs, including but not limited to:

1. Profound and Multiple Learning Disabilities (PMLD)
2. Severe Learning Disabilities (SLD)
3. Autism Spectrum Disorder (ASD)
4. Speech, Language, and Communication Needs (SLCN)
5. Physical disabilities
6. Medical needs (e.g. feeding, medication administration)
7. Social, emotional, and mental health needs (SEMH).

We ensure that staff have specific training and experience in these areas, ensuring that they are well-equipped to understand, assess and meet the individual needs of each pupil.

9. Continuous Professional Development (CPD)

We place a strong emphasis on ongoing professional development for all staff, ensuring that they are up-to-date with best practices, new research and the latest developments in special education. All new members of staff follow a comprehensive induction programme, and additional individualised training to address their particular areas of need, and all members of staff have certification of CPD stored on an online system. Every effort is made to support and facilitate an individual's request for training.

Staff training includes:

- Specialist SEND Training: Staff receive training in specific areas of special educational needs, such as supporting pupils with autism, sensory processing difficulties, complex medical needs and communication challenges. This is achieved through targeted workshops, in-house training and attendance at external conferences and seminars.
- Therapeutic and Behaviour Support: Our staff receive training in the use of therapeutic interventions, such as Sign-a-long, PECS (Picture Exchange Communication System), sensory integration and behaviour management strategies tailored to meet the needs of pupils with

complex needs.

- **Safeguarding and Health & Safety**: All staff are trained in safeguarding and health and safety procedures, ensuring that we create a safe environment for all pupils. This includes awareness of the specific safeguarding needs of pupils with disabilities, such as understanding how to support pupils with complex health or medical needs and recognising the signs of abuse.
- **Assistive Technology**: Staff are trained in the use of assistive technologies, such as communication devices (e.g. AAC), speech-to-text software, and adapted keyboards, to support pupils with specific learning or communication challenges.
- **First Aid and Medical Training**: Staff receive appropriate medical training to support the needs of pupils with complex health conditions, including training in epilepsy management, administering medications and providing personal care when necessary.

10. Specialist roles and support

In addition to the training of general staff, we employ a range of specialist staff to support the development and wellbeing of our pupils:

- **Specialist Therapists**: We employ a range of therapists (e.g. speech and language therapists, occupational therapists) to work directly with pupils and provide training to staff on how to implement therapeutic strategies in the classroom and during daily activities.
- **Educational Psychologists**: Educational psychologists provide advice on assessments, interventions and strategies for pupils with more complex needs. They also work with staff on specific pupil cases, delivering bespoke training sessions as needed.
- **Autism and Behaviour Specialists**: We have staff trained in autism spectrum disorder (ASD) and behaviour management who work directly with pupils and offer advice and support to teaching staff, ensuring that autism-friendly strategies and communication approaches are embedded across the school.

11. Reflective practice and collaboration

KLFT encourage a culture of reflective practice across the school. Staff are supported to regularly reflect on their teaching methods, strategies and interactions with pupils. To ensure that the training provided is effective, we regularly evaluate its impact on pupil outcomes and staff practice.

The schools have well-developed links with NNC services. Pupils with specific additional needs, for example hearing impairment or visual impairment, have an allocation of time from the peripatetic staff. The specialist teachers spend time working with individual children within the school and give guidance and advice to school staff.

School staff liaise regularly with staff from external agencies to provide the best possible outcomes from our pupils throughout their time in school but also on transition to other placements.

12. Safeguarding and vulnerability

Safeguarding is our top priority. We are committed to ensuring that all pupils are protected from harm and supported to feel safe, valued, and respected.

Our safeguarding practices are guided by:

- The Equality Act 2010 and Children and Families Act 2014 to ensure inclusive protection for pupils with SEND.
- A tailored approach to safeguarding that accounts for the individual needs and vulnerabilities of our pupils.
- Training for all staff to recognise signs of abuse, neglect, and exploitation, particularly in pupils with complex needs who may find it difficult to communicate their concerns.
- Clear communication channels with guardians and external agencies to ensure the wellbeing and safety of every pupil.

We work closely with other professionals to ensure that safeguarding measures are effective and responsive to the needs of our pupils.

13. Involving Guardians

We believe in strong partnerships between home and school. The headteacher, governors and staff have established both formal and informal connections with families to support 24-hour learning. Our Parent Support Advisors and Family Support Workers help families overcome challenges by offering advice, training on self-help skills, behaviour management and communication, in collaboration with class staff and communication specialists. They also work closely with multi-professional teams supporting families.

We work to our values, being genuine, open, honest and transparent. Guardians can communicate with teachers via online communication systems, arrange visits, and receive regular updates through newsletters and other communication channels. We host parent groups, Family Learning Weeks and have parent rooms for support and gatherings. The Family Support Teams also offer SEN training and conduct parent surveys to ensure we meet family needs.

Formal links include the admissions and review processes (with initial visits), pre-admission and post-planning discussions/meetings and regular reviews of EHCP's.

14. Accessibility and medical support

All pupils have equal access to education, regardless of their physical, sensory or medical needs. We provide a fully accessible environment, including wheelchair access, specialist equipment and sensory spaces tailored to meet the diverse needs of our pupils.

We work closely with families and medical professionals to ensure that pupils with medical conditions receive the necessary support to participate in school life. Our staff are trained in first aid, epilepsy management and other medical needs, and we ensure that care plans are in place for each pupil requiring medical support.

Our aim is to provide a safe, inclusive environment where every pupil can thrive.

15. Behaviour

We promote positive behaviour through a supportive, individualised approach. We understand that pupils with SEND may face unique challenges in managing behaviour. Our staff work closely with pupils to develop strategies that encourage self-regulation, social skills and emotional wellbeing.

We use clear, consistent expectations and positive reinforcement, alongside tailored interventions, to ensure that all pupils feel safe and supported. Behavioural needs are addressed as part of each Priority Now Targets (PNTs) or EHCP review.

16. Complaints procedure

Where a guardian wishes to complain to a school concerning any aspect of its educational provision, the procedures outlined in the Complaints Policy are followed.

17. Evaluation

The Governing Body is able to monitor and evaluate the success of the education provided at KLF schools in a number of ways. Primarily, Governors visit the school frequently and the Governing Body receives regular reports through the Headteacher's Reports. The curriculum leader's role includes responsibility for carrying out monitoring and evaluation of their subject area and providing feedback to the Senior Leadership Groups. The School Development Plan outlines the schools current areas for development. Governors monitor and receive reports on how the plans are being implemented and how new developments are contributing to the quality of education at the respective school. Furthermore, Governors have developed a comprehensive monitoring framework which offers a deeper understanding of the processes used throughout the schools.