

Marjory Kinnon School

SEND Policy

November 2025



Contents	Details	Page
1.	Aims & Objectives	3
2	Vision & Values	3
3.	Legislation & Guidance	4
4.	Inclusion & Equal Opportunities	4
5.	Definitions	5
5.1	Special Educational Needs	5
5.2	Disability	5
5.3	The 4 areas of need	5
6.	Roles & Responsibilities	7
6.1	The SENCO / Headteacher	7
6.2	The Governing Body	8
6.3	Class Teachers	9
6.4	Parents or Carers	9
6.5	The Pupil	10
7	SEN Information Report	10
8.	Our approach to SEND support	10
8.1	Education, health and care (EHC) plan	10
8.2	Evaluating the effectiveness of SEN provision	11
9.	Attendance	11
10.	Safeguarding	11
11.	Expertise and training of staff	11
12	Links with external professional agencies	11
13.	Admission and accessibility arrangements	12
13.1	Admission arrangements	12
13.2	Accessibility arrangements	12
14.	Complaints about SEND provision	12
15.	Monitoring & Evaluation arrangements	13
15.1	Evaluating the effectiveness of the policy	13
15.2	Monitoring the policy	13
16.	Links with other policies and documents	13
17.	Glossary of Terms	13

This policy is based on a model template from The Key (Reviewed 31 January 2025) and DfE Special educational needs and disability code of practice: 0 to 25 years (Updated 20 April 2020).

1. Aims & Objectives

Our special educational needs and disabilities (SEND) Policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND and EHCPs as all pupils in the school have SEND and an EHCP.
- Set out how Marjory Kinnon School will:
 - Support and make provision for our pupils with special educational needs and disabilities.
 - Provide pupils access to all aspects of school life.
 - Help pupils fulfil their aspirations and achieve their best.
 - Help pupils become confident individuals living fulfilling lives.
 - Help pupils make a successful transition into adulthood.
- Explain the roles and responsibilities of everyone involved in providing for pupils.
- Communicate with, and involve, pupils and their parents or carers in discussions and decisions about support and provision for the pupil.
- Make sure the SEND policy is understood and implemented consistently by all staff.

2. Vision & Values

Our staff and pupils have worked together to develop our Vision, Mission and Values to ensure we put well-being at the heart of everything we do:

OUR VISION

Every pupil will learn the skills and develop the confidence needed to become a valued integrated and independent member of their community.

OUR MISSION

Through our learning, work and play we nurture, challenge and inspire each other to achieve our full potential.

OUR VALUES

Kindness: We aim to be kind to everyone.

Respect: We are respectful and responsible in everything we do.

Tolerance: We value and celebrate differences in each other.

Perseverance: We keep trying until we succeed.

At our school we will provide all pupils with access to a broad, balanced and highly adapted national curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation & Guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND.
- The [Special Educational Needs & Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for Education, Health & Care (EHC) Plans, SEN Co-ordinators (SENCOs) and the special educational needs (SEN) Information Report.
- [The Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- [The Public Sector Equality Duty \(section 149 of the Equality Act 2010\)](#), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- The governance guide for [maintained schools](#) which sets out governors' responsibilities for pupils with SEND.
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

4. Inclusion & Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability or diagnosis that creates barriers to learning that require adaptation to curriculum or provision which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or cognitive impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> ▪ Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia. ▪ Moderate learning difficulties. ▪ Severe learning difficulties. ▪ Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> ▪ Mental health difficulties such as anxiety, depression or an eating disorder. ▪ Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. ▪ Suffered adverse childhood experiences. <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none">▪ A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment.▪ A physical impairment. <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>
-------------------------	--

6. Roles & Responsibilities

6.1 The SENCO / Headteacher

The Special Educational Needs Coordinator (SENCO) is the Headteacher, contactable on head@marjorykinnon.hounslow.sch.uk.

The Headteacher will:

- Determine the strategic development of the SEND Policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision made to support individual pupils.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that the pupils ~~with SEN~~ receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be a point of contact for external agencies, especially the Local Authority (LA) and its support services and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.

- Work with the school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils up to date and accurate.
- Monitor to identify any staff who have specific training needs regarding SEN and incorporate this into the school's plan for continuous professional development.
- Regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEN Information Report and any updates to this policy.
- With teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's budget and any additional funding allocated by the LA to support individual pupils
- Advise the LA when a pupil's EHC plan needs an early review.

6.2 The Governing Body

The Governing Body is responsible for making sure the following duties are carried out by the school, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every pupil gets the support they need.
- Make sure that the school has arrangements in place to support any pupils with medical conditions.
- Provide access to a broad, balanced and adapted curriculum.
- Provide an annual review for parents on their child's progress.
- Record accurately and keep up to date the provision made for the pupils.
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.

- Determine their approach to using their resources to support the progress of pupils.
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice.

6.3 Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated small step approach.
- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.
- Working with the therapeutic professionals to review each pupil's progress and development and advise on any changes to provision in their EHCP.
- Ensuring they follow this SEND Policy and the SEN Information Report.
- Communicating with parents/carers regularly to:
 - Set clear outcomes linked to their EHCP targets and review progress towards them.
 - Discuss the activities and support that will help achieve the set outcomes.
 - Identify the responsibilities of the parent, the pupil and the school.
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil.

6.4 Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support at the annual review.

They will be:

- Invited to termly meetings to review the provision that is in place for their child.
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.

- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- Given an annual report on the pupil's progress.

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.5 The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are (if verbal and able to do so).
- Contributing to setting targets or outcomes.
- Attending annual review meetings.
- Giving feedback on the effectiveness of interventions.
- Using simple visual cues or AAC to express their thoughts.

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN Information Report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Education, health and care (EHC) plan

All pupils in our school have an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

8.2 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for our pupils by:

- Tracking pupils' progress and setting small steps targets.
- Monitoring by the SLT.
- Holding annual reviews for pupils with EHC plans.
- Getting feedback from the pupil and their parents/carers.

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support. Our Family Support Worker provides support for children with low attendance.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our Attendance Policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our Safeguarding & Child Protection Policy.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Headteacher (as SENCO) will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

12. Links with external professional agencies

Whenever necessary, the school will work with external support services such as:

- Specialist teachers or support services.
- Educational psychologists.
- Occupational therapists, speech and language therapists or physiotherapists.

- General practitioners or paediatricians.
- School nurses.
- Child and adolescent mental health services (CAMHS).
- Education welfare officers.
- Social services.

13. Admission and accessibility arrangements

13.1 Admission arrangements

All consultations for a place at our SEND school go via the London Borough of Hounslow SEN department. The admissions policy sets out details of our criteria and procedures.

13.2 Accessibility arrangements

The school's [Accessibility Plan](#) focuses on a wide range of disability associated with pupils whose primary need is Autistic Spectrum Condition (ASC). The purpose of the Accessibility Plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide.
- Improve the availability of accessible information to disabled pupils.

14. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

The next stage is to seek help from the Headteacher.

Formal complaints about SEND provision in our school will be handled in line with the school's [Complaints Policy](#).

If the parent or carer is not satisfied with the school's response, they can escalate the complaint to the Local Authority Case Officer.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

15. Monitoring & Evaluation Arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND Policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term.
- Pupils' progress once they have been identified as having SEND.
- Whether pupils feel safe, valued and included in the school community.
- Comments and feedback from pupils and their parents/carers.

15.2 Monitoring the policy

This Policy will be reviewed annually by the Full Governing Body. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

16. Links with other Policies & Documents

This policy links to other school policies:

- Accessibility Plan.
- Admissions Policy.
- Annual Review Policy.
- Assessment Policy.
- Behaviour Policy.
- Equality, Diversity & Inclusion Policy and Equality Objectives.
- Supporting Pupils with Medical Conditions Policy.

17. Glossary of Terms

ARE	Age Related Expectations
ASD/ASC	Autistic Spectrum Disorder / Condition
APP	Assessing Pupil Progress
BSP	Behaviour Support Plan
CP	School Care Plan (these are plans that are agreed between school and Parents and do not require a Medical Practitioner to sign them).
CLL	Communication, Language and Literacy
DfE	Department for Education

ECT	Early Career Teacher
EHCP	Education Health Care Plans. An EHCP details the education, health and social care support that is provided to a young child or young person who has SEN or disability. It is drawn up by the Local Authority after an EHC assessment has taken place.
EP/EPS	Educational Psychologist / Educational Psychology Service
EYS	Early Years
EYFS	Early Years Foundation Stage
GCSE	General Certificate of Secondary Education
HCP	Health Care Plan (these are medical plans that are agreed between school, Parents and a Medical Practitioner, usually a Paediatric Consultant).
HI	Hearing Impairment
INSET	In-Service Training
KS	Key Stage
LA	Local Authority
LBH	London Borough of Hounslow
LP	Learning Plan (document containing progress targets)
MFL	Modern Foreign Language
MKS	Marjory Kinnon School
MLD	Moderate Learning Difficulties
OT	Occupational Therapy / Therapist
PAP	Pupil Assessment Profile
PE	Physical Education
PDC	Professional Development Centre
PECS	Picture Exchange Communication System is a type of augmentative and alternative communication that uses visual symbols to teach the learner to communicate
PSD	Personal Social Development
PSHCE	Personal, Social, Health and Citizenship Education
RE	Religious Education
RSE	Relationships & Sex Education
SaLT	Speech and Language Therapy/Therapist
SCERTS	Social Communication, Emotional Regulation, Transactional Support is a framework used to support social, emotional and behavioural development
SDP	School Development Plan
SEAL	Social and Emotional Aspects of Learning
SEB	Social Emotional and Behavioural
SEF	Self-Evaluation Framework
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SLD	Severe Learning Difficulties
SLT	Senior Leadership Team
SMSC	Spiritual, Moral, Social Cultural Education
SoW	Schemes of work
TA	Teaching Assistant
Thrive	Thrive is a framework designed to help adults understand the needs being signalled by a child's behaviour and provides targeted strategies and activities to support the child.
T&L	Teaching and Learning
TEACCH	An approach to structuring routines and independent work in class
VI	Visual Impairment
WJEC	Welsh Joint Education Committee
WRL	Work Related Learning