



**KITE COLLEGE**

Kent Inclusive Technical Education

# SEND Policy

January 2022

		Signature
Reviewed By Trustee : Rose Bradley	Date: 14/3/22	
Approved By Chair of Trustees:	Date:	
Approved By Principal	Date:	
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KC LI007

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## Purpose

This policy document is a statement of the aims, principles and strategies that provide the framework to ensure the effective and efficient provision for children with Special Educational Needs (SEN) at KITE College. It is written for the benefit of all members of the college community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

This policy is written in line with the requirements of:-

- Children and Families Act 2014
- SEN Code of Practice 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Schedule 1 Regulation 51- Information to be included in the SEN information report
- Schedule 2 Regulation 53 - Information to be published by a local authority in its local offer
- Equality Act 2010
- Colleges Admissions Code, DfE 1 Dec 2014
- SI 2012 1124 The College Information (England) (Amendment) Regulations 2012
- SI 2013 758 The College Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following KITE College policies and documents:

- Equal Opportunities Policy
- Admissions Policy
- Teaching and Learning Policy
- Policy for Supporting the Behaviour of Learners with Social, Emotional and Mental Health Needs
- Supporting Learners with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Complaints Procedure

## Vision

KITE College is a registered charity. We are a Specialist Post-16 Further Education College, providing supported education and training to young people all with an education health care plan (EHCP) with ASD, ADHD, social emotional and mental health (SEMH) as well as other learning difficulties and diagnosis, that can have a negative impact on them being able to learn, thrive, and reach their full potential, without the specialist support provided through the College.

## Values

At KITE College we are:

- Dedicated to delivering excellence – By developing expertise, outstanding services and positive engagement, always seeking to go above and beyond expectations.
- Respectful and Fair – By embracing diversity, showing integrity, acting with compassion, and always treating people with dignity
- Proud to challenge – By being open and honest, listening, changing thinking, shifting attitudes.

## Aims

All learners are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood. We realise that being supported towards greater independence and employability would be life transforming and at KITE College this support starts by centring on the aspirations, interests and needs of the learner.

With high aspirations, and the right support, we believe that learners can go on to achieve successful long-term outcomes in adult life. Therefore, we aim to work with local authorities, and other partners to help our learners to realise their ambitions in relation to:

- Participating in society, including promoting pastime interests, having friends and supportive relationships, and participating in, and contributing to, the local community
- Employability – this includes exploring work experience, work related learning, enterprise education, and/or different employment options
- Being as healthy as possible in life and having good emotional well-being

KITE College is committed to safeguarding and equal opportunities and our ethos promotes all staff, pupils, parents/carers, trustees to share this commitment. This includes promoting policies and procedures for safeguarding all pupils with respect to; Children Missing from Education, Child Exploitation, the Prevent Duty agenda, E-Safety, Female Genital Mutilation and Equal Opportunities.

KITE College is committed to the promotion of Social, Emotional, Spiritual & Cultural and Fundamental British Values. All policies can be found on our college website [www.KITE-college.org](http://www.KITE-college.org)

## The Local Offer

The Children and Families Act introduced in September 2014 requires Local Authorities to publish and keep under review all the services available to children and young people with Special Educational Needs. This is called The Local Offer.

The Kent Local Offer (SEND Information Hub) provides parents and carers with information about how to access services in their area and what they can expect from those services. It lets them know how academies, colleges and colleges will support them and what they can expect across the local setting.

Academies, colleges and colleges are expected to publish an SEND Information Report to help parents, carers, children and young people understand how their needs will be met and how they will be supported.

## Definition of Special Educational Needs and Disability (SEND)

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory college age or a young person has a learning difficulty if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream colleges or mainstream post-16 institutions - SEN Code of Practice (2015, p16).

The four main areas of SEN are:

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

## Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010. Disability is defined as a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realise. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' - SEN Code of Practice (2015, p16).

At KITE College all learners have an Education, Health and Care Plan (EHCP). Admission to KITE college is the responsibility of the Local Authority through consultation with the Principal. The Local Authorities refers learners whose EHCP identifies needs that meet the admission criteria.

Most learners have one or more of the following needs, including but not limited to:

- ASD
- ADHD
- ODD
- Speech and Language Needs.
- Specific Learning Difficulties, such as Dyslexia, Dyscalculia or Dyspraxia.
- Attachment Difficulties.
- Anxiety.
- Post-Traumatic Stress Disorder.

## Identification and review of learner needs

How are special educational needs identified and assessed at KITE?

Before most learners join KITE, their special educational needs have usually been identified and recorded in their EHCP and/or in SEN Support records at their previous placement. However, it is also possible that a learner has, or may develop, special educational needs that have not been identified before. When necessary, KITE will use observations and/or further assessment to find out more about a learner's individual learning needs so that the correct kind of support can be provided.

KITE uses a range of ways to identify and assess SEN, including:

- assessment of reading, spelling and language skills.
- learner observations during teaching and learning.
- observational checklists.
- strengths and difficulties questionnaires.
- informal discussion with learners and parents or carers.
- monitoring of academic / vocational progress.
- monitoring of other progress data, including social and emotional development.

At KITE, we are experienced in using the following assessment tools:

- BKSBS (English and Maths).
- Strengths and Difficulties Questionnaires (Social and Emotional Development).

KITE can also refer learners to access Speech and Language Therapy Services, Educational Psychology Services, Child and Adolescent Mental Health Services, Occupational Therapy Services or other external agencies for further, specialist assessment

The purpose of any assessment is to better understand a learner's needs and the different approaches or support that may help the learner to make better progress. This information will be shared with the learner and their parents or carers. It will also be added to the learner's Provision plan, as part of their EHCP.

KITE ensures that all teachers and support staff who work with the individual learner are aware of the strategies and teaching approaches best suited to meeting the learner's needs through Learner Profiles.

## Information about the college's policies for learners with special educational needs whether or not they have EHC Plans.

a) how does the college evaluate the effectiveness of its provision?

KITE uses a holistic approach to evaluate the effectiveness of its provision. We gather information about all aspects of progress and development from the learner, the parents or carers, the teaching and support staff and any other professionals involved. This may include:

- assessment and tracking data from teaching staff.
- additional assessment data, such as reading or spelling ages.
- achievement of external qualifications.
- observations of teaching and learning.
- observations of additional learning support.
- attendance data, both daily and / or sessional.

- monitoring of engagement in learning.
- monitoring of achievements and commendations.
- monitoring of social and emotional development.
- monitoring of behaviour incidents.
- informal discussion with learners.
- mentoring sessions with learners.
- informal discussion with parents or carers.
- parent or carer and learner questionnaires.

The data is monitored and individual progress and development is regularly reviewed so that we can check how well each learner's needs are being met.

Every learner will have an annual review of their needs and provision to check that it is right for them and that they are making progress towards the agreed outcomes. The collation of all annual review evaluations are reported to the Trustees.

### b) what are the college's arrangements for assessing and reviewing the progress of learners?

KITE tracks the academic progress of all learners termly. Other progress data is reviewed up to three times per year, although this may be more frequent if there are particular concerns about a learner's well-being or engagement in learning.

Learners progress towards achieving their EHCP outcomes are reported to Trustees three times a year. Provision planning and targets are discussed with the learner and their parents or carers three times a year, in line with the Code of Practice.

Externally accredited and vocational courses are assessed against the criteria published by the awarding body.

Social and emotional development is monitored using the Strengths and Difficulties Questionnaires and/or SEAL (Social and Emotional Aspects of Learning).

If these assessments or records do not show adequate progress is being made, the learner's provision will be adjusted through discussion with them and their parents or carers.

The SEN Code of Practice (2015, 6.17) describes inadequate progress as

- that which is significantly slower than that of their peers starting from the same baseline.
- that which fails to match or better the child's previous rate of progress.
- that which fails to close the attainment gap between rates of progress.
- that which widens the attainment gap.

In most cases, this will mean a change to the strategies or approaches to teaching and learning used with the learner. In some cases, it may mean a change to any additional support that the learner receives or to the course(s) that the learner is studying.

### c) what is the college's approach to teaching learners with special educational needs?

Learners at KITE are taught in small groups or individually by staff experienced and trained in working with Social, Emotional and Mental Health needs and associated, complex SEND. The curriculum is delivered by subject specialists who make sure that teaching and learning uses lots of different approaches to meet individual learners' needs. The work set is differentiated to challenge learners whilst allowing them to achieve at a rate that is right for them.

We firmly believe that 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. 'SEN Code of Practice (2015, 6.37)

We regularly and carefully review the quality of teaching and, where necessary, takes measures to improve teachers' understanding of how to identify and support vulnerable learners.

We are committed to the continuing professional development of all staff and there are regular opportunities to access a wide range of specialist training in order to develop expertise in meeting the increasingly complex needs of our learners.

KITE ensures that all teachers and support staff who work with the individual learners are aware of the strategies and teaching approaches best suited to meeting the learner's needs through Learner Profiles.

#### d) how does the college adapt the curriculum and learning environment for learners?

KITE regularly reviews and adapts the curriculum and learning environment to meet the needs of our learners. We value the contribution of ICT to supporting learners with complex learning needs and our learners have access to a high-speed network with individual work stations.

Our vocational courses reflect the importance of work-related learning in engaging hard to reach young people we will develop our vocational offer in line with learner demand, and employment need.

KITE strives to meet the needs of individual learners by:-

- setting suitable learning challenges.
- responding to learners' diverse needs.
- overcoming potential barriers to learning and assessment

When planning the content of the curriculum, teaching and learning staff ensure that:

- learners are at the centre of the learning.
- learners are clear about what they are doing and why.
- activities are matched to ability and are taken at an appropriate pace.
- activities are varied and planned to develop a range of skills.
- learners have the opportunity to work in a variety of groupings, according to the nature of the task.
- assessment is continuous but manageable and is used to plan the next step in each learner's learning.

Teaching approaches recommended by other professionals, such as those included in learners' Education, Health and Care Plans, are used to inform individual learning support strategies.

Accredited courses, including Functional Skills and vocational qualifications, are carefully considered based on their content and how they are assessed so that they can be matched to the learning needs, personal interests and aspirations of each learner.

Occasionally, a learner may need more expert support from an outside agency such as Speech and Language Therapy Services, Occupational Therapy Services or CAMHS. In this situation, parents or carers will be contacted so that a referral can be completed and forwarded to the appropriate agency. After a series of observations and / or assessments, a programme of support may be



facilitated by specialists and / or provided to KITE and advice and guidance provided to parents or carers.

Learners may need extra support during exams - these are called Access Arrangements. Evidence of these needs will usually already be detailed in the learner's EHCP and / or Provision Plans as the learner's normal way of working. However, in some instances, there may be a need for specialist assessment.

Sometimes, a learner will have such complex needs that they will find it extremely difficult to cope, even with the small setting and high level of adult support available in specialist provision. KITE may need to request additional funding for 1:1 learning support or consider a change to their educational pathway.

### e) what support is available for improving the emotional and social development of learners?

KITE believes that an important part of education is to enable all learners to develop emotional resilience and social skills. Emotional literacy and opportunities to develop strategies for managing emotions are built into the curriculum, through direct teaching and indirectly in every interaction learners have throughout the day. Learner well-being is the responsibility of all staff at KITE. However, all learners have access to the Progress Lead enabling them to have regular contact with and daily opportunities to talk about how things are going should they need to.

KITE monitors the social and emotional development of learners using Strengths and Difficulties Questionnaire and/or SEAL (Social and Emotional Aspects of Learning).

The social and emotional development of KITE learners is supported through:

- an allocated group to promote a sense belonging.
- whole centre and organisation events to promote a sense of community.
- regular opportunities to celebrate individual and group achievements.
- informal discussions with staff.
- mentoring sessions with Progress Lead/Learning Mentor/Tutor.
- supported and monitored opportunities for social interaction.
- time out facilities and opportunities for reflection.
- a clear system of reward and consequence with opportunities for reparation
- an in-depth, learner centred programme of PSHE.
- focused work on developing independence, including careers advice and life skills.

Sometimes, a learner may need additional support to improve their social and emotional development. This may include:

- social communication skills sessions.
- meet and greet on arrival.
- additional mentoring.
- counselling.
- therapeutic intervention.

Occasionally, a learner may need additional support from an outside agency such as Speech and Language Therapy Services, Health Services, CAMHS, Early Help or Social Services. In this situation, parents or carers will be contacted so that a referral can be completed and forwarded to the

appropriate agency. After a series of observations and/or assessments, a programme of support is usually agreed for the learner

KITE has regular contact with other professionals involved with learners, including medical professionals, Early Help Workers, Social Workers and Youth Offending Team Officers. When appropriate, KITE will contribute to and / or attend multi-agency meetings regarding the welfare of learners.

Sometimes, a learner will have such complex needs that they will find it extremely difficult to cope, even with the small setting and high level of adult support available in specialist provision, and KITE may need to request additional funding for 1:1 social and emotional support or consider a change to their educational pathway.

#### f) Assessment & Access Arrangements.

Contact can be made with the Principal

All KITE teachers and teaching assistants have had the following awareness training :-

- Attachment & Trauma Training
- Support for Learners with ASD
- Emotional Coaching and De-escalation Strategies
- Child Protection
- Prevent Strategy
- HeadStart
- Mental Health First Aid

In addition a number of staff have received the following enhanced and specialist training :-

- Designated Safeguarding Lead
- Youth Mental Health First Aider

Additionally, KITE prides itself on being able to provide and access training opportunities on a national level so that staff have the most up to date awareness covering a wide range of SEND.

#### g) The arrangements for consulting parents of children with special educational needs, and involving them in their education

KITE is committed to working in partnership with parents and carers and believes that their involvement is fundamental to learners achieving their potential. As such, we strive to develop an open and mutually supportive relationship with parents and carers.

KITE regularly contacts parents and carers, either by telephone, email or letter, to celebrate achievements or if there are issues or concerns. Parents and carers are similarly encouraged to contact KITE and are welcome to arrange to visit and meet with staff at any time throughout the year, to share information or discuss how things are going.

KITE invites parents, carers and learners to attend a progress review day once a year. This provides an opportunity to look at work and discuss progress, together with teaching and pastoral staff. Reports are sent home three times a year to keep parents or carers informed of learners' progress.

If there are concerns about a learner's progress or engagement in learning at any point in the year, KITE will contact their parents or carers and may invite them in for a meeting.

This will sometimes result in a change to the strategies used to support the learner or the agreed use of internal or external assessments to help further understand the learner's needs.

KITE values the opportunity to be involved with multi-agency working and actively supports the link between parents or carers and other agencies that may be involved with learners. When appropriate, KITE will contribute to and / or attend meetings with agencies such as CAMHS or Social Services and encourage parents or carers to attend too.

Parents and carers are invited to contribute to and attend an annual review of the learner's EHCP which, wherever possible, will include any other agencies involved with the learner.

Further evaluation of progress and support throughout the year will be informed by the views of the learner and their parents or carers at least three times a year.

KITE publishes a newsletter three times a year to let parents and carers know about college events and activities as well as what has been going on in daily life at KITE.

Parents and carers are also invited to presentations, end of term or charity events and other events throughout the year.

Parents and carers of learners at KITE are asked to complete a survey throughout the year. There are parent and / or carer representatives on the KITE Trustee body. The Learning and Inclusion Committee is responsible for reviewing the policy for special educational needs and reporting to parents annually

#### [h\) The arrangements for consulting young people with special educational needs, and involving them in, their education](#)

KITE values each learner as an individual with the right to be involved in discussing and making decisions about their education. However, KITE also recognise that there can be times when it is in a learner's best interests for adults to discuss and make decisions for them, such as when they are at risk of harm or when difficult decisions about their education have to be made.

KITE provides learners with opportunities to learn how to express their views and opinions with confidence throughout the curriculum including, but not limited to, the Employability/Life Skills programme of study.

Learners have frequent opportunities to discuss any issues with Tutors, Subject Teachers or Teaching Assistants or Progress Lead or Principal. Formal mentoring meetings are also held throughout the year to discuss progress, targets and strategies.

KITE invites learners, along with their parents or carers, to attend a progress review day/parent's evening twice a year. This provides an opportunity to look at work and discuss progress, together with teaching staff.

Learners are asked to contribute their views to the Annual Review of their EHCP by completing a Section A form, with support as necessary. They are encouraged to attend the review meeting so that they can share their views and be involved in discussing and deciding on any changes in their SEND or to their outcomes or provision. Further evaluation of progress and support throughout the year will be informed by the views of the learner and their parents or carers at least three times per year.

All KITE learners are asked to complete a questionnaire about their education 3 times a year.

- Induction
- Mid-year course
- End of course

### l) Complaints

The arrangements made by the Trustees relating to the treatment of complaints from parents of learners with special educational needs concerning the provision made at the college KITE uses the same arrangements for complaints about the provision made for special educational needs as for any other complaint.

In the first instance, parents or carers are encouraged to discuss any concerns with their child's Subject Teacher(s). Progress Lead or principal.

If the concerns cannot be resolved through informal discussion, parents or carers should contact the principal for further discussion and, if necessary, information about the KITE College Complaints Policy.

A copy of the Complaints Procedure can be found on the College's website at: [www.KITE-college.org](http://www.KITE-college.org).

In some cases, usually for children and young people with an Education, Health and Care Plan, there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by KITE.

### j) Other agencies/bodies involved

How the Trustees involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of learners with special educational needs and in supporting the families of such learners.

KITE is a member of NATSPEC

KITE have also engaged with the following bodies:

- Local Inclusion Forum Team (LIFT).
- College Health Services.
- Social Services and Early Help, including the Youth Offending Team.
- Disabled Children's Services for support to families for learners with high needs.
- CXK, for Independent Careers Advice and Guidance.
- EBP, for Independent Careers Advice and Guidance.
- The Education People, for employment support.
- Live Well Kent, for wellbeing support.
- KCC and NHS Steering Groups.

The contact details of support services for the parents of learners with special educational needs and disabilities and children and young people with SEND

Information Advice and Support Kent (IASK) provides a free and confidential information, advice and support service for

- parents of a disabled child.
- parents of a child with special educational needs
- children and young people, up to age 25, who have a special educational need or disability.

Staff trained in the legal framework for SEN can provide information and support on educational matters relating to special educational needs and disabilities, including health and social care.

IASK aims to help parents, children and young people:

- understand the system so they can take part fully in discussions.
- have the confidence to share their views and wishes about education.
- make informed choices and decisions.

IASK can be contacted on:

HELPLINE 03000 413000

Office 03000 412412

E-mail [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

Website [www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

## Admission to KITE college

The college's arrangements for supporting learners with special educational needs in transferring between phases of education or in preparing for adulthood and independent living: KITE recognises that transitions can be difficult for any learner and especially those with SEND. In order to make sure that a move goes as smoothly as possible, we ask for data, files and records from the learner's previous placement so that we have all the background information available. Sometimes, a member of KITE College staff may arrange to meet with staff at the current placement.

All the information that is gathered by KITE College before a transition takes place, including their EHCP and any professional reports available, are thoroughly reviewed and used to complete a Risk Assessment and Learner Profile. This provides all staff with a detailed overview of learner's needs, support network, triggers, and strategies to support appropriate behaviour and what works best in terms of teaching and learning.

The learner and their parents or carers will be invited to an Admissions Meeting where they will be shown around the college and introduced to key members of staff. This also provides the opportunity to complete the admissions paperwork and to talk further about the learner's needs and what works best for them.

Learners joining KITE at the beginning of the curriculum year will also be invited to an induction week. This gives them an opportunity to meet other members of staff and be introduced to the daily routines and allow them to become familiarised with the building, peers, and staff.