



KITE COLLEGE

Kent Inclusive Technical Education

SEND Policy

May 2024

		Signature
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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 young people with Special Educational Needs and/or Disabilities (SEND) at KITE College. It is written for the benefit of all members of the college community to ensure that the potential of every young person 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 young person is valued and respected.

Aims

All learners are entitled to an education that enables them to make progress so that they achieve their aspirations and realise their full potential and become confident individuals, living fulfilling lives and make a successful transition into adulthood. We realise that being supported towards greater independence, preparation for adulthood 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, learners can progress to achieve successful long-term outcomes in adult life and employment. We aim to work with local authorities, partners and parents/carers to enable 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

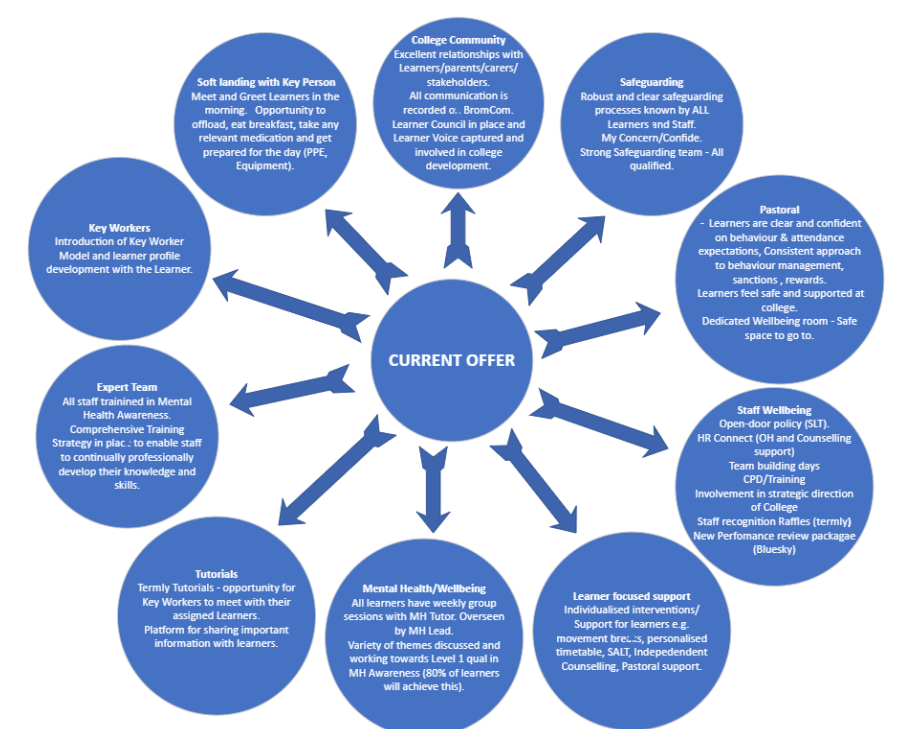
KITE College is committed to safeguarding and equal opportunities and our ethos promotes all staff, Learners, parents/carers and trustees to share this commitment. This includes promoting policies and procedures for safeguarding all pupils with respect to: Children Missing from Education, Child Exploitation,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

KITE College is committed to the promotion of Social, Emotional, Spiritual and Cultural and Fundamental British Values. The four main areas of SEN are:

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

Our Offer

KITE College is a Post 16 independent specialist Special Education Needs (SEN) and Social, Emotional, Mental Health Needs (SEMH) educational provision. All Learners who enrol at KITE College have an Education, Health and Care Plan (EHCP). On occasions, KITE will make provision for a learner with undiagnosed special educational needs, where there is clear evidence that specialist provision is required. Assessments will be undertaken to ensure the appropriate support is in place to enable them to access their further education without any barriers to their learning.



Inclusion: Teaching and Learning

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

Learners are taught in small groups of (8 learners or less) or individually by staff experienced and trained in working with SEMH needs and associated, complex SEND. The curriculum is delivered by subject specialists who make sure that teaching and learning uses a variety 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.

Our vocational pathways reflect the importance of work-related learning in engaging hard to reach young people and 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

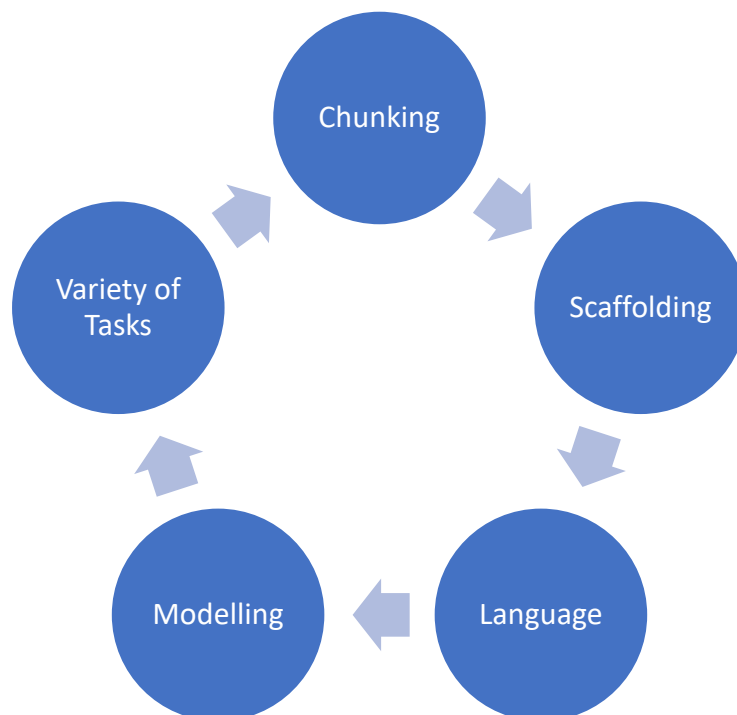
When planning the content of the curriculum, teaching and learning staff ensure that:

- 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 (EHCP), are used to inform individual learning support strategies.

Accredited courses, including Functional Skills, GCSE's in Maths and English 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.

KITE ensures that all learning activities are differentiated to meet the learners needs and barriers are removed to enable them to access their learning:



Targeted Support

Occasionally, a learner may need additional support to be able to access their learning and KITE support this by targeted intervention groups such as:

- Speaking, listening and communication needs
- Fine/Gross motor Skills
- Numeracy and Literacy
- Creative Wellbeing activities

If more expert support is required from an outside agency such as Speech and Language Therapy Services (SLTS), Occupational Therapy Services (OTS) or Child and Adolescent Mental Health Service (CAMHS), then KITE facilitate this. 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.



Access Arrangements

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.

Personal Development

KITE believes that an important part of education is to enable all learners to develop emotional resilience, social and independence 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. All learners have access to the Pastoral Team enabling them to have regular contact with and daily opportunities to talk about how things are going, should they need to.

KITE's offer includes weekly Wellbeing lessons for ALL learners, providing them with another platform to express how they are feeling and have a break from their vocational learning. KITE College

recognises that if the learners SEMH is not supported, then it makes it very difficult for them to be 'ready to learn'.

KITE College operates a Key Worker Model, whereby, each learner is allocated a Key Worker and have the opportunity to meet them weekly to discuss any concerns or needs the learners have. This ensures that no learner flies 'under the radar' and all the learners needs are supported. The Key Worker will write a learner profile with the learner, capturing the learner's voice on how they wish to be supported, communicated with and identify any potential barriers to their learning and strategies to ensure these are removed.

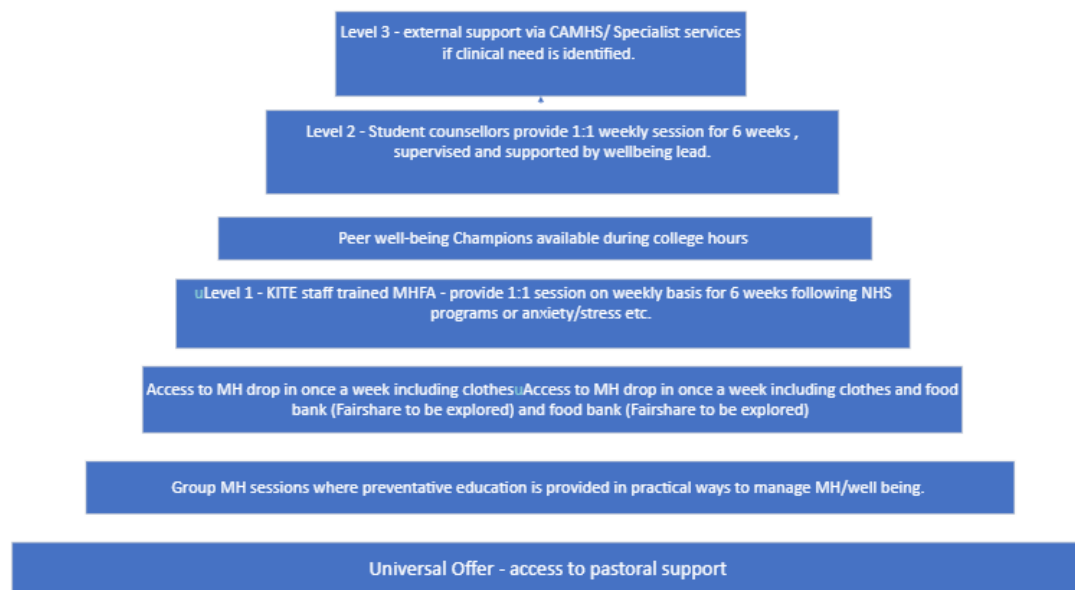
For those learners who need it, we provide a 'soft landing' for them in the morning. This means they will meet with their Key Worker when they arrive at college and have the opportunity to have discussion on how they are feeling and 'offload' if they need it, enabling them to being 'ready to learn'.

The social, emotional and mental health 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 Key workers, Pastoral Team and Peer Wellbeing Champions
- supported and monitored opportunities for social interaction – Lunchtime activities, weekly enrichment sessions, residential trips, trips and visits off site.
- movement breaks and opportunities for reflection.
- a clear system of reward and consequence with opportunities for reparation – Restorative Justice.
- an in-depth, learner centred programme of PSHE - focused work on developing independence, including careers advice and life skills.



KITE's Model for supporting our learners with their SEMH needs:



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, reduced timetable, remote learning or consider a change to their educational pathway.

Staff Training and Development

All KITE teachers and Learning Support Practitioners have had expert training in the following:

- Attachment & Trauma Training
- Support for Learners with ASD/ADHD
- Emotional Coaching and De-escalation Strategies
- Safeguarding and Child Protection
- Prevent Strategy

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

- Advanced 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.

Parent/Carer Communication

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, parent/carers feedback surveys, 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.

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. This provides an opportunity to discuss progress and potential onward destinations for the learners with the SENCo.

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.

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.

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.

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.
- [Information, Advice and Support Kent \(IASK\) - Kent County Council](#)

Admission and Transition to KITE College

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 regarding risk assessments, support plans, behaviour records,

healthcare needs, and safeguarding files before the learner joins KITE College. This ensures that we have all relevant information available, so we are able to support the learners in accordance to their needs and preferred learning style and ensure support is in place before they start. Sometimes, a member of KITE College staff may arrange to meet with staff at the current placement.

For KITE College, an excellent transition is making sure that ALL learners feel welcomed, feel part of the college community, feel valued, feel they are listened to, have confidence that their needs will be met and can succeed and aspire.

At KITE College, we hold Open Days (3) throughout the year for learners, their families, support workers and educational provisions, whereby they can visit the college and have a tour of the site. They will be able to speak to all the tutors of the different pathways and be given demonstrations on the type of work they will be doing in college.

If the learner is interested in joining KITE the learner and their parents or carers will be invited to an Admissions Interview 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.

KITE also has transition days for new learners in Term 6, whereby existing learners are not in the college. This allows them to get a feel for the college, get to know the staff they will be working with, to meet the other learners on their chosen pathway and also to gain an idea of what they will be learning and what their days will look like, when they join in September. In September, we have three days with just the new learners in the college, to help them settle in before the Year 2 learners come back into college.

KITE also offer a reduced/staggered timetable for those highly anxious learners joining KITE College.

At the beginning of the academic year ALL learners will complete an initial assessment of their Maths and English learning levels via an online assessment portal, BKSB. Results from these assessments will enable us to benchmark their current learning levels and compare this to their prior academic attainment and ensures that they are continually stretched and can progress in their learning levels.

Moving on from KITE

If a learner decides to move on from KITE College, we ensure that we have conversations with the learner, parent/carers and staff involved in supporting the learner including Tutors, LSPs, Pastoral, Careers Lead and SENCo. These conversations will be a combination of informal conversations with the learner with pathway tutors and more formal meetings such as annual reviews, Key Workers meetings, PEPs, tutorials and meetings with our Careers Lead.

We ensure that the learner's wants, needs, aspirations and voice are captured during all these conversations/meetings and we will support them to move on from KITE and that clear destination routes are identified for the learners. When appropriate, we will share necessary information with a new provider, to ensure that the learners transition is a positive one.

KITE also make follow up wellbeing phone calls to learners who have moved on, to ensure they have settled into their new provision/workplace (3 months and 6 months after moving on from KITE).

We make sure that all relevant information is captured in the annual review paperwork, so that a new provision will have everything they need to continue to support the learner in the way they need.

Further information/Summary

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

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).

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

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.
- The Education People, for employment support.
- Live Well Kent, for wellbeing support.
- KCC and NHS Steering Groups.

External support for parents and carers

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

- KCC SEND Information Hub: www.kent.gov.uk/sendinformationhub
- Kent PACT (parents and carers together): www.kentpact.org.uk
- IASK (information, Advice and Support Kent): www.iask.org.uk
- KCC SEN Team – sendpost16@kent.gov.uk
- IASK can be contacted on: HELPLINE 03000 413000. Office 03000 412412
E-mail iask@kent.gov.uk or Website www.kent.gov.uk/iask
- [Home - KELSI](#)