



Things done well make the best memories

SIR NORTON KNATCHBULL – 1637

SEND Policy

Reviewed by	Paul Uttin Inclusion Manager
Approved by the Full Governing Body	14 th October 2025
Equalities Impact Assessment	Paul Uttin
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Publication	School Website

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

Children and Families Act 2014

SEN Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

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

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies

Behaviour/Discipline Policy

Equalities Policy

Safeguarding Policy

Homework Policy

Complaints Policy

This policy was developed with a process that involved parents/carers, representatives from the governing body parents of children with special educational needs and will be reviewed annually.

Definition of SEN

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 him or her.

A child of compulsory school 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 schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...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 (2014, p5)

1 The kinds of special educational need for which provision is made at the school

At The Norton Knatchbull School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, mental health issues, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: Asperger’s Syndrome, Physical needs and speech and language difficulties. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEN

At The Norton Knatchbull School we formally report on the progress of all pupils twice times a year to review their academic progress. We also use a range of assessments with pupils to help understand their progress. We ask all year 7 students to complete a subject assessments at the start of the year in September and also use the WRAT test for spelling, Dash Test for speed of writing and many other tests too.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are lunchtime and afterschool subject specific clubs, homework club, social skills groups, one to one support.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At The Norton Knatchbull School we are experienced in using the following assessment tools, Dyslexia Screening, WRAT Test, Dash Test, WIAT 2. Test and we have access to external advisors who can use the alternative assessment tools.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and the plan, do, review cycle will be followed. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil can make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, they will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress formally reported at least 2 times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at The Norton Knatchbull School are WRAT Test, Dash Test, WIAT 2 Test and CTOPP Test. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

In the Norton Knatchbull School the quality of teaching is judged to be good with areas of outstanding.

We follow the Mainstream Core Standards [SEND mainstream core standards - Kent County Council](#) advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments. These are delivered by staff employed the school using funding provided by the local authority as 'notional SEN funding'

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At The Norton Knatchbull we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning. These include adding additional ramps, ensuring that door widths are appropriate in the school for wheelchair users, improving access to the front of the school and having a lift located in the main hall.

3e additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case. The interventions that we can offer can be discussed on a pupil basis with our Inclusion Manager. In very few cases a very high level of resource is required. The funding arrangements for students who have a higher level need have changed this year and we are currently awaiting further details of how this can be accessed.

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at The Norton Knatchbull School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

3g support that is available for improving the emotional and social development of pupils with special educational needs

At The Norton Knatchbull we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance PSHE, and tutor time, and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following; access to the school counsellor, mentoring with a member of senior leadership team, external referral to CAHMs, time-out space for pupil to use when upset or agitated, a student mentor and referrals to other appropriate agencies..

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

4 The name and contact details of the SEN Co-ordinator

The SENCO at The Norton Knatchbull School is Paul Uttin, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

Paul Uttin is available on 01233 620045 extension number 208 or puttin@nks.kent.sch.uk. If unavailable, please leave a message and he will make contact as soon as possible.

The Assistant Senco is Amy Clements who is available on 01233 620045 or aclements@nks.kent.sch.uk

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have access to the following awareness training: Autism, dyslexia, SpLD and ADHD

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are, Goldwyn Special School, Educational Psychologist, Speech and language therapist, occupational therapists, physio therapist, dyslexia specialists etc. The cost of training can be covered by the notional SEN funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at The Norton Knatchbull School are invited to discuss the progress of their children at parent consultation evenings and receive progress reports at least twice per year. In addition, we are happy to arrange meetings outside these times. Any student highlighted as having a special educational need will have their provision recorded, tracked, and evaluated on a Provision Map which will be shared with parents three times per year.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at The Norton Knatchbull are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class or subject teacher as the first point of contact and then with the SENCO. If the matter cannot be resolved please contact the Deputy Head who is responsible for this area of the school. If there is still an outcome that you are not satisfied with, please write formally to the Chair of the governing body in line with our complaints procedure.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHCP where 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 the school.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc

11 The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children, and young people to fully participate in discussions and make informed choices and decisions. Also, for these stakeholders to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At The Norton Knatchbull School we work closely with the educational settings used by the pupils before they transfer to us to seek the information that will make the transfer as seamless as possible. The school visits all year 6 students moving to the school during terms 5 and 6 of their final year at primary school. The school also runs an integration programme over 2 days in July where students visit the school, are placed into their form and teaching groups, and experience what it will be like for them in September. For some identified students extra visits to the primary school environment may be made or extra visits to our school will be organised to help make the process as smooth as possible.

We also contribute information to a pupils' onward destination by providing information to the next setting. Student information will be shared with the provider in the next setting and all relevant documents will be provided. For students transferring to us or for those that are staying on we organise taster days during term 6. We also advise students and parents to meet with the 6th form team prior to starting so they are aware of all the support available.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

NKS Equality impact assessment

The purpose of an Equality Impact Assessment (EIA) is to ensure that policies, functions, plans or decisions do not create unnecessary barriers for people protected under the Equality Act 2010. Where negative impacts are identified these should be eliminated or minimised, and opportunities for positive impact should be maximised

Policy details

POLICY STATUS	
Existing	
THIS POLICY WILL AFFECT	
- Pupils - Staff - Governors/trustees - Parents	

EIA completed by:	Paul Uttin
Contributors to EIA:	
Date completed:	10/9/25

Impact analysis

- Indicate what type of impact this policy will have for each group, and explain why
- If a policy doesn't impact a group, tick the 'neutral impact' column and record this
- Remember that a policy may impact a group in multiple ways. For example, your curriculum policy may positively impact BAME pupils by promoting British values of mutual respect and tolerance, but negatively impact BAME pupils by failing to promote material that highlights a variety of cultures and ethnicities

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
Sex		X		
Race		X		
Religion or belief		X		
Sexual orientation		X		

Gender reassignment		X		
Pregnancy or maternity		X		
Age		X		
Disability	x			Policy should have a positive impact on those young people with disabilities
Marriage or civil partnership		X		
You could also add non-protected characteristics that have a specific impact in your school, e.g.: - English as an additional language - Looked-after children - Families with separated parents	x			Policy should have a positive impact on those young people with disabilities

INTERSECTIONAL IMPACT

Consider to what extent the policy may impact someone across multiple groups

Outcomes

CONSULTATION AND STAKEHOLDER ENGAGEMENT

FINAL DECISION ON POLICY

- Details of how the EIA outcome will be monitored
- Evidence collected / data reviewed
- Policy review schedule

Any further consultation or stakeholder engagement

Monitoring arrangements

MONITORING ARRANGEMENTS

Review in September 2026