



# **Kendrick School**

## **Inclusion and Special Educational Needs Policy**

**Approval Date: July 2025**  
**Next Review Date: July 2026**

# Inclusion Policy Statement Kendrick School

## Introduction

Kendrick School is fully committed to the ideals and principles of inclusion and we are committed to reaching out into the local community. We are committed to equal opportunities for all our students, staff and stakeholders. Our Inclusion agenda is so wide that it cannot be contained in a single policy or statement. Therefore a reference to this Statement is included in all of the following policies which relate to it and should be read in conjunction with it:

- Admissions
- Attendance
- Assessment Recording and Reporting
- Relationship and Behaviour
- Bullying
- Curriculum
- Disability Equality
- Evacuation
- Homework
- Learning and Teaching
- Pupil Premium
- Risk Management
- SEND
- Exams

**The following section of this Inclusion Statement relates specifically to students.**

## Principles and Ethos

We believe that each of our students has unique talents, abilities and potential. We encourage them all to believe in themselves and respect others. We recognise that some may need more support than others and try as far as possible to personalise our curriculum and our pastoral care. We believe that inclusive education is an effective way to combat discriminatory attitudes, to contribute towards the creation of welcoming and inclusive communities and to provide children and young people with their educational entitlement. We welcome and celebrate diversity.

## Definition

Inclusion means: ***The removal of barriers to learning across and beyond the curriculum to increase participation for all learners.***

## Aims and objectives

We will:

- Provide support to all but will take particular care to try to remove barriers for individuals or groups who may need targeted support to achieve their potential, such as: minority and ethnic groups, students with English as an Additional Language (EAL), Students with Special Educational Needs

(SEN), Gifted and Talented Students, children in care, students with particular physical challenges, young carers, students with mental health needs, students who are ill or who are in families under stress and students who are at risk of disaffection and exclusion.

- Review and improve our Inclusion policies and practice with wide consultation.
- Monitor the effectiveness of these policies and practice.
- Strive to meet the needs of all learners within a broad and balanced curriculum.
- Respond flexibly and creatively in providing for learners, taking into account our knowledge of pupils' background, beliefs, preferred learning styles, aptitudes and interests.
- Work with our own school community and local communities to break down barriers to inclusion.

## **SPECIAL EDUCATIONAL NEEDS POLICY**

### **Introduction**

Kendrick School aims to provide a curriculum which is accessible to all its students. It recognises the importance of early identification and assessment of students with SEND. Kendrick School will develop practices and procedures, which will aim to ensure that all students' special educational needs are identified, their needs assessed and that the curriculum is planned to meet their needs. Through effective collaboration with students, parents, staff, agencies and Local Authorities the school aims to provide students with the educational resources and opportunities to attain their full academic potential.

This policy should be read in conjunction with Kendrick school's Supporting Pupils with Medical Conditions Policy, Inclusion Statement and Disability Policy, Safeguarding Policy, Anti-Bullying Policy and the SEND Information Report on the school's website.

Although Kendrick School is a selective school, there are still a number of students who require support to be able to achieve to their full potential, be happy and confident and ready for life beyond Kendrick School. The SEND department operates in accordance with the following principles:

- All teachers at Kendrick School are teachers of students with SEND (Quality First Teaching)
- All students can achieve their very best
- All students have a right to a broad and balanced curriculum
- All students should be able to share in all aspects of the life of the school
- The department, students and parents should work in partnership
- Students should be supported to become confident individuals, living fulfilling lives so they can make a successful transition into adulthood

### **References/Legislation that inform this policy**

The Children's Act 1989 & the National Standards

SEND Code of Practice: 0 to 25 Years January 2015

The Disability Discrimination Act 1995

The Special Educational Needs and Disability Discrimination Act 2001

The Childcare Act 2006 (Every Child Matters Framework)

United Nations Convention on the Rights of the Child (1989)

'The Importance of Teaching. Equalities Impact Assessment.' White Paper DfE 2010

The Disability and Equality Act 2010

Improving Parental Confidence in the Special Educational Needs System: An Implementation Plan. DfES. 2010.

Support and Aspiration: A New Approach to Special Educational Needs and Disability. A Consultation. Department for Education. 2011.

The Implementation Review Unit's (IRU) statement on SEN and disability — meeting need, minimising bureaucracy. Jan 2007

and the aims of the school as outlined in school documentation

## Definitions

**Special Educational Need** is defined as a student having a learning difficulty whereby they have “significantly greater difficulty in learning” than the majority of children of the same age.

The SEND Code of Practice defines SEND by: ‘ A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different or additional to that normally available to students of the same age.’

**Disability** is defined in The Disability Discrimination Act as: ‘a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.’

The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. However, these four broad areas of need give an overview of the range which are planned for:

- Cognition and learning (General or specific difficulties)
- Social, emotional and mental health difficulties
- Speech language and communication needs
- Sensory and/or physical needs

Whether a student is identified as having a ‘special need’ or not will be determined by the professional judgement of the staff in accordance with the SEND Code of Practice and within the context of the school. The SEND Code of Practice is clear that the most important provision is to ensure that high quality teaching is available to the whole class meaning that fewer students will require special support. Students that do require support beyond what is normally available are identified as having a SEND need.

### 1. Objectives

This policy is in keeping with the school’s aims, its Behaviour Policy and its policy on equality of opportunity and other related policies. The governing body and staff of Kendrick School will ensure that all pupils enjoy a broad and balanced education which meets individual needs. There is an Inclusion governor designated to be responsible for the overview of SEND.

Key objectives are:

- To provide a supportive framework in which students requiring assistance are identified, their needs assessed, assisted and monitored according to the Code of Practice
- To meet the needs of all students including those with SEND through a broad, balanced and appropriate curriculum
- To promote the personal development of individual students with SEND and respond flexibly and creatively taking into account students’ preferred learning styles, strengths and weaknesses
- To raise awareness, increase expertise, share good practice and promote INSET amongst all members of staff regarding the needs of individual students and the ways in which their specific needs can be addressed
- To identify and make use of relevant sources of training, advice and expertise
- To fulfil statutory requirements as specified on EHCPs and follow the requirements and guidance contained in the SEND Code of Practice
- To establish a productive partnership between school, parents and outside agencies
- To take the lead in early identification, assessment of need, intervention and education of students with SEND
- To ensure that SEND students are involved, where practicable, in decisions affecting their provision

- To plan strategically the funding arrangements to meet the needs of students with SEND
- To record, monitor and evaluate SEND provision regularly
- To integrate students with SEND into the life of the school, providing additional support as needed to achieve this

## 2. Staffing: Roles and responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2015) guidelines and school job descriptions.

### The Trustees:

- In partnership with the Headteacher, the trustees have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND
- Ensuring, through the performance management process, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND
- Monitoring the policy through the school's self-evaluation procedures
- All trustees are informed of the school's provision, including funding, equipment and staffing
- Reporting annually to parents on the school's policy through the website

### The Headteacher:

- Setting objectives and priorities in the school development plan, which includes SEND
- Informing the Governing body
- Responsibility for the allocation of funding devolved directly from the LA

### Heads of Department:

- Ensuring appropriate curriculum provision and delivery is clearly stated in their schemes of work
- Ensuring appropriate teaching resources for students with SEND

### Teachers:

- **"All teachers are teachers of special needs"**
- Devising strategies and identifying appropriate differentiated methods of access to the curriculum
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes
- Ensuring student 'Passports' are considered in lessons
- Monitoring progress of students with SEND against agreed targets and objectives
- Be fully aware of the school's procedures for SEND
- Raising individual concerns to SENDCo
- Ensure suitable arrangements have been made for students on Educational Visits

### SEND Co-ordinator

The school has an appointed SEND Coordinator (SENDCo)

Ms Yvonne Le Croisette [ylecroisette@kendrick.reading.sch.uk](mailto:ylecroisette@kendrick.reading.sch.uk)

whose responsibilities include:

- Being responsible to the Headteacher for the management of SEND provision and the day-to-day operation of the policy
- Disseminating information and raising awareness of SEND issues throughout the school
- Being involved in preparing the SEND Information Report

- Coordinating provision for and managing the responses to student's special educational needs
- Overseeing the records of students with special educational needs
- Drawing up, reviewing and monitoring single-page profiles (Passports) for those with SEND, as required
- Supporting the teaching and learning of students with SEND
- Liaising with parents of students with SEND
- Liaising with external agencies including the educational psychology service
- Liaising with schools, including feeder primaries
- Liaising with the Admissions team
- Liaising with other SENCOs, both locally and nationally
- Monitoring and evaluating the special educational needs provision and reporting to the governing body via the designated governor and Headteacher
- Managing a range of resources, human and material, to enable appropriate provision for students with special educational needs
- Contributing to the professional development of all staff

### 3. Admission Arrangements (see also Admissions Policies)

Kendrick is a selective single sex grammar school. All students who enter for Year 7 do so via the entrance exam. The admissions' criteria does not discriminate against students with SEND and has due regard to the Code of Practice.

The parents of any child with SEND, who are applying for a place at the school, should write to the Admissions Officer at Kendrick School so that any special arrangements that might need to be made to enable the child to take the entrance tests, can be discussed. It would be expected that there would be supporting information from an accredited medical professional recommending arrangements appropriate to the need. It would also be necessary to establish a history of need by demonstrating that similar arrangements are in place at the applicant's current school. Kendrick School may contact the applicant's primary school to verify and confirm existing arrangements.

Students who have a statement of special educational needs or an EHCP Plan, which names the school and who meet the academic standard, will be offered a place in line with the Admissions Policy.

The pastoral leader for Year 7, will ensure that the school is aware of all students entering Year 7 at Kendrick who have special needs. When possible the pastoral leader, (or the SENDCo) will attend the last annual review of any student who is coming to Kendrick who has an Educational Health and Care plan.

### 4. Identification, Assessment and Provision

Special Educational provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents/Carers and staff will be informed that the student has special educational needs and appropriate provision will be identified to meet the student's individual need(s).

Lack of adequate progress **may** be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies which are usually employed
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment
- Poor communication or interaction, requiring specific interactions and adaptations to access learning
- Teacher assessment will include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social and emotional needs in order to make a successful transition to adult life

The following are **NOT SEND** but may impact on progress and attainment:

- Persistent disruptive behaviour where there are no causal factors such as undiagnosed learning difficulties or difficulties with communication or mental health issues
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

## Identification and assessment

The school uses the **graduated response** (further details below) as outlined in “The Code of Practice (2015)”. To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff.

### Identification and assessment processes:

- **Transfer** information from previous school and parents. Additional visits arranged if necessary and the school attends EHCP meetings at primary schools where necessary
- **Staff Observation** - members of staff consult with the SENDCo if they notice students who may need specialist help during the school year. Evidence for that concern must be produced prior to additional intervention being undertaken. A minimum period of 10 weeks observation is usually required.
- The views of the SEN student are sought and taken into account.
- A student’s **parent/carer** may express concern. Once information is gathered the process of observation is the same as for staff referrals.
- Profiling three times a year for all students informs tutors and pastoral leaders of progress and attitude to learning.
- Students transferring to the school other than those through the Year 7 exam will be identified and assessed using the same criteria as those entering in Year 7.
- The SENDCo may then ask for **additional needs assessment** to be undertaken by other professionals (e.g. Specific Learning Difficulties (SPLD)).

A register of students with SEND, giving details of intervention will be maintained by the SENDCo. This information is available to all staff via SIMs and SharePoint.

### Statutory Assessment

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHCP

### Provision

Teaching students with SEND is a whole school responsibility. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Kendrick School learn and progress through these differentiated arrangements.

**A Graduated Response** is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve at least adequate progress. Provision is identified and managed by the SENDCo but will on the whole be planned and delivered by teaching staff.

### Graduated Response

**Wave 1:** Quality first teaching by all teaching staff.

**Wave 2:** Is initiated where students have failed to make adequate progress (academically, socially or emotionally) as identified by the SENDCo through the identification and assessment arrangements.

Criteria for Wave 2 include:

- Consistent under-performance following quality first teaching
- Teacher’s observations
- Previous school’s teachers’ comments
- Concerns from staff or parents

Provision from within the school’s resources is identified to help meet the student’s needs.

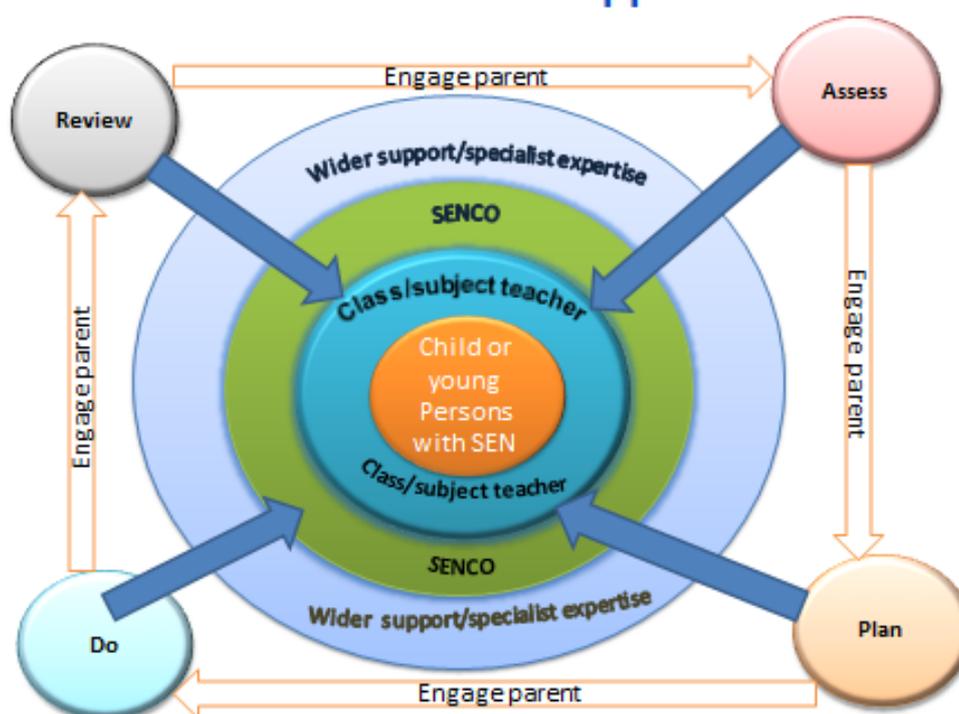
**Wave 3:** Where students fail to make adequate progress, despite additional provision at Wave 2, the school will seek advice and involvement from additional support services in order for them to:

- provide specialist assessments
- give advice on teaching strategies or materials
- provide short-term support or training for staff

Students at wave 2 and 3 will be regarded as SEND and included in data collection. These students will have a 'Passport' in order for effective communication in school and to aid quality first teaching. Students at wave 2 and 3 will have targets set on their Passport to successfully support the Assess, Plan, Do, Review cycle.

The student Passport is revised and new strategies are put in place following the involvement of the student and parents. Should the assessments identify that a student requires a high level of support, top up funding will be applied for, demonstrating the need for support above £6000. Should the assessments identify that a student with an EHCP requires additional provision on a regular basis for an extended period then the school will apply for additional resources. These applications will be evaluated against criteria established by the LA.

## The new vision: A whole school approach



### 5. Resources

If specialist equipment is required, e.g. a tablet device, this will be purchased out of monies available from SEND revenue allocation, High Needs allocation or other revenue sources. Monies coming directly to the school for SEND will be used for resources including staff associated with SEND. The allocation of time and resources will correspond to the stage at which each student is on the Code of Practice.

### 6. Students with Education and Health Care plan (EHCP)

National Curriculum requirements including assessment may be modified

An Annual Review including an invitation to parents and all concerned agencies will take place. This is in addition to termly reviews.

### 7. Monitoring and Evaluation

The Headteacher has regular line management meetings with the SENDCo. The SENDCo is line managed by the Headteacher.

The effectiveness of the school's SEND Policy will be communicated to the Trustees by the Headteacher, Deputy Headteacher and the SENDCo. Criteria will include general awareness of the policy.

- Attainment of standards of achievement appropriate to their abilities
- Growth in self-confidence and acceptance of challenges
- A clear perception of personal development and a healthy self-esteem
- Regular and willing attendance
- Formal and informal feedback from subject staff and form tutor
- Feedback from involved agencies
- Feedback from parents
- Productive interaction between the student and teacher
- Effective communication of relevant information between all staff
- Awareness of current thought and practice in areas of SEND
- Accessibility of staff to parents
- Regular liaison with outside agencies as appropriate

## **8. Complaints Procedure**

Parental complaints about SEND provision will be heard in the first instance by the Headteacher. If appeals require further consideration, this will be done by a representative of the Trustees.

## **9. Staff Development**

- Kendrick is committed to the training of staff to meet a range of needs
- The SENDCo provides INSET for ECTs and other new staff at the school with regard to the SEND procedures at Kendrick School
- INSET for all staff is generated as a result of appraisal and target setting. Heads of department are responsible for their staff's professional development
- All staff will be made aware of the SEND Code of Practice and current legislation and DfE recommendations to schools, through staff meetings and documented guidelines
- Whole-school INSET, focusing on specific needs pertinent to the school is included, where appropriate, on staff training days and during twilight sessions
- Delegated resources will be used for appropriate staff training
- External agencies may be invited to provide INSET if appropriate
- Individual departments can ask for training and advice from the SENDCo and school educational psychologist in order to help them support students

## **10. Partnership with Parents**

The school sets out to maintain a good working relationship with all parents. Any parental concerns will be investigated by the Tutor -Pastoral leader - SENDCo. Students and parents will be informed and involved at all stages of SEND procedure.

## **11. Support Services**

The SENDCo and pastoral leaders via the SENDCo may consult the following agencies as necessary:

- Educational Psychological Service
- Health and Social Services
- Physiotherapy, occupational, speech therapy

- Child Guidance
- Berkshire Adolescent Service
- School Nurse
- EWO
- Teachers for the Hearing/Visually Impaired
- Hospital & Home Tuition Service
- Teaching and Support Services
- Other Associations offering specific support for particular conditions (e.g. dyslexia)

## **12. Links with other Schools**

- Liaison with feeder schools for transfer at Year 7
- Hospital School (Royal Berks)
- Other secondary schools when students transfer

The SENDCo attends Network meetings organised by Brighter Futures for Children. The SENDCo attends the Annual SENDCo conference and consults with and gains expertise from other experienced SENDCos.

## **13. Review Procedures**

The policy will be reviewed annually.

### **GLOSSARY**

SEND.....Special Educational Needs and/or Disability  
 EHCP....Education Health and Care Plan  
 SENDCo.....Special Educational Needs/Disability Co-ordinator  
 INSET.....In Service Teacher Training  
 TLC.....Teaching & Learning of Cohort  
 ECT ..... Early careers teacher  
 EWO.... Education Welfare Officer  
 LA..... Local Authority