KALEIDOSCOPE
Multi Academy Trust

SEND and Inclusion Policy

Approved by: **Next Review:**	Kaleidoscope Trust Board September 2026	**Date:** April 2026

Version:	2.0	
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Adopted by:	Ashcombe Primary School Becket Primary School Christ Church CE Primary School Crockerne CE Primary School Hutton CE Primary School St. Martin's CE Primary School Worle Village Primary School	
Review:	Annually	
Next Review Due:	September 2026	

1. Introduction

At Kaleidoscope Multi Academy Trust (KMAT) we strive to ensure that all pupils are fully included in all aspects of school life. All children in our care, including those identified as having 'Special Educational Needs and/or Disabilities' (SEND) have a common entitlement to a broad and balanced curriculum which is accessible to them as individuals. This is regardless of gender, religion, race, background, specific difficulty or physical ability. As a MAT we value and respect personal qualities and the needs of individual pupils within our schools. We are committed to providing a safe, secure but challenging learning environment where all children feel confident and able to flourish regardless of their special needs or differences.

We understand that some children may require more support than others. If all children are to achieve their full potential, we must recognise this and plan accordingly. Children may have SEND either throughout, or at any time during their school career. Our policy ensures that the curriculum planning and assessment for children with SEND considers the type and extent of the difficulty experienced by the child. Some of these children may require long term help throughout their time in school, whilst others may need short periods of support to overcome fewer complex difficulties.

As a MAT we ensure our sites are accessible to all and provide disabled facilities for those who require it.

2. Overview

This policy will have due regard to legislation, including, but not limited to:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- The Special Educational Needs and Disability (Amendment) Regulations 2024

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'

- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2025) 'Keeping children safe in education 2025'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

3. Objectives

Every school in Kaleidoscope MAT is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, each school will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that where possible, pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENDCo.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
  - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
  - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
  - A SEN information report about the implementation of the school's policy for pupils with SEND.

4. Roles and responsibilities

The Trust will be responsible for:

- Reviewing this policy annually
- Ensuring this policy is implemented fairly and consistently across the schools.
- Ensuring that training is available to SENDCos and all staff
- Ensure that KMAT Policies are not discriminatory to SEND pupils
- Monitoring the assessment data for SEND pupils

The Local Governing Body will be responsible for:

- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENDCo for the school.
- Ensure provision follows statutory and best practice
- Monitoring the assessment data for SEND pupils
- Ensure that this policy is followed in their school.

The Headteacher/Executive Headteacher/Head of School is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

In enacting this policy, the Headteacher/Executive Headteacher/Head of School will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the Trust to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENDCo has sufficient time and resources to carry out their functions.
- Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensure the SENDCo has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The SENCO will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.

- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the Headteacher/Executive Headteacher/Head of School to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for making sure that pupils with SEND receive the support they need to access the schools broad and balanced curriculum, by:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

5. Identifying SEND

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.' (SEND Code of Practice 2014, 6.15)

We recognise that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is not to fit children into one of these categories but to use the **graduated response** to address a child's particular needs. Our staff work closely with parents/carers, the child and external professionals to ensure a clear picture of the whole child's **lived experience**, not just the special educational needs of the child. This allows the school to put the best provision in place to meet the needs of each individual child. (**See appendix 3 – SEND Identification Pathway**)

6. EHC needs assessments and plans

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.
The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.
As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.
Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.
The school will admit any pupil that names the school in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

7. Reviewing EHC plans

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least six weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

If a pupil's needs significantly change, the school will request an emergency EHC plan annual review. Thereafter, the Headteacher/Executive Headteacher/Head of School will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

8. Supporting successful preparation for adulthood

We aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to a new setting.

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.

- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

9. Supporting Children and Families

Kaleidoscope MAT values the contribution and support from parents/carers and recognises the importance of working with parents/carers to support children with additional needs. The individual school websites have a detailed SEND section, which include the local offers, and are regularly updated.

For local offers, please click on the links below:
North Somerset's Local offer
Somerset's Local Offer

We work closely with North Somerset Parents Carers Working Together (NSPCWT) and the SENDIAS service (information and advice) for North Somerset, to evaluate and share our practices. We also regularly work with a variety of external agencies including: Community Paediatrics, CAMHS, VLS service, Social Care, Disabled Children's Team, Local Authority Inclusion Team, PSCOs and the local Police force. This allows us to ensure that we are able to provide or to signpost the best possible support for children and families.

10. Admissions

Schools accept admissions throughout the year dependent upon numbers on roll.

Children with EHC plans are considered in collaboration with the Local Authority SEN team. For full details on the admissions process, please see the Admissions Policy or contact the individual school directly.

11. Accessibility

Through regular training and high quality teaching, barriers to learning are quickly removed and identified. When children with potential access difficulties start school, the SENDCo works closely with external agencies to ensure appropriate training, modifications to the environment and provision is in place to support that child.

Delivery of information to both parents and children is adapted, as necessary, on an individual basis. The MAT, encompassing all its schools, is developing a positive approach to all children including the

use of personalised target books, learning packs, increased visual and non-verbal information, including visual timetables and instructions, and modifications to the classroom environment.

Parents/carers are also able to access written information through alternative means if requested.

For further information on accessibility, please see the MAT's Accessibility Policy.

12. Supporting Children with Medical Conditions

KMAT recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs (SEN) and may have a statement, or Education Health and Care plan (EHC) which brings together health and social care needs, as well as their special education provision.

13. Complaints

As a MAT, we have policies in place that aim to resolve problems swiftly, fully and efficiently at the earliest opportunity. For further information please see our Complaints Policy which is on the MAT website, in addition to the websites of the individual schools.

14. Review and Evaluation

This policy will be reviewed annually and checked for continuing relevance against any statutory requirements and Local Authority advice.

Appendix 1 - SENCO Contacts within Kaleidoscope MAT

School	SENDCo	Contact details
Ashcombe Primary School	Kerry Evans	01934 620141 Kerry.evans@ashcombe.kmat.co.uk
Becket Primary School	Deb Crandon	01934 516052 Healther.walters@becket.kmat.co.uk
Christ Church CE Primary School	Leanne Bryant	01934 620738 Leanne.bryant@christchurch.kmat.co.uk
Crockerne CE Primary School	Lucy Rees	01275 372659 Lucy.rees@crockerne.kmat.co.uk
Hutton CE Primary School	Nicola Baldwin-Wheat	01934 812852 Nicola.baldwin-wheat@hutton.kmat.co.uk
St. Martin's CE Primary School	Deb Crandon	01934 628651 Deborah.crandon@stmartins.kmat.co.uk
Worle Village Primary School	Alan Milne	01934 512200 Alan.milne@worlevillage.kmat.co.uk

Appendix 2 – Concern Form

Concern form

Concern form – Refer to SENCo		
Pupil name:		**Year:**
Teacher name:		**Date of referral:**
Areas of concern *(tick the relevant boxes)*	Other *(please specify)*	
• General learning difficulties	• Communication and interaction	• Social, Emotional, and Mental Health
• Specific learning difficulties (e.g. dyslexia)	• Speech and language	• Physical (gross/fine motor skills, visual or hearing impairment)
What difficulties does the pupil have accessing the curriculum?		
*Score the **impact** on the pupil's **behaviour** and **learning** out of 10, with 10 being the most impact and 1 being the least impact.* **Impact:** _____/10	*Score the **urgency** of the referral out of 10, with 10 being most urgent and 1 being least urgent.* **Urgency:** _____/10	
What support has already been put in place?	**Impact of support**	
What next steps would you like to see?		

Concern form – Refer to SENCo	
Any further comments?	
Attached documents *(tick the relevant boxes)* ● Pupil information ● Teacher-parent / teacher-child discussion notes	● Teacher / SENDCO discussion notes ● Data tracking of progress ● Other observations (including teaching assistant observations)

Appendix 3 - SEND Identification and Provision Pathway

SEND IDENTIFICATION AND PROVISION PATHWAY

Graduated Response: Assess, Plan, Do, Review

START:
Potential area of need is identified by teacher, TA, parent or outside agency.

Discuss concern with Parents/Carers.

Area of need identified using **Graduated Approach**
- Communication and Interaction
- Cognition and Learning
- Social Emotional Mental Health
- Sensory and Physical Health

Adjustments are made to in-class provision.
Add pupil to any relevant, pre-existing interventions run by the teacher/TA.
Add pupil to class Provision Map if academic progress is a concern.

Universal Quality First Teaching

Child's progress is monitored by class teacher/TA over one half term.

Is the child making progress?
* If yes, remain in this stage.

No

Teacher/TA complete SEND Concern Form and hand/send to SENDCo.
Discuss concern with parents/carers again, making it clear that you will speak to the SENDCO.

SENDCo considers next steps having received completed Concern Form from teacher/TA. SENDCo completes 'Actions' on Concern Form.

Choose one of the following next steps

1. SENDCo makes suggestions: Further modification to teaching resources/ interventions.
2. SENDCo completes observation on child and gives feedback to teacher/TA /Parents/Carers.
3. Referral to external agency may be submitted in some cases.

Targeted SENDCO Involvement

Following advice, teacher/TA implements new strategies/ support. Progress is monitored closely.

Which strategies are working?
Can additional strategies be tried?

Is the child making progress?
* If yes, remain in this stage.

No

Specialist
SEND Register and Learning Plan

A Learning Plan is written for the pupil. The Plan should have three SMART targets – Specific, Measurable, Achievable, Realistic, Time-bound.
A One Page Profile is created for the child, capturing important information including strengths, interests and support needed. This document is easily accessible within the classroom and shared with adults who might encounter the child (e.g. supply teachers).

The pupil is added to the SEND Register.

SENDCo reviews Support Plans and pupil evidence at least **three times** a year.

The child has regular opportunities to work on personal targets. Evidence is documented in work books.

The parents are informed that their child has been added to the SEND Register and will have a Learning Plan.

Class teacher reviews progress towards Learning Plan targets three times a year. When appropriate (e.g. following external advice or accelerated progress), targets may be reviewed more frequently.

NB: A TA may be asked to assess progress at each review point, but all children within a class are the teacher's responsibility.

Class teacher meets with Parents/Carers at the three review points to discuss progress towards targets and to share new targets.
NB: Parents must agree targets and sign Learning Plans.
Parent voice is important – What would they like to add?

Is the child making progress?
* If yes, remain in this stage.

No

Statutory Provision EHCP

When a pupil with SEND has significant needs that require even greater support, information is gathered and an application is made for an Education & Health Care Plan (EHCP). There is no guarantee that an EHCP will be granted.
Parents are involved in the application process.

If, after assessment, the Local Authority decides to award further appropriate provision, this will be arranged and put into place. This provision will then be reviewed annually with parents, outside agencies and the Local Authority.

Parents informed of further concerns.

Meeting between SENDCo, Class Teacher and Parents/Carers to discuss current provision, progress and next steps.

Support is requested from outside agencies for advice and assessment. Parents are informed of outcome.

Continue to assess progress and collect evidence.

** If a child is making appropriate progress they will remain at a stage, until the class teacher and SENDCO decide, in discussion with the parents, that support can be reduced and the child is moved back to a previous stage.*

Key:
- Teacher
- SENDCo
- Teacher & SENDCo