



# KICKSTART ACADEMY

## Addendum to LCT SEND policy – Kickstart Academy

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## Purpose

This addendum outlines how Kickstart Academy implements the Learning Community Trust's SEND Policy 2025 within our unique setting. It reflects our commitment to providing high-quality, inclusive education tailored to the diverse and complex needs of our young people, ensuring compliance with the SEND Code of Practice (2015) and the OFSTED inspection framework.

## Local Context

Kickstart Academy serves a diverse cohort of young people, many of whom face significant barriers to education, including social, emotional, and mental health (SEMH) needs, and socio-economic challenges. Nearly 25% reside in the TF7 postcode, one of the most deprived areas in the UK, with approximately 70% eligible for free school meals. All young people have SEND, primarily SEMH needs, with additional needs spanning cognition, communication, and physical/sensory domains. Our inclusive ethos ensures each young person is supported to thrive academically, socially, and emotionally in a safe, nurturing environment.

## Four areas of SEND

At Kickstart Academy, we categorise SEND into four broad areas to guide targeted support:

- **Cognition and Learning:** Specific learning difficulties (e.g., dyslexia), moderate and severe learning difficulties.
- **Communication and Interaction:** Speech and language needs, autism spectrum conditions, social communication difficulties.
- **Social, Emotional, and Mental Health (SEMH):** Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), emotional and mental health challenges.
- **Physical and Sensory:** Physical disabilities, hearing and visual impairments, multi-sensory impairments, sensory processing needs.

## Leadership and Coordination

- The **SENDCO**, Matthew Bates, leads SEND provision and works collaboratively with the Headteacher, SEND Governor, teaching staff, and external agencies to ensure effective identification, support, and review of SEND.
- The **SEND Governor**, Mark Austin, provides strategic oversight, monitors SEND provision, and ensures compliance with statutory requirements.
- Clear roles and responsibilities are communicated to all staff, ensuring accountability and consistency in SEND support.
- Regular communication protocols are established between SENDCO, class teachers, parents/carers, and external professionals.

## Identification and Support

On entry, all young people undergo a robust baseline assessment process to identify SEND early and accurately.

We implement a graduated approach aligned with the SEND Code of Practice:

- Assess: Comprehensive assessment of needs using multiple data sources, including observations, assessments, and stakeholder input.
- Plan: Individualised support plans are co-created with young people and families, outlining specific targets and strategies.
- Do: High-quality teaching with appropriate adaptations and targeted interventions are delivered.
- Review: Regular monitoring and evaluation of progress inform adjustments to provision.

Decisions to escalate support from Wave 1 to Wave 2 or 3 are based on data and professional judgement, ensuring timely and appropriate intervention.

## Provision and Facilities

Kickstart Academy follows the graduated approach outlined in the SEND Code of Practice and the Trust's SEND Policy 2025. This includes Assess, Plan, Do, Review cycles to ensure effective support at each wave of intervention.

### Wave 1 – Universal support – response through quality first teaching

- Kickstart support plans
- Small class sizes and ability setting
- Clear classroom routines supported by visual cues
- Reward systems
- Inclusive learning environment
- Multi-sensory teaching that is well structured
- Scaffolded curriculum planning, activities, delivery, and outcomes
- Extra time for processing and completion of work
- Increased visual aids – times tables, learning mats etc.
- Use of writing frames
- Modelling and WAGOLLS
- Timers
- Non-verbal methods of communication
- Opportunities for revision and over-learning
- Peer and self-assessment
- Target setting and tracking
- Access to simple assistive devices (Pencil grips, reading rulers, coloured overlays etc.)
- Pastoral support through a trusted adult/ behaviour manager/ family liaison officer

### Wave 2 – Targeted support – response through additional support

- Registered on SEND list
- Behaviour management plans
- Teaching assistant support –within the classroom
- Small group catch up classes, including reading interventions
- Access arrangements for exams

### Wave 3 – Specialist support – response through specialist support

- Education, health, and care plan
- Individual healthcare plans
- Specialist equipment – visual/hearing impaired equipment etc.
- Inclusive schools forum
- 1:1 reading/ literacy/ maths/ SEMH Intervention
- Alternative provision placements
- External agency referral

### Outside agencies

We maintain strong partnerships with a range of external agencies to support holistic SEND provision, including:

- CAMHS / BeeU for mental health support.
- Telford and Wrekin SEND Services, including educational psychologists and specialist teachers.
- Speech and Language Therapy services.
- Occupational Therapy.
- Social Care Services.
- School Nurse.
- Future Focus for transition and post-16 planning.

### Engagement with parents/carers

At Kickstart Academy, we recognise that meaningful engagement with parents and carers is essential to the success of our SEND provision. We are committed to building strong, trusting relationships that support the academic progress, wellbeing, and holistic development of young people with SEND.

### Principles of Engagement

Our approach is guided by the following principles:

- **Non-judgemental Practice:** We respect the diverse challenges families may face and approach all interactions with empathy and understanding.
- **Trust-Building:** We prioritise honesty, reliability, and consistent communication to foster confidence in our SEND provision.
- **Accessibility:** We offer flexible communication channels, including translation services and digital options, to ensure all families can engage meaningfully.
- **Cultural Competence:** Engagement strategies are tailored to reflect the cultural and linguistic diversity of our community.

- **Partnership Working:** Parents and carers are treated as equal partners in the planning and delivery of support for their child.
- **Pupil-Centred:** The needs, aspirations, and voice of the young person remain central to all engagement activities.

### Methods of Engagement

We use a variety of methods to ensure parents and carers are actively involved in their child's SEND journey:

- **Regular Communication:** Weekly updates via phone or text on progress, attendance, and wellbeing.
- **Accessible Meetings:** Flexible scheduling, home visits, and online options to reduce barriers to participation.
- **Consultation and Feedback:** Biannual surveys and focus groups to gather views on SEND support, behaviour strategies, and transitions.
- **Participation in Planning:** Parents and carers are invited to contribute to Individual Education Plans (IEPs), Behaviour Plans, and reintegration strategies.
- **Workshops and Events:** Parent-child workshops on emotional regulation, routines, and learning support; coffee mornings and showcase events to celebrate achievements.

### Staff Training

- Annual mandatory training for all staff on trauma-informed practice, autism and ADHD strategies, and mental health first aid.
- Ongoing CPD coordinated with the Trust's Director of SEND, tailored to identified needs and emerging best practises.
- Use of staff competency frameworks and self-assessment tools to ensure training effectiveness and impact on practice.

### Transition and Preparation for Adulthood

- Close collaboration with Future Focus and other agencies to support smooth transitions to further education, employment, or training.
- Curriculum provision includes life skills, careers education, and preparation for independent living.
- Individual transition plans developed with young people and families, incorporating their aspirations and needs.
- Benchmarks and success criteria established to monitor progress in independence and employability skills.

### Monitoring and Evaluation

- SEND provision is reviewed termly by the SENDCO and Senior Leadership Team (SLT), with detailed records of interventions and outcomes.
- Progress data is analysed to inform strategic planning and resource allocation.

- Feedback from young people and families is actively sought and used to improve provision and policy.
- The SEND Governor regularly reviews policy implementation and impact, reporting to the Local Governing Body.
- The policy is reviewed annually, with stakeholder consultation to ensure relevance and effectiveness.