

# Special educational needs and disabilities (SEND) policy

MK Christian Foundation



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## 1. Aims and objectives

The aim of this policy is to outline MK Christian Foundation's approach towards supporting our trainees with SEND. The policy will:

- Explain how we make sure our organisation fully implements national legislation and guidance regarding young people with SEND
- Show how our education provider will:
  - Support and make provision for trainees with special educational needs and disabilities
  - Provide trainees with SEND access to all aspects of training at MKCF
  - Help trainees with SEND fulfil their aspirations and achieve their best
  - Help trainees with SEND become confident individuals living fulfilling lives
  - Help trainees with SEND make a successful transition into adulthood
  - Communicate with trainees with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the trainee
- Explain the roles and responsibilities of everyone involved in providing for trainees with SEND

## 2. Vision and values

The mission of MK Christian Foundation (MKCF) is "growing people and community through social enterprise". We provide opportunities for the majority of our trainees to be involved in one of our social enterprises assisting them to build confidence, communication and life and employability skills.

One of our core values requires us to recognise the 'essential value and inherent potential of all people'. It is important to us, therefore, that all the trainees who come to us are able to 'contribute, learn and grow'. For this to be a reality, we are committed to ensuring that individual trainees receive support that is specific to their needs so they are enabled to achieve and be successful with us and beyond. Such individual support is particularly important for those young people identified as having a special educational need and/or disability (SEND).

Due to the nature of our training, the vast majority of our trainees come to us with significant barriers to learning. Not all of these trainees have been formally recognised as having a SEND although the most self-declare a special educational need. Our model of working, which includes low staff/trainee ratios and the development of individualised support and learning plans means that our programme for learners with a SEND may not be as distinctive from our 'mainstream' provision as might be the case for other education and training providers. At MKCF, we will provide all trainees with access to a broad and balanced curriculum. We are committed to making sure all our trainees have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of the young people we are working with.

## 3. Legislation and guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out organisational responsibilities for young people with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and education providers' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the education provider's duties to make reasonable adjustments for young people with disabilities

- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the provider's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out trustees' responsibilities for young people with SEND

## 4. Inclusion and equal opportunities

At MK Christian Foundation we strive to create an inclusive learning environment that offers all trainees, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all young people the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to training, the curriculum and the learning environment to make sure that trainees with SEND are included in all aspects of life at MKCF.

## 5. Definitions

### 5.1 Special educational needs

A trainee has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream education

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age in mainstream education. Our model of working, which includes low staff/trainee ratios and the development of individualised support and learning plans means that our programme for learners with a SEN may not be as distinctive from our 'mainstream' provision as might be the case for other education and training providers.

### 5.2 Disability

Trainees are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

MKCF will make reasonable adjustments for trainees with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The 4 areas of need

The needs of trainees with SEND are grouped into 4 broad areas. Trainees can have needs that cut across more than 1 area, and their needs may change over time.

AREA OF NEED	
Communication and interaction	<p>Trainees with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Trainees who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Trainees with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>● Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>● Moderate learning difficulties</li> <li>● Severe learning difficulties</li> <li>● Profound and multiple learning difficulties, which is where trainees are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Trainees may have:</p> <ul style="list-style-type: none"> <li>● Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>● Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>● Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the trainee becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Trainees with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Trainees may have:</p> <ul style="list-style-type: none"> <li>● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>● A physical impairment</li> </ul> <p>These trainees may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and responsibilities

### 6.1 The SENCO

The SENCOs at MKCF are Duncan Barnes and Laura Geering.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the trainee's needs and any provision made
- Determine the strategic development of the SEND policy and provision in the training provider alongside the Board of Trustees
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual trainees with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that trainees with SEN receive appropriate support and high-quality learning opportunities
- Advise on the graduated approach to providing SEN support and differentiated training methods appropriate for individual trainees
- Advise on the deployment of the organisation's delegated budget and other resources to meet trainees' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the trainee and their parents are informed about options and that a smooth transition is planned
- When a trainee moves to a different education provider: Make sure that all relevant information about a trainee's SEN and the provision for them are sent to the appropriate authority or education provider in a timely manner
- Insure MKCF meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the organisation keeps its records of all trainees with SEND up to date and accurate
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the organisation's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the SEND support the organisation offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

## 6.2 The board of trustees

The board of trustees is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Do all it can to make sure that every trainee with SEND gets the support they need
- Make sure that trainees with SEND engage in the activities of the organisation alongside trainees who don't have SEND
- Make sure that the organisation has arrangements in place to support any trainees with medical conditions
- Ensure that the organisation provides all learners access to a broad and balanced curriculum
- Ensure that the organisation has a clear approach to identifying and responding to SEND
- Publish information on the website about how the organisation is implementing its SEND policy
- Make sure that there is a qualified teacher designated as SENCO for the organisation and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Make sure that all trainees are provided with careers and progression advice
- Ensure that SEND is a key issue for discussion at trustee meetings
- Monitor the quality and effectiveness of SEND provision within the organisation
- Work with the SENCOs to determine the strategic development of the SEND policy and provision in the organisation

### **6.3 The Head of Learning and Director**

The Head of Learning and Director will:

- Work with the trustees to determine the strategic development of the SEND policy and provision within the organisation
- Work with the SENCO and trustees to make sure the organisation meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for trainees with SEND, and their progress
- Have responsibility for monitoring the SEND budget and any additional funding allocated by the LA to support individual trainees
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of trainees on the SEND register
- Advise the LA when a trainee needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the organisation's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the organisation offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

### **6.4 Teachers and Social Enterprise Leads**

Each teacher and Social Enterprise Lead is responsible for:

- Planning and providing high-quality training that is differentiated to meet the needs of the trainees whilst maintaining our work-based approach to learning
- With support from the SENCO and Head of Learning, the progress and development of every trainee in their class / social enterprise
- Working closely with any staff to plan and assess the impact of support and interventions and share best practice with others through our Progress Review Meetings
- Working with the SENCO to review each trainee's progress and development, and decide on any changes to provision
- Helping and encouraging trainees to become independent learners and to advocate for themselves
- Ensuring they follow this SEND policy

### **6.5 Parents or carers**

Parents or carers should inform the Head of Learning or SENCO if they have any concerns about their child's progress or development.

Parents or carers of a trainee on the SEND register will always be given the opportunity to provide information and express their views about the trainee's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Asked to provide information about the impact of SEN support outside the provision and any changes in the trainee's needs
- Given the opportunity to share their concerns and, with staff and agree their aspirations for the trainee
- Asked to be a key part in the planning and editing of EHC Plan reviews and SEN Support Plans.

The organisation will take into account the views of the parent or carer in any decisions made about the trainee.

## 6.6 The trainee

Trainees will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. A key part of our training involves helping young people to understand their needs and advocate for any reasonable adjustments that may be needed now or by future employers or education providers to enable them to be independent and successful young adults. This might involve the trainee:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The trainee's views will be taken into account in making decisions that affect them, whenever possible.

## 7. SEN information report

MK Christian Foundation publishes a SEN information report on its website, which sets out how this policy is implemented in the organisation.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 8. Our approach to SEND support

### 8.1 Identifying trainees with SEND and assessing their needs

We will assess each trainee's current skills and levels of attainment when they start at MKCF. This will build on information from previous settings where appropriate. We will also consider any evidence that the trainee may have a disability and if so, what reasonable adjustments the organisation may need to make.

Alongside input from the wider staff team, the SENCO and Head of Learning will regularly assess the progress of all trainees and identify any whose progress:

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

This may include progress in areas other than attainment, for example, wider development or social needs.

When staff identify an area where a trainee is making slow progress, they will target the trainee's area of weakness with differentiated, high-quality training. If progress does not improve, the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the trainee's parents or carers, consider consulting an external specialist or will advise that parents or carers seek medical advice.

Slow progress and low attainment will not automatically mean a trainee is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered. The SENCO will also take particular care in identifying and assessing SEN for trainees whose first language is not English.

When deciding whether the trainee needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the trainee and their parents or carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a trainee is joining us, and:



- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then we will work in a multi-agency way to make sure we get relevant information before the trainee starts, so support can be put in place as early as possible.

## 8.2 Consulting and involving trainees and parents

The organisation will put the trainee and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a trainee needs special education provision, we will have an early discussion with the trainee and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the trainee's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the trainee
- Everyone is clear on what the next steps are

## 8.3 The graduated approach to SEN support

Once a trainee has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### 1. Assess

The SENCO will carry out a clear analysis of the trainee's needs. The views of the trainee and their parents will be taken into account. The organisation may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the trainee's needs. For many trainees, the most reliable way to identify needs is to observe the way they respond to an intervention.

### 2. Plan

In consultation with the parents and the trainee, the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the trainee will be made aware of the trainee's needs, the outcomes sought, the support provided and any strategies or approaches that are needed.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

### 3. Do

The SENCO will work closely with all staff involved, to plan and assess the impact of support and interventions and how they can be linked to our training.

The SENCO will support the staff in further assessing the trainee's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### 4. Review

The effectiveness of the support and interventions and their impact on the trainee's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and trainees
- The level of progress the trainee has made towards their outcomes
- The views of staff who work with the trainee

The SENCO will revise the outcomes and support in light of the trainee's progress and development, and in consultation with the trainee and their parents.

## 8.4 Levels of support

### Provider-based SEN provision

Trainees receiving SEN provision will be placed on the organisation's SEND register. These trainees have needs that can be met by the organisation through the graduated approach. Where the trainee's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

### Education, health and care (EHC) plan

Trainees who need more support than is available through the provider-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the trainee, the provision that will be put in place, and the outcomes sought.

## 8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for trainees with SEN by:

- Tracking trainees' progress, including by using provision maps and progress review meetings
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using formative and summative assessment
- Monitoring by the SENCO
- Holding annual reviews for trainees with EHC plans
- Getting feedback from the trainee and their parents

## 9. Expertise and training of staff

Training will regularly be provided to staff. The Head of Learning and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the organisation's plan for continuous professional development.

## 10. Links with external professional agencies

The organisation recognises that it won't be able to meet all the needs of every trainee. We endeavour to identify whether we are able to meet need during our admissions process which includes interviews, risk assessments, analysis of need and taster sessions. Where available, we will work with external support services such as:

- Speech and language therapists
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- Child and adolescent mental health services (CAMHS)
- Social services and the virtual school
- External services relating to drugs, alcohol and relationships

- The local authority

## 11. Admission arrangements

At MKCF, we have a thorough admissions process which enables us to assess whether our organisation has the capacity to meet the needs of our prospective trainees.

- We ask professionals who refer young people to us to complete a referral form which helps us to understand any prior support which has been put in place and how the needs of the young person present. We invite all young people in for an initial informal interview which gives us the opportunity to hear their views, carry out assessments and a risk assessment. Following this, prospective trainees will be invited to attend a taster session/s to enable us every opportunity to assess our suitability as a provision.
- When a young person comes to us with an EHCP, we will act in consultation with the local authority to ensure that we can meet their needs and are named as the education provider on the plan. The admissions process listed above forms part of our assessment as to our suitability in addition to a thorough scrutiny of the EHC plan.

## 12. Complaints about SEND provision

Where parents have concerns about our SEND provision, they should first raise their concerns informally with the SENCO or Head of Learning. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our organisation should be made to the Head of Learning in the first instance. They will be handled in line with the organisation's complaints policy.

If the parent or carer is not satisfied with the organisation's response, they can escalate the complaint. This right also applies to the trainee themselves.

## 13. Monitoring and evaluation arrangements

### 13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of trainees with SEND
- How early trainees are identified as having SEND
- Trainees' progress and attainment once they have been identified as having SEND
- Whether trainees with SEND feel safe, valued and included in our organisation's community
- Comments and feedback from trainees and their parents

### 13.2 Monitoring the policy

This policy will be reviewed by the Head of Learning **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full trustee board.

## 14. Links with other policies and documents

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This policy links to the following documents:

- SEN information report
- The local offer
- Behaviour policy
- Equality information and objectives
- Trainee admissions policy
- Safeguarding / child protection policy
- Complaints policy