



Kick Start Futures

Special Educational Needs and Disabilities (SEND) Policy

Understand • Include • Support • Empower

Policy Date: August 2026

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1. Policy Statement

At Kick Start Futures, we believe that every young person should have the opportunity to **belong, participate, learn and succeed**.

Many students attending alternative provision have additional needs that may have affected their experience of education. Some will have identified SEND or an Education, Health and Care Plan (EHCP), while others may have emerging or previously unidentified needs.

Our approach is **relational, restorative, trauma-informed and inclusive**.

We look beyond labels and seek to understand the individual young person: their strengths, needs, interests, experiences and aspirations.

Our aim is not to expect students to fit into one way of learning. We adapt our approach, within what KSF can reasonably provide, so that students have meaningful opportunities to engage and make progress.

2. Our SEND Principles

Our SEND practice is based on five principles:

Know the Young Person

Effective support begins with understanding the individual, not simply reading their diagnosis or EHCP.

Strengths Before Deficits

We recognise what students **can do** and build from there.

Relationships Matter

Students are more likely to engage, communicate and take risks in learning when they trust the adults supporting them.

High Expectations with Appropriate Support

SEND should never mean lowering aspirations.

We maintain ambitious expectations while providing reasonable adjustments and personalised support.

Student Voice

Young people should be involved in decisions about their education and support wherever possible.

3. Purpose

This policy aims to ensure that:

- students with SEND are welcomed and included;
- individual strengths and needs are understood;
- reasonable adjustments are made where appropriate;
- barriers to learning and participation are identified;
- staff understand how to support individual students;
- students contribute to decisions about their support;
- families, commissioning schools and professionals work together;
- progress is considered academically, socially and personally;
- students are supported towards greater independence and successful next steps.

4. Legal and Guidance Framework

This policy has regard to relevant legislation and guidance, including:

- Children and Families Act 2014;
- Equality Act 2010;
- SEND Code of Practice: 0 to 25 years;
- Special Educational Needs and Disability Regulations 2014;
- Children Act 1989;
- Children Act 2004;
- Keeping Children Safe in Education – current edition;
- relevant Department for Education guidance for alternative provision.

KSF recognises its responsibilities under the Equality Act 2010 to make reasonable adjustments for disabled students and to avoid unlawful discrimination.

Where a student remains registered at a commissioning school, that school retains its statutory SEND responsibilities.

KSF will work collaboratively with the school and local authority to deliver the agreed placement and contribute information about the student's progress and needs.

5. What We Mean by SEND

A young person may have special educational needs where they have a learning difficulty or disability that requires special educational provision to be made for them.

The SEND Code of Practice identifies four broad areas of need:

Communication and Interaction

Including speech, language and communication needs and autism.

Cognition and Learning

Including specific and moderate learning difficulties.

Social, Emotional and Mental Health

Including difficulties that may affect emotional regulation, relationships, engagement and learning.

Sensory and/or Physical Needs

Including hearing, visual, sensory processing, mobility or physical needs.

These areas often overlap.

KSF will focus on the **individual student's needs**, rather than assuming that every young person with the same diagnosis requires the same support.

6. Understanding Students Before Placement

Wherever possible, KSF will obtain relevant information before a placement begins.

This may include:

- EHCPs;
- SEND Support Plans;
- risk assessments;
- previous educational information;
- medical information;
- safeguarding information relevant to the placement;
- successful learning and regulation strategies;
- communication needs;
- information from parents/carers and professionals;
- the student's own views.

This information helps us determine whether KSF can reasonably meet the student's needs and what support should be in place from the beginning.

Where essential information is missing, KSF will seek clarification from the commissioning school.

7. Starting at KSF

Starting a new provision can be difficult for young people who have experienced unsuccessful placements or disrupted education.

Where appropriate, transition may include:

- a visit before starting;
- meeting key staff;
- seeing the learning and football environments;
- identifying a trusted adult;
- discussion about interests and goals;
- agreeing regulation strategies;
- gradual introduction where necessary.

We want students to understand from the beginning that **KSF is somewhere they belong, not somewhere they have been sent because they failed elsewhere.**

8. Identifying Emerging Needs

Not every student's needs will have been fully identified before they arrive.

Staff may notice:

- difficulty processing instructions;
- communication differences;
- sensory sensitivities;
- difficulties with literacy or numeracy;
- significant anxiety;
- emotional regulation difficulties;
- difficulties with attention or executive functioning;
- social communication needs;
- repeated barriers to engagement.

Staff should record and share relevant observations with the Education & Provision Lead.

KSF will discuss emerging concerns with the commissioning school and family where appropriate.

KSF does not diagnose SEND. Where further assessment may be beneficial, we will contribute evidence and work with the commissioning school or relevant professionals.

9. Personalised Teaching and Support

Students will be supported through high-quality, flexible teaching that considers their individual starting points and needs.

Support may include:

- adapted teaching;
- smaller learning steps;
- visual resources;
- additional processing time;
- practical learning;
- movement or regulation breaks;
- reduced sensory demands;
- alternative methods of recording work;
- additional adult explanation;
- predictable routines;
- appropriate use of technology;
- football and physical activity as a route to engagement;
- opportunities to revisit learning.

Adjustments should help students access learning rather than unnecessarily reduce expectations.

10. Reasonable Adjustments

KSF will make reasonable adjustments to remove or reduce disadvantage for disabled students.

Adjustments will be considered individually and may relate to:

- teaching;
- communication;
- the environment;
- equipment;
- routines;
- activities;
- assessment;
- emotional regulation;
- transitions.

Not every requested adjustment will necessarily be reasonable or possible within the KSF environment.

Where KSF believes it cannot safely or reasonably provide a particular adjustment or meet a student's needs, this will be discussed openly with the commissioning school, family and relevant professionals.

11. SEND and Relationships

Our SEND approach is closely linked to the **Relationships Policy**.

We recognise that behaviour may sometimes communicate:

- anxiety;
- sensory overload;
- difficulty understanding expectations;
- communication needs;
- frustration;
- fear of failure;
- emotional dysregulation.

Staff will remain curious about what may be contributing to behaviour while maintaining appropriate boundaries and expectations.

Understanding a need does not mean removing responsibility. It means providing the right support to help the student succeed.

12. Football and SEND

Football and physical activity can provide valuable opportunities for students to develop:

- confidence;
- teamwork;

- communication;
- emotional regulation;
- resilience;
- leadership;
- physical wellbeing.

Participation will be inclusive wherever reasonably possible.

Staff will consider individual needs relating to:

- coordination or mobility;
- sensory processing;
- communication;
- anxiety;
- physical health;
- understanding rules and instructions;
- competition and emotional regulation.

Activities may be adapted to enable meaningful participation.

A student's ability or interest in football will never determine whether they belong at KSF.

13. Working with Families

Parents and carers often hold important knowledge about what helps their child succeed.

KSF will seek to build positive partnerships by:

- listening to family views;
- sharing relevant information;
- discussing progress and concerns;
- identifying successful strategies;
- involving families in reviews where appropriate.

We recognise that families may themselves have experienced difficult relationships with education. Communication should therefore remain respectful, clear and solution-focused.

14. Working with Commissioning Schools

KSF works in partnership with commissioning schools.

Where a student remains on the school's roll, the commissioning school retains responsibility for the student's statutory SEND provision and oversight.

KSF will:

- implement agreed strategies relevant to the placement;
- contribute towards EHCP outcomes where these form part of the commissioned provision;
- provide information about progress and engagement;
- attend relevant reviews where appropriate;
- communicate emerging concerns;

- contribute evidence where needs or provision may require review.

Clear communication between KSF and the commissioning school is essential to ensuring that support remains coordinated and effective.

15. The Graduated Approach

KSF uses a simple cycle of:

Assess → Plan → Do → Review

Assess

We build an understanding of the student's strengths, needs and barriers to learning using information from the student, family, commissioning school, staff and relevant professionals.

Plan

We agree what support, strategies, adjustments or outcomes are needed and who is responsible for them.

Do

Staff put the agreed support into practice consistently across the student's KSF programme.

Review

We consider what is working, what is not and what needs to change.

Support should evolve as the young person develops rather than remaining in place simply because it has always been used.

16. Education, Health and Care Plans (EHCPs)

Where a student has an EHCP, staff will be made aware of the information relevant to their role.

KSF will:

- understand the student's identified needs;
- implement provision relevant to the KSF placement;
- work towards agreed outcomes that form part of our commissioned role;
- make reasonable adjustments;
- monitor progress;
- communicate concerns or significant changes to the commissioning school.

The commissioning school and Local Authority retain their respective statutory responsibilities for the EHCP.

If KSF believes that the student's needs or required provision have significantly changed, this will be raised promptly rather than waiting for the next scheduled review.

17. Annual Reviews

KSF will contribute to EHCP Annual Reviews where requested and appropriate.

Our contribution may include information about:

- attendance and engagement;
- academic progress;
- communication;
- relationships;
- independence;
- emotional regulation;
- participation in football and practical activities;
- progress towards relevant EHCP outcomes;
- strengths and achievements;
- emerging needs or concerns;
- the student's views and aspirations.

Where appropriate, a KSF representative may attend the review.

Our contribution will focus on the areas we know directly from working with the student.

18. Assessing Progress

Progress at KSF is broader than academic attainment alone.

We will consider progress in areas such as:

- English and maths;
- qualifications and accreditation;
- engagement with learning;
- communication;
- confidence;
- teamwork;
- emotional regulation;
- attendance;
- independence;
- resilience;
- leadership;
- preparation for next steps.

Students will have different starting points and outcomes.

We therefore ask:

Where did this young person start?

What can they do now that they could not do before?

What is the next meaningful step?

19. Student Voice and Reviews

Students should be active participants in understanding their own needs and progress.

Where appropriate, students will be encouraged to identify:

- what they are good at;
- what they find difficult;
- what helps them learn;
- what helps when they become overwhelmed;
- what they want to achieve;
- what support they find useful;
- their aspirations for the future.

Student voice may be gathered through conversation rather than formal written activities where this better meets the young person's communication needs.

20. External Professionals

KSF will work collaboratively with relevant professionals where they are involved with a student.

This may include:

- SEND teams;
- Educational Psychologists;
- Speech and Language Therapists;
- Occupational Therapists;
- health professionals;
- social workers;
- Virtual School staff;
- Early Help or other support services.

KSF staff will implement professional recommendations relevant to the placement where these are reasonable and within the provision's role and resources.

21. Accessibility

KSF will seek to remove unnecessary barriers to participation.

Because the provision operates within **Salisbury FC premises**, the physical environment may place practical limitations on some adjustments.

Where a student has significant mobility, sensory or physical requirements, accessibility will be considered carefully **before placement**.

Where an identified need cannot reasonably be accommodated within the existing environment, KSF will discuss this openly with the commissioning school and family and explore appropriate options.

22. SEND and Safeguarding

Children with SEND can face additional safeguarding vulnerabilities.

Staff will remain alert to the possibility that a student's communication, behaviour or presentation may make it more difficult for them to:

- recognise unsafe situations;
- communicate concerns;
- report abuse;
- understand boundaries;
- manage online risks.

Staff must never assume that a change in behaviour is simply part of a student's SEND.

Any safeguarding concern will be reported immediately in accordance with the **Safeguarding and Child Protection Policy**.

23. Preparing for Adulthood and Next Steps

As students grow older, SEND support should increasingly help them prepare for life beyond education.

Depending on age and individual need, KSF will support development in areas including:

- independence;
- communication;
- employability;
- teamwork;
- leadership;
- functional English and maths;
- decision-making;
- confidence;
- healthy relationships;
- community participation;
- future education, training or employment.

For older students, their aspirations should play an increasingly important role in planning their programme and next steps.

24. Transitions

Transitions can be particularly challenging for some students with SEND.

KSF will work with students, families, commissioning schools and receiving providers where appropriate to support transitions:

- into KSF;
- between programmes;
- back into school;
- to college or training;

- into employment or other destinations.

Relevant information will be shared appropriately to help ensure continuity of support.

Our aim is for transitions to be **planned with the student rather than simply happening to them.**

25. Staff Training

Staff will receive SEND training appropriate to the students they support and their responsibilities.

This may include:

- autism;
- ADHD;
- speech, language and communication;
- literacy and numeracy difficulties;
- sensory needs;
- emotional regulation;
- trauma-informed practice;
- reasonable adjustments;
- specific needs identified within the student cohort.

Staff are expected to seek advice when they are unsure how best to support a student.

26. Reviewing Whether KSF Can Meet Need

KSF will be open and realistic about the support it can provide.

Where concerns arise that a student's needs are no longer being met effectively, we will not simply allow the placement to struggle.

We will work with the student, family and commissioning school to consider:

- what has changed;
- whether additional adjustments could help;
- whether further professional advice is needed;
- whether the programme should be adapted;
- whether KSF remains the appropriate provision.

A placement will not be ended simply because a student has SEND or requires reasonable adjustments.

However, there may be circumstances where KSF cannot safely or reasonably meet a student's level of need. In these circumstances, concerns will be clearly evidenced and discussed with the commissioning school so that appropriate next steps can be planned.

27. Roles and Responsibilities

Education & Provision Lead

The Education & Provision Lead will oversee SEND practice within KSF and ensure:

- relevant information is available to staff;
- appropriate adjustments are implemented;
- student progress and support are reviewed;
- commissioning schools are informed of significant concerns;
- staff receive appropriate guidance and training.

Staff

All staff are responsible for:

- knowing the needs of the students they work with;
- implementing agreed strategies;
- adapting teaching appropriately;
- maintaining high expectations;
- contributing to reviews;
- raising emerging concerns.

SEND is **everyone's responsibility**, not something delegated to one member of staff.

28. Complaints

Concerns about SEND provision should initially be discussed with the **Education & Provision Lead**, so that they can be understood and resolved wherever possible.

Where concerns cannot be resolved informally, they may be raised through the **KSF Complaints Policy**.

Where a concern relates to statutory EHCP provision that is the responsibility of the commissioning school or Local Authority, KSF will support the family in identifying the appropriate organisation to contact.

29. Monitoring and Review

KSF will monitor the effectiveness of SEND provision through:

- student progress;
- attendance and engagement;
- student voice;
- staff observations;
- placement reviews;
- feedback from families and commissioning schools;
- progress towards relevant EHCP outcomes.

This policy will be reviewed annually or sooner where legislation, statutory guidance or the needs of the provision change.

30. Related Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy;
- Relationships Policy;
- Equality, Diversity and Inclusion Policy;

- Attendance Policy;
- Anti-Bullying Policy;
- Health & Safety Policy;
- Supporting Students with Medical Conditions Policy;
- Accessibility arrangements;
- Complaints Policy.

31. Our Commitment

At Kick Start Futures, SEND is not viewed as a reason to lower expectations.

Our role is to understand **what may be getting in the way of success and what we can reasonably change to help.**

We want young people to recognise their strengths, understand how they learn and develop the confidence to advocate for what they need.

Some students will need more support, different support or more time.

That does not mean they are capable of less.

Understand the individual. Remove the barriers. Build on strengths. Create opportunities.