



Special Educational Needs, Disabilities & Inclusion (SENDI) Policy

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Policy owner: Designated Safeguarding Lead

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1. Purpose

Koku-Ryu Martial Arts (KRMA) believes that martial arts should be accessible to everyone, regardless of ability, disability, diagnosis or additional need.

We recognise that every individual learns differently.

Some students require additional time.

Some require different communication.

Some require adapted teaching.

Others require environmental adjustments.

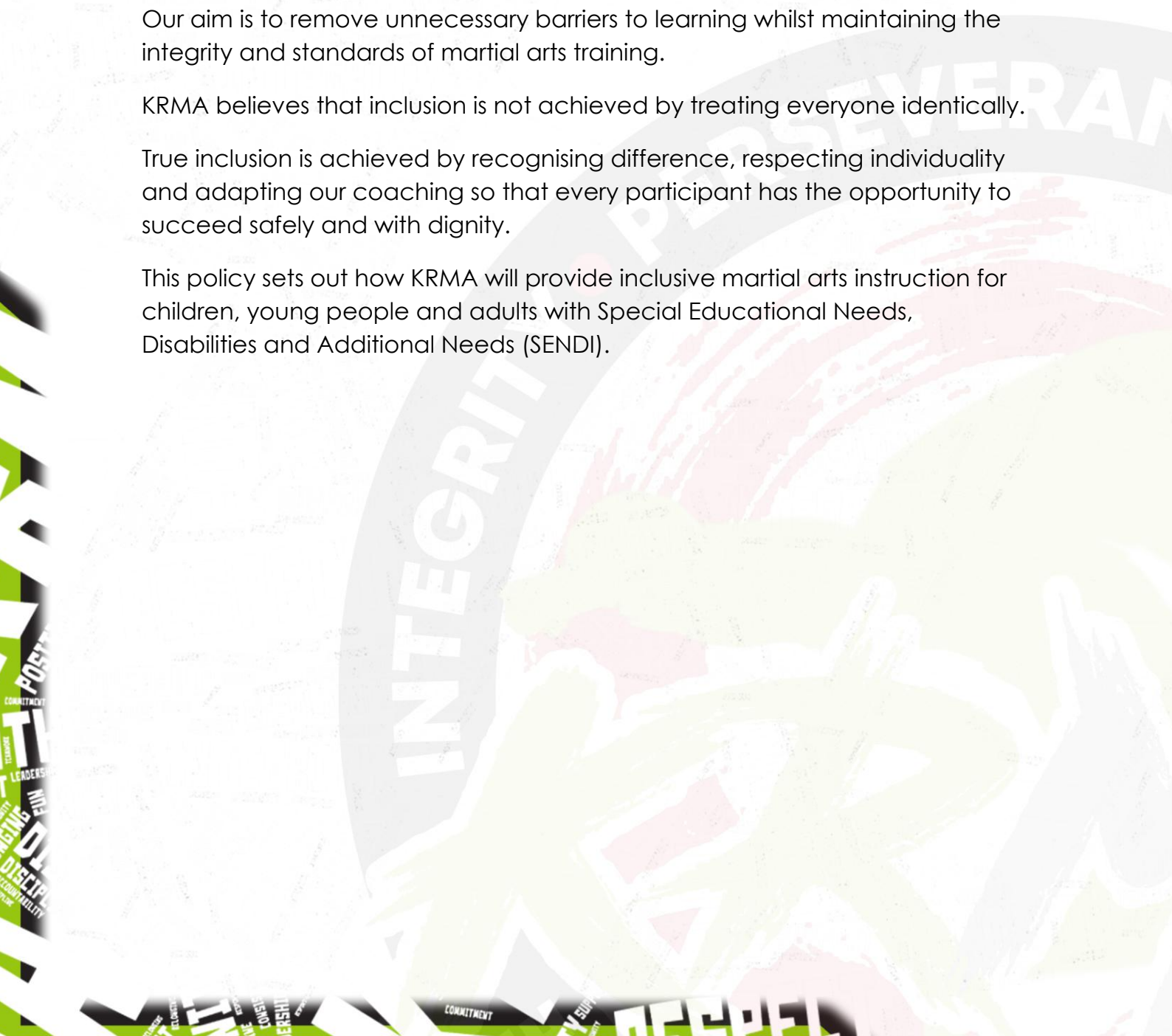
Our aim is not to lower expectations.

Our aim is to remove unnecessary barriers to learning whilst maintaining the integrity and standards of martial arts training.

KRMA believes that inclusion is not achieved by treating everyone identically.

True inclusion is achieved by recognising difference, respecting individuality and adapting our coaching so that every participant has the opportunity to succeed safely and with dignity.

This policy sets out how KRMA will provide inclusive martial arts instruction for children, young people and adults with Special Educational Needs, Disabilities and Additional Needs (SENDI).



2. Scope

This policy applies to every programme delivered by KRMA including:

- Dragon Tots
- Junior Dragons
- Senior Dragons
- Traditional Karate
- Freestyle Martial Arts
- Kickboxing
- KRMA Komбат MMA
- Hyper
- Weapons
- Jiu-Jitsu
- Instructor Training
- Private Tuition
- Competitions
- Demonstrations
- School Programmes
- Holiday Activities
- Outreach Work

This policy applies to:

- children;
- young people;
- adults;
- adults at risk;
- instructors;

- assistant instructors;
- junior instructors;
- volunteers;
- employees;
- parents;
- carers;
- contractors; and
- anyone acting on behalf of KRMA.



3. Our Philosophy

At KRMA we believe:

Different does not mean less capable.

Every student deserves the opportunity to experience the physical, mental and social benefits of martial arts.

We understand that success looks different for different people.

Our role is not to lower standards.

Our role is to provide the support, coaching and reasonable adjustments necessary to help each individual reach those standards wherever reasonably practicable.

We believe:

- high expectations;
- compassionate coaching;
- consistency;
- patience;
- inclusion;
- dignity; and
- respect

create the best environment for learning.

Students with additional needs should never be defined by a diagnosis.

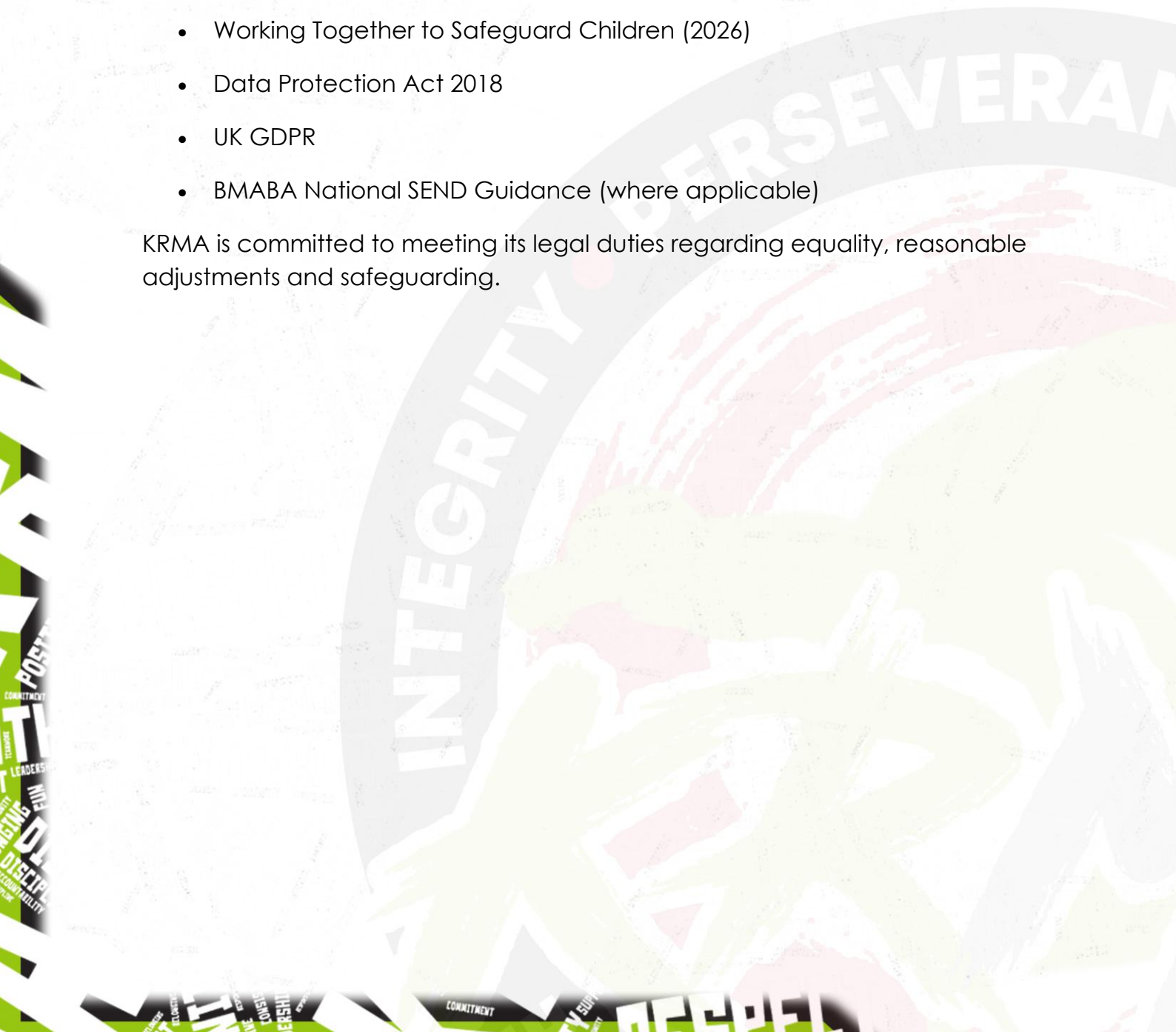
Instead, instructors should focus upon strengths, interests, goals and potential.

4. Legal Framework

This policy has been developed having regard to:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice (where relevant)
- Children Act 1989
- Children Act 2004
- Care Act 2014
- Human Rights Act 1998
- Working Together to Safeguard Children (2026)
- Data Protection Act 2018
- UK GDPR
- BMABA National SEND Guidance (where applicable)

KRMA is committed to meeting its legal duties regarding equality, reasonable adjustments and safeguarding.



5. Definitions

Special Educational Needs (SEN)

A child or young person has Special Educational Needs if they require additional educational provision because they experience significantly greater difficulty learning than others of the same age, or have a disability that affects their ability to access learning.

Although this definition originates from education legislation, KRMA recognises that similar principles apply in community sport and martial arts.

Disability

For the purposes of the Equality Act 2010, a disability is a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Neurodivergence

Neurodivergence refers to natural variations in how people's brains process information, learn and experience the world.

Examples may include:

- Autism Spectrum Condition (ASC)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Dyslexia
- Dyspraxia (Developmental Coordination Disorder)
- Dyscalculia
- Tourette Syndrome
- Other recognised neurodevelopmental differences

KRMA recognises that neurodivergent individuals have many strengths and that support should be tailored to the individual rather than based on assumptions.

Reasonable Adjustments

Reasonable adjustments are practical changes made to remove or reduce barriers to participation, enabling individuals with disabilities or additional needs to access martial arts as safely and independently as possible.

Examples may include:

- adapting teaching methods;
- modifying activities;
- allowing additional processing time;
- providing visual supports;
- adjusting lesson structure;
- using alternative equipment;
- offering additional breaks; or
- making appropriate environmental adaptations.

Reasonable adjustments will always be balanced against the safety of the individual and others, the nature of the activity and the resources reasonably available to KRMA.

Inclusion

Inclusion means creating an environment in which every participant feels welcomed, respected, valued and able to participate meaningfully.

Inclusion does not mean treating everyone identically. It means recognising individual needs and making appropriate adjustments to enable fair access to opportunities while maintaining safety and the integrity of martial arts training.

Additional Needs

KRMA uses the term **Additional Needs** to describe any circumstance that may require temporary or ongoing adjustments to support safe participation. This may include:

- disabilities;
- neurodivergence;
- medical conditions;
- sensory impairments;
- communication needs;
- mental health needs;
- temporary injuries; or
- other factors affecting participation.



6. KRMA's Commitment to Inclusion

KRMA is committed to ensuring that every student is treated with dignity, respect and fairness, regardless of ability, disability, diagnosis or additional need.

We recognise that no two individuals are the same.

Accordingly, we will seek to understand each student's strengths, interests, aspirations and support needs rather than making assumptions based upon labels or diagnoses.

KRMA is committed to:

- promoting equality of opportunity;
- removing unnecessary barriers to participation;
- making reasonable adjustments where practicable;
- encouraging independence and confidence;
- maintaining high standards whilst providing appropriate support;
- fostering a culture of kindness, patience and respect;
- ensuring instructors receive appropriate training;
- working collaboratively with families and professionals where appropriate;
- embedding inclusion throughout all KRMA programmes; and
- continually reviewing our practice to improve accessibility.

7. Understanding Additional Needs

Additional needs may affect students in many different ways.

Some students may require no adaptations.

Others may benefit from simple changes to communication or lesson structure.

Examples of additional needs that may be encountered include:

Neurodevelopmental

- Autism Spectrum Condition (ASC)
- ADHD
- Dyslexia
- Dyspraxia
- Dyscalculia
- Tourette Syndrome

Physical

- Mobility impairments
- Cerebral Palsy
- Muscular conditions
- Limb differences
- Arthritis
- Hypermobility

Sensory

- Hearing impairment
- Visual impairment
- Sensory Processing Differences

Communication

- Speech and language difficulties

- Selective Mutism
- Social communication differences

Medical

- Epilepsy
- Diabetes
- Asthma
- Allergies
- Heart conditions

Emotional & Mental Health

- Anxiety
- Depression
- Trauma
- Obsessive Compulsive Disorder
- Eating disorders
- Other diagnosed conditions

The presence of a diagnosis should never lead instructors to make assumptions about an individual's abilities or limitations.

Support should always be based upon the person rather than the diagnosis.

8. The KRMA SENDI Approach

KRMA believes that inclusion is achieved through flexibility, consistency and high-quality coaching.

Where appropriate, instructors should consider:

- adapting communication;
- modifying drills;
- reducing unnecessary waiting time;
- providing visual demonstrations;
- breaking skills into smaller stages;
- allowing additional processing time;
- offering structured choices;
- reducing sensory overload;
- providing additional encouragement;
- adapting lesson pace;
- using peer support where appropriate; and
- celebrating individual progress.

Adjustments should always maintain:

- dignity;
- safety;
- fairness; and
- the integrity of martial arts training.

Where an adjustment cannot reasonably be made because it would compromise safety, instructors should explain this respectfully and identify alternative opportunities wherever practicable.

9. Communication Strategies

Effective communication is fundamental to inclusive coaching.

Instructors should adapt communication according to the needs of the individual.

Strategies may include:

- simple, clear instructions;
- one instruction at a time;
- visual demonstrations;
- physical demonstrations (where appropriate);
- visual cue cards;
- gestures;
- repetition;
- checking understanding;
- allowing additional thinking time;
- positive reinforcement;
- written information where helpful; and
- reducing unnecessary verbal overload.

Students should never be criticised for requiring additional explanation.

10. Sensory Considerations

Some students experience heightened or reduced sensitivity to sensory input.

Potential sensory challenges within martial arts may include:

- loud kiai;
- whistles;
- music;
- large groups;
- bright lighting;
- echoing environments;
- unexpected physical contact;
- waiting in queues;
- close proximity to others;
- strong smells;
- protective equipment; or
- changes to routine.

Where appropriate, instructors should consider reasonable adjustments such as:

- quieter training areas;
- reducing unnecessary noise;
- providing advance warning before loud activities;
- allowing movement breaks;
- reducing waiting times;
- modifying lesson layout;
- offering sensory breaks where appropriate; and
- adapting equipment.

Adjustments should be balanced against the needs of the wider class and overall safety.



11. Individual Support Plans

Where a participant requires ongoing adjustments, KRMA may develop an Individual Support Plan (ISP).

An ISP is intended to support consistent coaching and should be developed in partnership with the participant and, where appropriate, their parent, carer or relevant professional.

An Individual Support Plan may include:

- preferred name and communication style;
- diagnosis (where voluntarily disclosed);
- strengths and interests;
- sensory preferences;
- known triggers;
- successful strategies;
- medical information relevant to participation;
- emergency procedures;
- reasonable adjustments;
- physical support requirements;
- grading adaptations where agreed; and
- review dates.

Support Plans should be reviewed periodically and updated where circumstances change.

12. The SENDI Coordinator

KRMA will appoint a SENDI Coordinator responsible for promoting inclusive practice throughout the organisation.

The SENDI Coordinator will:

- act as the primary point of contact for SENDI matters;
- advise instructors regarding reasonable adjustments;
- support Individual Support Plans;
- work collaboratively with safeguarding leads;
- liaise with parents, carers and professionals where appropriate;
- promote instructor development;
- monitor inclusion across KRMA;
- review SENDI provision; and
- support continual improvement.

The SENDI Coordinator is not expected to diagnose conditions or provide clinical advice.



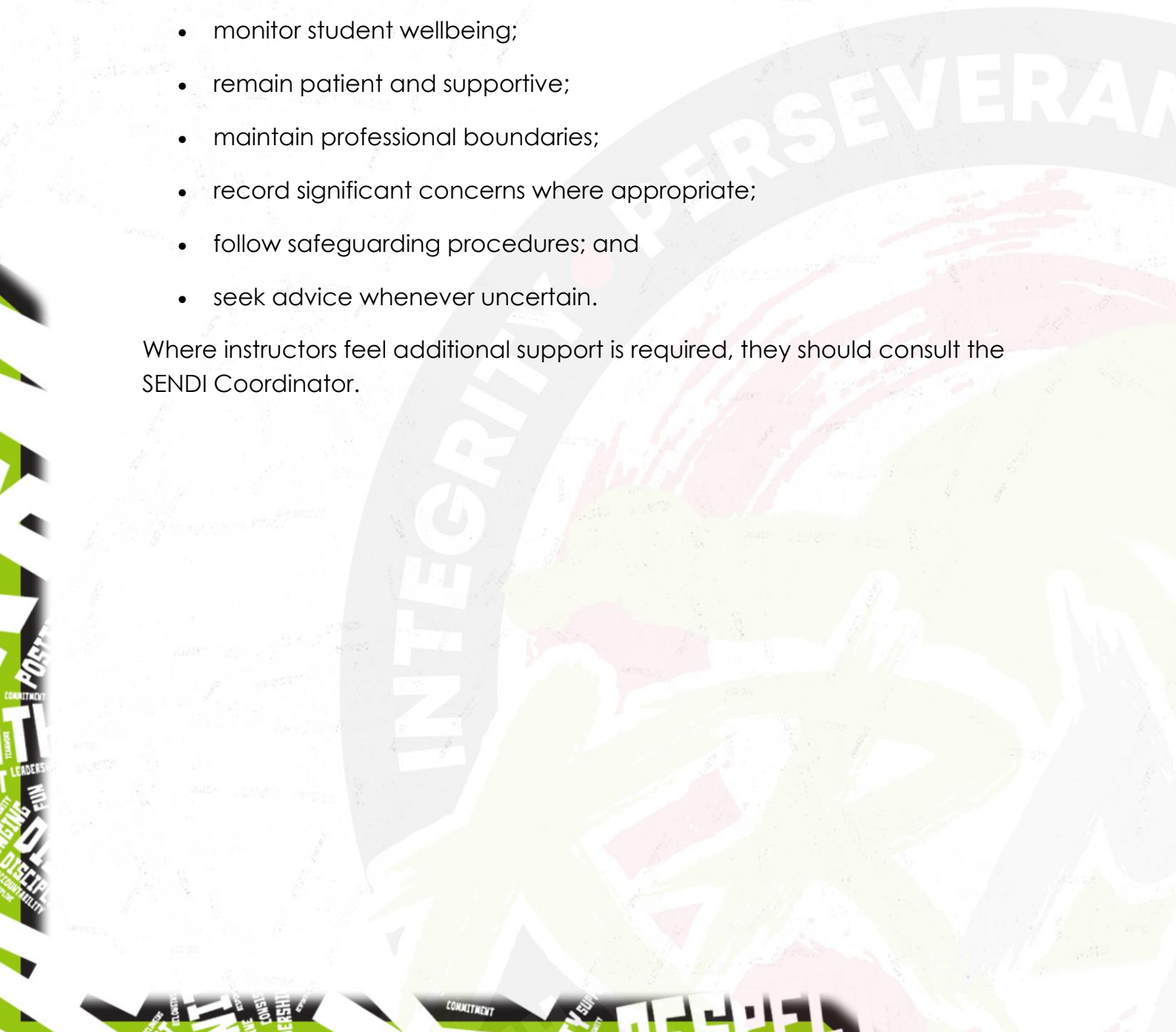
13. Instructor Responsibilities

All instructors are responsible for creating an inclusive learning environment.

Instructors should:

- treat every participant with dignity and respect;
- recognise individual differences;
- make reasonable adjustments where appropriate;
- maintain high expectations;
- communicate clearly;
- encourage independence;
- monitor student wellbeing;
- remain patient and supportive;
- maintain professional boundaries;
- record significant concerns where appropriate;
- follow safeguarding procedures; and
- seek advice whenever uncertain.

Where instructors feel additional support is required, they should consult the SENDI Coordinator.



14. Parent and Carer Partnership

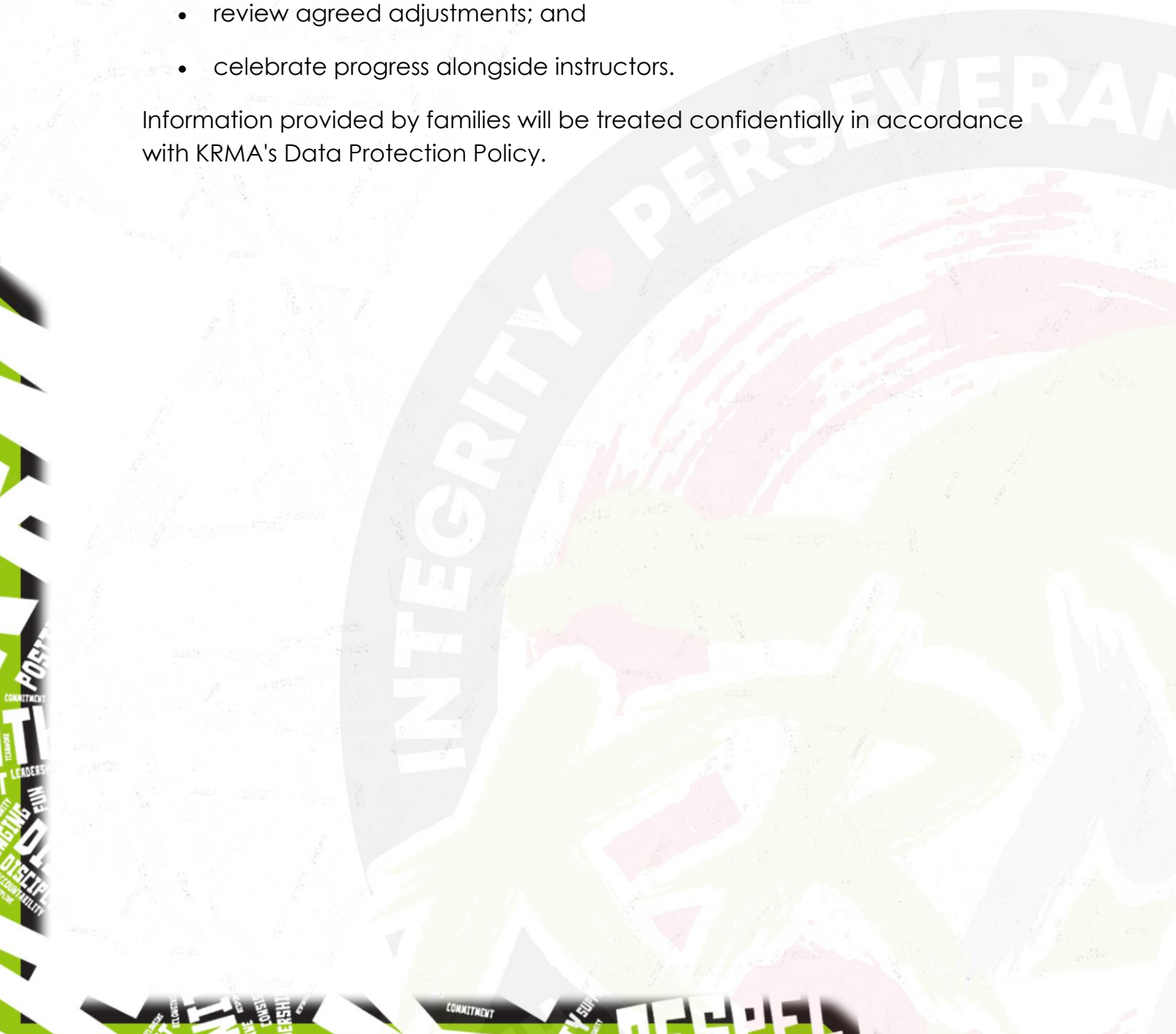
Parents and carers possess valuable knowledge regarding their child's strengths, interests and support needs.

KRMA values positive partnerships with families.

Parents and carers are encouraged to:

- share relevant information;
- discuss concerns openly;
- notify KRMA of changes affecting participation;
- contribute to Individual Support Plans where appropriate;
- review agreed adjustments; and
- celebrate progress alongside instructors.

Information provided by families will be treated confidentially in accordance with KRMA's Data Protection Policy.



15. Grading and Assessment

KRMA believes that every student should have the opportunity to demonstrate their progress.

Reasonable adjustments to assessment may be considered where appropriate.

Examples include:

- additional time;
- rest breaks;
- smaller assessment groups;
- adapted communication;
- alternative methods of demonstrating understanding;
- modified sequencing where appropriate;
- flexible grading windows;
- staged assessment over multiple sessions; or
- other reasonable adjustments that maintain the integrity of the grading criteria.

Reasonable adjustments should never fundamentally alter the required technical standard for promotion.

Instead, they should remove unnecessary barriers that prevent a student from demonstrating their true ability.

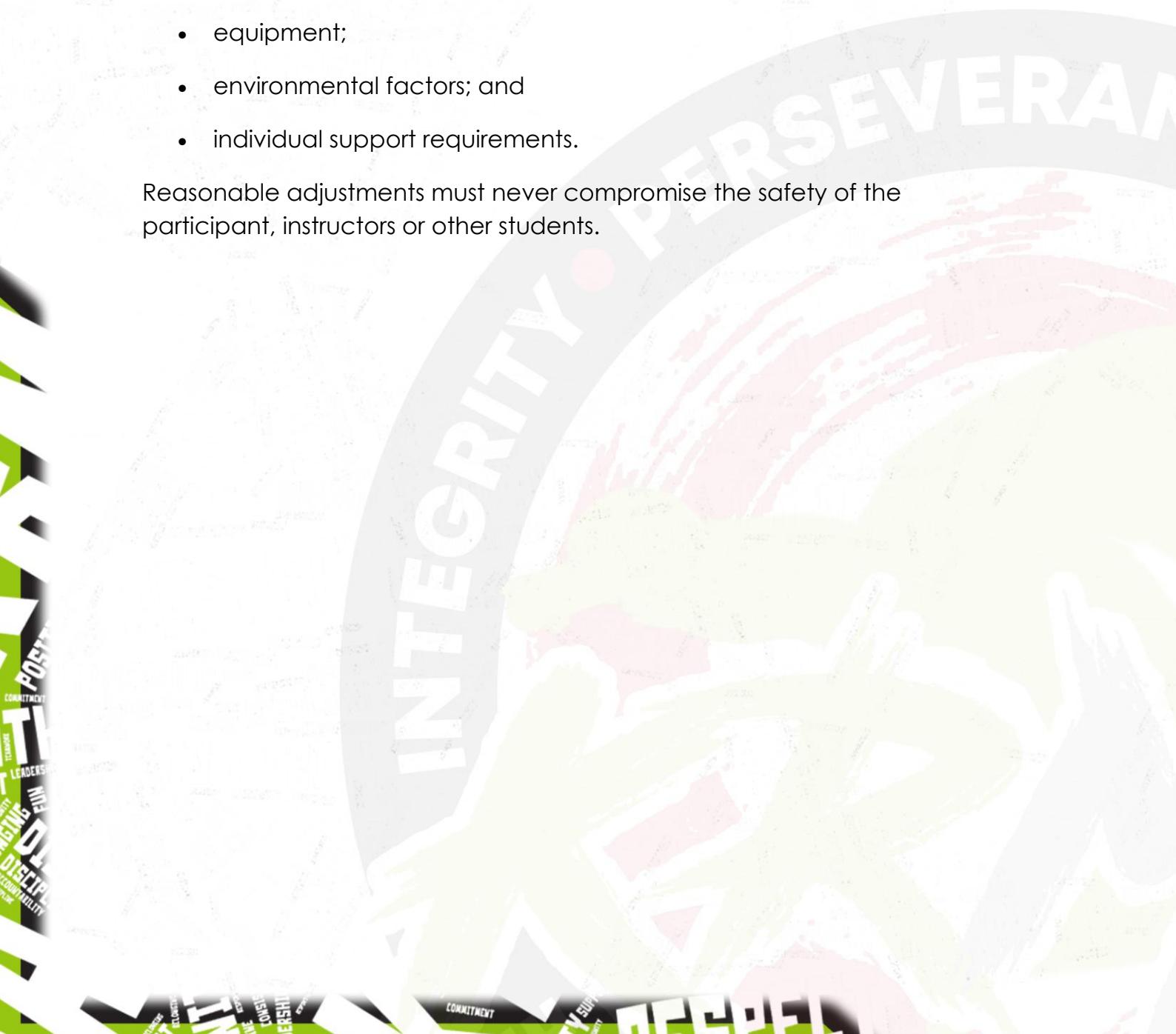
16. Health, Safety and Risk Assessment

Safety remains the overriding priority.

Risk assessments should consider:

- mobility needs;
- communication needs;
- sensory factors;
- medical conditions;
- emergency evacuation;
- supervision;
- equipment;
- environmental factors; and
- individual support requirements.

Reasonable adjustments must never compromise the safety of the participant, instructors or other students.

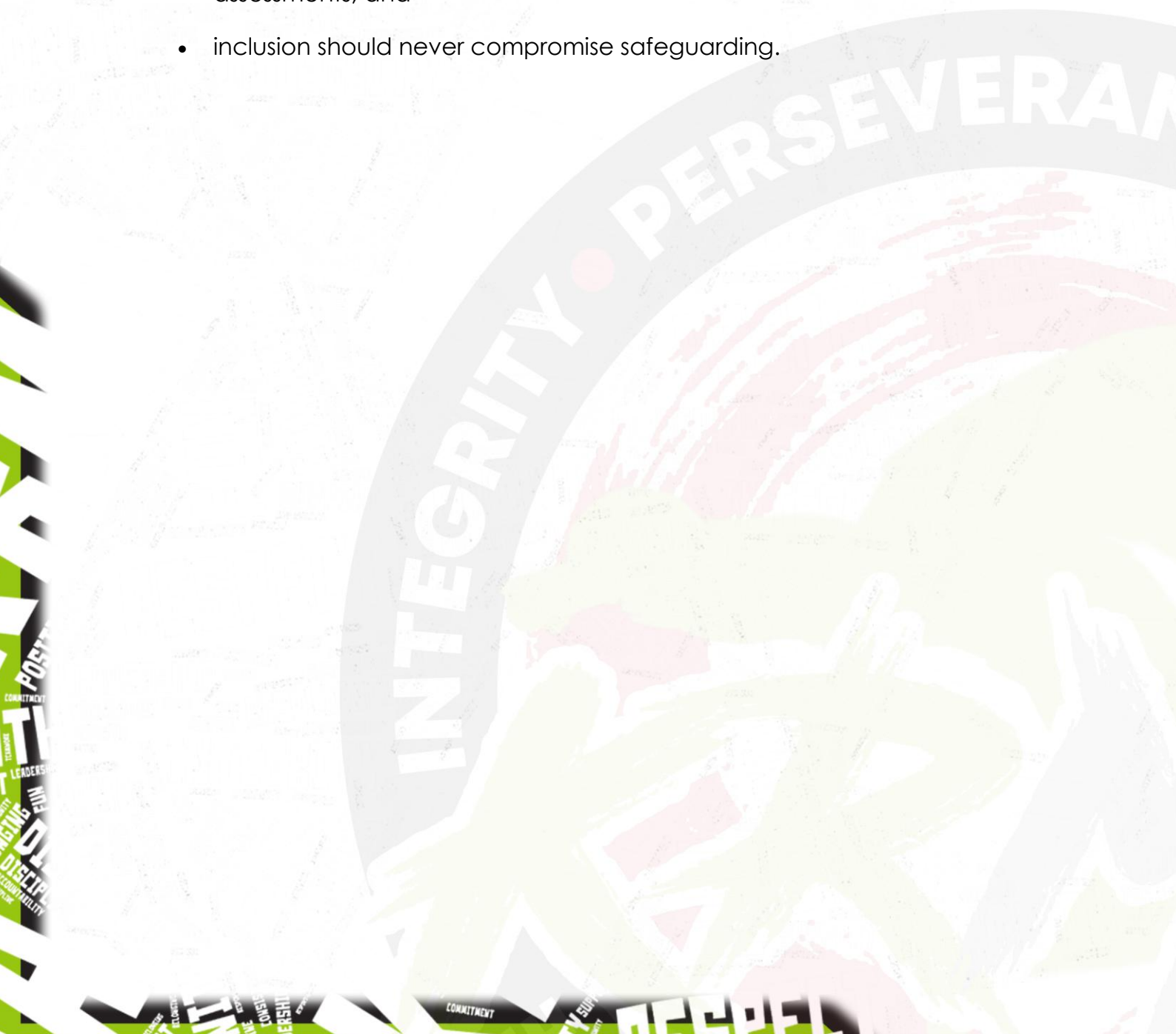


17. Safeguarding

KRMA recognises that individuals with additional needs may be at increased risk of abuse, neglect, bullying or exploitation.

Accordingly:

- safeguarding remains everyone's responsibility;
- all instructors must follow KRMA Safeguarding Policies;
- concerns should be reported immediately;
- communication should be adapted appropriately;
- additional vulnerabilities should be considered during safeguarding assessments; and
- inclusion should never compromise safeguarding.



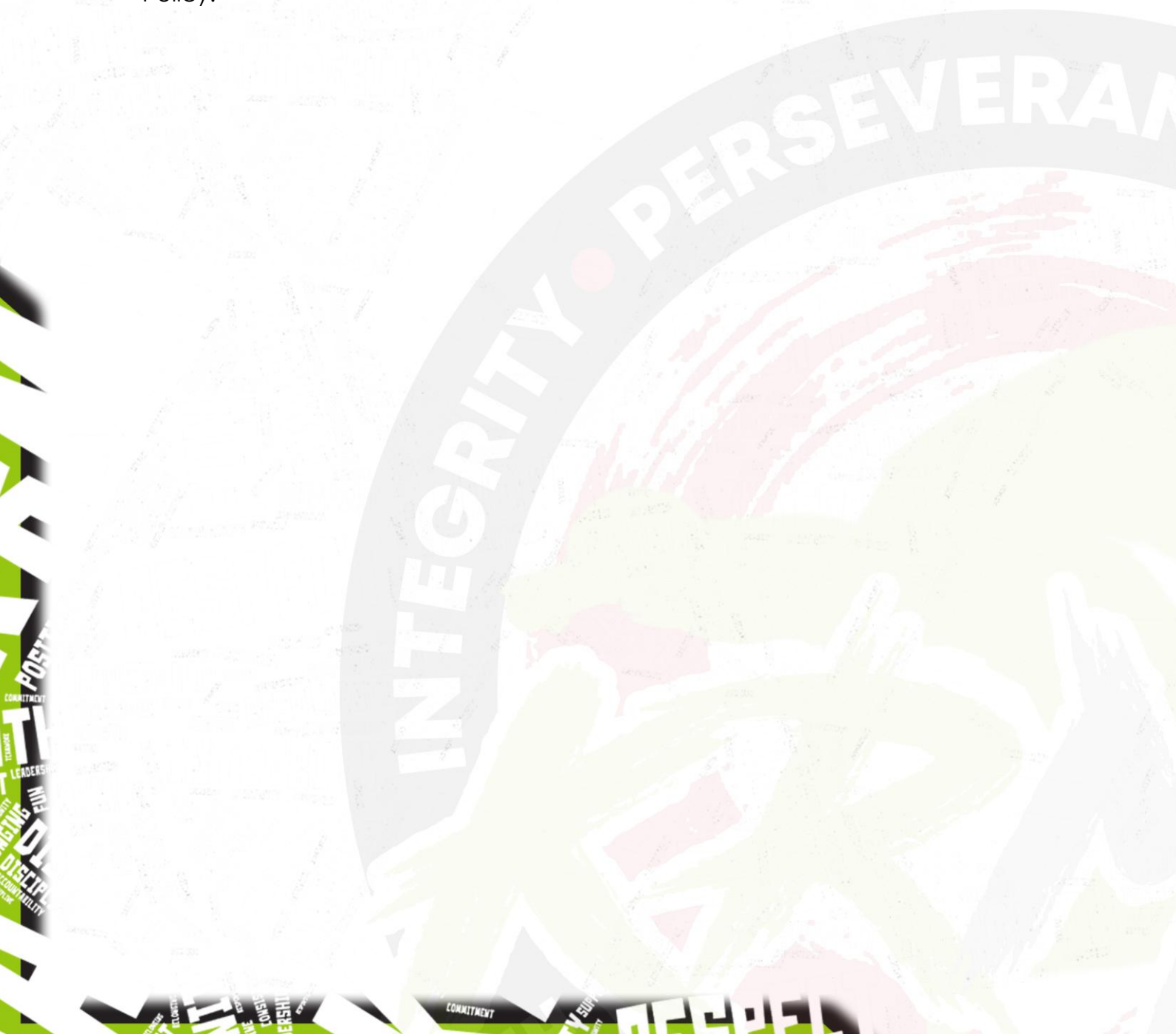
18. Confidentiality

Information relating to disabilities, diagnoses or support needs will be treated as confidential.

Information will only be shared:

- with consent where appropriate;
- where operationally necessary;
- where safeguarding duties require disclosure; or
- where required by law.

Records will be stored securely in accordance with KRMA's Data Protection Policy.



19. Complaints

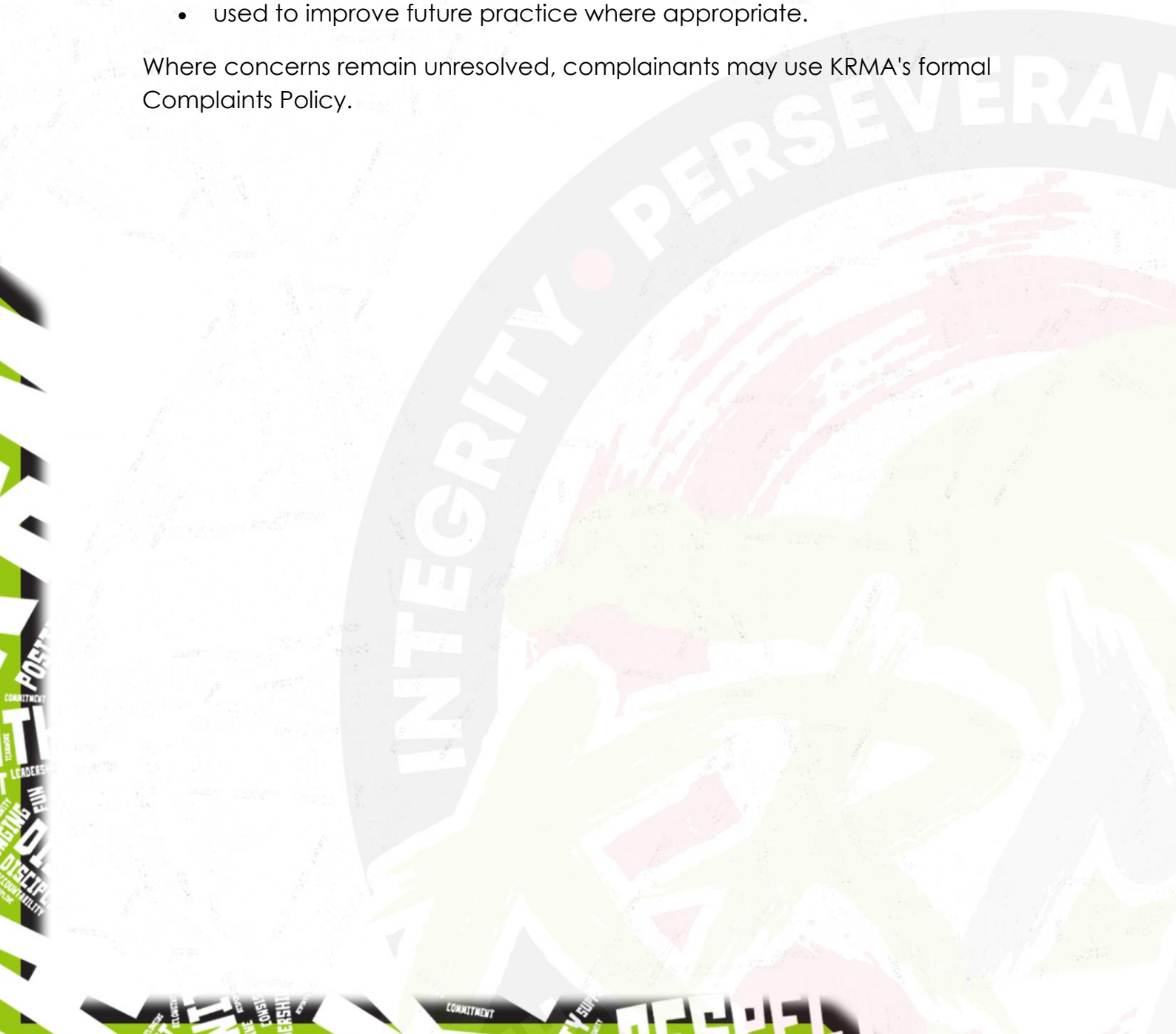
KRMA welcomes feedback regarding SENDI provision.

Concerns should normally be raised with the SENDI Coordinator in the first instance.

Complaints will be:

- acknowledged promptly;
- investigated fairly;
- considered objectively;
- responded to transparently; and
- used to improve future practice where appropriate.

Where concerns remain unresolved, complainants may use KRMA's formal Complaints Policy.



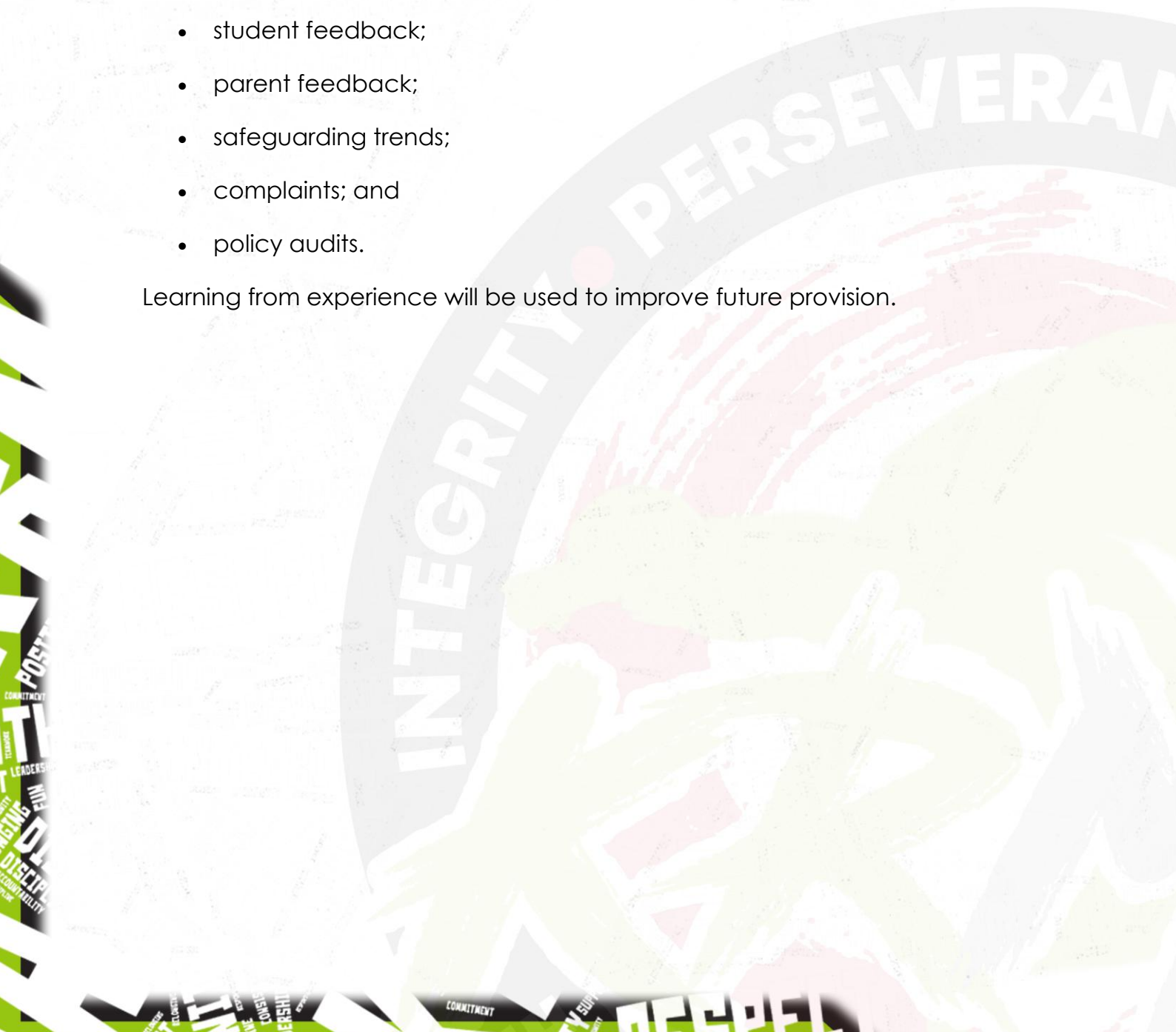
20. Monitoring and Continuous Improvement

KRMA is committed to continually improving inclusive practice.

Monitoring may include:

- participation rates;
- retention;
- progression;
- grading outcomes;
- lesson observations;
- instructor feedback;
- student feedback;
- parent feedback;
- safeguarding trends;
- complaints; and
- policy audits.

Learning from experience will be used to improve future provision.



21. Policy Review

This policy will be reviewed:

- annually;
- following legislative changes;
- following significant safeguarding incidents;
- following changes to recognised good practice;
- following organisational changes; or
- whenever considered necessary by KRMA leadership.

All revisions will be communicated to instructors and volunteers.



22. Policy Approval

Policy Title: Special Educational Needs, Disabilities & Inclusion (SENDI) Policy

Organisation: Koku-Ryu Martial Arts (KRMA)

Version: 2.0

Policy Owner: SENDI Coordinator

Approved By: Andrew Banks – CEO & Chief Instructor

Effective Date: 13 July 2026

Next Review Date: 13 July 2027

Declaration

Koku-Ryu Martial Arts believes that inclusion is achieved through high expectations, compassionate coaching and a commitment to recognising every individual's potential.

We are committed to ensuring that students with Special Educational Needs, Disabilities and Additional Needs are welcomed, respected and supported to participate safely and meaningfully in martial arts.

We do not believe in lowering standards because a student has additional needs. Instead, we strive to remove unnecessary barriers, make reasonable adjustments where appropriate and provide every individual with the opportunity to achieve success through dedication, perseverance and high-quality coaching.

By embedding inclusive practice throughout our teaching, safeguarding and organisational culture, KRMA aims to create a martial arts community in which every participant can develop confidence, resilience, independence and a lifelong enjoyment of training.