



## King's Group Academies

### SEND POLICY

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This SEND policy sets out our approach to SEND across King's Group Academies. To find out exactly how this policy is implemented in our academies, see the SEN information report on the academy's website.

## 1. Aims and Objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Ensure the academies in our trust fully implement national legislation and guidance regarding pupils with SEND.
- Set out how our trust will, across all of our academies:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of academy life so they can engage in the activities of the academy alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Secondary schools only: Help pupils with SEND make a successful transition into adulthood
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

## 2. Vision and Values

Our aim, for all KGA academies, is to be fully inclusive environments, where all neurodiverse and learners with SEND can thrive and reach their full potential. We are committed to ensuring that our environments are accessible and supportive across the Trust, addressing the needs of all learners through listening and valuing their opinions. We firmly believe that, as a result of the provision in place across the trust, any KGA learners with SEND are empowered to fulfil a future where neurodiversity and/or SEND have not been a barrier to their flourishing progress and success.

We are driven by the values of:

- **Honesty:** We commit to an honest and transparent self-evaluation of our practices, what we can provide and actively listen to and value the opinions of all learners, to accurately identify and address every accessibility need.
- **Faith:** We have faith in the potential of every learner and are dedicated to providing accessible and supportive environments across the Trust, catering robustly for the needs of all.
- **Courage:** We show the courage to innovate and make the necessary changes to dismantle barriers, ensuring that our provision empowers every learner.

In KGA we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the academy environment to make sure that pupils with SEND are included in all aspects of academy life.

It is important to note that the overarching principles of this policy apply to all of our academies, our specialist provisions have their own standalone SEND policy.



### 3. Legislation and Guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [Working Together to Improve School Attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report.
- The [Equality Act 2010](#) (section 20), which sets out schools' duties to make reasonable adjustments for pupils with disabilities.
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out schools' 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 those with a disability) and those who don't share it.
- The [academy trust governance guide](#) which sets out governors'/trustees' responsibilities for pupils with SEND.
- The [School Admissions Code](#), which sets out schools' obligation to admit all pupils whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly children with a disability or with special education needs.

This policy also complies with our funding agreement and Articles of Association.

### 4. Definitions

#### 4.1 Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability that calls for 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 schools.

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 by mainstream schools.

#### 4.2 Disability

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

All academies in KGA will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

#### 4.3 The Four Areas of Need

The needs of pupils with SEND are grouped into 4 broad areas and pupils can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.



Area of need	
Communication and interaction	<p>Pupils 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 not understand or use the social rules of communication.</p> <p>Pupils who have a diagnosis of autism often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils 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 pupils 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. Pupils 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 pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. pupils 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 pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

#### 4.4 Academy-based SEN Support

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

On the census these pupils will be marked with the code K.

#### 4.5 Education, Health and Care (EHC) plan

Pupils who need more support than is available through the academy's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document through the Local Authority that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.



On the census these pupils will be marked with the code E.

## 5. Roles and responsibilities

### 5.1 The SENCo

The SENCo of each academy in the trust will:

- Coordinate communication with any parents that their child may have SEN and then support/lead liaison with them about the pupil's needs and any provision made.
- Work with the academy leadership team to determine the strategic development of the SEND policy and provision in the academy.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils 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 pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support and adapted teaching methods appropriate for individual pupils.
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned.
- When a pupil moves to a different academy/school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution, in a timely manner.
- Work with the academy leadership team and governing board to make sure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the academy keeps its records of all pupils with SEND up to date and accurate.
- With the academy leadership team, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the academy's plan for continuous professional development.
- With the academy leadership team regularly review and evaluate the breadth and impact of the SEND support the academy offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the academy's SEN information report and any updates to this policy.
- With the academy leadership team and teaching staff, identify any patterns in the academy's identification of SEN, both within the academy and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

### 5.2 Board of Trustees

The Board is responsible for making sure the following duties are carried out in line with legislation and government guidance through holding academy leaders to account.

### 5.3 The SEND Trustee/Local Governor

The SEND trustee and local governor will:

- Help to raise awareness of SEND issues at trust board and LGB meetings.
- Monitor the quality and effectiveness of SEND provision within each academy and update the board and LGB on this.



#### 5.4 The Headteacher

The Headteacher will:

- Work with the SENCo to determine the strategic development of the SEND policy and provision within the academy.
- Work with the SENCo to ensure the academy 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 pupils with SEND in the academy, and their progress.
- Have responsibility for monitoring the academy's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- Make sure that the SENCo has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- With the SENCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the academy's plan for continuous professional development.
- With the SENCo, regularly review and evaluate the breadth and impact of the SEND support the academy offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENCo and teaching staff, identify any patterns in the academy's identification of SEN, both within the academy and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

#### 5.5 Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach.
- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Working with the SENCo to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEN information report.
- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the academy
  - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

#### 5.6 Parents or Carers

Parents or carers should inform the academy if they have any concerns about their child's progress or development.

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

The academy will take into account the views of the parents or carers in any decisions made about the pupil.

#### 5.7 The Pupil

Pupils 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. This might involve the pupil:

- Explaining what their strengths and difficulties are.



- Contributing to setting targets or outcomes.
- Attending review meetings.
- Giving feedback on the effectiveness of interventions.

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

## **6. SEN Information Report**

Every academy in the trust publishes a SEN information report on its website, which sets out how this policy is implemented in the academy including the following:

- Identifying SEND needs.
- How parents and pupils are consulted with.
- The graduated approach to SEN Support - Assess, Plan, Do, Review.
- Levels of Support.
- How the academy evaluates the effectiveness of provision.
- Expertise and training of staff.
- Links with external professionals.

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

## **7. Attendance and Safeguarding**

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

## **8. Complaints about SEND Provision**

Where parents/carers have concerns about the SEND provision at an academy in KGA, this should be dealt with in line with the KGA Concerns and Complaints policy which starts with raising the concern informally with the appropriate staff member. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

To find out about disagreement resolution and mediation services in our local area regarding SEND, please view the local offer linked from the academy SEND Information Report.