



SEND Policy

Approved by:	LGB	Date:	29.9.2025
Maintained by:	Karen Digby	Next review due:	September 2026



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Rationale

King's Academy Gomer (KAG) provides an inclusive education, which recognises the varying needs of children and young people (CYP) within its universal offer. This policy provides details on how KAG aims to work in partnership with CYP with SEND, their families, the Local Authority (LA) and extended services, to identify, plan for and meet needs at every stage of a CYP's educational journey. The policy clarifies the expectations and responsibilities for all staff, to continuously refine their SEND Support and provision, applying the guidance in the SEND Code of Practice, regulations and any updates in legislation to ensure a robust offer. This policy should be read in conjunction with the SEND Information Report which is published on our website.

Aim

Our aim is to provide a mainstream education which removes barriers to learning, so that all CYP can:

- Achieve their best through an accessible and inclusive curriculum and environment.
- Become positive, confident and valued individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.
- Access a full and varied curriculum suitable to their needs

What is SEND?

Children have special educational needs (SEN) if they have a learning difficulty or disability that calls for special education provision to be made for them. Children have a learning difficulty if they:

- Have significantly greater difficulty learning than the majority of children of the same age which calls for special educational provision to be made for him or her.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision is not made for them (SEND Code of Practice, September 2015).



Principles and Values

King's Academy Gomer values these core principles:

- Compliant adherence to legislation set out in the SEND Code of Practice (Jan 2015).
- Early identification of the needs of CYP's to facilitate appropriate and suitable intervention.
- Commitment to enabling access to high quality provision, which meets diverse need and a variety of SEND by reducing barriers to participation and engagement, through reasonable adjustments and adaptations
- Equity of access to a well rounded education for CYP, regardless of requiring something more or something different in order to be involved.
- Regard and support given to the wishes and feelings of CYP and their designated guardian.
- A commitment to forging strong partnerships which value contributions from CYP, parents/carers, education and external support services, to improve provision.
- A commitment to collaboration between education, health and social care services.
- Inclusive schooling which is positive and ambitious in its aspirations for every CYP.

Intent

Our **INTENT** is to ensure that CYP with SEND are provided and supported with appropriate educational provision to enable inclusion and success within a mainstream school, as per the statutory guidance provided in the SEND Code of Practice 2015, which includes changes introduced by the Children's and Families Act 2014.

Have high ambitions and expectations for all CYP.

Gather appropriate information and facilitate access to services, to enable identification of all the CYP who may have SEN or a disability; ensure that all CYP with SEND are identified to the LA.

Provide high quality teaching that is differentiated and personalised to meet the individual needs of CYP. Understand that special educational provision within this mainstream school is underpinned by high quality teaching and is compromised by anything less.

Enable inclusion of the vast majority of CYP with SEND, so they are able to learn and achieve within the MAT; ensure effective transition to alternative provision if identified to be more suitable for a CYP.

Ensure the successful academic success of a CYP with SEND, within and beyond their schooling in the MAT

Fully involve parents, carers and CYP in decisions about a CYP's individual support for their SEND and actively supported to access local provisions

Ensure parents and CYP are involved in reviewing and consulted when reviewing and improving the local SEND offer

Promote and facilitate joint planning and commissioning of services to ensure close co-operation between education, health and social care

Ensure the parents/carers of the CYP with SEN or disabilities are fully included in EHC needs assessments and are consulted about the content of any plans.

Enable successful preparation for the future; including the next phase of education, adulthood, independent living and employment of a CYP with SEND

Implementation

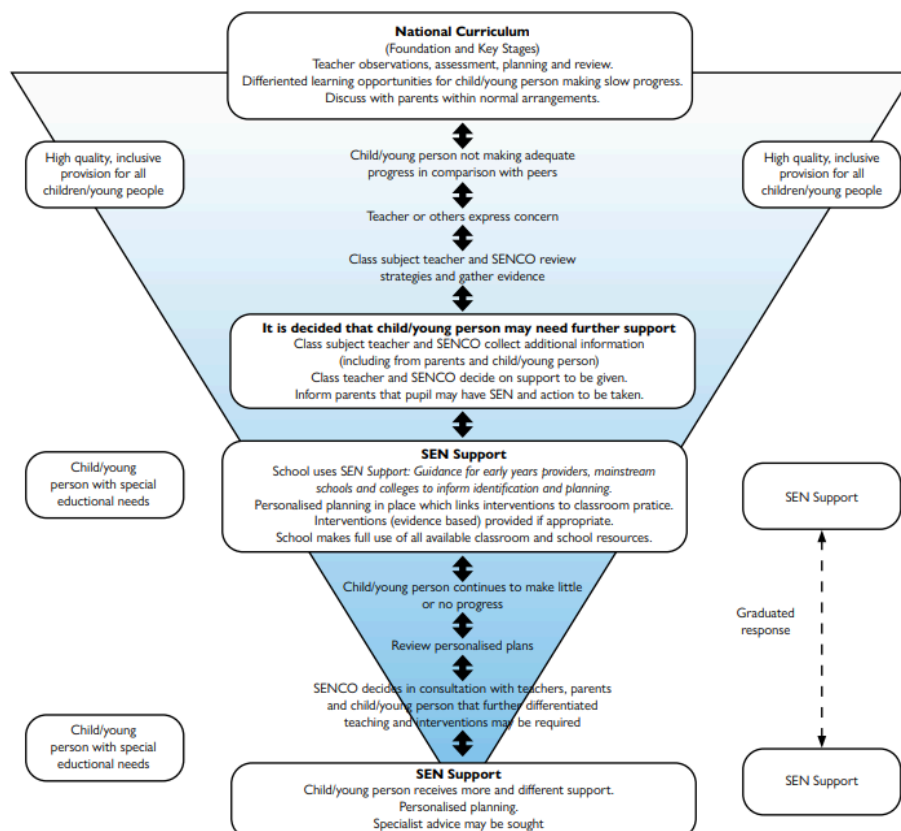
Our IMPLEMENTATION

A graduated approach to identifying and supporting CYP with SEN, where:

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.” (Paragraph 6.36 SEND Code of Practice)

Special educational provision, which is additional to or different from that made generally for other CYP of the same age, is applied as appropriate to the individual.

Assessment, Identification and the Graduated approach



Leadership and Management of Provision for SEND

- The appointment of a qualified teacher as a SEND Leader for the school, who has achieved (or is in the process of achieving) the National Award in Special Needs Co-ordination (not required in special schools or Pupil Referral Units).
- Being a champion for SEND; to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled adults and CYP
- Facilitating continued professional development to ensure all stakeholders are equipped with relevant knowledge and strategies to enable effective provision for those with SEND
- An Executive Headteacher with oversight of KAG's arrangements for SEND who can regularly review expertise and resources for SEND as part of their approach to school improvement.
- Timely and well informed compliance regarding DfE SEND reviews, as and when they are published.
- Sufficient time and resources provided for the SEND Leader in each setting to be able to fulfil their responsibilities, as set out in the SEND Code of Practice 2015 (6.84 - 6.94).
- Publishing an up-to-date SEND Report for KAG, detailing how policy is being implemented in KAG, which includes links to The Local Offer from the LA and the MAT
- Collaborating with other local education providers including cross-MAT to explore how different needs can be met most effectively, giving due regard to general duties to promote disability equality.
- Ensuring that children, young people (CYP) and parents are actively involved in decision-making throughout any additional SEND provision.
- Identification of need through the recognised assessment procedures, leading to application and access to additional, specialist services as required.
- Close monitoring and tracking of CYP's individualised plans and their progress towards achieving targets set for them.
- Close working relationships with the MAT's and the LA's Extended Services Teams, to enable effective additional support as required to support SEND and inclusion through the MAT's and the LA's Local Offer.
- Commissioning of external specialist services for those with SEND or possible SEND. E.g. Educational Psychologists, therapists; including Speech and Language Therapists (SALT), Physiotherapists, Occupational Therapists (OT) and Child and Adolescent Mental Health Services (CAMHS), to advise effective support and intervention.
- Providing an annual report (verbal or written) for parents on their CYP's progress through their Personalised Intervention Plan (PIP on Provision Map) or Educational and Health Care Plan (EHCP)

Quality whole-school provision for SEND

- Unconditional positive regard for CYP with or without identified SEND.
- A clear, systematic approach to enable early identification and response to SEND.
- Inclusion of parents and carers in key decisions regarding their CYP's special educational provision and being included in school records as having SEND.
- A graduated approach to SEN support in the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the CYP's needs and of what supports the CYP in making good progress and securing good outcomes.

- Application of a cyclical approach to support in the form of 'Assess, Plan, Do, Review', repeated as required until review identifies support no longer required.
- A SEND Leader who ensures teachers understand that they are responsible and accountable for the progress and development of the CYP in their classes - with due regard to the statutory requirement for this, as stated in 6.36 in the SEND Code of Conduct.
- Teachers who are all teachers of SEND - applying appropriate strategies and knowledge to their practice to enable all to thrive.
- Successful and high quality teaching which enables inclusive educational provision in a mainstream setting, so that CYP with SEND engage in the activities of the school alongside those who do not have SEND.
- Reasonable adjustments, including the provision of auxiliary aids and services for disabled CYP, to prevent them being put at a substantial disadvantage.
- Appropriate use of modern technology to enable accessible learning environments and/or help to remove barrier to learning.
- Identification and removal of barriers to learning; potential areas of difficulty will be identified quickly and planned for swiftly, to address specific needs.
- Intervention plans with personalised targets written for CYP with SEND which will identify the environmental, instructional, and assessment accommodations to which the student should have access to to be successful.
- Targeted interventions in addition to other lessons and/or focussed support or provision within lessons.
- Regular assessment of CYP to enable early identification of characteristics and circumstances which may demonstrate SEND (this should include identification of slower progress in areas other than attainment, which without support will prevent successful transition to adult life).
- Staff with a broad awareness and understanding of the range of SEND and are aware of how they present, in order to identify emerging needs and understand the next stage of action required for each CYP.
- Strong, effective and respectful adult to CYP and CYP to adult interactions.
- Allocation of additional resources to facilitate provision of specific services (in particular for those in receipt of an EHCP).
- Adapted systems and variation of procedures to meet individual needs (including additional transition plans and reduced hours timetables to support effective provision for SEND).
- Effective communication and reporting systems to ensure all parties are well informed of individual needs, current attainment / ability and specific intervention requirements and active provisions.

Impact

The **IMPACT**:

KAG has high aspirations for improving outcomes for CYP with SEND and is working alongside appropriate bodies and the MAT to ensure this is an embedded culture.

KAG is compliant with the legal obligations set out in the Send Code of Practice 2015 and associated regulations, such as the Children and Families Act and will continue to amend based on any further updates from the DfE in a timely manner, to ensure robust and effective protocols for SEND provision are in practice.



CYP with SEND in KAG are not at a disadvantage when compared to others in their mainstream environment and the same high standards of education to best suit the individual are expected.

Outcomes for CYP with SEND demonstrate progress and enable successful transition into the next stage of learning or life.

CYP with SEND thrive in a highly personalised and inclusive environment in which they feel they belong. They achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

Transition through phases of education and between alternative provisions is done so in a rigorous, highly transparent and considerate manner, alongside CYP and parents, to support successful continuation and development of educational support and provision.