

SEND Policy



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1. Aims

Our SEN Policy and Information Report aims to:

- Set out how our school will support and provide for pupils with Special Educational Needs (SEN).
- Explain the roles and responsibilities of everyone involved in meeting the needs of pupils with SEN.

KWS is a secondary SEMH school. We are committed to ensuring equality of opportunity and access to a broad, balanced, and differentiated curriculum that meets the needs of all learners. Our approach promotes academic and holistic development, fosters sustained self-esteem and enjoyment, and celebrates success at every level.

In line with the SEND Code of Practice (2015), we are committed to:

- a. **Promoting high aspirations and positive outcomes** for pupils with SEN, enabling them to achieve their potential academically, socially, and emotionally.
- b. **Applying consistent assessment criteria** to identify strengths and areas for development, so that progress can be accurately monitored.
- c. **Delivering appropriate programmes of study and differentiated materials**, ensuring all pupils can access learning effectively.
- d. **Embedding a graduated approach (assess, plan, do, review)** to monitor progress, using structured timelines and procedures to record pupils' achievements.
- e. **Recognising the continuum of needs and provision**, and securing timely involvement of external agencies when specialist support is required.
- f. **Ensuring staff awareness and training**, so that all teaching and non-teaching staff understand the needs of pupils with SEN and the strategies in place to support them.
- g. **Placing pupil and parent voice at the heart of planning**, ensuring families are consulted and engaged both formally and informally in decisions about provision.
- h. **Supporting transitions**, including between key stages and into further education, training, or employment, to prepare pupils for adulthood.

2. Legislation and guidance

- This policy and information report 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 schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definition of SEN

A pupil has Special Educational Needs (SEN) if they have a learning difficulty or disability that requires **special educational provision** to be made for them.

A pupil has a learning difficulty or disability if they:

- Have **significantly greater difficulty in learning** than most children of the same age; or
- Have a **disability** which prevents or hinders them from making use of the facilities generally provided for children of the same age in mainstream schools.

Special educational provision refers to education or training that is **additional to, or different from**, that provided generally for other children of the same age. This may include differentiated teaching, targeted interventions, or specialist support tailored to the pupil's individual needs.

4. SENCO: Role and Responsibilities

The SENCO for KWS is **Mariam Joseph**. They are responsible for overseeing the school's SEN provision and ensuring that all pupils with Special Educational Needs receive appropriate support.

The SENCO will:

- Work with the leadership team and the SEN governor to determine the **strategic development** of the SEN policy and provision across the school.
- Have **day-to-day responsibility** for the operation of the SEN policy and the coordination of specific provision for individual pupils with SEN, including those with **Education, Health and Care (EHC) plans**.
- Provide **professional guidance** to colleagues and collaborate with staff, parents, and external agencies to ensure high-quality teaching and support for pupils with SEN.
- Support staff in implementing the **graduated approach** (assess, plan, do, review) for SEN provision.
- Work with the headteacher to manage the **deployment of the school's delegated budget** and other resources to meet the needs of pupils effectively.
- Serve as the **main point of contact** for external agencies, particularly the local authority and its support services.
- Liaise with **potential next providers of education** to ensure smooth transitions and compliance with the **Equality Act 2010** regarding reasonable adjustments and access arrangements.
- Ensure that **records of all pupils with SEN** are accurate, up-to-date, and securely maintained.

4.2 The trustees

The trustees will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The leadership team

The leadership team will:

- Work with the SENCO and trustees to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

- Each class teacher is responsible for:
- 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 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 SEN policy

5. Monitoring arrangements

This policy and information report will be reviewed by Sarah Nichols-Weaver **every 2 years**. It will also be updated if any changes to the information are made during the year. It will be approved by the trustees.

6. Links with other policies and documents

This policy links to the following:

- Behaviour policy
- Admissions policy
- Curriculum policy
- SEN information report Bedford site
- SEN information report Milton Keynes site.