SEND and Accessibility Policy

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An academy within:

"Learning together, to be the best we can be"

1. Aims and objectives

1.1. This Special Educational Needs and Disabilities (SEND) policy sets out how Nexus Multi-Academy Trust and its schools meets its responsibilities for children and young people with SEND. Our focus is that all our children, young people and staff are supported to *be the best we can be*.

1.2. Across all schools in the trust, we aim to:

1.2.1. Fully implement national legislation and guidance regarding pupils with SEND;
1.2.2. Support and make provision for pupils with SEND so their needs are met effectively and consistently;
1.2.3. Provide access to all aspects of school life for pupils with SEND;
1.2.4. Help pupils fulfil their aspirations and achieve their best;
1.2.5. Support pupils to become confident individuals living fulfilling lives;
1.2.6. Assist pupils in making a successful transition to adulthood, further education, employment or training;
1.2.7. Work collaboratively with pupils and parents/carers;
1.2.8. Ensure roles and responsibilities for SEND provision are understood;
1.2.9. Ensure consistent implementation of this SEND policy.

1.3. As a special school, we provide specialist, high-quality education for young people whose needs are identified in their Education, Health and Care Plan (EHCP). We aim to ensure that every young person's SEND is understood, planned for and reviewed so they can thrive.

2. Vision and values

2.1. We are committed to enabling achievement for all. We believe all young people have a right to be safe, healthy and reach their academic potential.

2.1.1. Across Nexus Multi-Academy Trust:

2.1.2. All pupils access a broad and balanced curriculum, adapted and personalised;
2.1.3. We support pupils to thrive and reach their full potential;
2.1.4. We create inclusive environments tailored to diverse needs;
2.1.5. We celebrate each pupil's strengths and identity.

2.2. Our activities are driven by the Nexus MAT vision - **"Learning together, to be the best we can be."**

2.3. Kenwood Academy is a special school for young people aged 11-19 with a range of SEND. The school is designated for students whose primary special educational need has been assessed as 'Communication and Interaction needs' alongside 'Social, Emotional, and Mental Health needs'.

2.4. Our values are reflected in:

- Our school vision;
- High expectations for all learners;
- Our broad and balanced curriculum;
- A focus on wellbeing, communication and emotional regulation;
- A calm, safe environment that reduces anxiety and enables learning.

3. Legislation and guidance

3.1. This policy complies with and is based on:

3.1.1. Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and the definitions of SEND and learning difficulties and disability;

3.1.2. The Special Educational Needs and Disability Regulations 2014, which set out duties relating to EHCPs, SENCOs and information reports

3.1.3. The SEND Code of Practice: 0–25 years (2015);

3.1.4. The Equality Act 2010, including the duty to make reasonable adjustments for pupils with disabilities (section 20);

3.1.5. The Public Sector Equality Duty (section 149 of the Equality Act 2010);

3.1.6. The School Admissions Code (2021), including the requirement to admit pupils where the school is named in an EHCP;

3.1.7. Keeping Children Safe in Education;

3.1.8. Statutory guidance on school attendance and *Working together to improve school attendance;*

3.1.9. The academy trust governance guide, which sets out governors' and trustees' responsibilities for pupils with SEND.

3.2. This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

4.1. We strive to create an inclusive teaching environment that offers all pupils a broad, balanced and challenging curriculum.

4.2. We will achieve this by:

4.2.1. Making reasonable adjustments to teaching, the curriculum and the school environment;
4.2.2. Ensuring pupils with SEND are included in all aspects of school life, including trips, enrichment and wider opportunities;
4.2.3. Promoting positive attitudes towards disability and difference, and tackling bullying or discrimination robustly

4.3. All pupils are encouraged and supported to participate fully in the life of the school and in wider community activities, in line with their needs and aspirations.

5. Roles and responsibilities

5.1. Nexus Multi-Academy Trust:

5.1.1. Monitors compliance with statutory SEND duties
5.1.2. Oversees the quality of SEND provision across all trust schools
5.1.3. Approves this policy and the school's SEN information report

5.2. The named school Headteacher will:

5.2.1. Ensure this policy is implemented and embedded in daily practice
5.2.2. Work with the SENDCo and trust leaders to determine the strategic development of SEND provision
5.2.3. Have overall responsibility for the provision and progress of pupils with SEND
5.2.4. Ensure appropriate use of SEND funding allocated to the school
5.2.5. Ensure the SENDCo has sufficient time and resources to fulfil their role

5.3. The named SENDCo will:

5.3.1. Inform parents where the school believes a child may have SEN, and liaise with them about needs and provision
5.3.2. Lead the strategic development of SEND provision

5.3.3. Have day-to-day responsibility for the operation of this policy and the co-ordination of specific provision for pupils with SEND, including those with EHCPs

5.3.4. Provide professional guidance to colleagues and support staff development

5.3.5. Advise on the graduated approach to SEN support and effective differentiation

5.3.6. Be the main point of contact for external agencies and work closely with the LA and its services

5.3.7. Support transition, including sharing relevant information with new settings

5.3.8. Ensure records of pupils with SEND are accurate and up to date

5.4. Each class teacher and member of support staff is responsible for:

5.4.1. Providing high-quality, differentiated teaching

5.4.2. The progress and development of every pupil in their class/group

5.4.3. Working closely with teaching assistants and specialists to plan and review interventions

5.4.4. Implementing strategies and provision identified in EHCPs and support plans

5.4.5. Communicating regularly with parents/carers about progress, outcomes and support

5.5. Therapists and external specialists (e.g. speech and language therapists, occupational therapists, educational psychologists, CAMHS practitioners) will:

5.5.1. Provide targeted assessment, advice and intervention

5.5.2. Contribute to EHCPs, Annual Reviews and support plans

5.5.3. Work collaboratively with school staff and families to ensure a consistent approach

5.6. Parents and carers:

5.6.1. Are encouraged to share feedback and concerns about their child's progress or development at any time

5.6.2. Are key partners in planning and reviewing support and are invited to contribute their views in all reviews, including Annual Reviews

5.6.3. Receive regular reports and updates on their child's progress

5.7. Wherever possible, pupils and young people:

5.7.1. Share their views on their strengths, difficulties and what helps them

5.7.2. Contribute to setting their own targets and outcomes
5.7.3. Are involved appropriately in review meetings and decision-making

6. Our approach to SEND support

6.1. The needs of any pupil with identified SEND may change over time. Staff will:

- Regularly assess pupils' skills, attainment and wider development.
- Monitor progress towards EHCP or other defined outcomes.
- Identify emerging or changing needs.

6.2. When needs change, staff will:

- Discuss concerns with the SENDCo and relevant professionals.
- Consider reasonable adjustments or additional interventions.
- Involve parents/carers and seek external advice where appropriate.
- Request an early EHCP review from the LA if required.

6.3. Pupils and parents/carers are central to all decisions about special educational provision. We:

- Gather views on strengths, interests and difficulties.
- Agree outcomes and next steps jointly.
- Share relevant notes of key discussions and review meetings.
- Notify parents/carers formally when provision changes.

6.4. Each EHCP is reviewed annually with families, professionals and the LA, and progress is monitored through staff meetings and termly review.

Graduated Approach (Assess–Plan–Do–Review)

6.5. We apply the graduated cycle to refine provision:

- Assess – analyse needs using assessments, observations and input from pupils, parents and external professionals.
- Plan – agree adjustments, interventions, support, expected impact and review dates.
- Do – implement the plan, with teachers responsible for overall progress.
- Review – evaluate impact, gather feedback and adjust provision and outcomes.

6.6. For pupils on SEN Support:

- Provision would follow the graduated approach.
- They would be recorded on the SEND register.

6.7. For pupils with EHCPs:

- Provision is defined in Section F of the EHCP.
- Provision is reviewed annually at the EHCP Review.

6.8. We evaluate SEND provision by:

- Tracking academic and wider progress, including EHCP outcomes.
- Reviewing intervention impact and provision maps.
- Collecting feedback from pupils and parents/carers.
- Monitoring by the SENDCo, senior leaders and the trust.
- Using external moderation and quality assurance.
- Holding Annual Reviews for all pupils with EHCPs.

7. Attendance

7.1. Many pupils with SEND face complex barriers to attendance. Their right to education is the same as any other pupil and our ambition for attendance is high. We:

- Work closely with families and professionals to understand and remove barriers to attendance
- Consider reasonable adjustments, bespoke timetables and health-related needs where appropriate
- Follow our trust and school Attendance Policy for all pupils, including those with SEND

7.2. For many pupils with an EHCP, the local authority supports transport arrangements. In practice pupils come to school by a variety of means, by taxis and minibuses, in specialist transport and independently. Some parents/carers choose to bring and collect their child from school.

8. Transition

8.1. All new students, regardless of age, take part in a full transition programme. Typically, this begins with short visits so staff can gather and share essential information. Typically, visits then increase gradually to full days and full weeks to ensure a smooth and supportive start.

8.2. At the end of each academic year, class teachers meet to share key academic, personal and care information. Wherever possible, pupils spend time in their new class before the summer break to help the new year start smoothly.

8.3. For pupils entering Key Stage 5, programmes of study, destinations and any additional support are discussed in the Autumn Term. Independent careers advice is provided, and next steps are explored through Annual Review meetings. Community links are strengthened through the school's careers strategy.

8.4. It is our aspiration that Key Stage 4 students experience a variety of work placements. Staff are actively developing sustainable opportunities and long-term partnerships within students' local communities.

9. Safeguarding

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

9.2. Staff are trained to:

- Recognise indicators of abuse or neglect in pupils with SEND;
- Take account of communication needs and differences;
- Listen carefully to pupils and take their concerns seriously;
- Record and report any safeguarding concerns.

9.3. For more detail, see the Safeguarding Policy and related procedures.

10. Staff training and development

10.1. All staff follow a programme of Continuing Professional Development (CPD) that includes:

- Mandatory safeguarding training;
- Training in communication approaches and supporting specific needs;
- De-escalation, positive behaviour support and emotional regulation.

10.2. The Headteacher/ leaders and the SENDCo:

- Monitor staff training needs;
- Arrange specialist training where required;
- Ensure staff with specific expertise share best practice and lead aspects of the school's work.

11. Links with external professional agencies

11.1. We recognise that we cannot meet all needs alone. When necessary, we work with external professionals, this can include:

- Speech and Language Therapists
- Specialist teachers or support services
- Educational Psychologists
- Occupational Therapists and Physiotherapists
- General Practitioners and Paediatricians
- School Nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officers
- Social Care and other LA services
- Other specific services and professionals as appropriate

12. Partnerships

12.1. As a member of Nexus Multi-Academy Trust, Kenwood Academy has strong partnerships with other trust schools, enabling:

- Sharing of best practice and expertise;
- Joint training and moderation;
- Collaborative approaches to SEND provision.

12.2. We also work closely with other local special and mainstream schools and within the LA's SEND offer.

12.3. We believe that families are key partners in the education of their child. We:

- Actively seek and respect families' views;
- Aim to build relationships based on trust, openness and mutual respect;
- Encourage families to be as involved as possible in the life and work of the school.

13. Admission and accessibility arrangements

13.1. Our admission arrangements for pupils with SEND and/or disabilities are set out above and in our school's Admissions Policy. We ensure that:

- All pupils whose EHCP names Kenwood Academy are admitted;
- Our oversubscription criteria do not unfairly disadvantage pupils with SEND or disabilities.

13.2. We take reasonable steps to:

- Prevent disabled pupils from being treated less favourably than other pupils;
- Provide facilities, auxiliary aids and services to help disabled pupils access our school;
- Continuously improve the physical environment and information accessibility.

13.3. Our Accessibility Plan sets out how we will:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment to support access;
- Improve the availability of accessible information.

14. Complaints about SEND provision

14.1. We always welcome constructive comments and suggestions. Where parents/carers have concerns about SEND provision, they should first raise these informally with the class teacher or key staff member. If the matter is not resolved, they can contact the SENDCo or a member of the School Leadership Team.

14.2. If concerns remain, parents/carers may make a formal complaint in line with the Nexus Complaints Policy. If the parent or carer is not satisfied with the school's response, they may escalate the complaint further in accordance with the Complaints Policy. In some circumstances this right also applies to the pupil.

14.3. For further guidance on complaints, disagreement resolution and mediation:

- See the SEND Code of Practice;
- The local authority's disagreement resolution and mediation services.

15. Monitoring and evaluation arrangements

15.1. We are constantly looking for ways to improve our SEND policy and practice.

15.2. We will evaluate how effective our SEND provision is by considering:

- How early and accurately needs are identified;
- Progress and attainment of pupils with SEND;
- Progress towards EHCP outcomes;
- Whether pupils with SEND feel safe, valued and included in the school community;
- Feedback from pupils, parents/carers, staff and external professionals.

16. Further information

16.1. Each local authority has a Local Offer which details services, resources, support, provision and activities for children and young people with Special Educational Needs and Disabilities.

16.2. Your local Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) can also give you:

- information and advice about SEN and disability support and provision;
- more information about local services, organisations, and resources which might help;
- Advice and support to get more involved.

16.3. Each local area also has a Parent Carer Forum to provide advice and support, independent from the local authority.