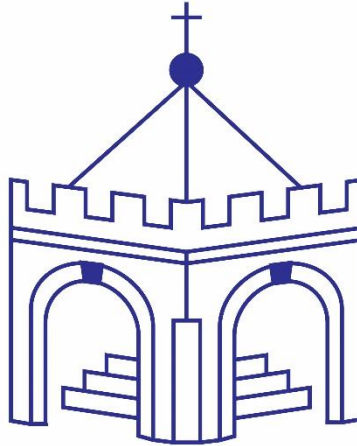


# KING INA



CHURCH OF ENGLAND ACADEMY

## King Ina C of E Academy

*“You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in Heaven”*

Matthew 5:14-16

### **Special Educational Needs & Disabilities Policy**

**(SEND)**

**Revised April 2026**

KING INA



CHURCH OF ENGLAND ACADEMY

King Ina Academy  
Northfield  
Somerton  
TA11 6FQ  
Tel: 01458 272587  
Office@kingina.co.uk

Registered Office: Northfield, Somerton, Somerset TA11 6FQ

<b>Date:</b>	April 2026	<b>Review Date:</b>	April 2027
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<b>Special Needs Co-ordinator (SENCO)</b>	<b>Governor for SEN</b>
Mrs Laura Ruddle & Mrs Jodie Stock	Mr Graham Load

**Policy to promote the successful inclusion of children with Special Education Needs and Disabilities (SEND) at King Ina Academy. This policy should be read in conjunction with King Ina Academy's SEND information report (Local Offer).**

### Statement of Intent

At King Ina Academy, we are committed to providing an inclusive, high-quality education that enables all pupils to achieve their full potential, regardless of their needs or abilities.

We believe that all children and young people are entitled to an education that is appropriate to their needs, promotes high standards, and fosters independence, confidence, and well-being.

This policy complies with the statutory requirements set out in the SEND Code of Practice and the Children and Families Act 2014, and is informed by the Equality Act 2010.

### Definition of Special Educational Needs:

A pupil has Special Educational Needs and/or Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has SEND if they:

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

Special educational provision is provision that is **additional to or different from** that made generally for other children of the same age.

## Areas of Need

In line with the SEND Code of Practice, we provide for pupils across the four broad areas of need:

- Communication and Interaction (CI)
- Cognition and Learning (CL)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

We recognise that pupils may have needs that span more than one area.

## Inclusion and Equality

At King Ina Academy, we are committed to inclusive practice and removing barriers to learning.

We will:

- Ensure all pupils have access to a broad and balanced curriculum
- Make reasonable adjustments in line with the Equality Act
- Promote participation in all aspects of school life
- Foster a culture of respect, belonging, and high expectations

We recognise that behaviour is not a SEND need in itself; however, underlying needs such as SEMH may impact behaviour and will be considered accordingly.

## Aims and Objectives

We aim to:

- Identify SEND as early as possible
- Ensure all pupils receive high-quality teaching
- Remove barriers to learning and participation
- Ensure pupils achieve the best possible outcomes
- Work in partnership with parents, carers, and external agencies
- Promote pupil voice and independence
- Prepare pupils effectively for adulthood and transition

## Roles and Responsibilities

<b>Special Educational Needs Coordinator (SENCo)</b>	<p>The SENCo will:</p> <ul style="list-style-type: none"> <li>• Oversee the day-to-day operation of the SEND policy</li> <li>• Coordinate provision for pupils with SEND</li> <li>• Support and advise staff</li> <li>• Monitor and evaluate the effectiveness of provision</li> <li>• Liaise with parents/carers and external agencies</li> <li>• Ensure records are accurate and up to date</li> <li>• Lead staff training and development</li> <li>• Work closely with the Headteacher and Governors</li> </ul>
<b>The Governing Body</b>	<p>The Governing Body will:</p> <ul style="list-style-type: none"> <li>• Ensure statutory SEND duties are met</li> <li>• Appoint a SEND Governor</li> <li>• Monitor the effectiveness of SEND provision</li> <li>• Ensure appropriate resources are allocated</li> <li>• Ensure compliance with the SEND Code of Practice</li> </ul>
<b>The Head Teacher</b>	<p>The Headteacher will:</p> <ul style="list-style-type: none"> <li>• Have overall responsibility for SEND provision</li> <li>• Ensure the policy is implemented effectively</li> <li>• Support the SENCo and staff</li> <li>• Report to Governors</li> </ul>
<b>Class Teachers</b>	<p>Class teachers are responsible for:</p> <ul style="list-style-type: none"> <li>• The progress and development of all pupils in their class</li> <li>• Delivering high-quality teaching (Quality First Teaching)</li> <li>• Identifying pupils with SEND</li> <li>• Implementing the graduated approach</li> <li>• Working closely with the SENCo</li> <li>• Engaging with parents/carers</li> </ul>
<b>Parents/Carers</b>	<p>Parents/carers are key partners and will be supported to:</p> <ul style="list-style-type: none"> <li>• Contribute to assessment and review processes</li> <li>• Share knowledge of their child</li> <li>• Support learning at home</li> </ul>
<b>Pupils</b>	<p>We value pupil voice and will:</p> <ul style="list-style-type: none"> <li>• Involve pupils in decision-making</li> </ul>

- Seek their views, wishes, and feelings
- Support them to understand their learning

## Quality First Teaching

High Quality Teaching is the first and most important step in responding to pupils with SEND.

This includes:

- Differentiated teaching
- Scaffolded learning
- Adaptive teaching strategies
- Ongoing assessment

Additional intervention does not replace high-quality classroom teaching.

## Identification of SEND

We will:

- treat all applications equally and we will not discriminate against pupils with special educational needs or disabilities.
- admit children with special educational needs including those with Educational, Health Care Plans (EHCP) and those others with SEN Support.
- not refuse admission to children with special educational needs because we feel that we will be unable to provide the necessary support.
- Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

## The Graduated Approach

We follow the **Assess – Plan – Do – Review (APDR)** cycle:

- **Assess** – Identify needs using a range of data and information
- **Plan** – Agree outcomes and support strategies
- **Do** – Implement support and interventions
- **Review** – Evaluate impact and adjust provision
- This cycle is ongoing and ensures provision is responsive and effective.
- Provision is outcomes-focused and regularly reviewed.

## SEN Support

Where a pupil requires additional support:

- They will be placed on the SEND register at SEN Support
- A Learning Plan (APDR) will be created
- Support will be targeted, evidence-based, and time-limited

Support may include:

- Adapted teaching strategies
- Small group or individual interventions
- Specialist resources
- Support from trained staff
- Input from external professionals

### **Education, Health and Care Plans (EHCPs)**

Where pupils have complex needs and do not make expected progress despite support, a request for an Education, Health and Care Needs Assessment (EHCNA) may be made.

An EHCP:

- Is a legal document
- Sets out needs, provision, and outcomes
- Is reviewed annually

Parents have the right to appeal decisions regarding EHCPs.

### **Monitoring and Evaluation**

We regularly evaluate SEND provision through:

- Pupil progress and attainment
- Review of interventions
- Pupil and parent feedback
- SENCo monitoring
- Governor oversight

This ensures provision remains effective and responsive.

### **Working in Partnership**

We work closely with:

- Parents and carers
- Local Authority services
- Health and social care professionals
- External specialists
- We also work collaboratively with other schools to support transition and share best practice.

## Transition

We support pupils at all transition points, including:

- Entry into school
- Between year groups
- Transition to secondary school

Enhanced transition support is provided where needed.

## Accessibility

The school is committed to improving accessibility through:

- The Accessibility Plan
- Adaptations to the environment
- Accessible curriculum and resources
- Communication support

## Admissions

We:

- Welcome applications from pupils with SEND
- Do not discriminate
- Ensure appropriate provision is made
- Work with families to support access

## Complaints

If parents/carers have concerns, they are encouraged to:

1. Speak with the class teacher or SENCo
2. Follow the school's complaints procedure if needed

Support is also available through SEND Information, Advice and Support Services (SENDIAS).

## Policy Review

This policy will be reviewed annually and updated in line with current legislation and guidance.

<b>Headteacher:</b>	Susannah Svenson	<b>Date:</b>	14.04.2026
<b>Chair of Governors:</b>	Linda Smallwood	<b>Date:</b>	14.04.2026