



GOTHIC MEDE ACADEMY

Special Educational Needs and Disability (SEND) Policy

Review Date: July 2026

Next Review Date: July 2027

Reviewed by: Alison Sugden, SENCo

1. Rationale and Aims

At Gothic Mede Academy, we are committed to providing an inclusive environment where all pupils can achieve their full potential. We recognise that every child is unique and that some pupils may require additional support to access learning and participate fully in school life. The aims of this policy are to enable the best possible outcomes for pupils with SEND, ensure early identification, provide appropriate support through adaptive teaching and a graduated approach, ensure access to a broad and balanced curriculum, and promote effective partnership working with families and external agencies.

2. Legislative Framework

This policy is written in accordance with the Children and Families Act 2014, SEND Code of Practice 0-25 Years (2015), Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014.

3. Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A disability is a physical or mental impairment that has a substantial and long-term adverse effect on normal day-to-day activities.

4. Roles and Responsibilities

The SENCo oversees SEND provision, coordinates support, liaises with families and external agencies, monitors provision and maintains the SEND register. Class teachers remain responsible for the progress and development of all pupils, including those receiving additional support. Governors monitor the effectiveness of SEND provision and ensure statutory duties are met.

5. Identifying SEND

Pupils may be identified through assessment, observation, progress data, discussions with parents and carers, pupil voice, screening tools and specialist assessment. Low attainment alone does not necessarily indicate SEND.

6. Areas of Need

The four broad areas of need are: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory and/or Physical Needs.

7. SEND Provision

High-quality adaptive teaching is the first response to meeting need. Where additional provision is required, support may be delivered through classroom strategies, targeted interventions, specialist advice and SEND Support plans.

8. Graduated Approach

Provision follows the Assess, Plan, Do, Review cycle. Assess: identify need. Plan: agree outcomes and provision. Do: implement support. Review: evaluate the effectiveness of provision and next steps at least termly.

9. SEND Register

Pupils may be recorded as Monitor, SEND Support or have an Education, Health and Care Plan. SEND Support plans are reviewed termly with parents and carers.

10. Partnership with Parents and Carers

The school values strong partnerships with families and ensures parents are involved in assessment, planning, decision-making and review processes.

11. Transition Arrangements

The school works closely with families, settings and receiving schools to ensure effective transition arrangements and continuity of support.

12. Accessibility and Inclusion

Reasonable adjustments are made to support access to learning and participation in all aspects of school life in accordance with the Equality Act 2010.

13. Monitoring and Evaluation

The effectiveness of SEND provision is monitored through pupil progress data, SEND reviews, intervention evaluations, parent feedback, pupil voice and governor monitoring.

14. Implementation and Review

This policy will be implemented by all staff. The SENCo will oversee day-to-day implementation and the policy will be reviewed annually.

Policy History

Date	Author
June 2016	Thomas Clarke
December 2018	Thomas Clarke
March 2021	Alison Sugden
July 2022	Alison Sugden
July 2023	Alison Sugden
July 2024	Alison Sugden
July 2025	Alison Sugden
July 2026	Alison Sugden