

## **SEND Policy** 2025-2026

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## Policy Aims and School Vision

### The Inspired Philosophy

As part of the Inspired Group, we are also guided by the philosophy of the Inspired group:

- A child's education is the single most important consideration for any parent or carer.
- At Inspired, we believe that it is an individual's total educational experience that instils the knowledge, attitudes, beliefs, and values that they will carry with them for life.
- We believe that this set of knowledge, attitudes, beliefs, and values, instilled by education, will form the basis of how we approach the future.

Inspired schools believe that these are the foundations on which we build and plan our lives. At King's InterHigh (KIH) and Academy21 (A21), we welcome students with varied plans, including attending university, college, obtaining an apprenticeship, or going into the workplace. Being part of Inspired allows us to cater for our rich and varied student community through an inclusive and positive approach that maintains high expectations of all our students with their own aspirations.

## Policy Aims

KIH and A21 seek to provide early identification, appropriate and purposeful support, and continuous review for all pupils with Special Educational Needs and Disabilities (SEND) and other additional needs. This ensures that this cohort of students can reach their full potential as learners and supports successful life outcomes. This aim adheres to the UN Convention on the Rights of Persons with Disabilities, 2006, the Equality Act of 2010 and to the policies of inclusion in the SEND Code of Practice, 2014 (updated April 2020).

KIH and A21 recognise the elements of the SEND Code of Practice 2014, which promote inclusion and identify SEND under the following four areas:

- Communicating and interacting
- Cognition and learning
- Social, emotional, and mental health challenges
- Sensory and/or physical needs.

KIH and A21 adopt the approach that it is the responsibility of all teachers to be teachers of students with SEND, to be aware and responsive in their teaching to their needs. In other words, all our teaching staff are trained to be experts in effective pedagogy when it comes to teaching students with SEND or additional needs.

Moreover, all staff are expected to contribute to, and cultivate, a culture of inclusivity and celebration of difference. Our status as an online education provider gives us a unique opportunity to develop our learning platform and classroom environments to embed accessibility to all.

## Guiding Principles

The guiding principles of this policy are informed by our school values:

- **Potential** - being the best version of yourself
- **Curiosity** - always seeking to learn and improve
- **Respect** - appreciating that we are all different
- **Kindness** - acting with integrity and care for others
- **Individuality** - having your own aspirations
- **Flexibility** - being adaptable and putting in effort

All KIH and A21 students have the right to an education which is appropriate to them as individuals so that they can fulfil their potential. We want all students to feel respected and experience kindness as a valued part of our school community.

Support provided to students with SEND will be informed by appropriate identification, a thorough commitment to quality first teaching which is adapted flexibly to the needs of students and regular reviews of progress. The class teacher has primary responsibility for the progress and care of all students in the classroom, including pupils with SEND.

## Admission of Students with SEND or additional needs.

KIH and A21 have a clear process for the admission of young people with SEND:

- Enrolment forms have specific sections for gathering information about the nature of the young person's SEND if this is applicable;
- This is then followed up with questions to learn more about the young person's SEND as part of the enrolment process;
- If there are complex needs or questions of accessibility that need to be addressed, there will be a further discussion with the family of the young person or commissioning body, involving the Head of SEN Services/Senior Education Team as appropriate.

## 'Reasonable Adjustments' and 'Auxiliary Aids'

Chapter 4 of The Equality Act 2010 and Schools (DfE 2014) contains advice about what schools are required to do in terms of making 'reasonable adjustments' and providing 'auxiliary aids and services' for young people with disabilities. KIH and A21 accordingly provide 'reasonable adjustments' and 'auxiliary aids' via the SEN services described below in conjunction with the design of our online learning platforms, which facilitate flexibility and accessibility for students with SEND.

## Partnership with Parents/Carers (KIH) and Mentors (A21)

KIH and A21 are committed to the principle of working in partnership with the parents/carers/mentors in schools (A21) of students with SEND or additional needs to ensure excellent outcomes for this cohort of students.

Opportunities to work in partnership are facilitated through:

- The design of induction to ensure students can access all aspects of platforms.
- Parent/carer input into our teaching approaches for each child through the co-creation of Inclusive Teaching Plans that inform classroom practice (KIH).
- Parent/carer communication with SEN Services leaders (KIH).
- Providing regular opportunities to gather parent/carer/mentor feedback about our provision.
- Systematic engagement with feedback from parent social media comments via liaison with operations team colleagues who monitor these feeds.
- Ensuring that parents/carers receive regular communication regarding the continuing development of our SEN Services offer.
- Ongoing discussion between mentors (representing students via schools/LAs/other provisions) and our Regional Client Administrators (RCAs) at A21 regarding our provision and their students' needs.

## Student Voice

At KIH and A21, we believe that all students should be involved in decisions, where possible, right from the start of their education. How students are encouraged to participate should reflect the student's evolving maturity. Participation in education is a process that will necessitate all students being given the opportunity to make choices and to understand that their views matter and are valued. This attention to student voice is part of our safeguarding practice as per our Safeguarding Policy.

At KIH and A21, we encourage pupils to participate in their learning by:

- contributing to the development of and review of their Inclusive Teaching Plan (KIH);
- reflecting on their progress, effort, and achievement;
- taking opportunities to talk to teaching staff about their learning; and
- being encouraged to take part in surveys via the SEN Support Hub Course to gather feedback to inform the ongoing development of SEN Services.

## Our Approach to Inclusion

Our approach to supporting students with SEND is delivered through our core and additional SEND services.

### Identifying Needs

Our school development planning and the professional learning programme for teachers and quality assurance practices that flow from it ensure teachers understand how to identify needs and support students in the classroom.

In KIH effective delivery of support is facilitated through parent/carers, student and school co-creation of an Inclusive Teaching Plan for each SEN student which provides a menu of support options organised into a four-step graduated approach:

- understanding the student's needs;
- student support to access learning materials;
- enabling the student to thrive in the classroom environment; and
- ensuring that the student can demonstrate progress in their learning.

### An Inclusive Environment

The creation of an inclusive environment at KIH and A21 begins with inducting students to all school systems and classroom tools in the classroom setting. Staff take care of any required follow-up communications with students/families/mentors. Students at KIH can also access a follow-up questionnaire on the SEN Support Hub. In A21, students can access one-to-one tutorials with key staff to determine if they are settling in and accessing learning effectively.

There is a range of options which enable parents, carers, and mentors to build a flexible timetable to suit students' individual needs, whilst ensuring they have an enriching curriculum and work towards desired qualifications. Options include being a live or non-live learner or a blend; where possible timetable lessons at optimal times; adapting the number of subjects studied if different to our recommended packages or just adding specific clubs (KIH). We can also enable students to select their contribution level in class to include a camera (KIH), mic or in some cases just via text.

### Exam access arrangements at KIH

Exam access arrangements (e.g., extra time, rest breaks, the use of word processing, etc.) for students with a professional diagnosis of SEND will be listed as part of student induction via the co-creation of an Inclusive Teaching Plan and will then be in place for assessments and classroom activities. This will be followed up with advice on how to apply to JCQ for access arrangements in external examinations for KIH. Students attending A21 are entered for exams via the schools/LAs or provisions with whom they are on roll.

## EHCPs

This section links to our Educational and Welfare Provision for students with EHCP protocol.

KIH and A21 have a significant number of students with EHCPs and work hard to support them and their named provider on their EHCP (be it an LA or school) to provide the best experience for each student.

As part of an online independent schools' group, KIH and A21 are not directly involved in local authority EHCP processes but are a committed provision for students to support them to meet outcomes in their EHCP. The school is committed to providing feedback to facilitate EHCP processes and annual reviews and can work towards helping students achieve the outcomes of an EHCP, with the named provider as an alternative provision.

The Education (Independent School Standards) Regulations 2014 states that:

32. (1) (i) *where a pupil with an EHC plan wholly or partly funded by a local authority or other body through public funds is registered at the school, such information as may reasonably be required for the purpose of the annual review of the EHC plan is provided to the responsible local authority.*

Therefore, our SEN Lead Practitioner will gather feedback and present this in a format that is useful for EHCP purposes.

## Quality First Teaching

At KIH and A21, the concepts and practices of 'quality first teaching' are fundamental in our approach to supporting students with SEND. We have identified key teaching strategies that are most significant for the delivery of 'quality first teaching' outcomes, including:

- Take account of the needs of individual students through accessing Inclusive Teaching Plan information (KIH only) and adapting course materials to meet needs where necessary.
- Provide instructions in clear, concrete, manageable chunks – allow sufficient time for processing of instructions, repeating if necessary.
- Embed well-developed models and scaffolding, ensuring accessibility for students.
- Adopt teaching strategies that promote an inclusive environment based upon dignity and mutual respect.
- Provide different methods for recording learning that reduce the requirement for writing where possible.

## English as an Additional Language

Due to the nature of online education, Inspired Online Schools are not limited by geographical location and thus proudly cater for a large and diverse community of students from all around the world. Due to being UK curriculum schools, English is the language of instruction; however, students are supported at every level of proficiency if English is not their first language.

Information about students with English as an additional language (EAL) is gathered as part of the admissions process and students are added to the EAL Register to flag that they may need support. Reading baseline tests and other measures helps to establish the level of support required. In class, EAL students are supported through both specific, quality-first teaching strategies and assistive technology such as the use of closed captioning in the classroom environment.

If students require a more intensive and formal curriculum of EAL support, families can purchase an EAL course taught by a specialist member of the teaching staff as part of the suite of additional services described below.

## Enhanced Services

A number of our students with SEND or additional needs will benefit from accessing additional services that KIH offers to help with their holistic development and capacity to thrive outside of school. These Enhanced Services are a suite of services that families can purchase to supplement their child's education. They are available in two broad categories: academic support services and wellbeing services. All services are currently available to students in KIH from key stage two to key stage five. As a school, we aim to expand the access to and scope of these services over time to other parts of the Inspired Online School's group.

#### Academic Support Services:

- Literacy Support
- Numeracy Support
- English as an Additional Language Support

#### Wellbeing Support Services:

- Anxiety Management Support
- Social Skills Support
- Wellbeing Mentoring
- One-to-One Counselling Services

## Policy Review

Our SEND Policy is reviewed regularly by all the stakeholders and reflects our practice on the ground and, where appropriate and relevant, complies with the statutory requirement outlined in the SEND Code of Practice 0-25 (2014) and should be read in conjunction with the following policies:

- Admissions Policy
- Behaviour Policy
- Educational and Welfare Provision for students with EHCP
- Inclusion Policy
- Safeguarding & Child Protection Policy