The Key Educational Trust
Special Educational Needs and/or Disabilities (SEND) Statement of Intent

Trust Vision

To enable all children to achieve their best, reach their potential and contribute fully to society through creating an environment which stimulates, challenges and instils a love of lifelong learning and which is enhanced through the promotion of our Christian Values.

We believe every young person deserves the best possible start in life – a first class education aimed at helping the children in KET schools become successful learners, confident individuals and responsible citizens.

Our Trust Christian ethos and values ensure that all members of the school community are valued and respected equally irrespective of gender, race belief and ability in all they do.

"I have come that they may have life, and have it to the full."

Trust Board Responsibilities

The Key Educational Trust's Board of Directors understands its statutory duties as outlined in the SEND Code of Practice 2014, Children and Families Act 2014, The Special Educational Needs and Disability Regulations (2014) and Keeping Children Safe in Education 2023.

The Board of Directors for The Key Educational Trust has ultimate responsibility for SEND issues.

SENCOS

Operationally, the responsibility for SEND is delegated to the Principals, Headteachers and SENCOs who retain overall responsibility for the provision and progress of learners with SEND. Currently, every Academy/School has a SENCO and a Senior Mental Health Lead who share responsibility with Principals for the effective provision for children with SEND within their own Academy. They are clear about their role, have sufficient time and receive relevant support, and training, to undertake their responsibilities, which includes termly Trust SENCO Network meetings, close contact with outside agencies including LA SEND support teams, Outreach services, SALT and other relevant health care organisations.

SEND policies and procedures

The Trust ensures all Academy policies and procedures in respect of supporting children with SEND are up to date and in line with SEND Code of practice 2014 and Children, Families Act 2014 Disability Discrimination Act 2010 and the Equality Act 2010 Policies and procedures are reviewed and revised by Academy Principals, SENCOs and Local Governing Committees on a regular basis (at least annually).

Policies are accessible to all staff and parents through the individual Academy websites. Contextualised SEND information is available on each Academy's website. This includes, for example, the names of the SENCOs and their Inclusion Team (if appropriate) and how to raise a concern regarding provision for children with SEND.

Professional Development and Training

The Trust is committed to ensuring inclusion is at the heart of each academy. All SENCOs will complete the NASENCO/NPQSEND within 3 years of being appointed as SENCOs.

All staff, Governors, Directors and volunteers are required to undertake relevant SEND training and this is regularly reviewed by the SENCO to ensure it is up to date. CPD plans ensure everyone has the knowledge and skills required to carry out their role and responsibilities safely and with confidence.

Across the Trust and its Academies all staff are consistently reminded of the systems, policies and procedures used to support children with SEND. These are also explained as part of staff induction and reviewed with all staff at the start of every academic year.

A Trust SENCO Network has been set up, comprising of the SENCO from each Academy, which meets regularly (at least termly) to talk through new initiatives, training opportunities, local issues and the wider perspectives involving SEND.

Curriculum

Every Academy makes age appropriate provision for teaching children about neurodiversity and inclusion, as part of each Academy's personalised approach to delivery of the PSHE and wider SMSC/Personal Development provision.

Monitoring

SEND is reviewed annually in each Academy by the SENCO alongside the CEO; audits and reviews are undertaken to ensure that SEND systems and processes are working. These include:

- **Context of school**
- **Outcomes for pupils with SEND**
- **Leadership of SEND**
- **Quality of teaching and learning for pupils with SEND**
- **Working with pupils and parents/ parents and carers of pupils with SEND**
- **Assessment and identification**
- **Monitoring tracking and evaluation**
- **Efficient use of resources**

A full written summary of the findings and actions that need attention is produced which is shared with the Trust Leadership Team and each Local Governing Committee.

Any areas of need are followed up with each Academy with actions revisited to ensure compliance.

A SEND monitoring timetable for each Academy to make sure that key SEND practices are in place. This strategy ensures consistency, communication and continuous development.

Each Academy has a named linked Governor for SEND. The nominated Governor reviews SEND procedures across their Academy at least termly and reports back to the Local Governing Committee.

The SEND register is reviewed, on at least three occasions during an academic year by the SENCO. Principals /Headteachers maintain responsibility for ensuring that the policy is implemented effectively.

The CEO and KET SLT are responsible for supporting Principals/Headteachers to fulfil their statutory duties and hold them to account.

Chris Wright

Chief Executive Officer

KET Board of Directors Chief Executive Officer

December 2025

Academy SEND Expectations

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives. To fulfil this commitment, SEND policies and processes are in place in line with the DfE statutory guidance, SEND Code of Practice 2014, Children and Families act 2014.

The Trust believes that for children and young people this means that their experiences will be of a system which is less confrontational and more efficient. Their special educational needs and disabilities will be picked up at the earliest point with support routinely put in place quickly, and their parents will know what services they can reasonably expect to be provided. Children and young people and their parents or carers will be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence. This will be achieved through;

- valuing, listening to and respecting children - embedding a culture where the voice of the child is paramount.
- appointing a nominated SENCO in each academy as part of an inclusion team who share overall accountability for SEND in their academy and whose names are clearly displayed for staff, pupils, and visitors to refer to. All SENCOs will have completed NASENCO/NPQSEND within 3 years of being appointed (if they were appointed after 2009). All SENCOs undertake continuous training to ensure they undertake the role effectively.
- appointing a named link Governor for SEND. The link Governor will review the academy SEND arrangements on at least a termly basis.
- adopting SEND best practice through our policies, procedures and code of conduct for staff and volunteers in order for appropriate support to be in place.
- reviewing and scrutinising academy systems and procedures through regular monitoring by the both the Link Governor for SEND and the Trust SEND Lead.
- recording and storing and using information professionally and securely, in line with data protection legislation and guidance.
- using SEND procedures to share concerns to gain advice and support and other relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately.
- providing effective support for staff and volunteers through training and quality assurance measures so that all staff and volunteers know about and follow our systems and policies, procedures and behaviour codes confidently and competently.

- sharing information about SEND and good practice with children and their families via leaflets, posters, group work and one-to-one discussions.
- making sure that children, young people and their families know where to go for help if they have a concern.
- ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.

Policy

Each academy within The Key Educational Trust has their own SEND policy written in accordance with their respective local authority offer.

This policy should be read in conjunction with the Local Offer (SEND Information Report), the link is published on the website for each KET academy. The Local Offer provides a detailed insight into the specific mechanisms to support young people with SEND within each Trust academy. The policies comply with the statutory requirement laid out in the SEND Code of Practice (2015) and have been written with reference to the following documents and legislative frameworks:

- Equality Act 2010: advice for schools DfE (2013)
- SEND code of practice: 0 to 25 years (2015)
- The Children and Families Act (2014)
- The SEND Regulations (2014)
- Keeping Children Safe in Education (2023)
- Safeguarding and Child Protection Policy
- Accessibility Policy and Plan
- Teachers' Standards (2012)

This policy must include information about how the academy values and acknowledges children`s individuality and how they provide for the individual needs of all children, promoting and valuing diversity and differences. It is important that children learn to feel good about themselves and value and respect others.

Local Curriculum

Our academies are committed to ensuring all children access a broad and balanced curriculum, one with high aspirations and that is not narrowed or reduced for children with SEND.

Revised December 2025