



Inspire Academy

Special Educational Needs & Disability Policy

LAST REVIEW DATE	March 2026	REVIEW PERIOD	Annually
NEXT REVIEW DATE	March 2027	TYPE OF POLICY	Statutory

DATE OF RATIFICATION:	13/03/2026
SIGNATURE	
PRINT NAME	Justin Stuart - Chair of Trust



Purpose and Ethos

Inspire Academy is a specialist SEMH (Social, Emotional and Mental Health) provision for pupils aged 11-16, where every learner has an Education, Health and Care Plan (EHCP) identifying SEMH as their primary need. Many pupils joining Inspire have experienced disrupted education, low self-esteem, and barriers to engagement. The academy's mission is to rebuild confidence, promote emotional resilience and provide a curriculum that enables each pupil to flourish academically, socially and personally.

We recognise that all pupils have individual and unique needs. While all have identified SEND, some require additional and/or specialist support. Our aim is to provide a nurturing, structured and therapeutic environment where pupils receive meaningful access to an appropriately adapted curriculum.

Inspire Academy is committed to:

- Enabling every pupil to experience success
- Promoting confidence, resilience and a positive sense of identity
- Ensuring high-quality teaching and relevant intervention for all pupils
- Working in close partnership with parents, carers and external agencies
- Identifying, assessing and reviewing pupil needs effectively, consistently and ethically

Legal Framework

This policy is written with due regard to:

- SEND Code of Practice 0-25 (2015)
- Children and Families Act (2014)
- Equality Act (2010) and reasonable adjustments duties
- Education Act (1996)
- KCSIE (2024), with updates incorporated for KCSIE 2025
- Local authority SEND policies: Medway & Kent Local Offer links (as per trust policy)

Roles and Responsibilities

SENCO

The SENCO at Inspire Academy is responsible for:

- Strategic development of SEND policy and provision in collaboration with SLT and Trust leaders
- Ensuring compliance with the Equality Act regarding reasonable adjustments
- Overseeing day-to-day SEND operations across the school
- Coordinating provision for pupils with SEND and ensuring consistency in approaches
- Delivering or commissioning staff training relevant to SEMH and other SEND needs
- Monitoring the impact of interventions using academic and therapeutic data
- Liaising with the DSL regarding safeguarding concerns where appropriate
- Maintaining accurate records of provision and progress
- Supporting transition for new pupils and post-16 progression pathways



Tutors / Co-Tutors

Tutors / Co-Tutors at Inspire Academy are essential to daily SEND practice. They:

- Hold detailed knowledge of each pupil's EHCP, needs and strategies
- Maintain consistent communication with families, including regular care calls
- Collaborate with parents, SLT and external agencies to set and review targets

Class Teachers

Class teachers are responsible for:

- Delivering high-quality, inclusive teaching (as required by the SEND Code of Practice)
- Differentiating learning to meet SEMH and other complex needs
- Participating in relevant CPD to support their practice
- Monitoring and sharing progress with parents
- Implementing strategies outlined in EHCPs and pupil support documents

Teaching Assistants (TAs)

TAs must:

- Understand the school's SEND procedures
- Support delivery of interventions and therapeutic programmes
- Work collaboratively with staff, parents and professionals
- Use internal systems to monitor provision and progress
- Uphold the principle that SEND is everyone's responsibility

Headteacher and Local Advisory Board

The Headteacher ensures:

- Effective management of SEND across the academy
- Governors and Trust leaders are kept informed
- SEND provision is monitored and evaluated regularly
- Professional links with both Medway and Kent Local Authorities are maintained

The Local Advisory Board must ensure:

- Necessary provision is made for all pupils with SEND
- Pupils with SEND are included in activities where reasonably possible
- The SEND policy complies with statutory documentation
- SEND is embedded within the School Development Plan

Identification, Assessment and Review

SEND at Inspire Academy is identified through:

- EHCP documentation at admission
- Baseline assessments, academic tracking, therapeutic assessments
- Observations by teachers, LSAs, therapists and pastoral staff
- Parental concerns and professional reports
- Annual reviews and multi-agency meetings

Assessment cycles include analysis of:

- Academic progress
- Behaviour and emotional regulation patterns
- Attendance
- Engagement with interventions



Building Resilience, Inspiring success



Curriculum and Provision

Inspire Academy provides a broad, balanced curriculum tailored to SEMH learners.

Provision includes:

- Therapeutic support integrated into curriculum planning
- Small class sizes to maximise individual attention
- Multisensory, trauma-informed teaching approaches
- Differentiated pathways for accreditation and skills development
- Interventions addressing literacy, numeracy, communication, emotional regulation and behaviour
- Opportunities for enrichment, trips, workshops and informal curriculum experiences to build social skills and confidence

Partnership with Parents and Carers

Parents and carers are key partners in supporting SEND provision. Inspire Academy ensures:

- Regular communication and updates
- Involvement in planning, reviews and target-setting
- Transparency around interventions and strategies
- Signposting to local authority support services and the Local Offer

Complaints Procedure

Concerns should first be raised with the pupil's Tutor or Co-Tutor. If unresolved, concerns can be escalated to a member of SLT, and subsequently the Headteacher.

Formal complaints should follow the Trust Complaints Policy.

Monitoring and Evaluation

SEND provision is monitored through:

- SLT learning walks, book scrutiny and classroom observations
- Triangulation of academic data, behaviour information and pastoral records
- SEND governor monitoring
- School self-evaluation and QA processes
- Feedback from parents, pupils and staff
- External audits and Ofsted inspection evidence

9. Related Policies

This policy should be read alongside:

- Teaching & Learning Policy
- Behaviour and Relationships Policy
- Safeguarding Policy
- Assessment Policy
- Equality, Equity, Diversity & Inclusion Policy
- Accessibility Policy (updated 2026)

