

QMX ACADEMY

SEND POLICY

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1. Policy Statement

QMX Academy is committed to inclusive education and ensuring every young person, including those with Special Educational Needs and Disabilities (SEND), has access to a supportive learning environment that enables them to achieve and thrive.

2. Aims and Objectives

- Identify and respond to SEND as early as possible
- Offer high-quality teaching adapted to meet diverse learning needs
- Work in close partnership with parents, carers, and external professionals
- Ensure compliance with the Children and Families Act 2014 and the SEND Code of Practice 2015

3. Definition of SEND

As outlined in the SEND Code of Practice (2015), a learner is considered to have SEND if they:

- Have a significantly greater difficulty in learning than peers of the same age
- Have a disability that prevents or hinders them from making use of the facilities provided

4. Identification of Needs

We identify SEND through:

- Observations and regular assessments
- Concerns raised by staff, parents, or the learner
- Information shared by previous education providers or professionals

5. Roles and Responsibilities

- **SENDCO:** Coordinates provision, liaises with staff, families, and external agencies
- **Teachers:** Deliver differentiated instruction and record progress
- **SLT:** Oversee inclusion and support strategic planning
- **Parents/Carers:** Actively contribute to support plans and reviews



6. Graduated Response

QMX Academy uses the Assess-Plan-Do-Review cycle:

- **Assess:** Identify specific needs through observation and data
- **Plan:** Develop tailored strategies and reasonable adjustments
- **Do:** Implement interventions and targeted support
- **Review:** Evaluate progress and adapt as necessary

7. Education, Health and Care Plans (EHCPs)

Learners with EHCPs receive additional tailored support. We:

- Ensure all staff are aware of their needs and provision
- Work in partnership with Local Authorities for reviews
- Provide appropriate in-school and off-site support

8. Partnership with Parents and Carers

We value open communication and collaboration with families. We:

- Provide regular updates on learner progress
- Involve families in developing and reviewing support plans
- Offer support during transitions or reviews

9. Supporting Learner Progress

Support may include:

- Differentiated tasks and teaching methods
- Access to one-to-one or small group sessions
- Specialist support from external agencies
- Use of technology or assistive equipment

10. Monitoring and Review

- The SENDCO monitors the effectiveness of interventions
- Support plans are reviewed termly

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- The policy is reviewed annually to reflect current practice and legislation