



**WALES HIGH SCHOOL
ACADEMY TRUST**

**SEND POLICY with ACCESSIBILITY
PLAN**

REVISION DATE	APPROVED BY	DATE OF APPROVAL
July 2026	Governing Body	7 July 2026

To be reviewed annually

All policies are available on the school website

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Introduction

Wales High School is committed to creating an inclusive learning community where every child and young person feels valued, respected and able to thrive. We believe that every student has the right to experience success, participate fully in school life and achieve their individual potential regardless of their special educational needs or disabilities.

Our vision is founded upon high aspirations for all learners and a culture where diversity is recognised as a strength. We are committed to identifying barriers to learning at the earliest opportunity and working collaboratively with students, families and external professionals to remove those barriers through high-quality teaching, appropriate support and evidence-informed practice.

We recognise that Special Educational Needs and Disabilities (SEND) are a whole-school responsibility. Every member of staff contributes to creating an inclusive environment where students can flourish academically, socially and emotionally. Every teacher is responsible and accountable for the progress and development of every learner in their classroom, including those who receive additional support from teaching assistants or specialist professionals.

This policy complies with:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0–25 years (2015)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014

The school also acknowledges the continuing national development of SEND provision and will continue to review its practice in response to future legislative or statutory changes whilst remaining fully compliant with current legislation.

Definition of Special Educational Needs

Wales High School adopts the definition contained within the SEND Code of Practice (2015).

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child or young person has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age within mainstream schools.

Special educational provision is educational provision that is additional to or different from that made generally available for other children and young people of the same age.

Many students with SEND will also meet the definition of disability under the Equality Act 2010. Wales High School recognises its legal duty to make reasonable adjustments to ensure disabled students are not placed at a substantial disadvantage compared with their peers.

SECTION 1: Information about the school's approach to SEND

Whole School Inclusion Statement

At Wales High School, inclusion is not the responsibility of one department; it is the responsibility of every member of our school community.

We believe that the most effective SEND provision begins within the classroom through high-quality adaptive teaching, strong relationships and ambitious expectations for every learner.

Our inclusive approach is based upon the following principles:

- Every teacher is a teacher of pupils with SEND.
- High-quality adaptive teaching is the first response to additional need.
- Early identification leads to better long-term outcomes.
- Students and families are partners in decision making.
- Provision should promote independence rather than dependence.
- Evidence-informed practice should underpin all interventions.
- Inclusion means enabling every student to belong, participate and achieve.

Specialist interventions enhance excellent classroom practice but never replace it.

Neurodiversity Statement

Wales High School celebrates neurodiversity and recognises that students think, learn, communicate and experience the world in different ways.

We are committed to creating learning environments that recognise both strengths and areas of need. We seek to remove unnecessary barriers to learning while promoting self-esteem, independence and positive wellbeing.

We value the perspectives of neurodivergent students and work collaboratively with families and professionals to ensure reasonable adjustments enable every learner to access an ambitious curriculum.

Our Vision

Our vision is to provide an ambitious, inclusive and nurturing education in which every child belongs, participates and achieves.

We will ensure every student:

Achieves

Students are supported to make excellent progress academically, socially and emotionally through high expectations, adaptive teaching and personalised support where appropriate.

Participates

Students are encouraged and supported to participate fully in lessons, enrichment activities, educational visits, leadership opportunities and the wider life of the school.

Belongs

Students experience a strong sense of belonging within an inclusive community that celebrates diversity, promotes equality and values every individual's contribution.

Our Objectives

In order to achieve this vision Wales High School will:

- provide high-quality inclusive education for all students;
- identify emerging SEND as early as possible using a wide range of evidence;
- ensure adaptive teaching is embedded across every curriculum area;
- remove barriers to learning through reasonable adjustments;
- maintain high expectations for all learners;
- work collaboratively with parents, carers and students through genuine co-production;
- use evidence-informed interventions that demonstrate measurable impact;
- monitor both academic and wider outcomes including attendance, behaviour, wellbeing, engagement and participation;
- develop students' independence, resilience and self-advocacy;

- prepare students effectively for adulthood, employment, independent living and participation within their communities;
- promote positive mental health and emotional wellbeing;
- celebrate diversity and foster an inclusive culture where difference is respected;
- ensure staff receive ongoing professional development in inclusive practice;
- work collaboratively with external agencies to secure the best possible outcomes;
- review provision regularly to ensure resources are used effectively.

The Role of the SENCo

The SENCo provides strategic leadership for SEND across Wales High School and works closely with the Headteacher, Senior Leadership Team and Governing Body to promote inclusive practice.

The SENCo has day-to-day responsibility for coordinating SEND provision and ensuring statutory duties are fulfilled.

The SENCo also supports the continuous development of high-quality classroom practice across the school by providing professional guidance, coaching and training for staff.

The SENCo will promote a culture in which inclusive practice is embedded throughout the school rather than residing solely within specialist provision.

Key Responsibilities of the SENCo

The SENCo will:

- oversee implementation of this policy;
- coordinate provision for students with SEND;
- promote high-quality adaptive teaching across the curriculum;
- advise staff on the graduated approach (Assess–Plan–Do–Review);
- monitor the quality and impact of SEND provision;
- ensure students and families are actively involved in decision making;
- coordinate Education, Health and Care Plan reviews;
- liaise with teachers, pastoral leaders, safeguarding staff and senior leaders;
- work closely with educational psychologists, health professionals, social care and other external agencies;
- oversee transition arrangements into, through and beyond Wales High School;
- maintain accurate SEND records;
- advise on the effective deployment of SEND resources;
- ensure statutory duties under the Equality Act 2010 are fulfilled;

- support the professional development of all staff in relation to inclusive practice;
- promote evidence-informed approaches to SEND provision;
- ensure the school's SEND Information Report remains accurate and up to date.

Responsibilities of All Staff

All staff are responsible for creating an inclusive learning environment.

Teachers will:

- know the needs of the students they teach;
- plan lessons using adaptive teaching approaches;
- make reasonable adjustments where required;
- use assessment to identify barriers to learning;
- work collaboratively with teaching assistants;
- monitor the impact of adaptations;
- communicate regularly with parents and carers;
- contribute fully to the Assess–Plan–Do–Review process;
- maintain ambitious expectations for every learner.

Teaching assistants complement, rather than replace, the role of the classroom teacher and work under the direction of teaching staff to maximise independence and progress.

Senior leaders and governors share responsibility for ensuring SEND remains a strategic priority across the school.

Admission Arrangements

Wales High School welcomes applications from students with SEND and is committed to providing an inclusive education within a mainstream setting wherever this is appropriate.

Admissions are managed in accordance with the School Admissions Code, the Equality Act 2010 and the Children and Families Act 2014.

No student will be treated less favourably because of disability or SEND.

Where a student has an Education, Health and Care Plan, the school will work closely with the Local Authority, parents and professionals to ensure appropriate provision is planned prior to admission.

Early transition planning will be used wherever possible to promote successful inclusion from the outset.

SECTION 2: INFORMATION ABOUT THE IDENTIFICATION, ASSESSMENT AND PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Identification of Students with SEND

At Wales High School we recognise that early identification is fundamental to ensuring students receive timely and effective support. We aim to identify emerging needs as early as possible in order to minimise barriers to learning, promote positive wellbeing and improve long-term outcomes.

Identification is viewed as a continuous process rather than a single event and is informed by a wide range of evidence. A student may be identified as requiring additional support at any point during their education.

Identification may arise through:

- Information shared by feeder primary schools.
- Parents' or carers' concerns.
- Student voice.
- Teacher observations.
- Academic progress and attainment data.
- Reading, spelling and numeracy screening.
- Attendance patterns.
- Behaviour, emotional wellbeing or pastoral concerns.
- Safeguarding information where appropriate.
- Medical information.
- Advice from external professionals.
- Transition reviews.
- Examination access arrangement assessments.

No single assessment will determine whether a student has SEND. Decisions will always be based upon a holistic understanding of the student's strengths, needs and barriers to learning.

Where concerns are identified, parents/carers and the student will be involved from the earliest opportunity.

Early Identification

Wales High School believes that effective early identification reduces the likelihood of students experiencing long-term educational disadvantage.

Particular attention is given to students who:

- are making less than expected academic progress;
- demonstrate persistent literacy or numeracy difficulties;
- have speech, language or communication needs;
- experience difficulties with emotional regulation or wellbeing;
- have attendance concerns;
- present with sensory or physical needs;
- have experienced significant changes in circumstances;
- are looked after or previously looked after;
- have English as an Additional Language alongside emerging SEND;
- are young carers;
- are known to external agencies.

Early identification does not automatically lead to placement on the SEND Register.

Instead, teachers will first review classroom provision to ensure that high-quality adaptive teaching and appropriate reasonable adjustments are consistently in place before considering whether SEND Support is required.

Universal Inclusive Provision

High-quality adaptive teaching forms the foundation of SEND provision at Wales High School.

The school recognises that many barriers to learning can be successfully addressed through excellent classroom practice without requiring additional interventions.

Every classroom should demonstrate:

- ambitious expectations for all learners;
- clearly sequenced learning;

- adaptive teaching informed by ongoing assessment;
- explicit teaching of vocabulary;
- scaffolded learning where appropriate;
- opportunities for retrieval practice;
- reduced cognitive load where beneficial;
- effective use of visual supports;
- accessible classroom resources;
- predictable routines;
- positive relationships;
- reasonable adjustments where required.

Universal provision benefits all learners whilst particularly supporting those with additional needs.

Quality First Teaching

Teachers remain responsible and accountable for the progress and achievement of every student in their class, including those accessing additional intervention or specialist provision.

Teachers will:

- know the individual needs of their students;
- use assessment to inform planning;
- adapt teaching in response to need;
- provide appropriate challenge and support;
- remove unnecessary barriers to learning;
- make reasonable adjustments in accordance with the Equality Act 2010;
- monitor the effectiveness of adaptations;
- work collaboratively with teaching assistants;
- communicate regularly with families;
- contribute to review meetings

Assess–Plan–Do–Review

Where universal provision alone is insufficient, the school follows the graduated approach outlined within the SEND Code of Practice.

The graduated response is cyclical, evidence-informed and centred upon the individual student.

Assess

A thorough assessment will be undertaken to establish the student's strengths, aspirations and barriers to learning.

Assessment may include:

- teacher assessment;
- attainment and progress information;
- attendance data;
- behaviour and pastoral information;
- student voice;
- parent/carers views;
- literacy and numeracy assessments;
- standardised assessments where appropriate;
- advice from external professionals.

Assessment will consider both educational progress and wider outcomes including participation, wellbeing and independence.

Plan

Following assessment, a personalised plan will be agreed collaboratively with the student and parents/carers.

Planning will identify:

- desired outcomes;
- classroom adaptations;
- reasonable adjustments;

- intervention programmes;
- responsibilities of staff;
- expected timescales;
- review dates;
- success criteria.

Provision will always be proportionate to need and designed to promote increasing independence.

Do

Teachers remain responsible for implementing agreed provision.

The SENCo provides advice, guidance and support to ensure provision is delivered consistently.

Where specialist interventions are used they will:

- have a clear rationale;
- be evidence-informed;
- be delivered by appropriately trained staff;
- complement classroom learning;
- be monitored for quality and impact.

Review

Progress towards agreed outcomes will be reviewed regularly.

Reviews will consider:

- academic progress;
- attendance;
- engagement;
- wellbeing;
- behaviour;
- student voice;

- parent feedback;
- effectiveness of interventions;
- recommendations from professionals.

Where outcomes have been achieved, provision may be reduced.

Where further needs are identified, the Assess–Plan–Do–Review cycle will continue with revised provision.

Evidence-Informed Practice

Wales High School is committed to ensuring SEND provision is informed by the best available evidence.

Provision may draw upon:

- Educational Endowment Foundation (EEF) guidance;
- Educational Psychology advice;
- Speech and Language Therapy recommendations;
- Occupational Therapy advice;
- NHS guidance;
- Local Authority advisory services;
- recognised SEND research;
- professional judgement informed by ongoing evaluation.

Interventions will be selected according to the individual student's needs rather than availability alone.

The impact of interventions will be reviewed regularly to ensure they represent effective use of school resources.

SEND Support

Students requiring provision that is additional to or different from that ordinarily available within the classroom may receive SEND Support.

Support may include:

- adaptive classroom strategies;
- targeted intervention;
- specialist programmes;
- assistive technology;
- additional adult facilitation where appropriate;
- environmental adaptations;
- reasonable adjustments;
- advice from external professionals.

The level of support provided will always be determined by identified need and reviewed regularly.

Education, Health and Care Plans (EHCPs)

Where a student continues to experience significant barriers to learning despite sustained and evidence-informed SEND Support, the school may request that the Local Authority undertakes an Education, Health and Care Needs Assessment.

This decision will always be made collaboratively with parents/carers and the young person wherever possible.

Applications will be supported by clear evidence demonstrating:

- graduated response over time;
- high-quality adaptive teaching;
- interventions implemented;
- measurable outcomes;
- professional advice;
- ongoing barriers to learning.

Where an Education, Health and Care Plan is issued, the school will ensure that provision specified within the Plan is implemented effectively.

Annual Reviews will be person-centred and focus upon progress towards agreed outcomes, aspirations and preparation for adulthood.

Students and families will be actively involved throughout the review process.

Where needs change significantly, the school will work with the Local Authority to review provision promptly.

Measuring Impact

The effectiveness of SEND provision will be evaluated through a range of outcome measures rather than solely the amount of support provided.

These include:

- academic progress;
- curriculum access;
- literacy development;
- attendance;
- behaviour;
- emotional wellbeing;
- independence;
- participation in school life;
- preparation for adulthood;
- student voice;
- parental feedback.

Provision will be adapted where evidence suggests different approaches are likely to improve outcomes.

The school's aim is not simply to increase support but to enable every student to become increasingly confident, independent and successful within an inclusive mainstream environment.

SECTION 3: CURRICULUM, SPECIALIST PROVISION AND PREPARING FOR ADULTHOOD

Access to a Broad and Balanced Curriculum

Wales High School is committed to ensuring that all students, regardless of their special educational needs or disabilities, have equitable access to a broad, balanced and ambitious curriculum.

Wherever possible, students with SEND are educated alongside their peers within mainstream lessons. We believe that inclusion within the mainstream classroom promotes high aspirations, independence, positive relationships and improved long-term outcomes.

The curriculum is designed to enable every learner to:

- achieve academically;
- develop socially and emotionally;
- build confidence and independence;
- participate fully in school life;
- prepare successfully for adulthood.

Teachers use adaptive teaching, evidence-informed strategies and reasonable adjustments to remove barriers to learning whilst maintaining high expectations for all students.

Students with SEND are encouraged to access:

- all curriculum subjects;
- enrichment activities;
- educational visits;
- extra-curricular clubs;
- careers education;
- work-related learning;
- transition programmes.

Reasonable adjustments will be made wherever possible to enable full participation.

Personalised Provision

Although inclusion within mainstream education remains our preferred model, we recognise that some students require more personalised support in order to access learning successfully.

Provision is individualised according to need and may include:

- adaptive teaching;
- personalised learning resources;
- assistive technology;
- targeted intervention programmes;
- specialist teaching;
- mentoring;
- social communication programmes;

- emotional wellbeing support;
- therapeutic advice;
- sensory adaptations;
- modified timetables where appropriate;
- additional adult facilitation where this promotes independence.

Provision is reviewed regularly to ensure it remains proportionate, effective and outcome-focused.

Literacy, Numeracy and Communication

Developing literacy, communication and numeracy is fundamental to improving life chances.

Students identified as requiring additional support may access:

- reading interventions;
- phonics programmes;
- spelling support;
- vocabulary development;
- comprehension strategies;
- handwriting support;
- numeracy intervention;
- speech and language programmes where advised;
- assistive technology.

Interventions are selected according to assessed need and evaluated regularly for effectiveness.

The school seeks to develop confident readers, effective communicators and independent learners.

Key Stage 3 Provision

During Key Stage 3, the emphasis is upon developing strong foundations for future learning whilst enabling students to experience success across the curriculum.

Students may access:

- targeted literacy intervention;
- numeracy intervention;
- emotional literacy support;
- mentoring;

- small-group teaching where appropriate;
- social communication support;
- evidence-informed intervention programmes;
- personalised curriculum pathways where necessary.

Curriculum adaptations remain flexible and are reviewed regularly to ensure students continue to access an ambitious curriculum alongside their peers wherever possible.

Students requiring additional support will continue to access the widest possible range of curriculum opportunities.

Key Stage 4 Provision

As students move into Key Stage 4, personalised planning becomes increasingly focused upon future aspirations and preparation for adulthood.

The school works collaboratively with students and families to ensure curriculum pathways are ambitious, appropriate and personalised.

Support may include:

- guidance regarding curriculum choices;
- personalised examination access arrangements where appropriate;
- targeted intervention;
- vocational opportunities;
- supported work experience;
- careers guidance;
- transition planning.

Where individualised timetables are required, these will always be designed to maximise inclusion, engagement and long-term outcomes.

Preparation for Adulthood

Preparation for adulthood is embedded throughout the curriculum and forms an important element of SEND provision.

We aim to develop young people who are:

- confident;
- independent;
- resilient;
- aspirational;
- able to advocate for themselves;

- prepared for employment or further education;
- active members of their communities.

Planning for adulthood focuses upon four nationally recognised outcomes:

Higher Education and Employment

Students are supported to develop aspirations, qualifications, employability skills and career pathways through personalised careers education and employer engagement.

Independent Living

Students develop practical life skills, decision-making, organisation, self-management and independence appropriate to their individual needs.

Community Inclusion

Students are encouraged to participate fully in school, local community activities, enrichment opportunities and wider society.

Good Health

Students are supported to develop positive physical and emotional wellbeing, healthy relationships and self-care skills.

Preparation for adulthood begins early and is revisited throughout each student's educational journey.

Transition

Successful transition is recognised as a key factor in improving outcomes.

The school works closely with:

- feeder primary schools;
- families;
- Local Authorities;
- specialist providers;
- post-16 settings;
- employers;
- external professionals.

Enhanced transition arrangements may include:

- additional visits;
- personalised transition plans;
- visual resources;

- social stories;
- familiarisation sessions;
- transition meetings;
- collaborative planning with families.

Specialist Integrated Resource Provision

Overview

Wales High School's Integrated Resource provides specialist provision for students whose Education, Health and Care Plans identify autism as their primary area of need and for whom specialist resourced provision has been agreed by the Local Authority.

The Integrated Resource enables students to access a mainstream secondary education whilst benefiting from specialist expertise, personalised support and structured learning opportunities.

Vision

The Integrated Resource shares the school's wider vision of inclusion, belonging and achievement.

Our aim is to enable every student to:

- fulfil their academic potential;
- develop independence;
- build confidence;
- strengthen communication skills;
- develop meaningful relationships;
- participate fully within the wider school community;
- prepare successfully for adulthood.

Students are supported to develop their strengths whilst receiving personalised support for identified areas of need.

Admissions

Admissions to the Integrated Resource are determined by the Local Authority through the Education, Health and Care Plan process.

The school works collaboratively with families, current educational settings and professionals throughout transition.

Placement decisions consider:

- the student's strengths and aspirations;

- the provision specified within the EHCP;
- specialist professional advice;
- compatibility with the resource's specialist offer;
- opportunities for successful inclusion within mainstream education.

Curriculum

Students within the Integrated Resource follow personalised timetables that combine:

- mainstream curriculum access;
- specialist teaching;
- social communication development;
- emotional regulation support;
- life skills;
- preparation for adulthood;
- independence programmes.

The balance between specialist provision and mainstream learning is reviewed regularly to reflect each student's changing needs.

The long-term aim is always to maximise independence and meaningful participation within the wider school community.

Behaviour and SEND

Wales High School maintains consistently high expectations for behaviour whilst recognising that some students require reasonable adjustments in order to access behaviour systems successfully.

The school understands that behaviour may sometimes communicate unmet need.

Where behaviour is influenced by SEND, staff will seek to understand:

- the function of the behaviour;
- contributing environmental factors;
- communication needs;
- sensory needs;
- emotional wellbeing;
- previous successful strategies.

Reasonable adjustments may include:

- personalised regulation strategies;
- adapted routines;
- environmental modifications;

- regulation breaks;
- visual supports;
- restorative approaches;
- Modified sanctions;
- individual behaviour support plans.

Adjustments are determined collaboratively with students, parents/carers and, where appropriate, external professionals.

These adjustments aim to promote inclusion whilst maintaining high expectations and supporting students to develop increasing independence and self-regulation.

The school will always seek to balance consistency with individual need, ensuring that behaviour approaches remain fair, proportionate and supportive.

Celebrating Neurodiversity

Wales High School recognises that neurodiversity enriches our school community.

We value the strengths associated with different ways of thinking, learning and communicating and are committed to creating an environment in which neurodivergent students feel understood, respected and able to flourish.

Staff receive ongoing professional development to improve understanding of:

- autism;
- ADHD;
- dyslexia;
- developmental language disorder;
- dyspraxia;
- dyscalculia;
- Tourette syndrome;
- other neurodevelopmental differences.

We aim to foster a culture in which diversity is celebrated, stigma is challenged and every student feels that they belong.

SECTION 4: STAFFING, PARTNERSHIP WORKING, STUDENT PARTICIPATION, MONITORING AND COMPLAINTS

Professional Development and Capacity Building

Wales High School recognises that high-quality SEND provision depends upon knowledgeable, confident and reflective staff. Developing an inclusive workforce is therefore a strategic priority.

SEND is not solely the responsibility of the Learning Support Department. Every member of staff contributes to creating an inclusive school where all students can achieve their potential.

The school is committed to providing an ongoing programme of high-quality professional development to ensure staff remain informed about current legislation, evidence-informed practice and emerging research.

Professional development opportunities may include:

- whole-school SEND training;
- adaptive teaching strategies;
- autism education;
- ADHD awareness;
- speech, language and communication needs;
- literacy and numeracy intervention;
- emotional wellbeing and mental health;
- trauma-informed practice;
- sensory processing;
- assistive technology;
- behaviour as communication;
- neurodiversity;
- examination access arrangements;
- safeguarding children with SEND.

Professional development will be available to:

- teachers;
- teaching assistants;
- pastoral staff;
- administrative staff;
- Early Career Teachers;
- trainee teachers;
- middle leaders;

- senior leaders;
- governors.

Training priorities will be informed through:

- school self-evaluation;
- staff confidence surveys;
- student outcomes;
- parent feedback;
- national guidance;
- external specialist advice.

The SENCo will work alongside senior leaders to evaluate the impact of professional development on classroom practice and student outcomes.

Partnership with Parents and Carers

Wales High School recognises that parents and carers are experts in understanding their own child.

We are committed to developing genuine partnerships built upon openness, trust, respect and shared decision-making.

Parents and carers will be actively involved throughout every stage of the graduated approach.

We will:

- listen carefully to parental views;
- communicate honestly and regularly;
- involve families in planning provision;
- review progress collaboratively;
- celebrate successes together;
- explain assessment outcomes clearly;
- ensure communication is accessible;
- signpost families to appropriate support services;
- seek regular feedback to improve provision.

Communication may include:

- Annual Reviews;
- Parents' Evenings;
- telephone conversations;
- email correspondence;

- home-school communication;
- parent workshops;
- SEND Family Events;
- Parent Forums;
- online information.

We recognise that effective communication strengthens relationships and leads to improved outcomes for students.

Co-production

Co-production is central to our approach.

Co-production means professionals, students and families working together as equal partners to make decisions.

Students and families will be involved in:

- identifying priorities;
- agreeing outcomes;
- planning provision;
- reviewing interventions;
- evaluating support;
- transition planning;
- Education, Health and Care Plan reviews.

The school values lived experience and believes that the best decisions are made collaboratively.

Student Voice

At Wales High School every student has the right to express their views and have those views taken seriously.

Students with SEND are encouraged to become active participants in decisions affecting their education.

Student participation may include:

- contributing to review meetings;
- identifying personal goals;
- discussing successful classroom strategies;
- evaluating interventions;
- contributing to Annual Reviews;

- participating in Student Voice activities;
- contributing to school development through surveys and consultation.

Staff will ensure communication methods are adapted where necessary to enable meaningful participation.

Where appropriate, students may contribute using:

- written responses;
- visual supports;
- assistive technology;
- recorded responses;
- supported conversations.

The school recognises that meaningful participation improves both engagement and outcomes.

Working with External Agencies

Effective partnership working is fundamental to meeting the needs of students with SEND.

Where appropriate, Wales High School works collaboratively with:

- Educational Psychology Service;
- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- CAMHS and Mental Health Support Teams;
- School Nursing Service;
- Children's Social Care;
- Early Help Services;
- Aspire Outreach;
- Hearing and Vision Support Services;
- Specialist Inclusion Team;
- Alternative Provision providers;
- Post-16 education providers;
- Local Authority SEND teams.

The involvement of external professionals is used to complement, strengthen and enhance provision within school.

Advice received from specialists will inform classroom practice wherever appropriate.

Monitoring the Effectiveness of SEND Provision

The effectiveness of SEND provision is monitored throughout the academic year.

Monitoring focuses upon improving outcomes rather than simply measuring the amount of support provided.

The SENCo works collaboratively with senior leaders to evaluate provision using a range of evidence including:

Student Outcomes

- academic progress;
- literacy development;
- numeracy development;
- curriculum access;
- examination outcomes.

Inclusion

- attendance;
- punctuality;
- exclusions;
- behaviour patterns;
- participation in enrichment activities;
- engagement in learning.

Wellbeing

- emotional wellbeing;
- confidence;
- independence;
- resilience;
- student voice.

Quality of Provision

Provision is monitored through:

- lesson visits;
- learning walks;
- work scrutiny;
- intervention evaluations;
- case studies;
- provision mapping;
- teacher feedback;

- teaching assistant feedback.

Family Feedback

The school values parental feedback through:

- Parent Forums;
- SEND Family Events;
- review meetings;
- surveys;
- informal communication.

Where evaluation identifies areas for improvement, provision will be adapted to better meet students' needs.

SEND Information Report

The school's SEND Information Report is published annually on the school website.

The report provides clear information regarding:

- identification of SEND;
- provision available;
- external support services;
- admissions;
- accessibility;
- transition arrangements;
- contact details.

The Information Report is reviewed annually to ensure information remains accurate and accessible.

Equality and Accessibility

The school is committed to ensuring that students with disabilities are not disadvantaged.

Reasonable adjustments will be made wherever necessary to ensure equitable access to:

- learning;
- assessments;
- enrichment;
- educational visits;
- extra-curricular activities;
- school facilities.

The SEND Policy should be read alongside the school's Accessibility Plan and Equality Policy.

Complaints

Wales High School aims to resolve concerns promptly, fairly and collaboratively.

Parents and carers are encouraged to discuss concerns initially with:

- the class teacher;
- the Head of Year team;
- the SEND team.

Many concerns can be resolved quickly through open discussion and collaborative problem-solving.

Where concerns remain unresolved, parents may follow the school's formal Complaints Procedure, available on the school website.

Parents may also seek independent advice and support through the Local Authority Information, Advice and Support Service (SENDIASS).

The school values feedback and views complaints as opportunities to improve practice and strengthen relationships.

Review of this Policy

This policy will be reviewed annually by the SENCo in consultation with:

- students;
- parents and carers;
- staff;
- governors.

The policy will also be updated in response to any changes in legislation, statutory guidance or national SEND policy.

Wales High School remains committed to continuously developing inclusive practice and ensuring that every student with SEND experiences high-quality education, meaningful participation and successful preparation for adulthood.

Linked Documents

This policy should be read alongside the following documents:

- SEND Information Report
- Accessibility Plan

- Equality Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Supporting Students with Medical Conditions Policy
- Attendance Policy
- Teaching and Learning Policy
- Examination Access Arrangements Guidance

Together these documents form the school's strategic framework for inclusive education and ensuring that all students are supported to belong, participate and achieve.

Accessibility Plan listed below

ACCESSIBILITY PLAN (2026–2027)

Introduction

Wales High School is committed to ensuring that every student can fully participate in school life regardless of disability, special educational needs or additional barriers to learning.

We believe accessibility extends beyond the physical environment. It includes equitable access to learning, communication, participation, wellbeing and the wider life of the school.

In accordance with the Equality Act 2010, this Accessibility Plan demonstrates how Wales High School will continue to:

- increase access to the curriculum for disabled students;
- improve the physical environment;
- improve access to written information;
- reduce barriers to participation;
- promote independence;
- strengthen inclusive practice.

Accessibility is viewed as an ongoing process of continuous improvement rather than compliance alone.

Our Vision

Our vision is that every student:

- belongs;
- participates;
- achieves;
- is valued;
- develops independence;
- prepares successfully for adulthood.

We recognise disability and neurodiversity as part of human diversity and are committed to removing barriers rather than limiting opportunity.

The school will continue to promote an inclusive culture where reasonable adjustments are anticipated wherever possible.

Principles

Our Accessibility Plan is underpinned by the following principles:

- Inclusion is everyone's responsibility.
- Every teacher is a teacher of students with SEND.
- High-quality adaptive teaching benefits all learners.
- Students and families are partners in decision-making.
- Accessibility includes curriculum, environment, communication and participation.
- Reasonable adjustments should promote independence.
- Decisions should be informed by evidence and evaluated for impact.

Current Good Practice

The school already demonstrates effective inclusive practice through:

Identification

- robust transition procedures;
- close partnership with primary schools;
- student voice;
- parent consultation;
- literacy and numeracy screening;
- attendance monitoring;
- wellbeing monitoring;
- SEND reviews.

Curriculum

Students benefit from:

- adaptive teaching;
- scaffolded learning;
- explicit vocabulary instruction;
- retrieval practice;
- differentiated resources where appropriate;
- assistive technology;
- literacy interventions;
- personalised curriculum pathways;
- evidence-informed interventions;
- specialist teaching;

- examination access arrangements.

Teachers receive regular professional development in inclusive practice.

Physical Environment

The school currently provides:

- step-free access to the main school areas;
- accessible lifts;
- accessible toilets;
- disabled parking;
- sensory-friendly areas;
- calm spaces;
- accessible medical facilities;
- improved lighting;
- Alternative rooming, where required;
- safe pedestrian routes.

Future developments will continue to prioritise universal accessibility.

Communication

Information is available through:

- large print;
- coloured paper where appropriate;
- visual supports;
- assistive technology;
- electronic communication;
- accessible website information;
- translated information where appropriate.

Communication methods will continue to be adapted to meet individual needs.

Accessibility Priorities (2026–2027)

1. Improve Access to Learning

The school will continue to:

- embed adaptive teaching across all departments;
- strengthen numeracy support;
- expand use of assistive technology;
- improve curriculum accessibility;
- reduce barriers to participation;
- evaluate intervention impact.

Success measures include:

- improved student progress;
- improved attendance;
- improved engagement;
- improved student voice;
- improved parent satisfaction.

2. Improve the Physical Environment

Future priorities include:

- further sensory-friendly spaces;
- improved wayfinding;
- improved accessibility via future building developments;
- continued investment in accessible furniture and equipment;
- improved quiet and regulation spaces.

Success measures include:

- increased independence;
- reduced environmental barriers;
- improved participation;
- positive student feedback.

3. Improve Communication

The school will continue to develop:

- accessible written communication;
- visual supports;
- digital accessibility;
- accessible meeting arrangements;
- parent communication;
- student communication tools.

Success measures include:

- improved parental engagement;
- increased student participation;
- improved accessibility of school information.

Developing Inclusive Practice

Over the next three years Wales High School will continue to strengthen whole-school inclusive practice through:

- ongoing staff professional development;
- evidence-informed teaching strategies;
- improved quality assurance;
- strengthened co-production;
- increased student voice;
- enhanced transition support;
- expanded preparation for adulthood;
- wider use of assistive technology;
- continual review of reasonable adjustments.

Neurodiversity

The school celebrates neurodiversity and recognises the strengths associated with different ways of thinking and learning.

We are committed to:

- reducing stigma;
- promoting understanding;
- improving sensory awareness;
- creating calm learning environments;
- recognising individual strengths;

- supporting self-advocacy.

Accessibility planning will continue to reflect neurodiversity-affirming practice.

Monitoring

The Accessibility Plan will be monitored through:

- learning walks;
- accessibility audits;
- student voice;
- parent feedback;
- SEND reviews;
- curriculum evaluation;
- ongoing quality assurance.

Actions will be reviewed regularly and updated where improvements are identified.

Complaints

Any concerns regarding accessibility should initially be discussed with:

- the SENCo;
- relevant senior leaders.

Where concerns cannot be resolved informally, parents and carers may access the school's formal complaints procedure.

Conclusion

Wales High School is committed to creating an environment where every learner feels welcomed, included and able to succeed.

Accessibility is viewed not simply as removing barriers but as creating opportunities for every student to flourish academically, socially and emotionally.

The school will continue to develop inclusive practice through collaboration with students, families, staff and external professionals while remaining fully compliant with the Equality Act 2010 and the SEND Code of Practice.

UPDATED ACCESSIBILITY ACTION PLAN (2026–2027)

Priority 1 – Curriculum

Objectives

- Embed adaptive teaching across every subject.
- Improve literacy and numeracy outcomes for students with SEND.
- Expand assistive technology.
- Increase student independence.
- Improve participation in enrichment.

Evidence of Success

- Improved progress measures.
- Reduced attainment gaps.
- Increased attendance.
- Positive student voice.
- Increased participation.

Priority 2 – Physical Environment

Objectives

- Continue improving accessibility across the school site.
- Expand sensory regulation spaces.
- Improve accessibility via future building developments.
- Maintain safe movement around school during construction works.

Evidence of Success

- Positive accessibility audits.
- Reduced environmental barriers.
- Increased independence.
- Positive parental feedback.

Priority 3 – Communication

Objectives

- Ensure all communication is accessible.
- Increase use of digital accessibility tools.

- Strengthen parent engagement.
- Improve student participation in decision-making.

Evidence of Success

- Higher engagement rates.
- Improved communication surveys.
- Greater participation in reviews.
- Positive stakeholder feedback.