



HALEWOOD  
ACADEMY

WE SEEK THE BEST

# SEND POLICY 2025-2026

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**Academy Link: Mrs N Cross**

**Governor Link: Ms P Boyd-Rugen**

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PLACE  
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## 1. PREFACE

The Special Educational Needs and Disability Code of Practice (2014) highlights four broad areas of need; **communication and interaction, cognition and learning, social emotional mental health and sensory and/or physical needs**. The range and degree of these needs that might be found in a typical class, can be considerable and we recognise that this situation exists at Halewood Academy where the number of students identified as having SEND is considerably higher than the national average.

It should be noted that:

- The aims and objectives of the SEND Department relate directly to those of the Whole School and the Local Authority. They are also based on the values derived from and are guided by the following publications; the 1996 Education Act, the Special Educational Needs and Disability Act 2001, The Rose Review of the Primary Curriculum (2009), The Equality Act (2010), Students and Families Act (2014), Schools SEND information Report Regulations (2014) Statutory Guidance on Supporting students at school with medical conditions (2014), The National Curriculum in England Key Stage 1 and 2 framework document (2013), Safeguarding Policy, Accessibility Plan, Teachers Standards (2012) and SEND code of practice 0-25 (2014).
- This policy has been created by the Vice Principal Inclusion, SENCO, the SEND Governor and in liaison with the Executive Principal.

### Definition of Special Educational Needs:

Students have special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age; or
- Have a disability which prevents or hinders them for making use of educational facilities of a kind generally provided for students of the same age in schools with a similar cohort of students
- Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.



Special educational provision means:

- For students of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age in schools maintained by the LA, other than special schools, in the area.
- Or students under two, educational provision of any kind.

### **Definition of Disabled Students and Young People:**

Many students and young people who have SEND may have a disability under the Equality Act 2010 - that is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

The Equality Act 2010 sets out the legal obligations that schools have towards disabled students and young people.

- They must not directly or indirectly discriminate against, harass or victimise disabled students and young people.
- They must make reasonable adjustments.
- Must have a regard to the need to eliminate discrimination, promote equality of opportunity and foster good relationships between disabled and non-disabled students.
- Must publish information to demonstrate their compliance.

### **Fundamental Principles**

The Code of Practice is informed by these general principles:

- A student or young person with special educational needs must have their needs met.
- Special educational provision is underpinned by quality first teaching.
- The special educational needs of students will normally be met in mainstream schools or settings.
- The views of the student/young person and student's parents must be sought and considered.
- Parents and students must participate as fully as possible in decisions.



- Must have regard to the need to support the student or young person, and the student's parents to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Students with special educational needs should be offered access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.
- Work with the Local Authority to produce a local offer.
- Young people have confidence that they are receiving confidential and impartial information, advice and support.

## Values

At Halewood Academy we believe that all students:

- Are of equal value and have the potential to succeed.
- Have a valuable contribution to make to the life of the school and the community.
- Should have equal educational opportunities.
- Have the right to be treated with care, consideration and respect in a safe environment.
- Should be integrated as far as possible and participate fully within the school.
- All teachers have a responsibility in the education and welfare of students with SEND with an emphasis on quality first teaching.
- Students should be educated in a climate of high expectation, co-operation and collaboration.
- Value potential of new technology to support communication, teaching and learning.



## 2. AIMS

- To ensure students with SEND have a full entitlement to the same high quality education as all students, accessing a relevant curriculum so that they can reach their full potential.
- Raising the aspirations of and expectations for all students with SEND, a focus on outcomes for students and young people not just hours of provision/support.
- To educate students with SEND, wherever possible, alongside their peers within the curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
- To identify and assess students with SEND as early and thoroughly as is possible and necessary.
- To fully involve parents and students in the identification, assessment and delivery of SEND and to strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues.
- To meet the needs of all students who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

## 3. OBJECTIVES

The objectives of the Halewood Academy SEND department are in line with the guidance provided in the SEND Code of Practice (2014) and relate directly to the aims outlined in section 2 of this policy, they are intended to show how structures and systems are put into place in order to achieve the department aims:

- To identify and provide for students who have special educational needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole student, whole school" approach to the management and provision of support for special educational needs where every teacher is teacher of SEND and every leader is a leader of SEND



- To provide a Special Educational Needs Co-ordinator (SENCO) who will promote inclusion.
- To provide support and advice for all staff working with special educational needs students.

We recognise that other factors not related to SEND may impact upon progress and attainment. These include; disability, attendance and punctuality, health and welfare, EAL, being in receipt of student premium grant, being a looked after student, being a student of a service man/woman.

#### 4. GRADUATED RESPONSE

All teachers are teachers of SEND and we aim to deliver quality first teaching throughout the school. This is monitored through learning walks, progress data and performance management. If a student's needs are not being met through quality first teaching then the class teacher, parent and young person will discuss next steps and strategies with the SENCO. The school will then implement appropriate interventions and assessments and make any relevant referrals. If further concerns exist despite targeted and specific interventions then a student may be placed on the SEND register. A pupil profile will be written. This is in line with the ASSESS – PLAN - DO – REVIEW cycle outlined in the SEND Code of Practice. The new Code of Practice suggests that students are only identified as SEND if they do not make adequate progress once appropriate adjustments have been made. Where students have a formal diagnosis, but are making expected progress they are placed on a monitoring list rather than the SEND register.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. For higher levels of need, the SENCO will draw on more specialised assessments from external agencies and professionals. Parents, families, students and young people are involved throughout this process.



## 5. MANAGING THE SEND REGISTER

Students on the SEND register are coded E if they have an Education Health and Care Plan (EHCP) or K – SEND Support. All of these students have Pupil Profile, available to staff, that outlines their needs and suggests classroom support strategies. These students also have a key worker from SEND Team who is a point of contact for students, parents and staff. The Keyworker is also responsible for updating the Pupil Profile throughout the year with emphasis on student and parent voice.

Interventions and the progress of students on the SEND register is monitored by class teachers, SEND staff and SENCOs and is discussed in student progress meetings and parents' evenings. The SEND governor is also kept informed.

If school and parents identify that additional funding and support are needed from the LA then SENCO/parent will apply for enhanced provision or EHC plan.

If school identify we are unable to fully meet the needs of a student through our own provision arrangements then LA will be contacted. Evidence may include lack of progress, attendance or safety concerns to the student, other students and staff.

The SEND staff ensure that all staff are fully informed as to the special educational needs of any student in their charge.

If it is felt that a student no longer needs to be on the SEND register as they are making adequate progress over a period of time then they will be removed in agreement with parent, student or young person.

The level of provision for each student or young person is decided by the local authority and SEND staff in agreement with parent, student or young person.

## 6. SUPPORT AVAILABLE TO STUDENTS AND FAMILIES

Please refer to Halewood Academies SEND Information Report which outlines the support available for local students and young people with SEND or disabilities within our school. Within this we also include young people with SEN who are looked after.

SEND staff work towards enabling SEND students to function independently in mainstream classes.



The SEND staff, support students in mainstream lessons as often as is possible and/or appropriate. SEND staff, also provide opportunities for individual and group activities. Direct support is not always possible and we support teachers to aid adaptation of class work and homework resources for the SEND students.

The Executive Principal, Senior Staff, SENCOs, and key staff monitor our annual intake to ensure that students with Special Educational Needs (with or without Education, Health and Care plans) have not been refused admission or discriminated against because of their special needs.

For students with EHC plans and access to resource bases the LA determines admission, having regard to parental preference and in consultation with governing bodies.

Reasonable adjustments are made so that students and young people with SEND can access exams. The school SENCO and teachers are responsible for access arrangements for SEND students.

Students are supported with transition from class to class, across key stages and to other schools including joining Secondary School and moving on Post 16.

## **7. STUDENTS WITH MEDICAL CONDITIONS**

Halewood Academy recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

There is a separate policy for managing medical conditions and medicines. Where appropriate students have health care plans that outline their condition and the adjustments needed in school.



## 8. TRAINING AND RESOURCES

Staff training needs are identified in performance management meetings and arranged by appropriate members of staff. The SEND staff offer advice and training opportunities to all teachers on employing adapted teaching methods and resources.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

The school's SENCO regularly attends the LA SENCO network meetings in order to keep up to date with local and national updates in SEND. Please refer to our school's SEND Information Report.

## 9. ROLES AND RESPONSIBILITIES

The SEND Governor supports the SENCO (Ms S Leyland) in monitoring student progress for students with SEND.

The Vice Principal for Inclusion is Mrs N Cross

The Designated Teacher with specific Safeguarding responsibility is Mr D Day

The member of staff responsible for managing disadvantaged student funding

We have a member of staff responsible for managing the medical needs of students.

## 10. STORING AND MANAGING INFORMATION

Please refer to the school confidentiality policy and data protection policy.



## 11. ACCESSIBILITY

Please refer to our school's SEND Information Report for details of how our school identifies and removes barriers to learning and how parents/carers can contact key staff. School also has an accessibility plan.

## 12. RAISING A CONCERN / COMPLAINTS

Any concerns regarding SEND provision should be first raised with the SENCO and / or Assistant Vice Principal for Inclusion. Then, if necessary, with the Executive Principal and finally, if unresolved, with the SEND Governor.

When managing parental complaints related to SEND (any of the following may apply)

- All SEND complaints must follow school complaints procedure
- The SEND Governor is consulted
- External advice may be sought
- Key legislation regarding the matter is identified
- Good levels of communication with the parents/carers are maintained throughout the process
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Partnership
- Key issues are identified including where there is agreement
- Discussions should take place with the SENCO
- Reports provided by outside agencies should be considered
- Student progress is reviewed
- Any behaviour/ achievement logs are included and shared with parents/carers.



### 13. BULLYING

Please refer to school's anti bullying policy and safeguarding policy.  
All students are dealt with individually, but SEND operates social groups for targeted students/young people with social and communication difficulties or high levels of anxiety.