



HALL GREEN SCHOOL

SEND (Special Educational Needs and Disabilities) POLICY

Adopted:	25 September 2025
Next Review:	September 2026
Governing Committee:	Full Governing Body
Responsibility:	Senior Leader (Inclusion and SENDCo)

Policy Statement

It is the policy of the School that all pupils with SEND are fully integrated into all aspects of school life. The process of inclusion is a whole school process, which underpins the fundamental ethos of the School.

This policy is based on the statutory Special Educational Needs and Disability Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014 which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCo's) and SEN information report.

Special Educational Needs and Disabilities should not be viewed in isolation but seen in the context of the school and the community. Additional educational needs are only one aspect of the whole child and should be dealt with in a holistic fashion.

The School recognises that most pupils with SEND do not have learning difficulties relating to English as an Additional Language (EAL). However, should learning or EAL difficulties be identified during the learning referral process, those pupils will have equal access to the school's Learning Inclusion provision. Parents/carers will be consulted with at each stage of the graduated approach.

The School recognises that a pupil is defined as having an additional need if he or she has a SEND (Special Educational Need and Disability), which requires special educational provision to be made for him or her. Some of these pupils may have an Education Health Care Plan (EHCP). Others may be placed in a SEN Category of K – SEN Support.

Pupils have a learning difficulty or disability if they have:

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

For a child aged two or more, special educational or training provision is that which is additional to, or different from, that made generally for other children or young people of the same age by maintained nursery schools, relevant early years providers, mainstream schools and mainstream post 16 institutions.

Pupils' needs and requirements may fall into at least one of four areas, though many students will have inter-related needs;

Communication and Interaction Difficulties

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding

what is being said to them or they do not understand or use social rules of communication. The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Students with an Autistic Spectrum Condition (ASC), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning Difficulties

Support for learning difficulties may be required when students learning is significantly below that of their peers in a number of subject areas, even with appropriate curriculum adaptations. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Difficulties

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupils with a visual impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access school life.

Some pupils with a physical disability (PD) require additional and ongoing support and equipment to access all the opportunities available to their peers.

Pupils experiencing difficulties in any one or a combination of these areas may be entered on the SEND Register. Their status is regularly reviewed in response to changing needs.

Aims

- To ensure full entitlement and access for SEND pupils to high quality teaching (HQT) with a broad, balanced and relevant curriculum so that they can reach their full potential and make a successful, safe, confident and independent transition into adulthood.
- To educate all SEND pupils, wherever possible, alongside their peers within the normal curriculum of the mainstream school.
- To provide academic pathways suitable to all interests, abilities and future aspirations.
- To fully involve parents and pupils in their education and to strive for close co-production between all agencies concerned.
- To meet the needs of all SEND pupils by offering the most efficient use of all available resources to eliminate gaps in prior learning and support progress in core skills.
- To inspire, nurture and foster well-being.
- To create enrichment opportunities so all pupils have equal access.

Objectives

These objectives relate directly to the structures and systems that are in place. Policy and practice reflects the philosophy and fundamental principles set out within the SEN Code of Practice (6.1);

- To provide high quality teaching and learning opportunities so that all pupils can access a broad, rich and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Potential areas of difficulty should be identified and addressed at the outset. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from a teaching assistant or specialist member of staff. Lessons should be planned to address potential areas of difficulty and to remove barriers to achievement.
- To monitor the annual intake to ensure that pupils with SEND have not been refused admission or discriminated against because of their needs. For pupils with EHCPs the Local Education Authority determines admission, having regard to parental preference and in consultation with governing bodies.
- To ensure staff training covers the four areas of need as set out in the SEND Code of Practice (2014): Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and or/Physical needs. Manual handling training takes place so that personal care can be provided correctly. Other training includes advice on safety issues within the classroom particularly in Science, Technology and Physical Education, use of specialised equipment and appropriate support for all out of school extracurricular trips.
- To ensure that subject staff are fully informed about the needs of any pupils in their charge. All information is found in the SEND Provision folder which each member of staff can access via the school network; this is frequently updated via emails and learner profiles and during whole school briefings.
- To support pupils with SEND in mainstream lessons and small group teaching interventions where appropriate. Assistive technology such as laptops is provided for pupils with SEND for example those with Specific Learning Difficulties.
- To uphold the strong partnership between parents, pupils and the school. Successful education is dependent on active and positive co-production with Parents, Pupils and

Teachers, supported when and where appropriate by other specific professionals and agencies. Parents are kept regularly informed by a variety of means, e.g. personal contact from the Senior Leader Inclusion/SENDCo, personal assistant to the SENDCo, Senior Teaching Assistant or other members of the LINC Team during Annual Review meetings, home/school communications such as phone calls and emails or via reports, Learner Profiles and support plans which are reviewed regularly in consultation with parents.

- To manage and review the EHCP, SEND Support Provision Plans, and Learner Profiles for all pupils on the SEND register when required such as at formal or informal review meetings or during transition meetings with Post 16 providers.

Admission Arrangements (Pupils with SEND)

At Hall Green School we adhere to Birmingham's guidance on admissions and the school's admission limit. Admission is non-selective and the school adheres to the Disability Discrimination Act. The School operates a policy whereby pupils who have been previously placed on the SEND register, unless they have an EHCP are asked to meet the same criteria as pupils who have not. If the pupil has an EHCP then parents are required to apply to both the Local Education Authority and the school. The Local Education Authority, in conjunction with the school, then makes the final decision.

First priority is given to children with an Education Health Care Plan (2014 SEND Code of Practice).

There is no annually prescribed limitation to the number of pupils with an EHCP – although health and safety issues have to be taken into consideration. The number will ultimately depend upon the actual individual applications each year and the nature of their EHCP requirements

Pre-Admission Information

At Hall Green School, there are a number of pre-admission processes that occur each year:

- Consultations and/or assessment in Junior School, in liaison with teaching staff and relevant Outside Agencies.
- Stakeholders are encouraged to visit Hall Green School either on Open Evening or individually. Additional transition mornings are offered to pupils identified with SEND and their parents in the preceding summer term.
- Visits by the Senior Leader (SEND), the SENDCo and/or the Assistant to the SENDCo to local feeder schools during the summer term prior to the pupils entering in Year 7, in order to be made aware of any specific difficulties or needs. This may include attendance at Year 6 Annual Review meetings.

Early identification/monitoring progress/adjusting teaching

When a pupil's rate of academic progress/personal development is first identified as a cause for concern then it is the responsibility of the class/subject teacher to adjust their teaching and consider the following (SEND Code of Practice 2014):

- 'Wave 1' high quality teaching - adapting teaching in the classroom to address needs /varying teaching styles/use of access strategies.
- Completing a learning referral form so that the pupil can be discussed at an Inclusion Panel Meeting where concerns are triaged with Pastoral and Welfare staff. At this forum, next steps will be identified such as preparation for an NHS referral, cognitive test, involvement of Outside Agencies or appropriate in-school intervention.
- Involving the SENDCo for advice, strategies and possible assessment regarding emerging needs.
- Keeping up to date regarding the 4 areas of SEND.
- Involving pupils, parents/carers and gaining their views and support (Co-Production).
- Liaising with colleagues to gain a broader and more holistic profile of the pupil/young person.

Assessing Needs using the Graduated Approach - SEND Support

If progress is still not satisfactory and after discussion with all relevant stakeholders, then the pupil may be formally identified as requiring SEND support. At this point an assessment of the pupil's skills is often necessary to inform future planning/learner profiles, target setting and targeted interventions.

If the pupil is achieving the targets and making good progress, the support may be adjusted. If not, then the school will look at additional forms of provision to support the identified need. When the Senior Leader (SEND)/SENDCo identifies a pupil as requiring SEND support, Teachers or TAs will provide interventions that are additional to or different from those provided as part of the setting's usual curriculum offer and strategies (Wave 2, targeted support).

Assess, Plan, Do and Review

When a pupil has been identified as requiring SEND support there is an ongoing cycle of assess, plan, do and review. Where progress is slow and the pupil is not responding to the provision made then the level of provision may be changed or increased.

For a small minority of pupils, it is necessary to provide highly tailored interventions to accelerate their progress and enable them to achieve their potential. Pupils receiving a Wave 3 intervention and/or specialist external support on a 1:1 basis are identified as having high focused "SEND support". These pupils may need to undergo a holistic statutory assessment of their needs which may result in a funded Support Plan or Education Health Care Plan being sought and agreed by the Local Authority. Evidence in support of an EHCP needs to be gathered and clearly documented through the graduated cycle, this usually takes at least two academic terms to evidence with external agency involvement to support the process.

External support services, including those provided by Birmingham Local Authority's Language, Learning and Strategic Support Team (LLSS) will usually see a pupil so that they can advise on learner profiles, provide more specialist assessments, give advice on the use of new or specialist resources or materials, and in some cases provide support for particular activities. Training is also regularly sought in order to upskill staff and quality assure provisions.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress/personal development.

Transition

Supporting students moving between phases and preparing for adulthood

- We will share information with the school, college, or other setting the pupil is moving to.
- Facilitate additional visits to support phase/end of key stage transitions (i.e. secondary transfer) or in year admissions on an individual or small group basis.
- We will always agree with parents, carers and pupils which information will be shared as part of this process.

Adaptations to the curriculum and learning environment

- The accessibility action plan is regularly reviewed to ensure that curriculum access, stakeholder information and the physical environment are improved so that all pupils and other users can take better advantage of the education, benefits, facilities and services available.

We make the following adaptations to ensure all pupils' needs are met via:

- Adapting our curriculum to ensure all pupils are able to access it i.e. levels of courses, assessment tools, cultural capital opportunities, topics studied, extra-curricular activities.
- Adapting our teaching, i.e. scaffolding, enlarging resources, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, questioning, seating plans.
- Adapting our resources, staffing arrangements, class sizes.
- Using recommended aids i.e. use of laptops, coloured overlays, visual timetables, larger print, radio aid.
- Adapting the environment i.e. hoists, shower facilities, change of classrooms, workstations, lockers, lunch club.
- Adapting uniform, homework and behaviour policies to make reasonable adjustments for SEND pupils' needs.

KS2-3

- Three pre-induction day sessions for pupils with an EHCP or SEN Support status. School induction day with the rest of year group.
- Attendance at Year 6 reviews.
- Detailed Learner Profiles in advance of transition.
- Staff liaison.

KS3-4

- Year 9 Annual Reviews for those with an EHCP at which option choices are discussed with parents.
- Options meetings for those pupils on the SEND Register at K.

KS4-5

- Year 11 Annual Reviews for those with an EHCP at which post-16 choices are discussed.
- Post mock exams learning conversations with those pupils on the SEND Register at K.
- Close liaison with the school Careers Officer.
- Supported college visits for targeted pupils.

Fully Accessible Provision

HGS is a fully accessible school. This means if a pupil has a Physical Disability, he/she will be able to access all areas of the school as we have:

- 4 Lifts (including one for access to the performance stage).
- Ramps.
- Automatic doors.
- Disabled toilets.
- Teaching assistants to assist with personal care.

School Monitoring

The academic and pastoral progress of SEND pupils is monitored closely through a number of means. SEND pupils' academic progress is monitored in the same ways as their non-SEND peers (see school assessment policy):

- School reports.
- Annual review of EHCP with pupil, parent/carer and outside agency.
- Intervention reviews by the Teaching Assistants.
- Senior Leader (SEND)/SENDCo and Senior Leadership Team through Line Management and Quality Assurance systems.
- Phone calls home to invite parents to a meeting if any concerns are raised.
- Parental and pupil consultations on demand.
- Home/support/advice from Outside Agencies.
- Tracking data compiled by the Data Manager including behaviour and attendance.
- Regular review of the Whole School and SEND Provision.
- Learning conversations.
- Academic targets on learner profiles.

Inclusion of Pupils with SEND

- The School operates a policy of full inclusion for pupils with SEND. All pupils have the opportunity to engage in the activities of the school including those which are extra-curricular.
- Hall Green School has been recognised as a user of the disability symbol 'Positive about Disabled People', which is in recognition of the positive attitude and commitment we have towards our pupils with disabilities.

Internal Support

The Senior Leader (SEND)/SENDCo will:

- Work with the Headteacher and Governor for SEND to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have a Support Plan/EHC plan.
- Carry out timely reviews of the implementation and effectiveness of support and interventions and their impact on student progress/outcomes.
- Provide professional guidance and quality assurance to colleagues and work with staff, parents/carers, and Outside Agencies to ensure that students with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach, ensuring where required, pupils' targets are reviewed regularly by a member of the SEND team/Outside Agency.
- Provide high quality SEND support through the effective deployment of staff and resources.
- Notify parents/carers when a student has been added/removed from the SEND Register.
- With parental agreement, bring a pupil to the attention of the Local Authority Special Educational Needs Assessment and Review team particularly where they believe an Education Health Care assessment may be necessary. This may be as the lead or via the submission of supporting evidence through requests made by parents/carers, a young person (16-25 years) or a health, social care practitioner.
- Advise on the deployment of the academy's; SEN notional budget, element 3 high needs top up funding and other resources to meet pupils' needs effectively.
- Be the point of contact for Outside Agencies, especially the local authority and its support services.
- Liaise with potential next step providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned.
- Work with the Headteacher and School Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date, complying with GDPR procedures.
- Liaise with the relevant Designated Teacher/PeP Co-ordinator or Virtual School where a looked after pupil has SEND.

This internal provision is supported, where appropriate, by:

- The Assistant to the SENDCo
- The Senior Teaching Assistant
- The Foundation Learning leader
- Teaching Assistants with Curriculum and Intervention responsibilities for Recently Arrived Pupils and Autism Support Lead
- Teaching Assistants who work across the curriculum to facilitate mainstream inclusion of pupils with SEND
- Deputy Headteacher for Pastoral and Safeguarding
- Designated Safeguarding Leads
- Heads of Year
- Welfare Officer
- Attendance Officer
- The Senior Leadership Team
- School Governor for SEND
- The Headteacher.

Teachers - each class/subject teacher will:

- Ensure provision starts with high quality teaching, scaffolding and adapted lessons.
- Seek to identify pupils making less than expected progress given their age and individual circumstances.
- Be aware of the Academy's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND.
- Work with the Senior Leader (SEND)/SENDCo and Teaching Assistants to decide the action required to assist the pupil to make at least expected progress.
- Implement and review recommendations made by external support services/professionals.
- Work with the Senior Leader (SEND)/SENDCo to collect all available information about the pupil as part of the graduated response.
- Facilitate effective and informed classroom partnerships with Teaching Assistants.
- Develop and review learner profiles and keep parents informed of progress.
- Work with pupils to deliver the individual programme set out in their pupil profiles.
- Develop effective relationships with parents/carers.
- Encourage pupils to participate in decision-making.
- Carry out accurate assessments to track pupil progress and identify the next steps to move learning on/deepen learning experiences.
- Work with the Senior Leader (SEND)/SENDCo to identify their own training needs around SEND.

Teaching Assistants will:

- Work collaboratively with, and under the direction of, teachers/Senior Leader (SEND)/SENDCo.
- Provide class/subject teachers with pupil specific information.
- Develop positive working relationships with pupils, teachers, parents/carers and professionals.
- Assist with the identification and effective provision of appropriate resources.

- Use assessment data to inform appropriate levels of support and challenge.
- Assist with the recording, monitoring and evaluation of pupils' progress.
- Promote pupil independence and facilitate peer collaboration.
- Provide pupils with quality verbal feedback to move learning on/deepen knowledge.
- Facilitate opportunities to develop pupils' long term memory skills thereby making connections between the composite parts of the knowledge they are taught within and across subject areas.
- Deliver, monitor and record the impact of high quality evidence based interventions and provide regular feedback to Senior Teaching Assistant, Senior Leader (SEND)/SENDCO and class teachers.
- Attend meetings and undertake appropriate INSET and CPD to enhance own knowledge and skillset.
- Facilitate assessment/exam access arrangements.
- Contribute to pupil review meetings.
- Work alongside the Senior Leader (SEND)/SENDCo and teaching staff in the preparation of pupils' profiles.
- Assist pupils with a physical disability with their personal care needs or physiotherapy needs.

Liaison and Involvement with Outside Agencies

The Senior Leader (SEND)/SENDCo is responsible for liaising with all externally provided agencies*/support, and for managing internal support.

- The School maintains a close working liaison with the Special Educational Needs personnel of the Local Authority.
- The School has regular meetings with Outside Agencies to discuss:
 - Resources
 - Pupils' assessments
 - Pupils' case histories
 - Agency co-ordination advice
 - Advice on special arrangements for external examinations.
- *Agencies include:
 - LLSS
 - Physical Difficulties Support Service
 - Communication and Autism Team
 - Physiotherapy Service
 - Education Welfare Service
 - Educational Psychologist
 - Speech and Language Team
 - Occupational Therapists
 - Sensory Support Hearing
 - Sensory Support Vision
 - CASS
 - Forward Thinking Birmingham
 - School Nurse
 - SENDIASS

- SENAR
- SENAID.

For more information, see: <https://www.localofferbirmingham.co.uk/>

- SEND pupils participate in a Work Experience Programme undertaken by all Year 10 pupils.
- The School has links with Colleges of Further Education in Birmingham and Solihull where learning support provision is available.
- Contact is made with the Social Services Department and the Education Welfare Service through the School Pastoral Team, as appropriate. Both services co-operate with Outside Agencies in order to produce workable action plans. Both services should also be able to encourage parental involvement in the resolution of any problems or difficulties.

INSET Provision

- The school has no special unit for pupils with learning difficulties and does not profess to have expertise in any particular specialism.
- There are staff, however, who have interests in specific areas and they are encouraged to enrol on training courses, Postgraduate Modules and Action Research Projects through the South Network.
- Particular support will be given to Early Career Teachers and other new members of staff.
- The Senior Leader (SEND)/SENDCo takes responsibility for prioritising the training needs of staff in collaboration with the Deputy Headteacher Teaching and Learning

Parental Partnership and Consultation

The School actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs and disabilities. With reference to pupils identified as requiring SEND support we:

- Will liaise with parents/carers regarding any emerging needs and gather their views about their child's development.
- Involve the parent/carer in decision making regarding the methods by which their child's individual needs will be met.
- Invite the parent/carer to attend all review meetings, parent/carer consultation meetings, parents and carers' evenings and encourage them to attend appointments with external services.
- Discuss the purpose of assessment arrangements and the implications of the learner profile with the parent/carer, providing them with a copy.
- Encourage the parent/carer to be actively involved in working with their child to achieve the targets set in their child's learner profile.
- Encourage parents/carers to view information regarding SEND on the school's website and local authority SEND offer.
- Signpost parents/carers to workshops and information sharing events organised by local authority support services.
- Support and refer parents/carers who may require Early Help support.

- Ensure the parent/carer is aware of their rights to appeal regarding aspects of their child's SEND provision.
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational and disability needs.
- Operate a working in partnership approach which means parents/carers can contact whenever they have a concern and time will be made for them. We will schedule meetings and consultations for parents/carers to meet with key staff to discuss their child's progress and the graduated approach. Details of local and national support groups can be passed on to parents/carers. Parents/carers' views and contributions are valued and they are listened to. Parents/carers know their children best and have a great deal to contribute.

Evaluating Success

This policy is reviewed annually. Copies are available via the SEND Team, the school website and from the Senior Leader (SEND)/SENDCo. The success criteria for this policy and procedures are:

- Fully operational and informed data based.
- Pupils working to their full potential with relevant support.
- Pupils and parents get a consistent approach to SEND provision in school.
- Increased awareness and understanding of the school's roles and responsibilities including all staff.
- All reports comment on the progress of SEND pupils, including: teaching and learning, attendance, behaviour and Pupil Premium shared with the School Board.

Dealing with Complaints

In the first instance, any complaint regarding SEND support should be discussed with the SENDCo, in the next phase - the Senior Leader (SEND)/. If the matter cannot be resolved, then the whole school policy should be applied. A copy of the complaints policy for Hall Green School is available on the website; complaints will be dealt with in line with the academy's complaints procedure.