Primary SEND Policy

Policy Details	
Policy Title:	Primary SEND Policy
Last amendment date:	June 2026
Owner:	Director of Inclusion
Approved by:	Standards Committee
Next review date:	July 2027

Executive Summary

1. What is this policy about?

Haberdashers' Academies Trust South is committed to providing a high-quality, inclusive and ambitious education for all pupils, including those with Special Educational Needs and Disabilities (SEND). This policy reflects the principles of the SEND Code of Practice (2015), the Equality Act 2010, and the Children and Families Act 2014, ensuring that every child is supported to achieve their full potential and participate fully in school life.

The Trust believes that high-quality teaching, adaptive practice, reasonable adjustments and inclusive provision are the foundation of effective SEND support. Meeting the needs of pupils with SEND is the responsibility of all staff, with every teacher accountable for the progress and development of all learners in their class.

Our approach is centred on early identification, ambitious expectations, and personalised support. Pupils' needs are identified through a graduated approach of Assess, Plan, Do, Review (APDR), enabling schools to provide timely and effective interventions and adjustments. Where appropriate, schools work closely with external professionals and local authorities to secure additional support, including Education, Health and Care Plans (EHCPs).

2. Who is this policy for?

This policy is relevant to:

- Parents / guardians
- Staff

3. What does this policy mean for pupils and families / staff?

The policy clearly defines the responsibilities of school leaders, Special Educational Needs Coordinators (SENCos), governors and staff in ensuring high-quality provision and compliance with statutory duties. Ongoing professional development ensures staff remain informed about best practice in SEND, inclusion, neurodiversity and adaptive teaching.

Through this policy, Haberdashers' Academies Trust South reaffirms its commitment to creating inclusive learning environments where all children are valued, supported and empowered to succeed academically, socially and emotionally.

4. How is the policy used in practice?

The Trust recognises four broad areas of SEND in line with the SEND Code of Practice (2015): Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and Physical Needs. Support is tailored to individual needs and may include classroom adaptations, targeted interventions, assistive technology, specialist advice, and additional provision beyond universal classroom practice.

Partnership with parents, carers and pupils is central to effective SEND provision. Families are actively involved in decision-making, review processes and planning for support, while pupils are encouraged to share their views and contribute to discussions about their learning and development.

The effectiveness of SEND provision is monitored through regular review, pupil progress data, evaluation of interventions, stakeholder feedback and governance oversight. Annual SEND Information Reports and school SEND offers provide transparency and accountability regarding the support available within each academy.

5. What should pupils, guardians or staff do if they need help or have a concern?

Each school are required to publish their SEND Information report, which outlines the SEND provision within their setting. This can be found on the school website. For all queries relating to special educational needs provision, you should first contact the school SENCO.

The Trust and its schools aim to resolve most complaints informally, and therefore the first stage of the complaints procedure is always an informal one. Parents/guardians should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns All complaints should go through the school complaints procedure. Key contacts and further details can be found here: Haberdashers' Academies Trust South - Contact Us

6. Where to access further information

Please follow the links below to further information:

- You can find the full SEND Policy here: https://www.habstrustsouth.org.uk/Policies/Federation
- Key contact: Rachel Cadman- Director of Inclusion, Haberdashers' Academies Trust South r.cadman@habstrustsouth.org.uk

Rationale

Haberdashers' Academies Trust South (hereafter referred to as The Trust) is committed to providing a high-quality inclusive and ambition education that is accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND). Our schools recognise that high-quality teaching, adaptive practice, reasonable adjustments and inclusive provision are the first response to meeting SEND and are the responsibility of all staff, not solely the SEND team. This reflects both current SEND expectations and the direction of the proposed SEND reforms

With reference to the SEND Code of Practice (2015), The Trust commit to:

- Ensuring that pupils with SEND are identified as early as possible

- Ensuring that the curriculum is ambitious
- Ensuring appropriate reasonable adjustments and provision is made for any pupil with SEND
- Ensuring regular and appropriate communication and discussion with parents/guardians of children who are on the SEND register regarding SEND matters
- Ensuring that children with SEND are fully included in school activities and extra-curricular opportunities

All schools within The Trust provide teaching and learning that enables all children to attain and achieve through a broad and balanced curriculum that is appropriately adapted. Therefore, the provisions of this Policy should also be seen as applicable in the operation of the Trust's other policies affecting pupils, notably:

- Anti-Bullying Policy Principles and Guidance
- Attendance and Punctuality Policy Principles and Guidance
- Culture for Learning Policy Child Protection (Safeguarding) Policy
- Exams Policy
- Exclusion Policy
- Trips and Visits Policy
- Equity, Equality, Diversity, Inclusion strategy

Aims

The Trust Primary schools strive for all children to maximize their life chances and participate as active citizens in society by experiencing a positive learning environment that:

- Values their differences
- Embodies respect and dignity
- Recognises and nurtures the strengths and talents of all children
- Builds self-confidence, self-esteem and independence
- Develops good physical and mental health and wellbeing
- Is challenging but supportive for ALL pupils
- Supports ALL pupils to be successful through a carefully planned, adaptive and well sequenced curriculum.

The specific objectives of our SEND policy reflect the philosophy and fundamental principles within the SEND Code of Practice (2015). These are as follows:

- To identify children with special educational needs and disabilities (SEND) as early as possible to ensure that their needs are met
- To identify the roles and responsibilities of staff in providing for children with special educational needs
- To ensure that activities of the school are, as far as reasonably possible, planned to enable all pupils to participate
- To ensure all learners make the best possible personal progress
- To ensure parents/guardians are informed of their child's special needs and provision and that there is effective communication between parents/guardians and school.
- To work in partnership with parents/guardians in supporting their child's education to ensure that children have a voice, express their views and are fully involved in decisions which affect their education.

- To promote effective partnership and involve outside agencies when appropriate.
- To help every child realise their full potential and optimize their self-esteem.

Implementation

Definition of SEND

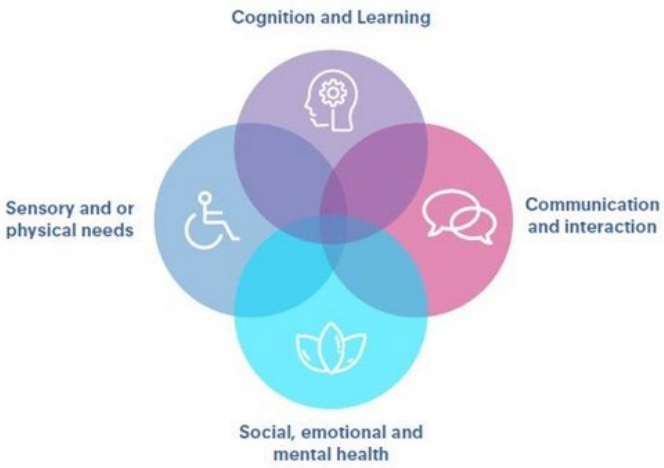
- According to the SEND Code of Practice (2015), a child or young person of compulsory school age has special educational needs if:
    - They have significantly greater difficulty in learning than the majority of others of the same age, or
    - They have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Children's needs will fall into at least one of four broad areas of need as outlined by the Code of Practice. Some children may have identified needs which fall into more than one category.

Identification and Assessment of Special Educational Needs

Categories of need

As defined by the SEND Code of Practice (2015), there are four key areas of Special Educational Needs:



1. **Cognition and Learning:** This includes learning difficulties such as Literacy difficulties, SpLD (Dyslexia) or more general learning needs **Communication and Interaction:** This includes speech and language needs, and Autistic Spectrum Disorder (ASD)
2. **Sensory and Physical:** This includes physical disabilities, visual and hearing impairments
3. **Social, Emotional and Mental Health:** This includes a range of emotional needs, Attention Deficit Hyperactivity Disorder (ADHD) and diagnosed conditions such as Obsessive Compulsive Disorder OCD)

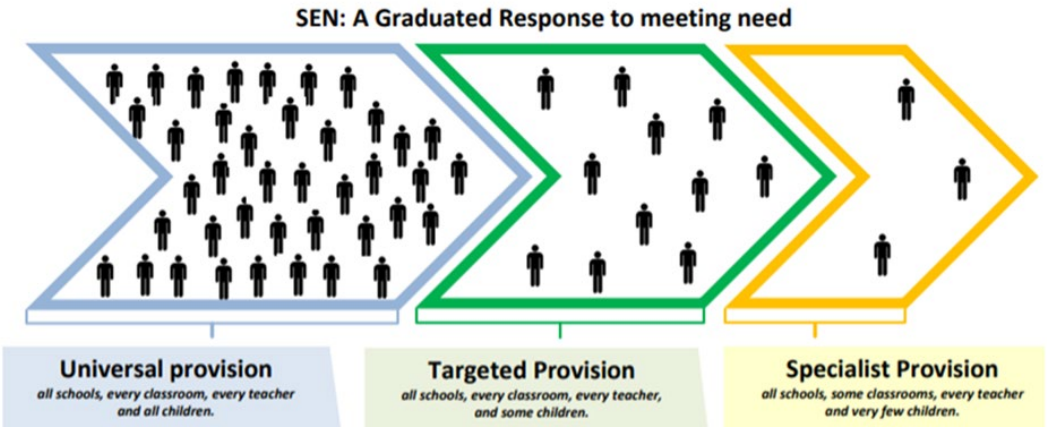
Please note that children do not always need a diagnosis to be identified as having a Special Educational Need.

The Graduated Approach

The Trust's Primary Schools are committed to early identification of special educational needs and adopt a graduated response to meeting special educational needs in line with the Code of Practice 2015. This means that:

- A range of evidence is collected through the school assessment and monitoring arrangements.
- If this suggests that the child is not making the expected progress, the class teacher will consult with the SENCo in order to decide whether additional and/or different provision is necessary.
- A range of more specific tests may then be used by the SENCo or support staff to support identification of difficulties with specific children.

Once a need has been identified, a plan is made to enable the child's needs to be best met, in line with the Graduated Response:



Stages of the Graduated Approach:

Quality First teaching/ Universal Provision: All teachers are teaching of pupils with SEND. Quality First teaching refers to the universal classroom offer for all children and includes:

- Ensuring individual pupil needs are known
- Adapting classroom and teaching approaches for students
- Explicit instruction
- Appropriate scaffolding
- Vocabulary development
- Effective questioning
- Flexible grouping
- Reasonable adjustments

SEND Support: This is a category of support for children with SEND who do not have an Educational and Health Care Plan (EHCP) but where additional support or provision is required SEND support:

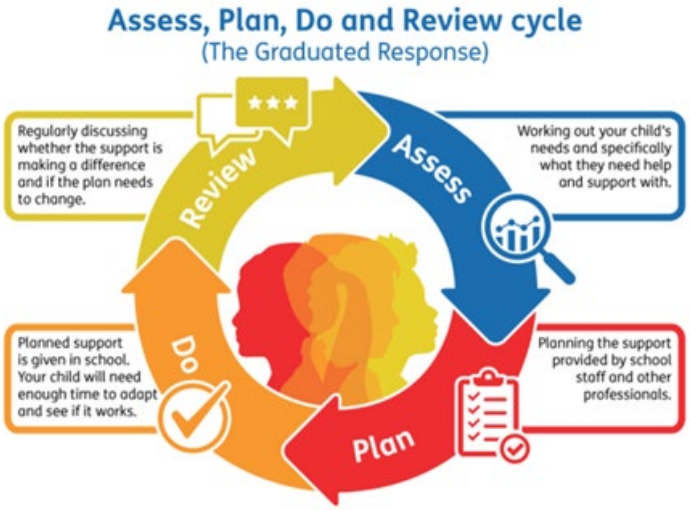
- Focuses on the strategies needed to support a child and the impact of the support provided
- Places emphasis on a graduated approach (Assess, Plan, Do, Review).

The schools' support offer will be outlined in their SEND Information Report. SEND support may include:

- Further adjustments within the classroom- environmental or curiculum specific
- Targeted interventions- allocated based on data and need and in line with evidence informed practice

- Use of assistive technology and/ or digital tools
- Access arrangements (subject to JCQ guidance)
- Specialist support or guidance
- Children and parents/guardians will be kept fully informed about the involvement of external agencies and proposed interventions or onward referrals

Children on the SEND Support stage will have support recorded through the Trust's provision mapping systems and will be monitored through the Assess, Plan, Do, Review (APRD) cycle:



Education Health Care Plan: This is a legal document issued by the Local Authority for children and young people with the most severe and complex Special Educational Needs and Disabilities.

Before an EHCP is considered, a child must undergo the statutory assessment process as follows:

- If after being identified as needing 'SEND Support" and implementing the APDR cycle there are ongoing, significant concerns, the SENCo will, following discussion, gather advice from teachers, the student themselves and parents/guardians.
- In some circumstances they may also seek advice from Advisory Teachers, The Educational Psychologist and any other agencies involved in supporting the child.
- In agreement with parents/ guardians, the school will then make a request to the Local Authority to carry out a Statutory Assessment under Section 36 of the Children & Families Act 2014.
- Statutory Assessment will only take place if a child's needs cannot continue to be met with the resources available to the school.
- Statutory Assessment does not always lead to an Education Health Care Plan being issued.

Where issued, an EHCP:

- Specifies the provision necessary to meet the needs of the child.
- Sets duties to reviews the progress of the learner annually, in accordance with the LA's procedures in Annual Review meetings

An EHCP may be discontinued by the Local Authority if a child achieves the Outcomes in section E.

When children with an EHCP are due to transfer to Secondary School, planning for this will be started in the year prior to the year of transfer. Advanced planning for children in Year 5 will allow appropriate options to be considered. The SENCo will liaise with staff at the secondary school (or indeed other schools) concerned to ensure that effective arrangements are in place to support children at the time of transfer. When children

move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Collaboration

Collaboration with parents and guardians at the centre of effective support for children with SEND. We collaborate with parents and guardians by:

- Inviting parents to contribute to the construction of SEN Plans/ Pupil Support Plans / SEND Passports (schools adapt wording as needed).
- Inviting parents to engage in dialogue and review of their child's SEND Support through three times a year reviews.
- Inviting parents and guardians to be part of the Annual Review process, where an EHCP is in place.
- Ensuring parents and guardians have a clear point of contact to discuss any changes or updates relating to child's needs.
- Providing ways for parents and guardians to feedback to the school on SEND Support and provision

Pupils with SEND will also be encouraged to:

- Share their views
- Contribute to target setting (where an EHCP is in place)
- Where possible, share what helps them to learn effectively

Staff Development

High quality professional learning for all staff is prioritised by the Trust. Professional learning programmes are thoughtfully constructed to meet individual need, as well as address school and Trust priorities that include provision for children with SEND. In line with the Government plans on SEND workforce planning, we continue to ensure that staff across our Trust receive regular professional learning relating to SEND, Inclusion, Neurodiversity, Adaptive Teaching as well as keeping at the forefront of emerging training priorities

Particular support on responding to SEND needs will be given to trainee teachers, ECTs and other new members of staff. In keeping with the Code of Practice, the whole staff work as a team to meet SEND within the school, supported by the SENCO, the Trust's Director of Inclusion and other external experts such as the Speech and Language Service. In this way all staff develop familiarity with procedures and teaching and learning strategies relevant to groups or individual children with specific needs.

Roles and responsibilities

The Principal will:

- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- Ensure the school works effectively in partnership with parents, guardians and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duty with regard to the SEND Code of Practice (2015).

The Inclusion Leader/ SENCo will:

- Coordinate provision for children with SEND.
- Positively promote school's SEND Policy.

- Work collaboratively with children, parents/guardians, staff and governors to ensure the most appropriate interventions and outcomes for those children identified as having special needs.
- Advise on a graduated response of assess, plan, do, review;
- Organise opportunities for parents/guardians to become involved in this process where possible.
- Oversee and update records and monitor progress (provision mapping) for all children on the register.
- Liaise with and refer to external agencies, including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Liaise with staff from other schools, where children have come from/are going to.
- Organise and monitor resources, including the use of the delegated budget.
- Ensure the school's SEND Informaion Report is updated annually to reflect the school's offer
- Assess pupils in school.

The SEND Governor will:

- Work with the Principal and SENCo to support the strategic development of the SEND policy and provision in the school.
- Help to raise awareness of SEND issues at governing board meetings
- Monitor progress and attainment for SEND pupils, and report to the governing body regarding the quality and effectiveness of SEND and disability provision within the school.

Communication

Staff

- This policy will be placed on the intranet.
- Staff will be required to read this policy during their induction.
- Appropriate training on SEND will be provided for staff during the academic year.
- We will revisit this policy throughout the year and provide bulletins for staff of any changes and recent developments with regards to SEND at least three times per year.

Students

- We will have a focus for children with aspects on this policy during annual reviews

Parents

- This policy is available on the Trust's website.
- Hard copies of this policy will be made available to parents/guardians and other stakeholders if requested.
- This policy will be discussed with parents/guardians who attend the SEN drop-in sessions.
- Annual SEN information report to be published on the website.

Complaints procedure

The Trust and its schools aim to resolve most complaints informally, and therefore the first stage of the complaints procedure is always an informal one. Parents/guardians should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If this is not possible there are two further formal stages. The stages of the complaints procedure are:

- **Stage 1:** Informal consideration of the complaint;

- **Stage 2:** Consideration by the Principal (for complaints about schools) or senior officer (for complaints about the Trust's central functions);
- **Stage 3:** Consideration by a panel.

Haberdashers' Academies Trust South - Contact Us

Monitoring and evaluation

This document is subject to annual review by the Standards Committee. The following actions will be implemented on a yearly basis:

- Production of a yearly SEND information Report that is presented to each of the schools' local governing bodies placed on the school's website after approval.
- Production of a yearly school offer, placed on the school website each September.

The effectiveness of the policy will be considered with reference to:

- appropriate adaptation by staff reflected in planning and evident in lesson visits.
- measurable progress made by identified children.
- evaluation of effectiveness of provision and intervention.
- collation of parent/guardians and pupil views.

The local governing body will monitor the outcomes for children with SEND and the quality of provision by:

- receiving an annual SEND school report.
- reviewing the achievement of pupils with SEN.
- appointing a SEND governor to liaise with school leaders responsible for SEN and report back to the local governing body.

Related documents

- SEN Code of Practice 2015 (references to the CoP in this document appear in brackets)
- Equality Act 2010
- Children and families Act 2014
- SEND Information Reports for each Academy (on the website)
- Accessibility Policies for each Academy
- Local offer for each academy (on the website)
- Haberdashers' Academies Trust South School Improvement strategy
- Haberdashers' Academies Trust South EEDI strategy
- Haberdashers Academies Trust South Success for All commitment