



The Park Federation Academy Trust

Hannah Ball Academy

**Special Educational Needs and Disability Policy
2025-2026**

Approval

Signed by CEO and Federation Principal on behalf of the Board of Directors	Dr. Martin Young
Date of approval	September 2025
Date of Review	September 2026

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Contents

1. Introduction
2. Equal opportunities and educational inclusion
3. Aims and objectives
4. Partnership with parents/carers
5. Involvement of pupils
6. Roles and responsibilities
7. Admissions arrangements
8. Identification and assessment
9. Curriculum access and provision
10. Specialist Provision & staff expertise
11. Links with support services
12. Staff development and training
13. Allocation of resources
14. Monitoring and evaluation of SEND provision
15. Complaints

1. Introduction

This SEND Policy is integral to all curriculum policies at Hannah Ball Academy. We recognise that some children face barriers to learning requiring specific actions and provision. These needs arise from special educational needs or disabilities (SEND).

A child or young person has SEND if they:

- Have significantly greater difficulty in learning than most children of the same age; or
- Have a disability that hinders them from using facilities generally available to others of the same age in mainstream education; or
- Require educational provision additional or different from that generally provided.

(This definition is taken from the SEND Code of Practice 2015.)

Areas of Special Educational Need

SEND may relate to one or more of the following:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Children may have SEND throughout or at any time during their school career. This policy ensures curriculum planning and assessment considers the type and extent of each child's needs.

Disability and SEND

Some pupils with disabilities may have SEND requiring special provision. However, not all disabled children have SEND (e.g., asthma or diabetes). We assess each child's needs individually and provide appropriate support.

2. Equal Opportunities and Inclusion

Our policy aligns with the SEND Code of Practice 2015 and promotes inclusion and effective learning for all pupils. We respect that children:

- Have diverse educational and emotional needs and aspirations
- Require varied learning strategies
- Acquire and communicate information at different rates
- Benefit from a range of teaching approaches and experiences

We respond by:

- Supporting communication, language, and literacy development
- Using multisensory teaching methods
- Facilitating full participation in learning and physical/practical activities
- Supporting social and emotional needs, including managing trauma or stress

3. Aims and Objectives

We aim to:

- Work with the Local Authority (LA) to ensure high achievement and progress for all pupils, including those with SEND.
- Provide high-quality, inclusive provision and use resources efficiently.
- Foster mutual respect, self-esteem, and emotional well-being in a supportive ethos.

4. Partnership with Parents and Carers

We prioritise collaboration with parents/carers by:

- Valuing their role in their child's education
- Encouraging open communication about concerns and needs
- Building confidence in the school's responsiveness
- Focusing on strengths and additional needs
- Agreeing targets and keeping parents informed during assessments and decisions
- Providing accessible information and access to parent partnership services
- Employing child and family support workers to assist families

5. Involvement of Pupils

We respect pupils' rights to participate in decisions about their education by:

- Encouraging reflection on aspirations and progress
- Helping pupils understand their strengths and challenges
- Teaching self-assessment skills
- Seeking pupil feedback on provision effectiveness
- Including pupil views in formal reviews and evaluations
- Supporting pupils to express concerns

6. Roles and Responsibilities

SEND Coordinator (SENDCo)

The Principal, Academy Council, and Board of Directors delegate day-to-day SEND policy implementation to the SEND Coordinator (SENDCo). All staff understand their responsibilities toward pupils with SEND, regardless of Education Health Care Plan (EHCP) status.

The SENDCo (Ravinder Mawdia) is responsible for:

- Ensuring staff understand each child's SEND
- Coordinating SEND provision
- Advising and liaising with staff and external agencies
- Managing SEND support staff
- Maintaining up-to-date records and registers
- Hosting Annual Reviews
- Contributing to staff training
- Supporting smooth transitions
- Reporting regularly to senior leadership and governors

Principal (Lorraine Machingauta)

- Lead strategic development of SEND and accessibility policies with SENCO and governors.
- Ensure compliance with the Equality Act 2010 and reasonable adjustments.
- Monitor budgets and resources for SEND provision.
- Support SENCO with adequate time and training.
- Oversee SEND cohort needs and advise on EHC assessments.
- Monitor staff training needs and SEND support impact.
- Cooperate with Local Authority on local SEND provision and Local Offer development.

Class Teachers

- Deliver high-quality, differentiated teaching using a graduated approach.
- Monitor pupil progress and adapt provision accordingly.
- Collaborate with teaching assistants and SENCO.
- Communicate regularly with parents/carers about progress and support.
- Follow SEND policy and contribute to SEN information reports.

Parents/Carers

- Parents and carers should inform the school promptly if they have any concerns about their child's progress, development, or wellbeing. Early dialogue helps timely identification and support.
- Parents and carers of pupils on the SEND register will be actively involved in all stages of the SEND process. This includes:
 - Being invited to termly review meetings to discuss the effectiveness of current support and any necessary adjustments.
 - Providing information about their child's experiences and progress outside of school, including any changes in needs or circumstances.
 - Sharing concerns openly and collaboratively with school staff to help set aspirational, realistic targets for their child.
 - Receiving an annual report detailing their child's progress towards agreed outcomes.

7. Admissions

No pupil will be refused admission due to SEND. We comply with the SEND Code of Practice 2015 and the Equality Act 2010, making reasonable adjustments to provide effective education.

8. Identification and Assessment

We identify SEND early through:

- Data analysis (Early Years assessments, key stage tests)
- Parental concerns
- Pupil self-referral
- Progress tracking
- Liaison with feeder and previous schools
- Observations and SEND Support Plan (SSP) reviews

In-depth assessments may include specialist tests, observations, or questionnaires. External expert advice is sought for significant difficulties.

SEND Stages of Concern

At Hannah Ball Academy, we follow a graduated approach to identifying, assessing, and supporting pupils with Special Educational Needs and Disabilities (SEND). This approach ensures early identification, timely intervention, and appropriate escalation of support as needed. The stages are:

- Stage One: Record of Concern (RoC) – Early Identification and Monitoring
- Stage Two: School Support (K) – Targeted SEND Support
- Stage Three: Education, Health and Care Plan (EHCP) – Statutory Assessment and Provision

Stage One: Record of Concern (RoC)

Early identification and intervention are vital. When a class teacher or staff member has concerns about a pupil's progress or development, they will:

- Inform parents or carers at the earliest opportunity to enlist their active involvement.
- Complete a Record of Concern form, using the standardised form provided by the SENDCo.
- Monitor the pupil's progress in line with school practises and inform the SENDCo.
- Participate in monthly Inclusion Meetings to share concerns and review progress.
- Work with the SENDCo to plan appropriate interventions and support.

Important: At this stage, the pupil is not classified as having SEND. This is a monitoring and early intervention phase. The SENDCo reviews progress termly to decide whether to continue monitoring or escalate to Stage Two.

Stage Two: School Support (K)

If a pupil continues to experience difficulties despite differentiated teaching and early interventions, they move to School Support. This stage involves:

- The class teacher or Early Years Practitioner (EYP) identifies specific educational needs and takes initial action.
- Keeping parents/carers fully informed and involved in all meetings and decisions.
- Providing parents with advice on supporting their child's learning at home.
- Using a range of assessment strategies, including standardised tests, classroom observation, and work analysis.
- Developing and maintaining a Provision Map that details targeted support and interventions, reviewed termly.
- The class teacher remains responsible for day-to-day teaching and planning, working closely with Learning Support Assistants (LSAs) who deliver individualised programmes.

Triggers for School Support include:

- Little or no progress despite targeted teaching approaches.
- Persistent difficulties in literacy, numeracy, social, emotional, or physical development.
- Ongoing sensory or communication challenges despite specialist equipment or curriculum differentiation.
- Need for referral to external agencies such as Speech and Language Therapy (SALT), Educational Psychology Service (EPS), CAMHS, or Social Emotional and Pupil Referral Unit (PRU)

If after a term (approximately 12 weeks) of SEND support the pupil shows good progress and increased independence, they may be removed from the SEND register and monitored on a Record of Concern for a further term.

If needs remain significant and support above £6,000 (approx. 16 hours of additional support) is required, the SENDCo and class teacher will consider gathering evidence to request an Education, Health and Care Plan (EHCP).

Stage Three: Education, Health and Care Plan (EHCP)

An EHCP is a legally binding document for children and young people (0-25) with complex or severe SEND requiring support beyond what the school can provide from its own resources. Key points include:

- The EHCP details all special educational, health, and social care needs and specifies provision to meet each need.
- The plan names the educational setting responsible for provision and is enforceable by law.
- The SENDCo leads the application for EHCP assessment with the Local Authority (LA).
- Parents/carers can also request an EHCP assessment directly via the LA or seek support from SENDIASS.
- The EHCP is reviewed annually with input from parents, pupils, school staff, and external agencies.
- Provision Maps for pupils with EHCPs are costed to align with funding and reviewed termly.

When pupils transition between schools or phases, the SENDCo ensures all relevant information and Provision Maps are shared with receiving staff to maintain continuity of support.

Decision Making and Review Process

- Movement between stages is based on evidence of need, progress, and impact of interventions.
- Decisions are made collaboratively by the SENDCo, Principal, class teachers, and parents/carers.
- Reviews occur at least termly, with clear targets and next steps agreed.

9. Curriculum Access and Provision

Teachers differentiate work to meet individual needs, using:

- Ability grouping
- Personalised small group or individual support
- Specialist teacher or Learning Support Assistant (LSA) interventions
- Provision aligned with EHCP recommendations

10. Specialist Provision and Staff Expertise

The school is NOT accessible to wheelchair users. Staff have training and experience in:

- Social skills and behaviour support
- Autism Spectrum Disorder (ASD) and ADHD
- Speech, language, and communication needs
- Motor skills development
- Differentiating EAL and SEND needs
- Literacy and numeracy interventions

11. Links with Support Agencies and Other Schools

We maintain links with:

- Educational Psychology Service (EPS)
- School Nursing Service
- Speech and Language Therapists (SALT)
- Occupational Therapists and Physiotherapists
- SEND Information, Advice and Support Service (SENDIASS)
- Child and Adolescent Mental Health Services (CAMHS)
- Other specialist and voluntary services

We liaise with SENDCos in other schools and support smooth transitions to secondary education.

12. Staff Development and Training

We encourage all staff to undertake SEND-related training and keep abreast of current research.

External agency training is actively sought.

13. Allocation of Resources

SEND provision is funded via the SEND budget. The SENDCo manages the budget, including funding for pupils with EHCPs.

14. Monitoring and Evaluation of SEND Provision

The SENDCo monitors the movement of children within the SEN system in the school and provides the Academy Council with regular summaries of the impact of the policy on the practice of the school. The SENDCo also supports teachers in drawing up Provision Maps for children. The effectiveness of our provision for pupils identified as having special educational needs is monitored by: Effective monitoring should include:

- Observations of teaching quality and curriculum access.
- Learning walks and book scrutiny to assess engagement and progress.
- Review of planning documents to ensure differentiation and inclusion.
- Gathering informal feedback from staff and pupils.
- Tracking pupil progress and movement on the SEND register.
- Regular review of Provision Maps/Support Plans with SMART targets.
- Monitoring attendance and behaviour records.
- Conducting pupil review meetings and Annual EHCP reviews.
- Reporting impact and progress to governors and leadership teams.

15. Complaints

Complaints about SEND provision are initially addressed by the Principal and Chief Executive. If unresolved, the Chair of the Academy Council or Board of Directors may become involved.