



The Park Federation Academy Trust
Hannah Ball Academy

**Special Educational Needs and Disability (SEND)
Policy**

Approval

Signed by CEO and Federation Principal on behalf of the Board of Directors	Dr. Martin Young
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Introduction

The Special Educational Needs Policy is integral to all curriculum policies at Hannah Ball Academy.

Some children encounter barriers to learning that necessitate specific actions by the school. These requirements often arise as a consequence of a child having special educational needs (SEN). A child has special educational needs if they have a learning difficulty or other challenges that require special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools or post-16 institutions.
- Require educational provision or training that is additional to or different from that made generally for other children of the same age.

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

Special educational needs may relate to one or more of the following areas of need:

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

Children may have special educational needs either throughout their school career or at any specific time. This policy ensures that curriculum planning and assessment for children with special educational needs take into account the type and extent of the difficulty experienced by the child.

It is important to note that while some pupils with disabilities may have learning difficulties that require special educational provision, not all children classified as disabled will necessitate this support. For instance, a child with asthma or diabetes may not have special educational needs but still has rights under the Equality Act 2010. We will assess each child's needs as required and make appropriate provisions based on their identified needs.

Aims and Objectives

The aims of Hannah Ball Academy align with the objectives outlined in the Local Authority (LA) Policy for Special Educational Needs and are guided by the SEND Code of Practice 2015 and any subsequent updates. We strive to collaborate with the LA to ensure high levels of achievement, effective learning, progress, and development for all pupils, regardless of their special educational needs.

We are committed to:

- **Inclusion:** Ensuring that all pupils' individual needs are met and that we provide the highest quality of education for every student while making efficient use of resources.
- **Mutual Respect:** Fostering an ethos of respect and consideration within our school community.
- **Valuing All Pupils:** Recognising the worth of every pupil and promoting their self-esteem and emotional well-being. We aim to help pupils form and maintain meaningful relationships based on respect for themselves and others.

Equal Opportunities and Educational Inclusion

This policy has been updated in line with the SEND Code of Practice 2015, which incorporates the SEND provisions of the SEND and Disability Act 2014, as well as the government consultation on provision for children with SEND, titled "Support and Aspiration," which introduces a new approach to SEND and disability.

It forms part of a whole-school strategy to promote inclusion and effective learning for all pupils.

Through appropriate curricular provision, we recognise that children:

- Have different educational and emotional needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate, and communicate information at different rates.
- Require a range of different teaching approaches and experiences.

We aim to respond to children's needs by:

- Providing support for children who need assistance with communication, language, and literacy.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Offering opportunities for children's full participation in learning, as well as in physical and practical activities.
- Helping children manage their social and emotional needs, enabling them to engage in learning effectively and safely.
- Supporting individuals in managing their emotions, particularly in relation to trauma or stress, to facilitate their participation in learning.

Partnership with Parents/Carers

Working collaboratively with parents and carers is a priority in line with the SEND Code of Practice (2015). We strive to enable and empower parents and carers by:

- **Providing Opportunities:** Giving parents and carers opportunities to play a valued role in their child's education.
- **Creating a Welcoming Environment:** Ensuring that parents and carers feel welcome in the academy.
- **Encouraging Communication:** Inviting parents and carers to inform the academy of any difficulties they perceive their child may be experiencing or other needs that require attention.
- **Building Trust:** Instilling confidence that the academy will listen to their concerns and act appropriately.
- **Focusing on Strengths:** Emphasising the child's strengths alongside areas of additional need.
- **Facilitating Discussions:** Allowing parents and carers opportunities to discuss ways in which they and the Trust can support their child.
- **Setting Targets:** Collaborating with parents and carers to agree on targets for their child.
- **Keeping Informed:** Keeping parents and carers informed and providing support during the assessment and decision-making processes related to SEND provision.
- **Raising Awareness:** Making parents and carers aware of available parent partnership services.
- **Accessible Information:** Providing all information in a 'parent-friendly' and accessible format.
- **Employing Support Workers:** Employing child and family support workers who can work alongside parents and the SENDCo to assist with all the above initiatives.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice, as outlined in the SEND Code of Practice (2015). We endeavour to fully involve pupils wherever possible by:

- **Encouraging Aspirations:** Asking pupils to think about what they would like to become as adults and how they can achieve that goal, with regular reviews in line with Local Authority advice.
- **Understanding Strengths and Difficulties:** Helping pupils to understand their individual strengths and challenges.
- **Teaching Self-Assessment:** Instructing pupils on how to self-assess their work against established success criteria.
- **Encouraging Reflection:** Asking pupils to reflect on the provision made for them and to share their views on how it could be improved.
- **Contributing to Reviews:** Encouraging pupils to contribute to formal reviews by providing their perspectives and insights.

The Role of the Academy Council

The Principal, Academy Council, and Board of Directors have delegated the responsibility for the day-to-day implementation of the Special Educational Needs (SEN) policy to the Special Educational Needs Co-ordinator (SENDCo). All members of staff are aware of their responsibilities towards pupils with SEND, regardless of whether these pupils have an Education, Health and Care Plan (EHCP).

In line with the recommendations in the revised Code of Practice, the SENDCo is responsible for:

- **Understanding Individual Needs:** Ensuring that the special needs of each child are understood by all staff members who interact with that child.
- **Overseeing Policy Implementation:** Managing the day-to-day operation of the SEN policy.
- **Coordinating Provision:** Coordinating the provision for children with special educational needs.
- **Advising and Supporting Staff:** Liaising with and advising teachers on effective strategies for supporting pupils with SEND.
- **Hosting Annual Reviews:** Organising and facilitating Annual Review meetings for pupils with EHCPs.
- **Managing Support Staff:** Overseeing the work of SEND learning support assistants to ensure effective support is provided.
- **Maintaining Records:** Keeping comprehensive records on all children with SEND, ensuring accuracy and confidentiality.
- **Notifying Parents:** Ensuring that parents of children receiving SEND support are formally notified and kept informed of their child's progress.
- **Training Staff:** Contributing to the in-service training and professional development of staff regarding SEND.
- **Liaising with External Agencies:** Collaborating with external agencies, including the Local Authority (LA), psychology services, health and social services, and voluntary organisations.
- **Managing Transitions:** Ensuring that transitions for pupils with SEND are well managed and supported.
- **Maintaining an Up-to-Date Register:** Keeping an accurate and up-to-date register of children receiving SEND support.

The SENDCo is responsible for keeping the Principal, Academy Council, and Board of Directors fully informed about SEND matters. This communication will occur at regular intervals throughout the academic year.

Admissions Arrangements

No pupil will be refused admission to Hannah Ball Academy on the basis of their special educational needs. In accordance with the SEND Code of Practice (2015), we will not discriminate against disabled children and will take all reasonable steps to provide effective educational provision that meets their individual needs.

Identification and Assessment

We embrace the principle that pupils' needs should be identified and met as early as possible. The Special Educational Needs Co-ordinator (SENDCo) works closely with colleagues across the academy and utilises the following procedures for identification and assessment:

- **Data Analysis:** Analysing data from initial assessments in the Early Years, Foundation Stage Profile, entry profiles, and end-of-key-stage assessments.
- **Parental Concerns:** Following up on concerns raised by parents.
- **Pupil Self-Referral:** Encouraging self-referral from pupils who may identify their own needs.
- **Progress Tracking:** Monitoring individual pupil progress over time.
- **Liaison with Feeder Schools:** Collaborating with feeder schools during transfer to gather relevant information.
- **Previous School Information:** Collecting information from previous schools to inform current assessments.
- **External Services Information:** Integrating insights from other services involved with the pupil.
- **Termly Reviews:** Conducting termly reviews of the SEND Support Plan (SSP).
- **Informal Observation:** Engaging in informal observations to assess pupil needs.

The SENDCo maintains a comprehensive record of pupils identified through these procedures, which is regularly reviewed in collaboration with individual teachers.

For some pupils, a more in-depth individual assessment may be undertaken by the academy. This may take various forms, such as reading assessments, direct observations of the child, one-on-one support focusing on specific areas, or the use of targeted questionnaires.

Expert opinions will be sought from external agencies when children experience significant difficulties in learning or managing the social or physical aspects of school life.

Curriculum Access and Provision

To meet the learning needs of all pupils, teachers differentiate their work. They strive to address individual needs through effective marking and planning of homework.

We employ a variety of strategies, including:

- **Ability Grouping:** Organising pupils into ability groups to tailor instruction to their specific levels.

- **Personalised Small Group Work:** Implementing highly focused and personalised small group sessions to provide targeted support.
- **Individual Provision:** Offering individual support where appropriate to ensure that each pupil receives the necessary assistance.

For pupils identified as having special educational needs, the school provides additional support in various ways, specifically tailored to their individual requirements:

- **In-Class Small Group Support:** Providing support within the classroom from a specialist teacher or Learning Support Assistant (LSA).
- **Small Group Withdrawal:** Facilitating withdrawal sessions with a specialist teacher or LSA for targeted intervention.
- **Individual Class Support:** Offering one-on-one support within the classroom environment.
- **Individual Withdrawal:** Conducting individual sessions outside the classroom for focused intervention.

For pupils with Education, Health, and Care Plans (EHCPs), the provision will align with the recommendations outlined in their EHCPs, ensuring that their specific needs are met effectively.

Special Provision

Various members of staff possess training and experience in several specialist areas, enabling them to effectively support pupils with diverse needs:

- **Social Skills and Behaviour:** Supporting children who experience difficulties with social skills or behaviour.
- **Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD):** Providing tailored support for children diagnosed with ASD and ADHD.
- **Social and Emotional Needs:** Assisting children with social and emotional challenges to foster their well-being.
- **Speech, Language, and Communication Needs:** Supporting children with difficulties in speech, language, and communication.
- **Fine and Gross Motor Skills:** Addressing the needs of children with fine or gross motor difficulties through targeted interventions.
- **English as an Additional Language (EAL) vs. SEND Needs:** Distinguishing between the needs of pupils who are EAL and those with special educational needs and disabilities (SEND).
- **Literacy Interventions:** Providing targeted literacy intervention sessions to enhance reading and writing skills.
- **Numeracy Interventions:** Offering focused numeracy intervention sessions to improve mathematical understanding.

Links with Support Agencies and Other Schools

We strive to maintain effective communication and collaboration with various education support services to enhance the support provided to pupils with special educational needs. The following agencies may be involved in supporting these children:

- **Educational Psychology Service (EPS)**
- **School Nursing Service**
- **Speech and Language Therapists (SALT)**
- **Primary Referral Unit (PRU)**
- **Occupational Therapists**
- **Physiotherapists**
- **Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)**
- **Early Years Support Team**
- **Child and Adolescent Mental Health Services (CAMHS)**
- **Child Bereavement UK**
- **Buckinghamshire Children's Services Trust**
- **Emotionally Based School Non-Attendance Team (EBSNA)**

The Special Educational Needs Coordinator (SENDCo) will maintain strong links with SENDCos from other schools and academies to ensure a collaborative approach to supporting pupils.

To facilitate a smooth transition for pupils with special needs to secondary school, we actively liaise with their designated secondary school during the summer term. This includes forwarding relevant files and records to the new school. The school also provides assistance to parents in navigating the application process for the most suitable secondary school and any additional support they may require. The individuals responsible for this role include the Principal, Vice Principals, and SENDCo.

Staff Development and Training

To ensure the continuous improvement and quality of our provision, all members of staff are actively encouraged to engage in professional development and stay informed about current educational research. We promote a culture of lifelong learning by:

- **Encouraging Participation in Training:** Staff are supported in undertaking relevant training opportunities that enhance their skills and knowledge.
- **Engaging with Current Research:** We encourage staff to examine and apply findings from contemporary research to inform their practice and improve pupil outcomes.
- **Collaboration with External Agencies:** We actively seek advice and training from external agencies to provide our staff with expert insights and resources.

By fostering an environment that values professional growth, we aim to enhance the overall effectiveness of our educational provision.

Allocation of Resources

The provision for pupils with special educational needs and disabilities (SEND) is supported by a dedicated SEND budget, which is strategically allocated to ensure the effective implementation of this policy.

The Special Educational Needs Coordinator (SENDCo) is responsible for the operational management of the agreed budget for special needs provision within the school. This includes overseeing the allocation of resources for pupils with Education, Health and Care Plans (EHCPs) to ensure that their individual needs are met effectively and efficiently.

By carefully managing these resources, we aim to provide high-quality support that enhances the learning experiences and outcomes for all pupils with SEND.

Monitoring and Evaluation of Provision

The effectiveness of our provision for pupils identified as having special educational needs and disabilities (SEND) is assessed through a variety of methods, including:

- **Observations of Teaching:** Regular observations to evaluate teaching practises and their impact on pupil learning.
- **Learning Walks:** Structured walks through classrooms to assess the learning environment and pupil engagement.
- **Work Sampling:** Analysis of pupil work to gauge the quality and appropriateness of learning activities.
- **Scrutiny of Planning:** Review of lesson plans to ensure they are tailored to meet the needs of all pupils, including those with SEND.
- **Teacher Meetings:** Regular discussions among staff to share insights and strategies for supporting pupils with SEND.
- **Informal Feedback from Staff:** Gathering informal observations and feedback from all staff members regarding pupil progress and support.
- **Pupil Tracking:** Monitoring individual pupil progress through data analysis and assessment outcomes.
- **Annual EHCP Review Meetings:** Conducting comprehensive reviews of Education, Health and Care Plans (EHCPs) to evaluate the effectiveness of support provided.
- **Monitoring of SSP and SMART Targets:** Regular review of Specific Support Plans (SSPs) and their associated SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets.
- **Movement on the SEND Register:** Tracking changes in pupils' status on the SEND register to reflect their needs accurately.
- **Attendance Records:** Monitoring attendance patterns to identify potential barriers to learning.
- **Informal Discussions with Pupils:** Engaging in conversations with pupils about their learning experiences and challenges.

The Special Educational Needs Coordinator (SENDCo) provides the Academy Council with regular summaries of the impact of SEND policy on school practice.

Effectiveness of provision will also be monitored by:

- **Reviewing the Number of Pupils with SEND:** Analysing the levels of need among pupils at the academy.
- **Movement On/Off the SEND Register:** Tracking the entry and exit of pupils from the SEND register to assess the effectiveness of interventions.
- **Prompt Follow-Up of Concerns:** Ensuring that any concerns regarding pupil progress or wellbeing are addressed swiftly.
- **Communication with Parents:** Keeping parents informed about all expressions of concern related to their child.
- **Regular Review of SSP Targets:** Ensuring that targets set in Specific Support Plans (SSPs) are reviewed consistently.
- **Meetings between the Principal and SENDCo:** Conducting regular meetings to discuss SEND provision and its effectiveness.
- **Pupil Awareness of Targets:** Ensuring that pupils understand the targets they need to achieve as part of their SSP.
- **Staff Awareness of Pupil Targets:** Relevant staff members are informed about individual pupil targets to facilitate support.
- **Accessibility of SSP Targets:** Ensuring that SSP targets are SMART and written in language that is accessible to pupils and parents.
- **Communication with Parents at Evenings:** Informing parents of their child's targets during parents' evenings.
- **Awareness of Procedures among Staff:** Ensuring that all teachers and support staff are familiar with procedures for supporting pupils with SEND.
- **Evidence of Differentiation in Plans:** All teachers' lesson plans should demonstrate evidence of differentiation to meet diverse needs.
- **Tracking Individual Pupil Progress:** Collecting and analysing evidence of individual pupil progress over time.
- **Inclusion of SEND Issues in Staff Development Planning:** Ensuring that SEND considerations are integrated into professional development planning for staff.
- **Teacher Responsibilities Awareness:** Ensuring that all teachers are aware of their responsibilities regarding SEND provision.
- **Utilisation of Raise Online Data:** Using Raise Online data to inform decisions about SEND provision and effectiveness.
- **Academy Self-Evaluation Data:** Incorporating self-evaluation data to assess the overall effectiveness of SEND provision.

Complaints

Any complaints relating to the provision for pupils with special educational needs and disabilities (SEND) will be addressed promptly and effectively. The process is as follows:

1. **Initial Handling:** Complaints should be directed to the Principal and Chief Executive in the first instance. They will take the necessary steps to investigate and resolve the issue.
2. **Involvement of the Academy Council:** If the complaint is not resolved satisfactorily, the Chair of the relevant Academy Council or the Chair of the Board of Directors may become involved to ensure that the matter is handled appropriately.

3. **Documentation:** All complaints will be documented, and a record of the actions taken will be maintained to ensure transparency and accountability.
4. **Communication:** The complainant will be kept informed throughout the process, including updates on the progress of their complaint and the outcome of any investigations.
5. **Escalation:** If the complaint remains unresolved after these steps, the complainant may escalate the issue to the Secretary of State for Education or the Education and Skills Funding Agency (ESFA), as applicable.

By following this procedure, we aim to ensure that all concerns regarding SEND provision are addressed in a fair and timely manner, in line with statutory requirements and best practises.