

## Heckmondwike Grammar School

Policy: Special educational needs and disabilities (SEND) policy

Status: Statutory

Last revision by: C Carter

Date of last revision: March 2025

Open view on website: External/Internal

|                     |                |
|---------------------|----------------|
| Approved by:        | Governing Body |
| Approval date:      | April 2025     |
| Target review date: | March 2026     |

| Action                               | Date       | By whom |
|--------------------------------------|------------|---------|
| Saved in Staff Shared Drive          | April 2025 | DJN     |
| On public website<br>(if applicable) | April 2025 | JDN     |
| In review schedule                   | March 2026 | CNC     |

## Contents

|  |    |
|--|----|
| 1. Aims and objectives .....                       | 3  |
| 2. Vision and values .....                         | 3  |
| 3. Legislation and guidance .....                  | 3  |
| 4. Inclusion and equal opportunities .....         | 4  |
| 5. Definitions.....                                | 4  |
| 6. Roles and responsibilities.....                 | 6  |
| 7. SEN information report .....                    | 10 |
| 8. Our approach to SEND support .....              | 10 |
| 9. Attendance.....                                 | 13 |
| 10. Safeguarding .....                             | 13 |
| 11. Expertise and training of staff .....          | 13 |
| 12. Links with external professional agencies..... | 13 |
| 13. Admission and accessibility arrangements.....  | 14 |
| 14. Complaints about SEND provision .....          | 14 |
| 15. Monitoring and evaluation arrangements.....    | 14 |
| 16. Links with other policies and documents .....  | 15 |

---

## **1. Aims and objectives**

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
- Help pupils with SEND make a successful transition into adulthood
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil

## **2. Vision and values**

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

The principal values of our school community are respect, responsibility and excellence.

## **3. Legislation and guidance**

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

#### **4. Inclusion and equal opportunities**

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

#### **5. Definitions**

##### **5.1 Special educational needs**

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of 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

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

##### **5.2 Disability**

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

| AREA OF NEED                        |  |
|-------------------------------------|--|
| Communication and interaction       | <p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>  |
| Cognition and learning              | <p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul> |
| Social, emotional and mental health | <p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>  |

| AREA OF NEED            |  |
|-------------------------|--|
| Sensory and/or physical | <p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p> |

## **6. Roles and responsibilities**

### **6.1 The SENCO**

The SENCO at our school is Mrs Caroline Carter (covering for Mrs Jenny Illingworth).

They will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the assistant headteacher and SEND governor 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 EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and adaptive teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the assistant headteacher, headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate

- With the assistant headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the assistant headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the assistant headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.2 The governing body

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Make sure that the school provide access to a broad and balanced curriculum
- Make sure that the school has a clear approach to identifying and responding to SEND
- Make sure that the school provides an annual report for parents/carers on their child's progress
- Make sure that the school record accurately and keep up to date the provision made for pupils with SEND
- Make sure that the school publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Make sure that the school publish their accessibility plan
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from Year 8 until Year 13 are provided with independent careers advice

### 6.3 The SEND link governor

The SEND link governor is Sue Doubell.

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this
- Work with the assistant headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### 6.4 The headteacher

The headteacher is responsible for making sure the following duties are carried out, though some of the duties can be delegated to a member of the Senior Leadership Team:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching



## 6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly

## 6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register can be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They can participate in discussions and decisions about this support.

They will have the opportunity to:

- Review the provision that is in place for their child
- Provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Share their concerns and, with school staff, agree their aspirations for the pupil
- Discuss a termly report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

## 6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## **7. SEND information report**

The school publishes a **SEN information report** on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **8. Our approach to SEND support**

### **8.1 Identifying pupils with SEND and assessing their needs**

We will review information provided from previous settings regarding pupil's current skills and levels of attainment. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

Any member of staff, a parent or student can make a SEND referral to the SENCO using the SEND referral form (available via Microsoft Forms).

Parents will be involved in the process and any decisions taken will be informed by the insights of parents, teachers and the young person. Feedback and evidence from subject staff is often required to gain an understanding of the students' needs and difficulties across the whole curriculum. Should this reveal commonalities, the SENCO will investigate further; this may involve conducting psychometric testing or completing a referral to outside agencies. A weekly meeting is held with the SENCO and Assistant Headteacher (responsible for SEND provision) to further identify need. In identifying a student as needing SEND support, the SENCO will carry out a clear analysis of the student's needs.

This will draw on subject teachers' assessment and experience of the student, their previous progress and attainment, as well as information from the school's core approach to student progress, attainment, and behaviour. Subject teachers will be asked to provide teacher assessments, in addition to observations to help to form a picture of need.

The individual's development in comparison to their peers and national data will be considered. The views and experience of the parents and the student will also be sought. In some instances, further investigations may be necessary. This may take the form of assessments by medical professionals, a GP, cognitive ability or attainment tests or the involvement of other outside agencies. Dependent on need, a student may be deemed to require adaptive teaching support, SEND interventions, an IAPDR or targeted support due to an Education, Health and Care plan.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## **8.2 Consulting and involving pupils and parents/carers**

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the pupil
- Everyone is clear on what the next steps are

### 8.3 The graduated approach to SEN support

For all students on the SEND register we will follow the 'graduated approach' to meeting your child's needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



### 8.4 Levels of support

#### School-based SEND provision

Pupils receiving SEND provision in education that is additional to, or different from, that made generally for other young people of the same age by mainstream schools will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

#### Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these pupils will be marked with the code E.

## 8.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including by using provision maps
- Quality assuring the implementation of pupil passports
- Using pupil questionnaires/pupil voice
- Holding annual reviews for pupils with EHC plans
- Getting feedback from pupils' parents/carers

## 9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our [attendance policy](#).

## 10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with SEND are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our [safeguarding/child protection policy](#).

## 11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The assistant headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. **The SENDCO undertakes regular training updates and accesses a wide range of professional training in a variety of areas of SEND pertinent to our students. We also take advice from the various outreach teams.**

## 12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services such as Kirklees Complex Communication and Interaction Outreach Team
- Educational psychologists
- Occupational therapists

- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officer
- Social services and other local authority (LA) - provided support services
- Voluntary sector organisations
- EHCP Team

### **13. Admission and accessibility arrangements**

#### **13.1 Admission arrangements**

Please refer to our [Admissions Policy](#).

#### **13.2 Accessibility arrangements**

Please refer to our [Accessibility Plan](#).

HGS is a large and complex site. Some buildings are accessible but not all and we have minimal facilities to accommodate physical disabilities. We recognise that there is much room for improvement and are constantly seeking to improve access and circulation through ongoing building work and careful operational planning. We welcome any further suggestions as to how we could improve our accessibility to all, whatever their disability. Should you have any suggestions, please contact Ms Natalie Loxley, Business Officer.

### **14. Complaints about SEND provision**

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher/SENCO. We will try to resolve the concerns informally in the first instance. If this does not resolve concerns, parents/carers are welcome to submit their complaint formally. Please refer to our [Complaints Policy](#).

If the parent/carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, please see: [Kirklees Local Offer Complaints and Disagreements](#)

### **15. Monitoring and evaluation arrangements**

#### **15.1 Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in Section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

## 15.2 Monitoring the policy

This policy will be reviewed by SENCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing body.

## 16. Links with other policies and documents

This policy links to the following documents

- SEN information report
- [The local offer](#)
- [Accessibility plan](#)
- [Behaviour policy](#)
- [Equalities Policy](#)
- [Supporting pupils with medical conditions policy](#)
- [Attendance policy](#)
- [Safeguarding / child protection policy](#)
- [Complaints policy](#)
- [Anti-bullying policy](#)
- [Supporting pupils with Medical Conditions Policy](#)
- [Health and Safety Policy](#)