



# Haberdashers' West Midlands Academies Trust

## Haberdashers' Adams

### SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

2025-2026

<b>Special Educational Needs and Disabilities Policy</b>	
<b>Named Responsibility of Policy</b>	Mrs E Moss – Deputy Head and DSL
<b>Date of Policy</b>	September 2025
<b>Date of next Review</b>	September 2026
<b>Governor Accountability</b>	PSW
<b>Consultation Parameters</b>	HoH, HoLS

## COMMITMENT TO REVIEW

This Policy will be monitored and reviewed annually by the relevant policy owner named and evaluated and approved by the Governing Body on a three-year cycle and/or in light of changes to National Curriculum requirements and/or DfE guidance/regulations.

### Section 1 – Definition of Special Educational Needs / Disability (SEND)

Haberdashers' Adams recognises the definition of Special Educational Needs/ Disability (SEND) as used within The SEND Code of Practice (2014):

***“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”***

The school adopts a strategic approach to managing the SEND provision, the Deputy Head, Pupil Welfare (SENCO) works closely with the Head of Learning Support, the Pupil Welfare Team and Academic Departments.

### Section 2 – Introduction

Haberdashers' Adams is a selective school, catering for students from 11 to 18 years. The school is inclusive and ensures that all pupils with SEND are identified and appropriately supported to ensure both academic and personal development.

#### a) Purpose

The purpose of this policy is to explain how the school supports pupils with SEND.

#### b) Aim of this Policy.

The aim of this policy is to ensure that the school appropriately supports all pupils with SEND giving them the best opportunity to succeed in their education whilst working within the statutory guidance of the SEND Code of Practice 2014. This is done through:

- Collaborative working to ensure the involvement of parents / carers and young people when making decisions about individual support needs.
- Early identification and intervention to support pupil's needs.
- Greater choice and control over support options.
- Education, Health and Social Care working together to provide appropriate support.
- High quality education provision to meet the pupil's needs.
- Focus on inclusive practice to help remove barriers to learning.
- Appropriate support to facilitate a successful transition to adulthood, including independent living and employment

### **c) Principles:**

The principles of the Policy reflect those outlined in The Code of Practice and in Section 19 of the Children and Families Act 2014, which takes into consideration:

- The views, wishes and feelings of the pupil and pupil's parents/ carers.
- The importance of the pupil and their parents /carers participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the pupil and the pupil's parents /carers, in order to facilitate the development of the pupil and to help them achieve the best possible educational and personal outcomes, effectively preparing them for adulthood.

### **d) Application of this policy to the Haberdashers' Adams context:**

The Teachers and Pupil Welfare Team at the school will:

- Support pupils with SEND to achieve their best, providing opportunities both inside and outside the classroom which allows them to develop into confident individuals who are able to make a successful transition to adulthood.
- Use their best endeavours to make sure that any pupils with SEND receive timely and appropriate support.
- Ensure an inclusive approach to engage and involve pupils with SEND in activities, maximising their potential alongside their (SEND and non-SEND) peers.

The following play an integral part in the successful application of the Policy:

- Recognition of the role of parents and carers in successfully supporting pupils
- Clear leadership accountability and governance
- High quality teaching with a recognition that every teacher is a teacher of SEND
- An integrated, whole-school approach

The Statutory guidance directing the policy:

- SEND Code of Practice: 0 to 25 years (2014)
- The Special Educational Needs and Disability Regulations 2014
- Articles 12 and 13 – United Nations Convention of the Rights of the Child
- Equality Act 2010.

### **Section 3 – Procedures and Practice**

#### **a) Definition of SEND**

The school uses the SEND definition listed in The Code of Practice 2014 as stated in section 1 of this policy and thus is considered as part of the school's SEND register if:

- The child has SEN if they have a learning difficulty or disability if he or she has a significant greater difficulty in learning than the majority of others of the same age

and/or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school or mainstream post -16 institution.

#### **b) Equal Opportunities.**

The school recognises there is a significant overlap between pupils with SEN and those with disabilities, both are covered by SEN and Equality legislation.

We have a duty to support our pupils in accessing a positive education under the Equalities Act 2010.

The school makes reasonable adjustments where possible to ensure an inclusive approach, including the involvement of appropriate support services and learning aids to prevent pupils from being put at a substantial disadvantage to their peers.

#### **c) Admissions.**

The School Admission Code requires children and young people to be treated fairly. As a Selective Grammar school, we have a defined Admissions Policy and admission to the school is conditional upon applicants achieving the required academic standard in the school's entrance tests and on the availability of places.

Parents/ Carers of pupils with Special Educational Needs or Disabilities are able to submit a request for Special Arrangements in advance of the entrance test so that their child is not disadvantaged by the selection process.

There is a defined process to ensure that all applicants' needs are considered and planned for where this is deemed appropriate. Pupils with SEND and/or with an EHCP do not have any greater right of admission than any other applicant. As Haberdashers' Adams is a selective school we cannot be part of an EHCP consultation until a placement here has been confirmed. This is in line with Children's and Families act 2014 which states an EHCP cannot name a school that is or potential is 'unsuitable for the age, ability, aptitude' of the child. Once your child's place has been confirmed you can then approach the school to be part of consultation process but at no point before

Further details and timescales are available from the Admissions Department (available in the school office)

#### **d) Processes**

The school's SEND Offer is displayed on the school website and provides clear and accessible information about how the needs of SEND pupils are met in this school.

The school's SEND Offer is reviewed annually and updated to reflect current practice. The SENCO and Head of Learning Support work collaboratively, following a defined approach to support the needs of pupils requiring additional provision due to a learning difficulty or disability:

#### **Graduated Approach to Supporting SEND at Haberdashers' Adams.**

##### **Stage 1 – Assess**

We have defined SEND referral process which allows teaching staff to identify and refer pupils to the Learning and Intervention Centre (LINC) for further investigation or assessment for potential SEND or other barriers to their learning.

Assessment may involve monitoring academic performance, discussions with the wider teaching team and Heads of House, in-class observations, SEND screening tests through the use of LUCID Exact, involvement of specialists, discussions with parents and carers, discussions with the pupil themselves, psychometric testing, review of historical reports and assessment material and involvement with an Educational Psychologist, where appropriate.

The SENCO and Head of Learning Support carry out a detailed analysis in order to identify SEND.

Where specialist involvement is required the SENCO / Head of Learning Support will look to involve suitably qualified professionals from outside of the school provision if it is deemed that this is appropriate.

If a need is found, pupils are placed on the school SEND Register and support needs identified on each individual's Access to Learning Plan. These documents are updated termly with pupil and parental involvement and made available to all staff directly involved in the teaching of pupils.

## **Stage 2 – Plan**

Students with identified SEND are supported by a personalised approach to their learning in the classroom. Additional intervention may also take place on a one-to-one basis or in small groups.

Where additional support is required the SENCO and Head of Learning Support identify the desired outcomes and review the impact of the intervention.

The staff providing the support will have the relevant skills and knowledge to support the pupils in making progress.

Planned SEND intervention is recorded on the Learning and Intervention Tracking Documents. Planned support is communicated as appropriate.

## **SEND and EAL**

Learning EAL is not the same as having a SEND. Depending on their level of proficiency in English, multilingual children who are learning EAL may face linguistic challenges and may need targeted language support, devised by EAL specialists, to help them learn both the language and all their subjects in English.

There are, however, significant numbers of multilingual children who do have SEND. For those children to thrive and reach their potential it is vital that they are identified as early as possible, so they can receive targeted and integrated support that addresses both their linguistic challenges and special learning needs.

School will offer screening processes to EAL pupils who are showing significant challenges in lessons for SPLD to identify if there is an additional need by the schools qualified assessor. Or SEND investigations will be carried to explore if pupils are displaying traits of neurodivergence.

### **Stage 3 – Do**

The SENCO and Head of Learning Support oversee the implementation of SEND intervention and support within the school setting.

All pupils at the school receive “Quality First Teaching” from their subject teachers who remain responsible for working with the pupil and ensuring they make progress. Every teacher is aware that they are a teacher of SEND and receive suitable training and support to carry out this role.

The SEN Code of Practice recognises that:

“High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND.”

The SENCO and Head of Learning Support are responsible for monitoring this level of SEND provision through discussions with staff and Lesson Observations.

The Head of Learning Support ensures that the teaching team has current information so that they can respond to and support pupil’s needs and difficulties.

If “Quality First Teaching” alone is insufficient and a pupil is not making the expected level of progress additional intervention may be planned to supplement teaching within the classroom.

In cases where age-related expectations are not being met highly personalised intervention will be planned and implemented.

Pupils with an Education, Health and Care Plan (EHCP) will receive the level of support and intervention they are entitled to. This support may be in the classroom or on a one-to-one basis in the Learning and Intervention Centre (LINC).

The Deputy Head (Pupil Welfare) SENCO, supported by the Head of Learning Support has the lead responsibility for:

- Quality First Teaching (SEND Provision)
- Additional / personalised SEND Intervention
- Involving appropriate Specialists in supporting pupils with complex SEND
- Addressing parental concerns regarding SEND provision at the school.

#### **Stage 4 – Review**

The effectiveness of the support and the impact it has on pupil's progress is reviewed each term by Teachers, Heads of house, the Head of Learning Support and the SENCO. Parent / Carers and pupil's feedback plays an important role in this process.

If Parents / Carers are concerned about their child's progress in the first instance they should contact the following staff members:

**Form Tutor:** General academic / pastoral issues.

**Head of House:** Significant concerns that have not been / cannot be resolved at Form Tutor Level.

**Head of Learning Support:** Specific SEND issues.

**Deputy Head (Pastoral Welfare) SENCO:** Complex SEND issues that have not been resolved by the Head of Learning Support.