Special Educational Needs and Disabilities (SEND) Policy

Approved by:	Amy Plowman	**Date:** 17.10.2025
Last reviewed on:	September 2025	
Next review due by:	September 2026	

Contents

		Page
1.	Introduction	3
2.	Aims and Objectives	3
3.	Roles and responsibilities	4
4.	Visions and Values	6
5.	Legislation and Guidance	6
6.	Inclusion and Equal Opportunities	7
7.	Definitions	7
8.	SEN Information Report	8
9.	Our Approach to SEND	8
10.	Attendance	11
11.	Safeguarding	11
12.	Expertise and Training of Staff	11
13.	Links with External Professional Agencies	12
14.	Admission Arrangements for Pupils with SEND	12
15.	Complaints About SEND Provision	13
16.	Monitoring and Evaluation Arrangements	13
17.	Links with Other Policies and Documents	13
18.	References	14

1. Introduction

This policy should be read in conjunction with the SEND information Report, which contains more detailed information on implementation of the SEND policy. The document can be found in the school website.

This policy refers to children and young people with special educational needs and disabilities (SEND), including why and how Trust Schools work with them. The guiding principle informing this policy is to ensure that children and young people with SEND are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school community.

This policy is based on the 'SEND Code of Practice 'and is also reflective of safeguarding as per 'Keeping Children Safe in Education'. The Children and Families Act 2014 states that a child has special educational needs (SEN) if he/she has a learning difficulty or disability which calls for 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 the majority of children in the same age group, or a disability which either prevents or hinders him/her from making use of facilities of a kind generally provided for children of the same age group in mainstream schools. Special educational provision includes that which is additional to, or different from, the provision generally made for pupils of the same age.

The Equality Act 2010 defines disability as 'a person with physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs.

It is therefore possible to be disabled under the Equality Act 2010 and not have SEN, and vice versa. It is also possible to be both disabled under the Equality Act 2010 and have SEN. The Trust accepts that a medical diagnosis may mean that a child is disabled but does not necessarily have SEN. Schools will always consider the child's educational needs as well as a medical diagnosis or disability.

Pupils with SEND could have difficulties with one or more of the following four areas of need, and we recognise that those needs may change over time:

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

2. Aims and objectives

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

- Ensure that the school complies with and effectively implements the requirements of the Children and Families Act 2014, the Equality Act 2010, the Special Educational Needs and Disability Regulations 2014, the SEND Code of Practice 2015 and any other statutory guidance, as far as reasonably possible;
- Ensure that every pupil with SEND has the maximum opportunity to make progress so that they:
    - fulfil their aspirations and achieve their best.
    - become confident individuals and live fulfilling lives;
    - have access to all aspects of school life and are able to engage in school activities alongside pupils who do not have SEND;
    - make a successful transition into becoming an adult – whether that is into further and higher education, training or work;
- Ensure that pupils with SEND and their parents/carers are involved in discussions and decisions about support and provision for the pupil;
- Set out how the school will support and make provision for pupils with SEND.

3. Roles and responsibilities

The SENDco

The **SENDCo** is Miss Amy Plowman

They will:

- Work with the head of school and SEN governor to determine the strategic development of the SEND policy and provision in the school.
- Have a clear oversite and responsibility in overseeing the implementation of of the SEND policy and the co-ordination of specific provision made to support individuals with SEN, including those who have EHC plans.
- To provide professional guidance to colleagues to ensure that pupils with SEND receive appropriate support and Quality First Teaching.
- Ensure the SEND register and SEN information report are regularly reviewed and updated.
- Advise and implement the graduated approach to support child with SEND.
- To be the point of contact for external agencies such as the local authority and its support services.
- Have a clear approach for identifying and responding to SEND
- Co-ordinate SEND provision or individuals or groups of pupils on the SEND register.
- Work with the head of school and governing body to ensure the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements.
- Liaise with parents/carers about their child's SEND and any provision made.
- Make sure all staff are aware of the importance of identifying needs and making provision for pupils with SEND.
- Organise SEND training for staff, as required, keeping up to date with new initiatives to support pupils with SEND and sharing good practice.
- Manage and support SEND support staff in the delivery of interventions.
- Regularly evaluate the impact of interventions and support in place for pupils with SEND.
- Develop effective links with relevant agencies and other professionals to aid the identification, assessment and support of pupils' needs.
- Refer a child for external agency support where it has been identified through the graduated approach that this is needed.
- Make sure that pupils with SEND join in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical and compatible with the pupil receiving the SEND provision, what their learning needs call for, and the efficient education of the pupils with whom they are educated, and the efficient use of resources
- Advise on the graduated approach to providing SEND support and the deployment of the School's SEND budget and resources in order to meet pupils' needs effectively.
- Undertake, an annual review of SEND provision and procedures.
- Ensure all SEND records are accurately maintained and up to date, and are transferred in a timely manner when a child moves settings;
- Support the School's attendance lead with the monitoring and support of school attendance for children with SEND;
- Act as a source of support, advice and expertise for all staff
- To communicate with, and involve, pupil with SEND and their parents or carers in discussions and decisions about support and provision for the pupils.

- To ensure the SEND policy is understood and implemented consistently by all staff
- Quality assure the teaching practice in classrooms for all SEND children.

The SEN Governor

The SEN governor is Richard Charles.

They will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head of School and SENCO to determine the strategic development of the SEN policy and provision in the school

The Head of School

The Head of School will*:*

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensure the SEND policies and procedures are fully implemented and followed by staff
- Have a clear overview of the needs of the current cohort of pupils on the SEND register.
- Provide the appropriate information to the local authority for inclusion in the local offer by ensuring the school's SEN information report is updated annually and published on the school website
- Determine the role of the SENDco in relation to the leadership and management of the school
- Ensure sufficient funding, support time and resources are allocated to enable the SENDCo and other staff to discharge their responsibilities with regard to SEND
- Monitor the effectiveness of the SENDCo in undertaking their responsibilities

Class Teachers

Class teachers are responsible for*;*

- 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.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision which may include providing written reports and feedback.
- Ensuring they follow this SEN policy
- Planning and providing high quality teaching that is adapted to meet the pupil needs through the graduated approach using the Teaching@Pershore Framework

Communicate with parent/carers as required to discuss outcomes, progress and support.

Pupils with SEND and their parents/carers

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

- The school aims to have a productive partnership between school and home and for pupils with SEND and their parents/carers to be involved in decisions about what SEND provision should be.
- Opportunities will be provided for pupils and parents/carers to provide information and express their views about the pupil's SEND and the support in place.
- Pupils will be invited to participate in discussions and decisions about their support, which may involve the pupil explaining what their strengths and difficulties are, contributing to setting targets, attending review meetings or giving feedback on the effectiveness of interventions. Pupils' views will be taken into account in making decisions that affect them, when possible.
- The school recognises that parents/carers hold key information, knowledge and experience to contribute to the shared view of the best way to support learning for their child. Opportunities will be provided to discuss progress, share concerns and agree aspirations, and parents/carers will be invited to contribute to review processes. Ideas and materials for parents/carers to support learning at home may also be discussed. The school will take into account the views of parents/carers in decision made about their child.
- Parents/carers should contact the school if they have concerns about their child's progress or development.

4. Vision and Values

At Pershore High School we encourage our pupils to help each other, work hard and be kind.

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 no matter what their starting point

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

5. 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 for academy trusts 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

6. 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. Further information about inclusion at Pershore High School can be found within the school's inclusion strategy (Pending)

7. Definitions

7.1 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.

7.2 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.

7.3 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	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. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • 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
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

8. SEN 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.

9. Our Approach to SEND Support

9.1 Identifying pupils with SEND and assessing their needs

Early identification and assessment for any student who may have SEND is essential. Assessment should not be regarded as a single event but rather a continuing process.

All teachers at Pershore High *School* are teachers of pupils with SEND. All teachers and support staff receive training in identifying and supporting pupils who require educational provision that is additional to or different

from the curriculum offered to all pupils. When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adaptive, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENco to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

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

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 SEN for pupils whose first language is not English.

The school's system for regularly assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. This may include pupils whose progress is significantly slower than their peers starting from the same baseline, those who are not matching their previous rate of progress and those who have an attainment gap between them and their peers that is widening or failing to close. This may include progress in areas other than attainment, for example wider development or social needs. Information considered may include:

- assessment results
- standardised screening and assessment tools.
- observations of social and emotional development.
- existing Education, Health and Care Plan (EHCP) and/or external agency reports.
- assessments by a specialist service, identifying additional needs; the views and experience of parents/carers and the child themselves

Where progress remains unsatisfactory, further intervention in a small group or individually may be appropriate and this will be provided under the direction of the SENCo.

Should progress remain poor, or where the need is identified as being severe, additional support will be provided at SEN Support level.

The SENDCo co-ordinates the referrals, assessments and pupil profiles through the relevant personnel and in full consultation with the parent/carers and child. School adopts the graduated approach. It is also acknowledged that the request for support for an individual can occur at any time by a range of people such as parent/carers, teachers or other external professionals working with the individual.

9.2 Consulting and involving pupils and parents/carers

If parents have concerns, relating to their child's learning, this should be discussed initially with the child's subject teacher, Form Tutor or Head of House. This may result in a referral to the SENCo, Miss Amy Plowman. Parents may also contact the SENCo directly if they feel this is more appropriate

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:

9.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor, and will be made accessible to staff via the SEND register and pupil passport.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENco will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

9.4 School-based SEN provision

Pupils receiving SEN provision 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.

9.5 Statutory Assessment

For a child who is not making adequate progress, despite a period of support on SEN Support, and in agreement with the parents/carers, the school may request the local authority (LA) to make a statutory assessment in order to determine whether it is necessary for the pupil to receive an Education, Health and Care Plan (EHCP). The school is required to submit evidence to the LA. The LA will then make a judgment about whether the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for making a statutory assessment.

9.6 Education, health and care (EHC) plan

Pupils whom the local authority deem to need more support than is available through the school's school-based SEND provision may be entitled to an EHCP. A child who has an EHCP will continue to have the same arrangements as a child with SEN Support, as well as additional support that is provided using the additional funds that may be made available through the EHCP. The EHCP is a legal document that describes the needs of the pupil, the provision that will be put in place and the outcomes sought. The pupil will be placed on the School's SEND register with an "E" code (meaning 'EHCP'). There will be an Annual Review, chaired by the SENCo, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child. Interim reviews will also be carried out when necessary. Interim or early reviews are called where the school identifies a pupil who is at serious risk of disaffection or exclusion, and it is suspected that the existing provision may no longer be appropriate.

For pupils who are placed on SEN Support or who have an EHCP, their name and needs will be recorded on the School's SEND register and the school will contact parents/carers to inform them of the proposed support and to give them an opportunity to express their opinions and wishes.

Wherever possible, secondary SENCos will attend Year 6 annual reviews of pupils' EHCPs that name the school. SEND staff also liaise with feeder academies/schools/nurseries in the summer term to identify and plan to support children with known SEND who will be joining the school.

9.7 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including by using provision maps and pupil passports
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

10. 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.

11. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities 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.

12. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The 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. Weekly SEND briefing and drop in's are offered to staff to inform both their practice and knowledge of pupils.

13. 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:

1. Specialists in other schools e.g. teaching schools, special schools.
2. Community Paediatrician
3. Learning Support Service
4. Worcestershire Dyslexia Pathway
5. Complex Communications Needs (CCN)
6. Hearing Impairment team
7. Visual Impairment team
8. Educational Psychologist
9. Physical and Disability Support Service
10. Social Services
11. School Nurse
12. Child & Adolescent Mental Health Service
13. Speech and Language Therapy
14. Worcestershire's Children's Service for Gypsy Roma Traveller (GRT).
15. Speech and Language Therapy (NHS)

14. Admission arrangements for pupils with SEND

Please see the school's general admission arrangements for information. Pupils with SEND are considered for admission to each school on exactly the same basis as for pupils without SEND.

All schools, must not discriminate against disabled pupils or prospective pupils on the grounds of disability and must admit them. All schools when they have reached their admission limit can admit pupils according to criteria, but such criteria must not discriminate on the grounds of disability.

All schools must not discriminate against a disabled child:

- in the arrangements they make for determining pupil admission.
- in the terms on which they offer to admit a disabled child to the school;
- by refusing or deliberately omitting to accept an application for admission

The school must make clear:

- arrangements for the admission of pupils with disabilities; • details of steps being taken to prevent disabled pupils being treated less favorably than other pupils.
- details of existing facilities to assist access to the School by pupils with disabilities.

All schools must admit pupils with SEND who do not have an EHCP. They should admit pupils with already identified SEND, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with SEND who do not have an EHCP must be treated as fairly as all other applicants for admission.

All schools must not refuse to admit children in or outside the normal admission round on the basis of their poor behavior, whether such behavior is identified as a SEND. They also must not refuse to admit a child thought to be potentially disruptive, or to exhibit challenging behavior, on the grounds that the pupil should first be assessed for SEND.

For pupils with an EHCP, once the school is named after the EHCP they must admit the child. If any school believes that admitting the child would be incompatible with the provision of efficient education for other children, then it should make this clear to the LA and submit evidence to this effect during the 15-day consultation period. However, LA may disagree with the school's arguments.

15. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the child's tutor or class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy. Please follow the guidance in the Avonreach Academy Trust Complaints Policy which can be found on the website.

If the parent or 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.

16. Monitoring and evaluation arrangements

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
- • reviewing pupils' individual progress;
- • reviewing the impact of interventions and support as part of the graduated approach;
- • ongoing monitoring by the SENCo;

17. Links with other policies and documents.

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality Policy and objectives
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

18. References

Send Code of Practice 2015

SEND code of practice: 0 to 25 years - GOV.UK

SEN and Disability Regualtion 2014

The Special Educational Needs and Disability Regulations 2014

Children and Families Act 2014

Children and Families Act 2014

Equality Action 2010

Equality Act 2010