



Hazel Wood
High School

Respect Responsibility Aspiration

SEND Policy



Part of the

Oak



Learning Partnership

Document control table	
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Document History			
Version	Date	Author	Note of revisions
1	January 2025	RWO	New policy created, replacing previous SEND Policy. Wholesale changes made.
2	February 2025	TSP	Document amended in line with amendments suggested by LGB. No substantial changes made – small grammatical changes.
3	September 2025	TSP	Document amended to reflect staffing change to SENCO.
4	January 2026	RDA	Policy reviewed. Link Governor amended. Sections added for Attendance and Safeguarding.
5	February 2026	RDA	Policy reviewed by LGC. Grammatical changes made and links to other relevant policies updated.

Aims and Objectives

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

- Ensure our school fully implements national legislation and guidance regarding pupils with additional needs (SEND)
- Explain the roles and responsibilities of all staff regarding the support of students with additional needs
- Ensure that the SEND policy is understood and implemented consistently by all staff
- Communicate our processes effectively with staff, parents and stakeholders

Hazel Wood High School will:

- Support and implement provision for students with additional needs
- Ensure all students with additional needs have access to all aspects of school life and benefit from this
- Support students to make a successful transition into adulthood
- Communicate effectively with students and their parents/carers, involving them in discussions and decisions about support and provision

Vision and Values

At Hazel Wood High School our values are respect, responsibility and aspiration.

Inclusion is at the heart of the Oak Learning Partnership and at Hazel Wood we believe educational inclusion is about equal opportunities for all our students, whatever their age, gender, sexuality, ethnicity, specific need, attainment and background. We are committed to creating an inclusive environment where our provision is right for the needs and abilities of all our students, inclusive of those with additional needs. We therefore provide all students with access to a broad and balanced curriculum that is right for them.

We have a child-centred, inclusive approach to education and we are committed to a broad, balanced, and aspirational curriculum for all our students. We are dedicated to ensuring all pupils receive a high-quality education and realise their academic potential regardless of any challenges they may face.

Legislation and Guidance

This policy complies with the statutory requirement set out in the [SEND Code of Practice 0-24 \(2014\)](#) and has been written with reference to the following guidance and documents:

- [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 Academy Trust Governance Guide, which sets out governors'/trustees' 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

Inclusion and equal opportunities

At Oak Learning Partnership, inclusion is at the heart of our trust. Hazel Wood High School promotes an inclusive teaching environment that offers all our students, regardless of their needs or 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.

Definitions

Special educational needs

The Code of Practice defines Special Educational Needs as follows:

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

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

has a significantly greater difficulty in learning than the majority of others of the same age

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 Mainstream schools or mainstream post-16 institutions.

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.

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.

The four broad areas of need

The needs of children with additional needs are grouped into four broad areas. Students can have needs in more than one area but will usually have a primary and/or secondary need. Their needs may also change over time.

Area of Need	
<i>Communication and interaction</i>	<p>Students with needs in this area may struggle to communicate with others. They may not be able to understand what others are saying to them, have trouble expressing themselves and their feelings or do not understand social cues or rules of communication.</p> <p>Pupils with a diagnosis of Autism Spectrum Condition [ASC] will usually have needs within this area</p>
<i>Cognition and learning</i>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• 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
<i>Social, emotional and mental health</i>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none">• 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 <p>These needs can present in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<i>Sensory and / or physical</i>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none">• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment• A physical impairment

	<ul style="list-style-type: none"> • These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.
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Roles and Responsibilities

Key Contacts

Staff member	Contact Details
Mrs R. Davison Assistant Headteacher SENCo	davison.r@hazelwood.oaklp.co.uk
Mrs A. Grant Assistant SENCo	grant.a@hazelwood.oaklp.co.uk
Mrs H. Wilkinson SEND Officer	wilkinson.h@hazelwood.oaklp.co.uk

The SENCo

Details of our SENCo and Assistant SENCo are listed above, as well as contact details.

They will:

- Inform any parents/carers that their child might have additional needs through the GAP and liaise with them about the child's needs and any additional provision made
- Have overall day-to-day responsibility, with support from Learning managers and Pastoral Year Leaders [PYL], for the operation of this SEND Policy and the co-ordination of specific provision made to support individual students with additional needs, inclusive of those with EHCs.
- Provide professional guidance to colleagues, working with staff, parents/carers and external agencies to ensure that pupils with additional needs receive high quality, adaptive teaching and appropriate support
- Ensure the Graduated Approach Pathway [GAP] is being followed and advise on the process alongside Assess, Plan, Do, Review [APDR] cycles to ensure students are receiving the correct provision
- Advise on the deployment of the school's delegated budget and other resources to support the meeting of student's needs
- Work with the senior leadership team, including the headteacher and SEN link governor, to determine the strategic development of the SEND policy and additional needs provision within school
- Be a main point of contact for relevant external agencies, including the local authority [LA] and work with these agencies effectively to ensure that appropriate provision is provided

- Liaise with potential next providers of education to ensure that the student, parents/carers and the establishment are well informed, and a robust transition is planned
- When a student moves to a different school, provide all relevant information about a student's additional needs and provision, including APDR cycles, are sent to the appropriate authority, school or establishment in a timely manner
- Work with the senior leadership team, including the headteacher, and school governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure all records of students with additional needs are up to date and accurate
- Monitor, alongside the senior leadership team, and quality assure the provision for all students, including those with additional needs. Identify from this any staff who have specific training needs regarding SEN and incorporate this into the school's plan for professional development
- With the senior leadership team, including the headteacher, regularly review and evaluate the provision for students with additional needs and its impact. Use this review to inform any changes and work with the LA in reviewing the local offer and provision that is available locally
- Prepare and review information for inclusion in the school's SEN information report and any updates to the policy
- With the senior leadership team, including the headteacher, 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.

The local governing committee

The local governing committee is responsible for making sure the following duties are carried out, though the duties can be delegated to an individual should they wish.

- 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 student with additional needs gets the support they need.
- Make sure that pupils with additional needs engage in the activities of the school alongside pupils who don't have additional needs.
- Ensure that the school informs parents when the school is making special educational provision for their child.
- Make sure that the school has arrangements in place to support any pupils with medical conditions.
- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to additional needs.
- Provide an annual report for parents on their child's progress.

- Record accurately and keep up to date the provision made for pupils with additional needs.
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.
- 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 students with additional needs.
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice.

The SEND link governor

The SEND link governor is Danielle Foster.

The SEND governor will:

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

The senior leadership team, including the headteacher

The senior leadership team and the headteacher will:

- 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 board of trustees 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 students with additional needs, 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 students on the SEND register (Profile of Need)
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.

- With the SENCO, monitor and quality assure to identify any staff who have specific training needs regarding additional needs 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 additional needs 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 additional needs, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Teachers and other staff members

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- The progress and development of every student in their class
- Working closely with any learning managers 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 and Assistant 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 regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil.

Parents and/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 student on the SEND register (Profile of Need) will always be given the opportunity to provide information and express their views about the student's additional needs and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings with their learning manager, to review the provision that is in place for their child.
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student.
- Given an annual report on the student's progress

The school will take into account the views of the parent or carer in any decisions made about the student.

The student

- Students will always be given the opportunity to provide information and express their views about their additional needs and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:
- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions
- The student's views will be considered in making decisions that affect them, whenever possible

SEN Information Report

The school publishes a SEN Information report on its website; this 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.

Our approach to additional needs support

Identifying pupils with SEND and assessing their needs

Early identification of students with additional needs is crucial in ensuring they receive the correct support to maximise their success and to overcome any barriers to learning.

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. When teachers identify an area where a student is not making progress in line with expectations, they will identify strategies to use from the Engagement for All document and target their area of difficulty with this and high-quality, adaptive teaching. We will also assess each student's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the student may have a disability and if so, what reasonable adjustments the school may need to make.

If this isn't successful and the student continues to struggle to engage or make progress in the classroom, the teacher will submit an inclusion referral form that is triaged by the Assistant SENCo and SENCo.

Low attainment and lack of progress will not automatically mean a pupil is recorded as having additional needs (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 SEN for pupils whose first language is not English. The Assistant SENCo and SENCo will work closely with the EAL Co-ordinator.

Students who may have an unidentified need are identified in the following ways:

- Three or more inclusion referrals from staff
- A parent/ carer raises a concern
- A member of staff raises a concern
- They are placed on the Graduated Approach Process due to behavioural or attendance concerns

From this, we start on Stage 1 of the Graduated Approach Process and begin investigations into a possible unidentified need. The HWHS Graduated Approach Process combines the Notice, Check Try and Assess, Plan, Do, Review cycles. The GAP aims to identify any unmet need as early as possible. Further information about this can be found in our SEND Information Report.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

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

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

Consulting and involving students and parents/carers

Parents are informed when their child is placed on the Graduated Approach Process (GAP) and the reason for this. Parents/ carers are communicated with at every Stage of the process. This identification process is done in conjunction with parents/cares and students and face to face meetings will take place at each review stage of the Graduated Approach Process.

These meetings during the review process will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.

- We take into account any concerns the parents have.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

If, after completion of Stage 1 and Stage 2 of the Graduated Approach Process, a SEND need is identified, parents / carers will be formally informed by the Assistant SENCO / SENCO, and the student is placed on the SEND register (Profile of Need) at the end of Stage 3.

Identified SEND and Assess, Plan, Do, Review (APDR)

When a student has been identified as having additional needs (SEND) we will continue to ensure we work towards removing any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of Assess, Plan, Do, Review (APDR), this process will have already started during Stage 3 of the HWS GAP. The stages of APDR are explained below.

Assess: The inclusion team, including the SENCO and relevant teaching staff will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be collected and considered. 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.

Plan: In consultation with the parents and the pupil, the inclusion team 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 Edukey Provision Map and will be made accessible to staff in a Pupil Profile.

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

Do: The pupil's 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 learning managers 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.

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

The inclusion team 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.

Levels of Support

There are two main levels of support within school:

School-based SEN Support

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

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN 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 funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Quality assurance of additional needs provision

We evaluate the effectiveness of provision for students with additional needs by:

- Tracking students' progress, including interventions using provision maps
- Carrying out the review stage of the graduated approach in each cycle of SEN Support
- Use robust QA of intervention and quality first teaching
- Monitoring by the SENCo and Assistant SENCo
- Holding annual reviews for students with EHC plans
- Using pupil and parent voice to gain feedback throughout the year

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.

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 Child Protection and Safeguarding policy.

Staff training and expertise

Training is provided regularly to teaching and support staff. The headteacher, senior leadership team and 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.

Admission and accessibility arrangements

Admission arrangements

The admissions arrangements for students with additional needs (SEND) can be found in the Oak LP admissions policy. This can be found [here](#)

Accessibility arrangements

Hazel Wood High School is fully accessible. The school has one lift to ensure access to all pupils. If required, we work closely with external agencies to provide specialist equipment and advice for students that need it, for example a hearing transmitter and receiver system for a pupil with sensory impairment. The school ensures that students are all able to access their examinations through Access Arrangement screening and a qualified assessor conducts further tests to ensure students receive the correct support.

Links with external agencies

We recognise that we will be unable to meet the needs of all our students all of the time and will work closely with a range of external agencies that can support them including:

- Speech and Language therapists
- Occupational therapists or physiotherapists
- General practitioners or paediatricians

- School nurses
- Child and adolescent mental health services (CAMHS)
- Early break
- Mentally healthy school team (MHST)
- Counsellors
- Educational psychologist
- Oak LP Outreach
- LA SEND Outreach
- Social services

Monitoring and evaluation arrangements

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

Monitoring the policy

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

Complaints about SEND Provision

We hope to build strong relationships with all of our parents and carer, including those who have children with additional needs. This means that most concerns can be addressed informally through conversations and/or meetings with one of the following members of staff:

- Student's learning manager
- Assistant SENCo
- SENCo

However, if the concern cannot be resolved in this way, the complaints policy can be found [here](#).

Links with other policies

This policy links to the following documents:

- SEN information report



- The local offer
- Accessibility plan
- Behaviour and relationships policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding/child protection policy
- Complaints policy

