

Special Educational Needs & Disability Policy

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Policy Status	Statutory
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Governor	Naomi Matthiae

This policy applies to all schools and stakeholders within Poppy Hill Academy Trust

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Introduction

Poppy Hill MAT recognises that all pupils/students are individuals with particular needs, strengths and weaknesses. However, some pupils/students have exceptional abilities and others have significantly greater difficulty in learning than the majority of their peers. Poppy Hill MAT is committed to offering an inclusive education to ensure the best possible progress for all pupils/students whatever their needs or abilities. Not all pupils/students with disabilities have Special Educational Needs and not all pupils/students with Special Educational Needs meet the definition of disability but this policy covers all these pupils/students.

It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care. Poppy Hill MAT believes that Special Educational Needs and Disability (SEND) is a whole school issue and that 'Every teacher is a teacher of SEND'.

Definition

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 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 them. A pupil/student of compulsory school age or a young person has a learning difficulty or disability if they:
- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This policy sets out how the school makes, monitors and reviews its provision for pupils/students with SEND. The education of pupils/students with identified special educational needs will be based on the recommendations of The Children and Families Act 2014, enacted on the 13th March 2014 and the new SEND Code of Practice created in July 2014 which accompanies this legislation, the Equality Act 2010 and the DDA (1995 and amendments contained within the DDA 2005). In accordance with the SEN and Disability Act 2001 which amended the Disability and Discrimination Act 1995, the school aims not to treat disabled pupils/students 'less favourably' and to make 'reasonable adjustments' to ensure that disabled pupils/students are not at a substantial disadvantage.

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice (2015).

The Code of Practice 2015 outlines four broad areas of need as:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical

A child with an identified need will be recorded on the School's SEND register and a Personal Provision Plan will be created in collaboration with the pupil/student, parent/carer, and where necessary external professionals including Educational Psychologist, Speech and Language Therapist and/or Paediatrician.

Our aims are:

- To ensure that all pupils/students with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing
- To promote as far as possible the inclusive education of pupils/students with SEND by developing differentiated learning techniques ensuring all children can access a balanced curriculum, differentiated where appropriate.
- To place pupils/students at the centre of all decisions made about the provision for their needs.
- To actively promote equality of opportunity for all disabled people using the school premises as outlined in the 'Accessibility plan.'

- To ensure that staff have a clear understanding of their roles and responsibilities in the provision of Special Educational Needs (SEND).
- To involve parents/carers as partners in enabling pupils/students with SEND to achieve their potential, by promoting positive and supportive working relationships.
- To respect the rights of all pupils/students with SEND to participate in the activities of the school and in the national curriculum so far as is reasonably practicable.
- To provide the Poppy Hill MAT SEND information report as a document for parents.
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure that all pupils/students with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning

This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

Learning Support Provision

All the teachers at Poppy Hill MAT are responsible and accountable for the progress and development of the pupils/students in their class. The baseline for all pupils/students is high quality teaching and learning within the classroom. The subject teacher will take steps to provide differentiated learning opportunities within the classroom. Teaching techniques and materials will be adapted to the individual pupil/student's ability offering an inclusive approach to learning. This will aid the pupil/student's academic progression and enable the teacher to better understand the provision and the support that needs to be applied. It is the class teacher who is responsible for allocating support from Learning Support Assistants to pupils/students in their class.

The Learning Support team will support staff in ensuring the education of all pupils/students in the classroom but will concentrate on those pupils/students with identified learning difficulties. We aim to identify and assess the needs of pupils/students with SEND as quickly as possible. This process will be a partnership between, in the first instance, feeder schools, Poppy Hill MAT personnel, parents/carers and children. Needs and actions will be reviewed regularly by having regard to the advice in the Code of Practice.

Wherever possible and appropriate, pupils/students' needs will be met within the classroom. The school will seek to provide support that is coordinated and which uses, where appropriate and available, expertise from agencies outside the school. We understand the contextual nature of SEND and that environment and curricular factors can themselves contribute to difficulties with learning.

Sometimes outside agencies are consulted for advice on how best to support a pupil/student's needs. The school works with a number of services including:

- Educational Psychologists
- Speech and Language Therapists
- SPLD
- CAMHs
- ASD Advisory Teachers
- School Nursing Team/ NHS Staff e.g. Paediatricians, Occupational Therapists etc.
- Children's Services
- Family Worker
- ADHD Behavioural Nurse
- Visual Impairment Team
- Hearing Impairment Team

While the vast majority of learners will have their needs met by the graduated response described above, occasionally a pupil/student may require assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an Education Health and Care Plan (EHCP). This is a legal document that records a young person's needs, both educational and health, and suggests intended outcomes to be worked towards. EHCPs are reviewed yearly.

Personnel

The SENDCo will coordinate day to day SEND provision while the SEND Governor and the Senior Leadership Team will monitor the policy and provision on behalf of the Governors. The name of the current SEND Governor can be obtained from the SENDCo. The Learning Support team comprises:

- SENDCo - Mrs Sue Jones
- Deputy SENDCo - Mrs Niki Robson

- Intervention Lead - Mrs Faye Carrington
- SEND Outreach Liaison - Mrs Sandie Shaw
- SEND Administrator - Mrs Sabrina Towersey
- A team of Learning Support Assistants
- The SENDCo will be the overall line manager of the SEND department.

Admission

Poppy Hill MAT is an all-ability Secondary School, the admissions policy of which conforms to the National Admissions Framework. For more information see the Admissions Policy.

Curriculum

The curriculum entitlement for all children will be exactly the same, irrespective of ability or disability, unless other arrangements are agreed under provision for disapplication or modification.

Identification, Assessment and Provision

The SENDCo will produce a provisional register of pupils/students with potential special educational needs before they arrive at Poppy Hill MAT, by contacting feeder schools for information. The provisional SEND Register will be published to school staff.

For each pupil/student on the SEND register the SENDCo will produce a Personal Provision Plan (PPP); these provide information to staff and are pupil/student focused including pupil and parental voice.

Poppy Hill MAT employs a graduated approach to meeting pupils/students' needs by:

- Assessing the pupils/students' needs by following the 'Poppy Hill SEND Referral Process', Appendix 1
- Planning the support and interventions needed for the pupil/student to progress, the impact of this support, along with a clear date for review
- Implementing the support and interventions
- Reviewing the effectiveness of the support and interventions and making any necessary changes.

Stages of Support

SEND Support (K): a pupil/student who is identified as needing additional support, this is provided mainly within the classroom; some pupils/students may be timetabled for additional support.

The subject teacher will provide work matched to the needs and abilities of all the pupils/students in the class.

Education Health and Care plan (E): following Statutory Assessment, an EHC Plan may be provided by Central Bedfordshire Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved in developing and producing the plan. In addition to the support detailed in the plan, pupils/students also receive the support outlined at Stage K. The Education Health and Care plan is reviewed at least once a year.

Assessment

Assessment of a child's specific needs will be undertaken jointly by the SENDCo, and other staff in our SEND department as decided by the SENDCo, using some, or all, of the following:

- Information and data from the child's previous school(s), parents, subject teachers, Learning Support staff, outside agencies.
- National Curriculum data at Key Stage1 and 2
- Cognitive ability test data.
- School screening tests.
- Such information will be collected and used regularly by the SENDCo for the following purposes:
 - The monitoring of progress of pupils/students on the SEND Register
 - To provide appropriate and necessary support to pupils/students
 - The writing, review and update of pupil/student Personal Provision Plan
 - Accountability to the Senior Leadership Team and the Governors.

Advice

The SENDCo will provide advice, as required, for example

- to teachers considering curriculum adaptation, modification or disapplication
- to the Senior Leadership Team concerning the appropriate curriculum provision for pupils/students with SEND
- to the Senior Leadership Team and the Governors concerning the appropriate level of resources and staffing to address the needs of pupils/students with SEND.

Role Specifications

Subject Teachers will:

- make themselves familiar with the needs of pupils/students who have been placed on the SEND Register
- work towards the objectives specified on the Personal Provision Plan
- match the tasks for pupils/students to their ability and their needs
- assess, record and report progress in a way that provides information that assists the production, review and of personal provision plans.
- notify the SENDCo of any concerns that might lead to placing a pupil/student on the SEND Register
- when supported by a Learning Support Assistant, inform the Learning Support Assistant in advance of the lesson, of the objectives, context, methods and outcomes of that lesson or series of lessons
- liaise with SENDCo or Deputy SENDCo regarding work that requires specialist modification in advance of the lesson
- involve the Learning Support Assistant with the class in such a way that the pupils/students regard them as fellow professionals of the teaching personnel and work with them as a team.

Learning Support Assistants will:

- undergo a period of induction training when first appointed
- undertake a continuing programme of training and development while employed
- support within the classroom as agreed by the teacher and the SENDCo

- where appropriate and necessary, adapt or modify the tasks set by the teacher to the needs of individual pupils/students on the SEND Register
- attend Learning Support team meetings, as contracted
- support pupils/students in the Learning Support Centre as directed by the SENDCo
- keep records to inform Personal Provision Plans and EHCP reviews as required by SENDCo and Deputy SENDCo

Assessor of Access Arrangements for General Qualifications will:

- assess all pupils/students during Year 9 to establish whether adaptations might be required to support pupils/students taking public examinations
- apply to the public examination boards to request the granting of appropriate Access Arrangements for those pupils/students with a proven need
- liaise with, and support parents of pupils/students with exam access arrangements and give them advice as appropriate.

The SENDCo, with the support of the Senior Leadership Team will be responsible for the day-to-day operation of the school's SEND policy and will:

- liaise with and advise all teachers, including contributing to the professional development of all staff concerned with SEND
- advise and support all teachers concerning differentiation of the National Curriculum
- coordinate resources and provision for children with SEND
- construct a timetable for SEND support
- maintain the school's SEND Register and ensure proper record keeping for all pupils/students with SEND including the construction of pupil/student Profiles
- liaise with, and support, parents of pupils/students with SEND and give them advice as appropriate
- oversee the management of the Learning Support team and be responsible for their professional development and support.
- ensure proper liaison between teaching staff and the Learning Support Assistants, to clarify roles, expectations and to identify where support for colleagues is necessary
- ensure that the Learning Support Assistants are fully integrated into the life of the school by providing them with information and consulting with them as needed
- ensure that knowledge of the full range of educational special needs is acquired and disseminated

- oversee all statutory procedures relating to Education, Health and Care Plans and the annual reviews
- ensure the smooth transition of pupils/students with SEND through liaison with pastoral staff and feeder schools
- liaise with external agencies including the Educational Psychology Service and other support agencies, medical and social services, voluntary bodies and others as needed
- monitor the progress of pupils/students with SEND by systematic collection and analysis of relevant data
- liaise with the SEND Governor, advise the Senior Leadership Team, Heads of Year/Department and the Governors on matters concerning SEND, as needed
- negotiate a SEND budget and monitor income and expenditure in co-operation with the Senior Leadership Team
- monitor national developments in SEND and respond accordingly
- support cross curricular developments English, Maths, teaching and learning styles
- develop programmes of effective diagnostic assessment
- ensure that SEND issues are reflected in all school policies and practices.

The SEND Governor will:

- become familiar with the procedures and arrangements laid down in the SEND policy
- be involved in SEND Policy review and development
- be aware of the number of pupils/students on the SEND Register
- be a channel of communication between the school and the Governors
- monitor SEND provision on behalf of the Governors
- report back regularly to the Governors
- assist the Governors in evaluating the strengths and weaknesses of the SEND system within the School
- make sure there are mechanisms to keep parents informed
- make representations on behalf of the Governors (with its agreement) to the Local Education Authority.

The SENDCo will:

- manage and coordinate the EHCP procedures
- support with the provision for SEND pupils/students, including the writing of pupil/student profiles.
- manage the implementation of the EHCPs and an inclusive curriculum.

- provide comprehensive support to the EHCP procedures
- provide effective support to enable the efficient review of EHCPs
- arrange meetings and obtain pupil/student feedback from staff
- support with the transition of EHCP pupils/students from primary school.

Partnership

The SENDCo will ensure that all teaching and support personnel are kept informed of all the necessary information concerning the special needs of pupils/students in the school. He or she will also ensure that staff know of relevant developments in regard of SEND within the Local Education Authority and nationally.

The SENDCo will undertake the necessary professional development himself or herself and will make provision for the continuing professional development of the Learning Support team through activities funded by the school's SEND budget. This will include the induction of new staff and the improvement of the knowledge and skills of existing staff.

The SENDCo will liaise with Heads of Year and the Senior Leadership Team.

He or she will also work closely with the School Psychological Service to ensure that the work with the allocated Educational Psychologist is managed efficiently to maximise the benefit for the pupils/students.

The SENDCo will work with other external organisations and agencies as needed. Such agencies will typically include – Physical and Sensory Impairment, Integrated Services for Learning - Communication Disorders Team, Educational Team for medical absence, NHS - Speech and Language Service, Occupational Therapy Service, the Physiotherapy Service, Social Services and Child and Adolescent Mental Health Service.

The SENDCo will work closely with parents on all issues and SEND will be no exception.

Parents will be involved at all stages in the SEND partnership. Parents will be fully involved in the statutory procedures related to Education Health Care Plans; parents will be able to discuss concerns with the SEND Team at times of mutual convenience.

Monitoring of Policy

The effectiveness of the School's SEND policy and provision will be monitored by the governor for SEND on behalf of the governors. The SEND governor will liaise with the SENDCo for SEND on SEND issues; the SEND governor will also report to the other governors regularly. In addition, day-to-day monitoring will be achieved through the School self-evaluation system.

Complaints

The School will operate a staged approach to complaints concerning SEND, as advised by the Local Authority. Most issues can, and will, be resolved by informal discussion between the home and the school. If a parent or child has a concern about any aspect of SEND they should ask for a meeting with the form teacher and subject teacher concerned to discuss it. The SENDCo should be kept informed or invited to the meeting. If the meeting does not resolve the concern, then it should be referred to the SENDCo, who will investigate the issue and report back to the parent or child. If the SENDCo is not able to resolve the issue, then it should be referred to the Headteacher, who will investigate and report back.

If this fails to resolve the matter, then a complaint should be put in writing to the Chair of Governors who will investigate the complaint. At this stage, the complaint is defined as 'formal'. The Chair of Governors will report back to the parent or child. If this fails to resolve the problem, the parent or child should then complain in writing to the Local Appeals Service at Central Bedfordshire Council.

Summary

Poppy Hill MAT has developed a credible tradition of work in the SEND area and SEND has high priority within the School. This will continue and the School as a whole will seek to develop provision yet further, within the constraints set by resources. In particular, the SENDCo and the Learning Support team will take a lead in this process of improvement and the Governors will support them in this work and will seek, where possible, to increase the resources available for the support of pupils/students with SEND. This policy should be read in conjunction with the School's Equality Policy, Behaviour for Learning Policy, Admission Policy, Anti-Bullying Policy, Behaviour and Relationship Policy and the Local Offer. The policy will be reviewed annually.

Poppy Hill SEND Referral Process

