

	<b>Section Applies</b>	<b>Other Information</b>
<b>Introduction</b>		
Purpose:	√	
Aim(s):	√	
Wider Trust aims/ethos:	√	
Consultation:	√	
Sources and references:	√	SEN Code of Practice 2014
Principles/values:	√	
<b>Procedures</b>		
Definition:	√	
Equality Impact:	√	
Health and safety:	√	
Teaching:	√	
Organisation:	√	For Trust wide use.
Homework/parent partnership:	√	
Resources:	No	
Monitoring and evaluation:	√	
<b>Policy Key Information</b>	<b>Date</b>	<b>Other Information</b>
Owned By		Sam Bullen
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Amended dates	Feb 2021	
Minimum Review date	2 year	



Hull Collaborative Academy Trust  
Special Educational Needs & ~~Disabilities~~Disabilities Policy

**Date policy produced:** July 2023  
**Produced by:** Hull Collaborative Academy Trust

**Date policy reviewed:** July 2025

Other related academy policies that support this Special Educational ~~Needs policy~~Needs policy include:- Attendance, Antibullying, Accessibility Plans, Behaviour, Child Protection, Suspension and Exclusion Policy, Wizards procedures, Complaints, E-Safety (Online), Looked After Children, Physical Intervention, PSHE and Supporting Children with Medical Needs.

## **Aims**

Effectively supporting every child should be underpinned by the right of every child and young person to receive an education that enables them to make progress so that they:

- achieve their best
- have high expectations and aspirations
- become confident individuals leading fulfilling lives
- make a successful transition into adulthood.

This policy and information report aims to:

- set out how HCAT schools will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Every school is required to identify and address the SEND of the pupils it supports (SEN Code of Practice 2014)

## **Mission Statement**

At Hull Collaborative Academy Trust (HCAT) we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our children whatever their needs or abilities. [We aim to ensure all children have the same high expectations regardless of any additional need and we adapt our curriculum and provision so all children have access to a broad and balanced curriculum which meets their individual needs.](#) We work in close partnership with parents and the wider community to nurture and support all our children to become healthy, independent, successful and caring citizens in a multicultural and fast-changing world.

We seek to ensure that children with SEND are fully included in all aspects of school life. We believe that children with SEND and their parents/carers should be at the heart of planning and decision making.

Our community is a place of safety where firm boundaries guide and support; where care and respect build self-esteem and [self-belief](#); and where high expectations create a gateway to lifelong learning, soaring aspirations and brighter futures.

## **Ethos**

HCAT's strapline is 'Children First'. This is central to the organisation's vision, ethos and culture and informs every decision we make. We are fully committed to ensuring pupils within the trust receive the highest quality education and acquire the necessary skills and characteristics to enable them to be happy and successful in [life. All life. All](#) children have the right to receive an education that enables them to

make progress. This is more likely to happen if the children themselves feel that they have this right. A caring environment in which the ~~self-esteem~~self-esteem of the individual is actively promoted by showing respect for his/her colour, gender, race, creed, background or ability is vital for achieving this. A child's sense of his/her own value will also be increased by providing an atmosphere in which independence, self-confidence, self-expression and assertiveness are encouraged. We base our dealing with all members of our community on Restorative Practices.

### **Legislation and Guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN ~~co-ordinators~~coordinators (SENCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

### **Definitions**

The Special Educational Needs Code of Practice 2014 defines SEND as:

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.

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.

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.

### **Roles and responsibilities/Co-ordination of provision**

#### **The SENCO**

The SENDCO will:

- Work with the headteacher and SEND Stakeholder to determine the strategic development of the SEND policy and provision in the school
  - Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans
  - Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEN and disability receive appropriate support and high-quality teaching
  - Advise on the graduated approach to providing SEND support
  - Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively
  - Be the point of contact for external agencies, especially the local authority and its support services
  - Liaise with potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned
  - Work with the headteacher and Stakeholder Group to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
  - Ensure the school keeps the records of all children with SEND up to date
  - Monitor the effectiveness of quality first teaching for children with SEND
  - Monitor and design effective interventions to meet children with SEND needs

#### **The SEN Stakeholder (Trust SEND LEAD)**

The SEN stakeholder will:

- Help to raise awareness of SEND issues at stakeholder meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Stakeholder Group on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

#### **The Headteacher**

The headteacher will:

- Work with the SENDCO to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- [Ensure the graduated response is effective and an assess, plan, do review cycle is followed for all learners with SEN and / or disabilities](#)
- [Ensure the effectiveness of classroom teaching prior to the identification of SEND](#)

## **Class teachers**

Each class teacher is responsible for:

- The progress and development of every child in their class
- Ensure provision from an EHCP is in place, assessed and reviewed in quality first teaching
- Ensure [children's](#) individual targets are assessed, planned and reviewed in quality first teaching
- [Adapt the provision for a child with SEND to meet their individual needs](#)
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each child's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

*“Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.” (from Code of Practice 2014)*

## **Special Educational Needs & Disabilities for which provision is made**

HCAAT schools currently support children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEND.

- Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD)
- Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
- Social, mental and emotional health (SEMH), including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
- Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

For further information on how the school meets the needs of these children please refer to the schools' SEN Information Report

## **Identification of children with SEND and assessing their needs**

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Widens the attainment gap
- Social and emotional needs have an adverse effect on academic progress
- Is affected by their communication and interaction with adults and their peers

When class teachers assess that a child's progress is not what is expected they will identify this to the SENCO. The SENCO and class teacher will then assess the child and look at what is in place in quality first teaching. If the decision is made that the child has a special educational need the process of assess, plan do and review will be followed using the structure of the HCAT support plan.

Slow progress and low attainment will not automatically mean a child is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents/carers. We will also consider how we can best support children who have a "significantly greater difficulty in learning than the majority of others of the same age." 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.

### **Assessing and reviewing children' progress towards outcomes**

Where a child is identified as having SEND, school will take action to remove any barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle- known as the Graduated Response;

- Assess
- Plan
- Do
- Review

The HCAT support plan should be used as a guide to work through this cycle. This is an ongoing process and not limited to more formal SEN reviews, which are carried out termly.

The class teacher will work with the SENDCO to carry out a clear analysis of the child's needs. This will draw on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The emotional and social needs of the child
- The communication and interactions of the child
- Any sensory or physical needs
- The views and experience of parents

- The child's own views
- Advice from internal HCAT support services and external support services, if relevant

The assessment will be reviewed at regular intervals. Ways in which children are assessed are outlined in the school's SEN Information Report

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress. This will be done through the structure of the HCAT support plan which includes cycles of ongoing assessments. The SENCO will ensure these are being reviewed regularly and the support provided is being effective on ensuring the needs of each child are met.

### **Consulting and involving children and parents and carers**

We will have an early discussion with the child and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parents'/carers concerns
- Everyone understands the agreed outcomes sought for the child and parents / carers are involved in every stage of the assess, plan, do, review cycle
- Everyone is clear on what the next steps are and these are recorded within the HCAT support plan on child and parental views (All about Me)
- We will formally notify parents/carers when it is decided that a child will receive SEN support and a support plan and/or provision map will be created and shared.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

- Liaison with the class teacher
- Consultation days/evenings/events when advice and support in helping their child at home can also be given.
- Formal reviews of child's progress

Children with special educational needs will continue to be involved (as is appropriate) at every stage of the assess, plan, do, review process:-

At the initial assessing and planning stage, and in order to support a person ~~centred~~centered approach, the child/young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.



Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child/young person may be made in order to gather information regarding their likes, interests, dislikes and difficulties.

The HCAT support plan has a 'child friendly' section which is shared with the child so they are able to understand all aspects of their support. Therefore children, parents and carers have an active role in the planning and decision making regarding any provision for the child.

For further details of the consultation process refer to the SEN Information Report

### **The approach to teaching children with SEND**

Teachers are responsible and accountable for the progress and development of all the children in their class. The approach to teaching children with special educational needs varies, dependent upon the need of the particular child. High quality [first teaching](#) is our first step in responding to children who have SEND. This will be differentiated for individual children.

Some of the interventions that are used within HCAT Schools are:

- In class support, where the teacher or [Achievement](#) and Support Assistant (ASA) may support one or more children to understand the content of the lesson.
- Small group withdrawal, where a member of staff may deliver a short term literacy, numeracy or other intervention to a small group of children.
- One to one withdrawal, where there may be a targeted support in their area of need.
- Support within the classroom within quality first teaching [where adaptations are made to ensure all children have access to an aspirational curriculum](#).
- Preloading children with 1:1 sessions prior to the lesson being delivered
- Particularly vulnerable children take part in a nurture group for a percentage of time, possibly through withdrawal and or more adhoc support during break and lunchtimes
- For some children, it may be necessary to provide supervision during unstructured times.
- A variety of sports activities are held throughout the school year and children with special educational needs and disabilities are encouraged to participate. Every child is also actively encouraged to participate fully in all school activities, for example school productions and school clubs.
- Additional support is provided for children requiring emotional and social development in the form of social skills groups, friendship groups and nurture groups
- [Resource bases and internal school provisions to meet the needs of children who find it difficult to access a mainstream classroom. Several schools have internal SEND provisions and the trust has one local authority resource base for children with SEMH and ASD needs and one HCAT provision for children with SEMH needs.](#)

For further information specific to the school see the School's SEND Information Report

### **HCAT Resource Provisions to support specific SEN needs**

Some schools within our Trust have small nurture provisions, which give high support to a particular area of SEND within their school community. These 'in-school' provisions provide a small class environment with a specialist teacher and ASA that provide individual support to children who are identified as requiring this environment to meet their needs.

In addition, we have two ~~internal~~ resources bases across the Trust. ~~The first resource base is a targeted intervention for children with an SEMH need, which children from any school can access. Children are if it is identified by a HCAT 'High Needs Panel' that they need targeted intervention in a small bespoke provision. Children then attend The Wizards Provision (See The SEMH Provision – Purpose, Protocols and Procedure document) that it will meet the child's needs. The two provisions are Dorchester Den and Wansbeck Wizards. These provisions are designed for children who are struggling in a mainstream classroom setting due to their needs related to SEMH or communication and interaction.~~ The children attend the provisions for a fixed ~~period~~ period of time in order to work closely in a smaller setting on their individual needs. A specialist teacher and highly skilled ASA provide a bespoke curriculum to meet the needs of each child. See the flowchart in Appendix 1 for the process of identification for children to attend HCAT resource provisions.

~~The trust also has a local authority resource base 'The Arc' The Arc provides targeted support for children with and EHCP for SEMH or ASD. The local authority SEND team lead on placements in The Arc.~~

### **Adaptations to the curriculum and learning environment**

~~We make the following adaptations to ensure all children's needs are met:~~

- ~~• **by Instructional:** Making changes to the instructions which are given to provide children with the opportunities to process and demonstrate what has been taught~~
- ~~• **Physical and social environment:** Making changes to a child's surroundings to maximise learning opportunities and engagement~~
- ~~• **Methods and materials:** Offering children different ways to engage with and absorb the lesson content~~
- ~~• **Process and task:** Modifying or reducing the requirement of tasks to give children multiple means of action and expression~~
- ~~• **Personal assistance:** Enlisting support to provide assistance in helping meet a child's learning needs e.g. grouping, 1:1 work, teaching style, content of the lesson, etc.~~
- Adhering to the School's Accessibility plan (See individual schools accessibility plans)
- Needs for equipment and facilities will be assessed for each child individually; this may include using appropriate agencies such as IPASS, who can provide specialist equipment for physical, visual and hearing needs

- Providing small group nurture provision if needed

### **Arrangements for supporting children with special educational needs and disabilities in transferring between phases of education or in preparing for adulthood and independent living.**

All children with special educational needs and disabilities will require support and planning when they transfer between key stages from 0-25.

For example: Preschool – Nursery – Foundation – KS1 – KS2 – KS3 – KS4 – KS5 – Higher Education/College – Independent Living

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process, or the year prior to transition to Secondary School. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 or Year 9 to determine that suitable provision can be considered. We recommend that at this stage parent/carers visit appropriate schools or colleges at the next Key Stage to help an informed choice to be made. The local authority SEN team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs. In addition, other consideration will also be given to the use of social stories, transition and early transition, as these can help to support children and prevent vulnerability during their transition.

### **Expertise and training of staff**

- HCAT has an appointed lead for SEND and inclusion who is responsible for overseeing the training and monitoring for SEND needs across the entire Trust. Their role involves training and development of staff.
- As per the Code of Practice, if a newly appointed SENCO has not previously been the SENCO at any school for a total period of more than 12 months, they must achieve the National Award for Special Educational Needs (SEN) Co-ordination within three years of appointment.
- HCAT has an ongoing policy of CPD for all staff including teachers, ASA and ancillary staff, which ~~is supported~~ is supported by the HCAT SEND lead.
- Schools across the Trust will seeking additional staff training, from outside support agencies when necessary, including outreach and transitional support (see local offer for list of external agencies).
- Staff will also attend training courses provided by either the local authority or the Trust.

Specific school information on the expertise of staff is contained in the schools SEN information report.

### **Evaluating the effectiveness of SEN provision**

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

- [Trust SEND reviews led by the Trust SEND lead](#)
- Reviewing pupils' individual progress towards their goals each term through pupil progress meetings
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO and senior leadership teams includes monitoring of SEND provision
- Holding annual reviews for pupils with EHC plans
- HCAT School Improvement visits, which incorporate a section on the effectiveness of SEND provision in the school and the impact on the children
- The HCAT SEN lead, working with SENCOs and senior leaders to monitor the effectiveness of the SEND provision and ensuring support is provided to all schools.

### [Safeguarding](#)

[Our schools recognise that children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:](#)

- [Have the potential to be disproportionately impacted by behaviours such as bullying.](#)
- [May face additional risks online, e.g. from online bullying, grooming and radicalisation.](#)
- [Are at greater risk of abuse, including, but not limited to, neglect and sexual violence or harassment. The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to,](#)
- [Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.](#)
- [These pupils being more prone to peer group isolation or bullying \(including prejudice-based bullying\) than other pupils.](#)
- [The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.](#)
- [Communication barriers and difficulties in managing or reporting these challenges.](#)

[The Trust will ensure that the Child Protection and Safeguarding policy reflects the fact that these additional barriers can exist when identifying abuse.](#)

### [Outside agency support](#)

[There are a number of agencies from which schools can request support for individual pupils, in order to best support their needs. We must always have parental support, involvement and consent for these referrals. A number of special needs, such as Autism, ADHD are medical diagnoses, which means that only clinical practitioners can make a diagnosis, and not school staff.](#)

Outside agencies include:

- [Educational Psychologist](#)
- [Clinical Psychologist/psychiatrist](#)
- [CAMHS](#)
- [Northcott Outreach \(Hull schools only???\)](#)
- [Children's Social Care Disability Team](#)
- [School Nursing Team](#)
- [Speech Therapy](#)
- [Physiotherapy](#)
- [Occupational Therapy.](#)

Also, do you think it might be worth adding, in the complaints section,

### **Complaints about SEN provision**

Complaints about SEND provision in our schools should be made to the SENCO in the first instance. Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Headteacher during which further information can be exchanged and procedures altered as appropriate. If the complaint cannot be resolved at this stage they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. [Prior to the tribunal phase parents can access mediation](#). They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **The Local Authority Offer**

Our local authority local offer is published here:

<http://hull.mylocaloffer.org/s4s/WhereILive/Council?pageld=3025>

<http://localoffer.eastriding.gov.uk/education/>

### **Special Educational Needs Information Report**

Each school has their own SEND Information report which outlines the specific school offer. Please read this policy alongside the specific school information in the SEND information report.

The SENDCo at Dorchester Primary is: **Mrs Nicole Chironda & Mrs Emily Robinson**

**HCAT Graduated Response Behaviour Flowchart**



