



# Hanham Woods Academy

## SEND Policy

September 2025

For information and guidance and incorporating the Academy's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.

Status: Approved

**HWA SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

<b>Policy Title</b>	Special Educational Needs and Disability Policy
<b>Function</b>	For information and guidance and incorporating the Academy's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.
<b>Status</b>	Approved
<b>Audience</b>	Students, Parents, Councillors, Principal, Teachers, Support Staff, Local Authority
<b>Ownership / Implementation</b>	The Principal and the Academy Council have overall responsibility for ensuring that this policy is implemented.
<b>Implementation Date</b>	3 <sup>rd</sup> November 2021
<b>Review period</b>	Annually
<b>Last Reviewed</b>	September 2025

**Hanham Woods Academy**  
**Special Educational Needs and Disability (SEND) Policy**

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Post Graduate Certificate in Education  
National Award for SEN Co-ordination

**SLT Advocate** – Rebecca Thorpe

**SEND Councillor** – Patrick Cottam

Hanham Woods Academy SEND Department supports students with a diverse range of needs across the school. It includes a Resource Base for students with specific language and communication difficulties, where places are allocated through the Local Authority and not through the normal admissions process.

At Hanham Woods Academy we are committed to providing an engaging, innovative and supportive environment, which encourages all our young people, including those with SEND, to be ambitious, resilient, and responsible, both for themselves and the wider community.

At Hanham Woods Academy we adhere to the principle stated in the SEND Code of Practice 0-25 guidance, that every teacher is a teacher of every child or young person including those with SEND.

This policy has been developed by the SENCO and reflects guidance from the SEND Code of Practice 2014.

**AIM**

At Hanham Woods Academy we aim to provide a personalised and inclusive approach to learning for all students with SEND. We aim to treat students as individuals and develop their self-worth, giving them the confidence to embrace challenge. We strive to seek out the best in everyone and celebrate the hard work and success of all our students. We aim to enable all students with SEND to leave school with a passion for life-long learning and the skills and confidence to succeed.

**OBJECTIVES**

1. To identify and provide for students who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational and additional needs
4. To provide a suitably qualified/ experienced Special Educational Needs Co-ordinator (SENCO) to oversee and uphold the objectives cited in the SEND policy
5. To embed the understanding that all teachers are teachers of all students including those with SEND
6. To provide the necessary support, guidance and continuing professional development (CPD) opportunities to enable all teachers to meet the needs of all students with SEND
7. To develop and maintain strong working relationships and high levels of engagement with parents/ carers
8. To effectively work in partnership with a range of outside agencies, including health and social care.

### **Identifying special educational needs**

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 young person has a learning difficulty or disability if he or she:

- Has significantly more 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, “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” (SEND Code of Practise)

Special educational needs fall broadly into four areas. These areas are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

However, the purpose of identification is to work out what action needs to be taken, not to fit student into a category. The needs of students with SEND are assessed by considering the needs of the whole child and not solely the special educational needs of the child or young person. Other issues that may impact on progress and/ or attainment, but are not considered SEND include:

- Attendance and punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a serviceman/ woman
- Having a parent in prison

Hanham Woods Academy has in place systems and procedures to support all students in the above-named categories as and when needed.

In line with the SEND Code of Practice 2014, at Hanham Woods Academy we do not identify behaviour as an acceptable way of describing SEND. Any concerns relating to a child or young person’s behaviour will be described as an underlying response to a need which we will work on identifying through observation, mentoring and liaison with parents and outside agencies where necessary.

### **A Graduated Approach to SEND support**

At Hanham Woods Academy teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, adapted for individual students, is the first step in responding to students who have or may have SEND. Teaching and learning is regularly monitored through lesson observations, learning walks, work scrutiny and student voice. An Assistant Principal has responsibility for quality assurance in Teaching and Learning.

When a subject teacher has a concern about a student's progress they will complete an initial record of concern, stating the nature of the concern and what measures they have taken to address the issue. The subject teacher and SENCO will then discuss and trial adjustments and adaptations available within universal provision. If there are still concerns regarding progress, the teacher and SENCO will consider all information gathered in school about the student's progress alongside other factors/issues which may be impacting the students' progress and national data and expectations of progress. Student and parent/carer voice will also be sought to ensure we have a full picture.

If it is determined that a student is not making adequate progress with good quality inclusive teaching where all reasonable adjustments and adaptations have been implemented, then a student will be identified as having a SEN and with parental agreement will be placed on our SEND register.

When higher levels of needs are recognised as above the expertise of professionals in school, the SENCO will draw on more specialised assessments from external agencies and professionals e.g. Educational Psychologist or Speech and Language Specialist. External professional advice will only be sought with the consent of parents/carers unless the need relates to a specific safeguarding issue.

### **Managing students' needs on the SEN register**

The SENCO is responsible for keeping the SEND register up to date. This is done as and when an addition/deletion or change needs to occur. In addition, the SENCO and senior leader with oversight of SEND will review the register three times a year. The SEND register is kept electronically and is available for all staff to access and read.

When a student first joins Hanham Woods Academy, information from a range of sources is used to help identify SEND and other needs. This can include information from the students' primary school on prior learning, attainment and additional needs, information from parents/carers, student voice and information from any external professionals who are or have been involved with the young person.

Hanham Woods Academy staff are made aware of students with additional needs through their class registers on the school's information system and via the SEND register. Each student on the register will have an individual student profile or be part of a group profile which teachers can use to use to inform lesson planning and delivery. Student profiles are reviewed annually or when there is a change in presentation.

All students, including those with SEND, are assessed on a regular basis, in accordance with the Academy's Assessment Policy. Progress and attainment are formally assessed and reviewed by teachers two times a year in years 7 – 10 and three times in year 11. This is communicated to parents/carers by 2 progress check reports per year.

An Assess, Plan, Do, Review system is in place:

- **Assess:** increasingly detailed formative assessment to identify individual barriers to learning. May involve assessment by external agency in exceptional cases.
- **Plan:** advice and recommendations provided by the SENCO in consultation with subject teachers and parents.
- **Do:** Interventions, strategies and/or adjustments put in place, following recommendations. These will usually be time bound.
- **Review:** Effectiveness for increasing progress monitored and intervention adapted to meet individual need or further advice sought as necessary.

Parents' Evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps with subject teachers. The SENCO is available at all parents' evenings to discuss progress with parents/carers and at other times of the year by consultation via email, phone and meetings by appointment.

All students with an Education Health Care Plan have an Annual Review in accordance with statutory guidelines and an interim meeting if needed.

The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND, and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are regularly reviewed through regular evaluation.

All interventions are planned and monitored by the SENCO in consultation with other relevant staff and delivered by staff who have had appropriate training. Records of interventions are kept through the school provision maps and in delivering departments. The effectiveness of interventions is regularly monitored as specified in the initial planning. Individual student targets are assessed as part of the school's cycle of progress monitoring.

SEND provision planning is seen as a whole school responsibility shared between Teachers/ Departments/ Pastoral Team/ SENCO/ SLT/ Academy Councillors.

### **Managing Resources**

Students who have an Education Health Care Plan usually receive additional funding, through banding, from either Bristol or South Glos Council. The funding is allocated according to the provisions on individual EHCPs.

The needs of the majority of students will be met from within the schools own resources. The Principal, SLT and SENCO, and where appropriate outside agencies, will meet to decide how the resources should be best used to meet the needs of students on the SEND register. Where students have a higher level of need than can be met in this way we will seek advice from external professionals and consider if a request for an assessment of their education, health and care is required to determine if they need an EHCP.

### **Criteria for exiting the SEN register**

A thrice yearly audit of the SEND register by the SENCO is undertaken to determine which, if any, students no longer meet the criteria of the definition of SEND. A range of data from all sources will be used in this process. Parents/ carers will be informed if their child is removed from the SEND register.

### **Supporting students and families**

The South Gloucestershire Local Offer can be accessed by following this link:

<https://life.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0>

Bristol's Local Offer can be accessed by following this link:

<https://www.bristol.gov.uk/bristol-local-offer>

The following information and policy documents are available on the school website:

- Hanham Woods SEN Information Report
- Supporting students with Medical Conditions policy
- Disability and Access Policy

Advice for parents can be accessed via SAY- a support group for parents, carers and students about SEND needs.

<https://www.sendandyou.org.uk/>

### **Admission arrangements**

Applications to join Hanham Woods Academy in Year 7 are managed by South Gloucestershire Council school admissions processes.

Parents/ carers of students wishing to join the Academy during the academic year or after Year 7 should complete the admission form which can be found on the academy website and returned to reception.

If a child has an EHCP, any change of school placement, including transitioning from primary to secondary school, is managed by the Local Authority who send consults to the academy to determine if we are able to meet the needs of the child.

Places in the Resource Base are allocated by the Local Authority following consultation with the academy.

### **Transition arrangements**

At Hanham Woods Academy a designated transition team is in place to support the successful transition of students from primary to secondary school.

Additional visits can be arranged through the SENCO for students with SEND where it is felt appropriate and beneficial to the transition process.

### **Access arrangements**

Access arrangements allow candidates/ learners with special educational needs, disabilities or temporary injuries or medical issues to access assessments without changing the demands of the assessment. At Hanham Woods Academy, where a student is assessed as needing access arrangements and where it is clearly evident that it is their normal way of working, the SENCO will apply for the relevant access arrangements through the JQC (Joint Qualifications Council). A candidate does not necessarily have to be diagnosed with a learning difficulty to be allowed an access arrangement.

A diagnosis will not automatically qualify a candidate for examination concession; the determining factor is the candidate's performance on standardised tests within the diagnostic specialist assessment coupled with the candidate's normal way of working and evidence of need.

### **Supporting students at school with medical conditions**

Hanham Woods Academy recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs (SEN) and may have an Education Health & Care Plan which brings together health and social care needs as well as their special educational provision.

Personalised arrangements are in place in school to support students with medical conditions. These are overseen by the SENCO and the Pastoral Leader. For further information, please refer to the school's policy for supporting students with medical conditions.

### **Monitoring and evaluation of SEND**

The SENCO helps to contribute to the Academy Improvement Plan (AIP) each year part of which outlines the SEND department's development priorities for the coming year. This is validated by the Senior Leadership Team and is available for all staff to view. It is evaluated on a regular basis using a rigorous self-evaluation process which is overseen by the Vice Principal and Senior Leadership Team. This evaluation and monitoring process promote an active process of continual review and improvement of provision for all students. It is the responsibility of the Curriculum Lead SEND to report to the Principal on the progress of students with SEND.

### **Training and resources**

The SEN department is funded through the school's delegated budget and topped up by the Local Authority for students with EHC plans in accordance with the levels of support set out in the EHCP.

In order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and, if appropriate, to discuss the needs of individual students.

At Hanham Woods Academy we have a programme of continual professional development (CPD) which all staff are encouraged to follow. Meeting the need of all students including those with SEND is considered within all training and across the year there are multiple training sessions which specifically focus on SEND provision and meeting need.

Training needs of staff are identified through appraisal systems, curriculum areas or as whole school initiatives. When an individual training need is identified, training can be sought from in-school resources, including Federation Network Nights (FNN). Where the need cannot be met from existing resources or expertise, an external course can be accessed with the agreement of the line manager and SLT member responsible for Professional Development.

The school's SENCO regularly attends the Cabot Learning Federation SENCO network meetings and South Glos SENCO network meetings in order to keep up to date with local and national updates in SEND and access SEND specific training and support.

Hanham Woods Academy is a member of Nasen and Whole Education SEND and as such has access to up to date information, guidance and training on issues relating to SEND.

Hanham Woods Academy works in partnership with SAY (Send and You).

### **Roles and responsibilities**

#### **SENCO**

Oversee the day-to-day operation of the school's SEND policy and co-ordinate provision for students with SEND.

#### **Principal**

Work with the SENCO and SEND Councillor to determine the strategic development of the SEND policy and provision within the school.

#### **SEND Councillor**

Ensure that the school makes the necessary provision for every student with SEND. To assist in the development and monitoring of the school's SEND policy and strategy.

#### **Teachers**

Responsible and accountable for the progress and development of the students in their class including where students access support from teaching assistants or specialist staff.

#### **Teaching Assistants**

Ensure that, under the guidance of the class teacher, they are providing rich and varied learning opportunities for students and are giving appropriate feedback on progress and future needs. At Hanham Woods Academy teaching assistants are not allocated to individual children. This is to promote greater independence in learners and to minimise the possibility of creating a culture of dependency. Teaching assistants are invited to attend and contribute to a student's Annual Review process.

### **Storing and managing information**

The SEND register and other documents relating to students on the register are stored in line with school policies on Information Management and Confidentiality (See Section 16: Appendices). Documents are handed to new settings during transition and copies are held in school for a period of time. Any documentation no longer required is shredded.

### **Reviewing the policy**

The SEND policy will be reviewed annually by the SENCO and the Senior Leadership Team. It will be ratified by governors in accordance with CLF policy and the 2010 Equalities Act.

### **Accessibility**

At Hanham Woods Academy it is academy policy that whenever possible students should have access to the full curriculum in mainstream classrooms. It is the responsibility of subject departments and teachers, with support from the SENCO, to ensure that the curriculum is suitably differentiated to meet the needs of students.