



## **Hawley Hall High School**

**POLICY NAME:** Special Educational Needs & Disability Policy (SEND)

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**SIGNATURE:** *W. Frackley*



### Version Control 1

<b>Responsibility for Policy:</b>	Ellen Palmer
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<b>Related Policies:</b>	<ul style="list-style-type: none"><li>• Accessibility plan</li><li>• Admissions procedures</li><li>• Behaviour policy</li><li>• Attendance policy</li><li>• Safeguarding / child protection policy</li><li>• Complaints policy</li></ul>
<b>Minor Revisions:</b>	Page 9 – 6.6 wording of annual report on pupil’s progress. Page 11 – 7.4 added internal assessment to list. Page 12 – 7.8 changed Start Well to Family Help.
<b>Major changes</b>	
<b>Full re-write</b>	

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## 1. Aims and objectives

The aims of the SEND policy cannot be separated from those of the whole school teaching and learning expectations. Hawkley Hall High School remains committed to a wholly inclusive educational experience in which all students feel valued and have access to a broad, balanced and differentiated curriculum. Every teacher at Hawkley Hall High School is a teacher of students with Special Educational Needs and Disability (SEND) and all leaders at Hawkley Hall High school are leaders of SEND.

All members of staff within the school community have a responsibility to ensure that every student has an equal opportunity to attain their maximum progress in all aspects of the curriculum.

These aims ensure that the outcomes of all students with special educational needs are improved by having high aspirations and expectations to ensure they:

- Achieve their best;
- Become confident individuals living fulfilling lives
- Make successful transition into adulthood, whether into employment, further education or training

To achieve our aims, Hawkley Hall High School will:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Identify students who have special educational needs and additional needs
- Ensure students with SEND receive effective provision and intervention, so they make good progress in line with expectations and that they develop independence and confidence in all areas of learning. This provision will be based initially on "Quality First Teaching" (QFT)
- Work within the guidance provided in the SEND Code of Practice, 2014
- Operate a holistic, whole school approach to the management and provision of support for SEND
- Ensure that parents/carers of students with SEND are fully informed of their child's progress, support and interventions
- Ensure all advice from external agencies is effectively responded to, acted upon and is considered in evaluating a student's provision
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Help pupils with SEND make a successful transition into adulthood
- Provide a Special Educational Needs Coordinator (SENCO) who will lead the implementation of the SEND and Inclusion Policy and provide support and advice for all staff working with SEND.

## 2. Vision and values

**To provide, in partnership, a high quality education within a caring environment enabling all individuals to fulfil their full potential effectively.**

We believe that young people learn their values and attitudes from a wide range of sources, most importantly at home, with school having a vital part to play. Every child has the capacity to learn and has something to offer their community and society. This learning takes place both inside and outside the school and we have many partners in educating the children of our community.

Our aim for students with SEND is to equip them with the necessary tools and skills to be the best they can be and to achieve their full potential, so that they feel respected and valued. Through access to high quality education and quality first teaching, our students will enjoy, achieve and progress to the best of their ability. All progress, academic and non-academic will be recognised in each of our students.

By identifying and being aware of individuals' needs and listening to student voice, strategies and approaches can be adjusted accordingly to enable students to fully access all of school life and society. We promote in our students the ability to recognise and celebrate their own individual skills and talents, which helps to create the confidence needed to set personal goals and to make decisions about their own learning.

We inspire students with SEND to become independent, resilient and motivated young people who have the confidence to make mistakes and learn from them. We model the skills needed for our students to build positive relationships with others and create opportunities for them to become role models.

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

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

## 3. Legislation and guidance

This 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 SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- This policy also complies with our funding agreement and articles of association.

#### 4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

#### 5. Definitions

##### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

##### 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

##### 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• 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</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## **6. Roles and responsibilities**

### **6.1 The SENCO**

The SENCO at our school is Miss Ellen Palmer – [e.palmer@hhhs.net](mailto:e.palmer@hhhs.net).

The SENCO works closely with the Head of Inclusion – Mrs Fiona Holmes [f.holmes@hhhs.net](mailto:f.holmes@hhhs.net)

They will:

- Working with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Having day-to-day responsibility for the operation of this SEND policy and report and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Being the point of contact for external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and governing board 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 pupils with SEND up to date

### **6.2 The SEND governor**

The SEND governor will:

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

### **6.3 The headteacher**

The headteacher will:



- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and report and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

#### **6.4 Class teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO/Head of Inclusion 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

#### **6.6 Parents 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 pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Have access to Inclusion staff at year group parents' evenings, in order to speak about their child with SEND
- 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 pupil
- Will be given an annual report on the pupil's progress, if their child has an EHC

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

#### **6.7 The pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending EHC review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## **7. SEN information report**

### **7.1 Provision**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **7.2 Identifying pupils with SEND and assessing their needs**

We will assess each student'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 pupils 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
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND. 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 student 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.

### **7.3 Consulting and involving pupils and parents**

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

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We will formally notify parents when it is decided that a student will receive SEND support

### **7.4 Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

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

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- Internal Inclusion assessments
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the student 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 student's progress.

### **7.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and pupils which information will be shared as part of this.

### **7.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils. Below is a list of some of the interventions that we are able to provide:

- Literacy intervention
- Numeracy intervention
- SEMH support
- Speech and language intervention
- TalkAbout for Teenagers
- Sensory Room

Students can also access supervised areas within the inclusion faculty during break and lunch times, offering a quieter, more familiar space

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

We make the following adaptations to ensure all pupils' needs are met:

- Our curriculum is planned and adapted, to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching is delivered to the needs of each student, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **7.8 Additional support for learning**

We have a number of skilled trained teaching assistants who are trained to deliver interventions such as literacy and numeracy. Teaching assistants will support students on a 1:1 basis where appropriate and in small groups to encourage social interaction and promote independent learning. We work with the following agencies to provide support for pupils with SEND:

- Autism Pathway and Service
- Special Educational Needs and Disability Service
- Targeted Education Support Service (TESS)
- Educational Psychology Service (EPS)
- Specialist Sensory Education Team (SSET)
- Family Help
- Specialist teachers or support services
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- ADHD Specialist Nurse
- Embrace
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

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

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all members of staff receive regular access to training and development.

The Inclusion Faculty consists of highly qualified, experienced and committed staff. We have high expectations and encourage, nurture, and provide consistency and continuity in the support which is appropriate to student needs.

SEND training is provided to all staff for specific educational needs. Significant focused training will take place prepared for those students that transition from primary school with additional needs, to ensure for continuity of support.

All our staff at HHHS also are regularly trained during whole school INSET training to help their pupils overcome all barriers to learning and delivering high Quality First Teaching.

On a regular basis, members of the Inclusion leadership team deliver a range of specific SEND training/awareness, which is open to all staff.

## **7.10 Evaluating the effectiveness of SEND provision**

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

- Referrals to the Head of Inclusion and SENCo from subject teachers/HOF/Parents.
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions every half term

- Parent/carer meetings between subject teachers and/or members of Inclusion Leadership team
- Using student questionnaires
- Power Bi to monitor progress in subjects
- Holding annual reviews for students with EHC plans
- SEND is quality assured by the SENDCo

### **7.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

Individual and group support at unsupervised times is available for identified students. During break-time and lunch-time there are many supervised clubs for students to attend. The vast majority of curriculum areas have extra-curricular activities on offer and there is an extensive range of opportunities outside of normal curriculum hours such as competitive team clubs, educational visits and residential holidays.

The inclusion faculty has clubs available during break and lunch for students to attend. These clubs will offer support for homework and revision and social skills. If any student requires support to attend extra-curricular activities this will be available. We readily encourage students with special educational needs to participate in extra-curricular clubs.

Teachers and support staff are on duty at break and at lunchtime to provide support for students to encourage interaction with peers within the school environment, while encouraging independence.

### **7.12 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Encourage friendship groups and clubs
- Access to learning mentors
- Access to school counsellor
- Sensory room support

### **7.13 Working with other agencies**

The inclusion faculty will have regular input with pastoral staff to discuss needs of students and this discussion, where appropriate, may give reason to refer into number of agencies that the school would use to support the student.

## **8. Complaints about SEND provision**

It is hoped that the school's openness provides an effective channel for expressions of concern, and that these will initially be addressed to the Head of Inclusion. Parents who wish to take any matter further may follow the school's policy on complaints procedure following the link [complaints procedure](#)

## 9. Contact details of support services for parents of pupils with SEND

National Autistic Society	<a href="http://www.autism.org.uk">www.autism.org.uk</a> 0808 800 4104
CAMHS	01942 775400
Speech and Language Team	01942 482630
ADHD	<a href="http://www.adhdfoundation.org.uk">www.adhdfoundation.org.uk</a> 0151 237 2661
British Dyslexia Association	<a href="http://www.bdadyslexia.org.uk">www.bdadyslexia.org.uk</a> 03334054555
Dyspraxia Foundation	<a href="http://www.dyspraxiafoundation.org.uk">www.dyspraxiafoundation.org.uk</a> 01462455016

## 10. Information on where the local authority's local offer is published

A link to the Local Authority's local offer can be found on the school website (About Us – Statutory Guidance) or alternatively go to <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

## 11. Links with other policies and documents

This policy links to the following documents which can be found on the school website or via the following links:

- Accessibility plan
- Admissions procedures
- Behaviour policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy