



HANLEY CASTLE HIGH SCHOOL



SEN AND INCLUSION POLICY

SEPTEMBER 2026

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HUET

THE HANLEY AND UPTON EDUCATIONAL TRUST

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1 Compliance

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice 0-25 years, June 2014 and has been written with reference to the following guidance and documents:

- Children & Families Act (2014)
- Equality Act 2010: advice for schools DFE (February 2013)
- SEND Code of Practice 0-25 (June 2014)
- Schools SEND Information Report Regulations (October 2018)
- Safeguarding disabled children (July 2009)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)
- Hanley Castle High School Safeguarding Policy (Sept 2025)
- Hanley Castle High School Accessibility Plan
- Review of arrangements for disagreement resolution (SEND) research report (May 2017)
- The Local Offer in Worcestershire schools – Ordinarily Available (2014)
- Keeping Children Safe in Education (2025)
- OFSTED 2021

2 Responsible Persons

- 2.1 The person co-ordinating day-to-day provision and the strategic overview for students with special educational needs (SEND) is the SENDCO (Special Educational Needs Co-ordinator), Hannah Clarke.
- 2.2 The SEND advocate on the school's leadership team is provided by the Deputy Headteacher, Sarah Anderson-Kirby
- 2.3 The Governor with responsibility for SEND is Kate Taylor
- 2.4 The department for SEND at Hanley Castle High School is known as Aspire@Hanley.

3 Beliefs and Values

- 3.1 Hanley Castle High School is committed to providing an appropriate and high quality education to all of its students. We believe that all children and young people, including those identified as having special educational needs and or a disability and/or learning differences, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.
- 3.2 Hanley Castle HS is committed to the social model of disability which aims to see the strengths of those students with disabilities as well as recognising the support they will need.
- 3.3 Hanley Castle HS is committed to valuing neurodiversity. We aim to promote understanding and appreciation of the different neurological make-ups of all our students.

- 3.4 All the teachers in the school are teachers of children and young people with special educational needs. As such, Hanley Castle High School adopts a 'whole school approach' to special educational needs which involves all staff adhering to models of good practice.
- 3.5 We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We believe that all children and young people should be equally valued in school and so we will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. All staff are responsible in supporting and developing both our students' subjective and psychological wellbeing.
- 3.6 Hanley Castle High School is committed to inclusion and we aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We have high expectations for the success of our students with special educational needs and learning differences and share in their and their parents'/carers' aspirations for their future.
- 3.7 Not all learners will be treated in the same way, rather, we will respond to learners in ways which take account of their varied life experiences and their individual needs, yet still adhering to our whole school systems and policies.
- 3.8 We recognise that students learn at different rates and that there are many factors affecting achievement, including:
- Emotional state and well-being (subjective and psychological)
 - Individual ability
 - Age and maturity
 - Environmental influences
 - Specific learning differences and/ or special educational needs
- 3.9 We believe that many students at some time in their school career may experience difficulties which affect their learning, and we recognise that these may be long or short term.
- 3.10 At Hanley Castle High School, we aim to identify students' needs and learning differences as they arise and provide teaching and learning contexts which enables every child to achieve his or her full potential.
- 3.11 We work in close partnership with parents and carers who are encouraged to play an active and valued role in their child's education. Parents are encouraged to attend parents evenings and information events to enable support for learning at home. The SEND team will usually be available at these events. Parents of pupils with identified SEND are invited to additional meetings, when appropriate, to further explore any support needs which may arise. These meetings provide an opportunity for parents to contribute to the plan by which their son/daughter will be supported. Furthermore, these meetings provide an opportunity for parents to contribute to SEND policy and practice.
- 3.12 It is our aim that children and young people with special educational needs participate in activities, so far as it is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other children and young people in the school and the efficient use of resources. To this end, the SENDCO, Aspire Manager or Lead LSA provide guidance to Visit Leaders before trips and visits.

4 Objectives of the policy

We aim to raise the aspirations of, and expectations for, all students with SEND and/or a disability. Hanley Castle High School ensures equality of opportunity for and eliminates prejudice and discrimination against children and young people with special educational needs and/or disability. We provide a focus on outcomes for children and young people and not just upon hours of provision and support.

We will achieve this by:

- Continually monitoring the progress of all students, using established school systems to identify needs as they arise and to provide appropriate support as early as possible in order to raise attainment
- Working within the guidance provided in the SEND Code of Practice 2014 and OFSTED 2021
- Working alongside and within Worcestershire's Local Offer
- Operating a 'whole student, whole school' approach to the management and provision of support for SEND
- Providing a SENDCO and Aspire Manager who are committed to supporting SEND students in an inclusive manner
- Providing regular training, support and advice for all staff to ensure staff are equipped to deliver Quality First Teaching for all students
- Providing full access to the curriculum* through adaptive teaching by class teachers, SENDCO and support staff, as appropriate. (*Except where disapplication, arising from an Education, Health and Care plan, Personal Emergency and Evacuation Plan or Worcestershire County Council external agency recommendation occurs. Disapplication is rare, and we aim to offer the full curriculum to all our students.)
- Using a graduated response approach to identifying which pupils need additional and different support to access learning in order to enjoy a full, broad and balanced curriculum.
- Working in close partnership, where appropriate, with outside agencies to support the needs and provision for children and young people who have SEND and/or a disability.
- Ensuring that all students with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by all staff, parents and carers.
- Enabling our young people to move on from Hanley Castle High School well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of further education, training or employment in preparation for adulthood.
- Where possible, involving parents and carers at every stage in plans to meet their child's additional needs.
- Where appropriate, involving the children and young people themselves in this planning and in any decision-making that affects them.

5 Identifying SEND

- 5.1 All pupils, regardless of gender, race or socioeconomic status, have the right to have their needs carefully identified. The SEND team at Hanley Castle HS are trained and qualified to deliver specialist assessments which enable us to consider pupils holistic needs, bringing together knowledge from the academic, pastoral and SEND teams. As a result of these specialist screening assessments, the School aims to share summary information with all key stakeholders (parents-carers, teachers, pupils and leaders within the school) so that provision at school and home carefully meets identified need.

- 5.2 In addition to screening, where the School need additional information, we may engage external specialists, such as the Complex Communication Needs team, Speech and Language Therapy or Occupational Therapy to support us to better meet the needs of a pupil. The School will always do this in consultation with parents-carers.
- 5.3 We acknowledge that identifying need at the earliest point and then making effective provision for the child or young person improves long-term outcomes.

6 The Code of Practice 2014

This states:

- 6.1 A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.
- 6.2 The Code of Practice sets out four broad areas of need which offer an overview of the range of needs that should be planned for:-
- 6.3 The following are **NOT Special Educational Needs or Disabilities** yet the school recognises that they may impact upon progress and attainment;
 - Attendance and punctuality
 - Health and welfare
 - English as an additional language
 - Being in receipt of Pupil Premium
 - Being a Looked After Child
 - Being a child of a serviceman/woman
 - English as an Additional Language
 - Behavioural issues separate to SEND
 - Slow progress and low attainment – “slow progress and low attainment do not necessarily mean that a child has SEND” (COP, 2014:96)

7 A graduated approach to SEND support

- 7.1 The needs of the majority of children and young people will be met in the classroom through high quality, personalised teaching. All teachers are responsible for meeting the needs of individual students with SEND in their class, using the ‘ASSESS – PLAN – DO – REVIEW’ model.
- 7.2 The school upholds the ethos promoted by the National Association of Special Educational Needs (NASEN) of ‘Every student, every teacher, every classroom’; and of Whole School SEND, ‘Every Teacher is a Teacher of SEND’; ‘Every Leader is a Leader of SEND’.
- 7.3 Information regarding individual student needs will be made available to all teachers through Arbor, epraise and regular SEND briefings. Strategies and targets are recorded on Individual Provision Maps (IPMs).
- 7.4 The SEND team will be alerted to newly arising concerns by members of staff through our internal referral system.
- 7.5 The SENDCO will collate all available information from within the school about student progress and their personal development alongside national data and expectations of progress. This may include high quality and formative assessment and the use of early assessment materials such as:
 - Baseline assessment results

- Progress measured against the objectives of national strategies
 - National curriculum descriptors and summative assessment using W-9 scale
 - Standardised screening and assessment tools
 - Observations of behavioural, emotional and social development
 - An existing Education, Health and Care Plan
 - Assessments by a specialist service, such as Educational Psychology or Speech and Language Therapist identifying additional needs
 - Information from another school or Local Authority which has identified or provided for additional needs.
- 7.6 High quality adaptive teaching for individual students is the first step in supporting students who have or may have SEND.
- 7.7 The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement, through lesson observation, learning walks, work scrutiny and analysis of individual, school and national data sets.
- 7.8 Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the student and their parents or carers. This should then help to determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.
- 7.9 The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life. Hanley Castle High School will engage with other secondary schools or FE providers as necessary to help plan for these transitions. The agreed actions may also include those taken to make sure the school meets its duty to ensure that pupils with SEND engage in school activities together with those who do not have SEND.
- 7.10 Following a diagnostic assessment of a child's needs, the SENDCO will work in partnership with relevant external professionals, the child, their parents-carers and key adults in school to consider how recommendations can be embedded into the child's school day. Impact of support in relation to progress will be kept under regular review through our internal systems which monitor and measure personal development.
- 7.11 The school will apply the graduated approach 'ASSESS – PLAN – DO – REVIEW' cycle and Ordinarily Available as cited in the SEND Code of Practice (June 2014). These actions form part of a cycle in which earlier decisions and actions are revisited, refined and revised with the growing understanding of the student's needs and of what best supports the student to make good progress and to secure good outcomes.
- 7.12 Where there are higher levels of need identified, the school will draw upon more specialised assessments from external agencies and professionals, or commission within the Notional SEND Budget, including but not exclusively:
- Educational psychology
 - Speech language and communication team
 - Complex Communication Difficulties Team
 - Learning support Team
 - School nursing services
 - School counselling service
 - Child and Adolescent Mental Health Services
 - Regency Outreach Team
 - Teacher of the Deaf (Hearing Impairment Team)
 - Occupational Therapy

- 7.13 Parents, families, children and young people are involved in the process from the outset. Review meetings are held regularly, if appropriate – for any student who is deemed to be struggling to make good progress or who is experiencing unsatisfactory outcomes.
- 7.14 Targets arising from review meetings will be used to inform and support personalised approaches to inclusion at both whole class level e.g. adaptive teaching, and also specific Wave 2 and 3 support through the graduated response.
- 7.15 The SENDCO and Senior Leadership Team monitor the quality and effectiveness of provision for students with SEND. Alongside this, the Aspire team will review the needs of a pupil if a concern has been raised, in a range of ways appropriate to the situation, such as through observation, screening, access arrangements testing or ongoing data analysis and evaluation procedures.
- 7.16 Additional support is provided by the Aspire Manager and trained Learning Support Assistants throughout the school, funded from the school's Notional SEND budget. The support provision is reviewed termly by the SENDCO, in line with current student needs and educational initiatives.

8 Specialised Provision

- 8.1 There is no special unit or SEN teaching base in the school.
- 8.2 A specialist bathroom management area exists in the school and it is fully accessible to disabled students and wheelchair users, through the use of ramps and a lift.
- 8.3 The SENDCO is a qualified teacher and holds the Post Graduate Certificate in SEND Co-ordination. The SENDCO is also qualified dyslexia specialist and can assess for access arrangements.
- 8.4 In addition, the school can make referrals to specialist teachers from the Worcestershire Children First or private enterprises to meet the need of individual students. The school commissions an Educational Psychologist. The Psychologist belongs to a consortium of other practitioners allowing for the sharing of good practice and specific expertise.
- 8.5 Specialised provision is provided by Teachers of the Deaf, commissioned through Worcestershire Children First, for those students with hearing impairments in the school.
- 8.6 Assessment reports for students with autism or being assessed for autism are commissioned through Worcestershire Children First or Right to Choose, on a needs basis.
- 8.7 Aspire@Hanley has four rooms used for the teaching of small group interventions. The largest of these also provides the location for the Break and Lunchtime Club and the Homework Club available to all students with a SEND and/or disability or deemed vulnerable for some other reason.

9 Managing students' needs on the SEND register:

- 9.1 Provision is mapped, continuously, to show how resources are allocated to individual students, to groups of students and across year groups.
- 9.2 Individual provision maps clearly indicate what needs have been identified and how to remove key barriers to learning effectively. The SENDCO and Aspire Manager are responsible for maintaining and updating plans and records. However, it is the core expectation that the class or subject teacher holds the responsibility for evidencing progress according to the outcomes described in the plan or provision map.

10 School provision is broadly categorised in waves 1-3

Wave 1 – provides inclusive strategies for all learners

Wave 2 – provides targeted, short-term intervention and support for some learners

Wave 3 – provides specialist support for a few learners.

*See appendix for 'Waves Model – examples of practice'

10.1 The school uses the definition of 'little' or 'less than expected' progress as suggested in the Code of Practice – June 2014. Class teachers and subject leaders, supported by the senior leadership team, make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

10.2 This can be characterised by progress which:

- 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
- It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

10.3 Where the school identifies that a student is making less than expected levels of progress or is not achieving satisfactory outcomes after intervention, they may engage additional support or specialist services. For each referral to these services the school will provide evidence of the initial assessments of need that have been completed, the interventions put in place to support the identified need and the outcomes of this, as well as current attainment data with a comparison to students of a similar age to determine the gaps in progress.

10.4 Specialist agencies also require the completion of single agency referral forms but on occasions these are supplemented with additional documentation in support of the referral such as Family Front Door referral or a statutory assessment request.

10.5 The consent of the parents/carers and, where possible, of the child or young person themselves will always be sought prior to making any referral to specialist services.

10.6 The school meets the cost of such services from its designated SEND budget. The SENDCO and the school's Business Manager have responsibility for managing and allocating the notional budget for SEND, and work in partnership to achieve this.

10.7 If the school identifies that a student requires additional support and funding over and above the designated school budget then an application will be made to the Local Authority Higher Level Needs Funding Panel. The school will be required to demonstrate how they have spent the budget up to a maximum of £6,000 for an individual student with complex needs BEFORE an application will be considered. The school and LA will use the Worcestershire Children First, agreed matrix and "The Ordinarily Available" document to consider the appropriate level of additional funding applied for. The

SENDCO has attended a Higher Level Needs Funding Panel in order to understand the HLN funding criteria and requirements and can apply for Top Up funding when it is needed.

See WCC Local Offer

11 Requesting an Education, Health and Care Needs Assessment

- 11.1 SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND with reference to Worcestershire's "Ordinarily Available" of the child or young person, the child or young person has not made expected progress, the school or parents may consider requesting an Education, Health and Care needs assessment.
- 11.2 The school will provide the Worcestershire Children First with evidence of the action taken by the school to provide SEND support for the student. Worcestershire Children First will pay particular attention to:
- evidence of the child or young person's academic attainment and rate of progress
 - information about the nature, extent and context of the child or young person's SEND
 - evidence of the action already being taken by the school to meet the child or young person's SEND
 - evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
 - evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies
 - where a young person is aged over 18, the local authority **must** consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education or training. Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life.
- 11.3 The process of a graduated approach 'ASSESS – PLAN – DO – REVIEW' continues, as before, while awaiting the outcome of the request for statutory assessment.
- 11.4 A child or young person who has an Education, Health and Care plan will continue to receive support through the waves of intervention as well as any additional support that is provided using funding (if available) through the Education, Health and Care plan.
- 11.5 There will be an annual review of the plan, chaired by the SENDCO in order to review the appropriateness of provision and to recommend to the LA whether any changes need to be made, either to the plan or to the funding arrangements for the student.
- 11.6 Whilst the SENDCO will work closely with parents who desire an EHCP for their child, the SENDCO may decide that an EHCP is not appropriate for a particular child. If parents disagree with a decision not to pursue an EHCP, then parents retain the right to request an EHC Needs Assessment by applying directly to the LA.

12 Criteria for exiting the SEND Register

- 12.1 Where a student makes satisfactory levels of progress over time in comparison with their peers and the attainment gap is narrowed significantly or is closed, the SENDCO may reach the decision to remove the student from the SEND register. The SENDCO will share this decision with parents in writing.

However, it is important to note that the student will still be regularly monitored using established school systems.

- 12.2 Parents', carers' and the student's own views will be gathered and listened to but the decision to remove the student from the register remains with the SENDCO.
- 12.3 The SEND register is continually monitored and updated. It is a live document and as such informs our daily practice for the provision of SEND in our school.

13 Supporting students and their families

- 13.1 Staff and parents/carers will work together to support students identified as having additional needs.
- 13.2 Parents/carers will have at least one opportunity per year to review the IPM for their child on the SEND register.
- 13.3 The 'SEND Information Report' is published on the school website which provides information and advice about organisations who can support families whose children or young people have SEND, including those who can provide impartial advice and guidance such as the local Parent Partnership organisation.
<http://www.hanleycastle.worcs.sch.uk>
- 13.4 Parents evening appointments provide at least an annual opportunity to discuss concerns and progress. However, parents and carers are able to request other appointments as needs arise.
- 13.5 Worcestershire County Council's local offer for the provision for SEND throughout Worcestershire can be found at: <http://www.worcestershire.gov.uk/SENDlocaloffer>
- 13.6 Parents or carers must update the school of any changes to their child's diagnosis or individual needs including medication changes.

14 The use of external support services

External support services may be commissioned as part of the Graduated Response. Support Services provide advice with which a student's progress may be better supported.

- 14.1 Dyslexia – when a parent considers that their child may have dyslexia, contact should be made with the SENDCO or Aspire Manager. The school will assess the learning needs of the and implement the graduated response. The school does not routinely refer students for diagnosis, however we will discuss parental queries pertaining to diagnosis and provide advice and supporting evidence as appropriate.
- 14.2 Autism – when a parent considers that their child may have autism, contact should be made with the SENDCO or Aspire Manager. The school will assess the social communication and sensory needs of the child and then implement the graduated response. The school can refer students for diagnosis via the Umbrella Pathway (Worcs) or CAMHS (Herefordshire and Gloucs), The Complex Communication Difficulties Team offers the school expert advice in the support of children and young people on the autistic spectrum who have a GP in Worcs. Visits to school are regular, following discussion with the SENDCO to determine the purpose of each visit. Parents can also see their GP and ask for a Right To Choose referral.
- 14.3 ADHD – when a parent considers that their child may have ADHD, contact should be made with the SENDCO or Aspire Manager. The school will assess the concentration and focus of the child and then implement the graduated response. Parents can see their GP and ask for a Right To Choose referral.

- 14.4 For all other neurological and developmental conditions, please make first contact with the SENDCO or Aspire Manager for latest advice and guidance on use of external services and routes to diagnosis.
- 14.5 Teachers of the Deaf work in school to support those students who have a hearing impairment. The specialist teachers work directly with the students where this is indicated on an Education, Health and Care plan. These teachers advise and work with the class teacher and contribute to review meetings and provision mapping.
- 14.6 The SENDCO and the Pastoral Deputy Headteacher liaise frequently with a number of other external support agencies, including, but not exclusively:
- Children's Social Care
 - School Nursing Service
 - Community Paediatrician
 - Speech, language and communication therapy
 - Occupational therapy
 - Regency Outreach
 - Child and adolescent mental health services
 - Early intervention family support worker
 - SEND support services
 - Integrated services for Looked After Children
- 14.7 Parents and carers are kept fully informed of any involvement of an external agency and may be invited to meet with the specialist or other professional.

15 Links with other school and transition arrangements

- 15.1 The Assistant Headteacher (SENDCO) leads on SEND provision for the HUET Trust. The Hanley Castle High School SENDCO or Aspire Manager meets with the Primary SENDCOs from the primary feeder schools in the Upton Pyramid on an annual basis to share information about individual students and good practice.
- 15.2 The SENDCO or Aspire Manager communicates directly with each primary feeder school (whether a part of the pyramid or not) where a child on the SEND register is making the transition to Hanley Castle High School. During this information exchange the primary school will share information about the student's individual needs and how any barriers to learning may be removed. This can then be shared with their Year Seven teachers.
- 15.3 Where invited, and possible, the SENDCO or Aspire Manager will attend the annual review meeting of any child with an Education, Health and Care plan in Year 6 making the transition.
- 15.4 Aspire@Hanley will work with the teachers and parents of any Year 6 child with complex needs to write an individualised transition plan. This may include the opportunity for the individual student to make visits to the school to familiarise them with staff and the new environment.

- 15.5 The parents/carers of all Year 7 students are invited to attend an information evening at the start of the academic year that specifically addresses processes and procedures appertaining to SEND in the secondary setting.
- 15.6 Children on the SEND register and/or are deemed to be vulnerable are invited to attend a pre-transition day at the school.
- 15.7 The SENDCO or Aspire Manager will aim to provide information to the SENDCO of the new school, any student with SEND or a disability who transfers from Hanley Castle High School and will support the transition process.

16 Arrangements for providing access to assessments and examinations

- 16.1 The School will carefully monitor the needs of all pupils in relation to access arrangements, assessing pupils in a timely manner to identify need. Access arrangements are provided where the evidence of need meets JCQ requirements and where the student's use of these arrangements are a normal way of working. Parents can request assessment for access arrangements, and external assessors can make recommendations about access arrangements but the decision about what access arrangements are appropriate and reasonable within the context and timeframe remain the decision of the SENDCO.
- 16.2 When a pupil is identified as benefitting from an access arrangement, but does not use it, the regulations state this arrangement must be removed. Students whose normal way of working in assessments and examinations The SENDCO or Aspire Manager will discuss with the SENDCO of the new school, any student with SEND or a disability who transfers from Hanley Castle High School and will support the transition process.
- 16.3 Pupils who arrive to Hanley Castle High School from another setting must provide evidence of need for any prior access arrangements to be transferred over. E.g. Form 8 or Form 9

17 Admission arrangements

- 17.1 Children with additional educational needs are considered for admission to the school on the same basis as for children without additional needs.
- 17.2 Parents of prospective students to HCHS who have EHCPs, should inform the Local Authority of their wish to be admitted to HCHS. The SENDCO will then respond to the consultation from the LA.

18 Monitoring and Evaluation of SEND

- 18.1 The SEND and Inclusion policy will be reviewed annually by the Head teacher, the Assistant Headteacher-SENDCO, and the Governor with responsibility for SEND.

- 18.2 The school's evaluation and monitoring arrangements provide an active process of continual review and improvement of provision for all pupils.

19 Dealing with Complaints

- 19.1 If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCO, who will try to resolve the situation.
- 19.2 If the issue cannot be resolved within 10 working days the parent can submit a formal complaint to the Head teacher in writing or other accessible format. The Head teacher will respond within 10 working days.
- 19.3 Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available through the Parent Portal accessible via the school's website or by requesting a copy from the School Office.

Policy Log Change

Policy Name	Version	Date of Change	Summary of Changes	Reason for Change	Approved By
SEN & Inclusion	V1.1	September 2025	Front page	Updating staffing	
			Throughout: SENCO/SENCo/SENDCO changed to SENDCO for consistency.	There were different versions throughout the document.	
			3.11 – adapted wording around parent meetings, to reduce the commitment level for all pupils (no longer every parent of a child on the SEND register will have an annual meeting)	The commitment to additional and individual meetings for all pupils on SEND register is unsustainable and an inefficient use of resources. Instead, we will triage levels of need and provide meetings for those on the highest levels of need.	
			Section 4 – differentiation replaced with adaptive teaching; removed the commitment to additional provision outside of classroom teaching for <i>all</i> pupils on SEND register, replacing this with the graduated response.	Language is more current terminology; Graduated response aligns better with actual current practice and also legal terminology.	
			Section 5 – considerable re-write to describe screening process	The previous section was sparse and also did not reflect the new strategy and skillset within the school	

			Section 7: Made explanations of processes more flexible (less stringent time-frames, less commitment to specific named individuals and associated actions) and expand responsibilities to include SLT monitoring of T&L, as well as aspire-specific actions.	To ensure that policy actions are realistic so we can meet our policy expectations, avoiding future conflict from mismatched expectations/actions. To manage staff time effectively whilst ensuring good outcomes for pupils and secure relationships with families.	
			Section 8: Updated details of SENDCO qualifications.	For accuracy	
			Section 9 – minor changes to wording to include Aspire Manager as well	Describes what's actually happening.	
			Section 13 – minor changes to wording 'parents evenings' and to see 'their' child's IPM	Tightens language	
			Section 14 – minor updates to include Right To Choose and remove 'Statement of SEN'	Wording not up to date with current terminology	
			Section 15 – minor changes to increase flexibility of provision e.g. rather than the SENDCO or Aspire Manager will visit a primary, it is amended to ...will communicate with...	To avoid over-promising and under-delivering.	
			Section 16 – update to access arrangements to reflect JCQ regulations HCHS systems and processes.	To bring up to date	
			Section 17-19 very minor title and formatting changes	Consistency	