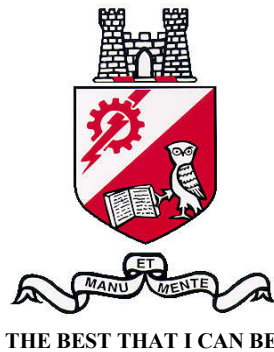


WEST HATCH HIGH SCHOOL



SEND Policy

Policy Date

December 2025

Policy to be reviewed

December 2026

Signed by the Headteacher

Schaefer ✓

Ratified on the 10th December 2025 by the Chair of Governors

Signed:

Adrian Hugg

Legislation and Associated Policies

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (January 2015) and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0–25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Equality Act 2010: advice for schools DfE (Feb 2013)
- The Children and Families Act (2014)
- Teachers Standards (2012)
- Special Education and Disability Regulations (2014)
- Data Protection Act (2018)
- Schools Admissions Code (Dfe 2014)
- West Hatch Safeguarding Policy

This Policy should be read in conjunction with the following school policies:

- Safeguarding Policy
- Accessibility plan
- Anti-bullying
- Behaviour Policy

Parents of pupils with Special Educational Needs and Disabilities (SEND) were actively involved with the drafting of this policy.

1 - Leadership, Management and Structure of SEND

Role Title	Name	Responsibility
Headteacher	Victoria Schaefer	Teaching and Learning across the school.
Deputy Headteacher, Pupil Behaviour & Values, Welfare and Character Education	Natalie Steadman	Line Manages SEND as part of the West Hatch's wider school Inclusive policy.

Special Educational Needs and Disability Co-ordinator (SENDCo)	Victoria Hunt	The SENDCo ensures that SEND students are supported according to the SEND policy. The SENDCo oversees the SEND department and the progress of the pupils through monitoring high quality first teaching and interventions.
Deputy SENDCo:	Jacqui Cunningham	The Deputy SENDCo is responsible for supporting the SENDCo in the day-to-day running of the SEND department. Provides training and support for the Learning Support Assistants and assesses students who have dyslexia or dyslexic traits.
SEND Administrator	Yve Johnstone	Is responsible for sending off Annual Reviews to the Local Borough for EHCP Students and all other admin work to assist the SENDCo and Deputy SENDCo. Also, is first contact for parents to book meetings and discuss concerns with the SEND Leadership Team.
Learning Support Assistants (LSAs)	Team of 18	Employed specifically to work with children with Education, Health and Care Plans (EHCP's). They are line managed by the SENDCo and a LSA coordinator (Jackie Francis) and follow advice given by relevant agencies to reduce barriers to learning and to support the child and the class teacher.
Intervention LSAs		Work with intervention groups under the instruction of the SENDCo and/ or Deputy SENDCo. In conjunction with Senior Leadership Team and Classroom Teachers.

The SEND team can be contacted via the school office, by telephone or by e-mail to the SEND Administrator (yjohnstone@westhatch.net).

In Addition:

Role	Name	Responsibility
The Designated Safeguarding Lead	Anjala Sharma	The Safeguarding and Welfare officer works closely with the SEND team and whilst the SEND role and Welfare role are very distinct, both liaise regularly with each other to build a bigger picture of specific children and families.
Teaching Staff		Every teacher is responsible for ensuring each child in their class experiences an inclusive classroom with; quality first teaching, suitable adaptations according to their needs, and has access to a broad and balanced curriculum.

2 - SEND Aims

Our School believes that all students should be able to make the best possible progress at school.

As part of that aim we are committed to ensuring every SEND child progresses through receiving the best possible provision through Inclusive Practices in all aspects of school life.

At West Hatch High School, we value all children as individuals and we are committed to creating an inclusive school. We will make appropriate arrangements for all children to participate as fully as possible in learning, physical, practical and extra-curricular activities.

We want our students to have the knowledge and skills needed for adult life. So we try to think about long and short term skills to support our students on their journey to an independent life. In the Long Term, we want our students with SEND to:

- Have basic skills, particularly in Maths and English.
- Have superb social skills.
- Thrive in their chosen workplace.
- Live a healthy and independent life.

In order to meet these aims we use a range of approaches, which are tailored to the needs of the individual. We aim to promote confidence and challenge our students by offering access to a broad, balanced and relevant curriculum. Pupils with SEND will be supported within the classroom, in small group sessions and at times individually.

We aim to raise the aspirations and expectations of all children with SEND in order for them to become independent life-long learners.

How will we achieve our aims?

1. By identifying and providing for pupils who have SEND.
2. By working within the guidance provided in the SEND Code of Practice.
3. By providing a qualified SENDCo.
4. By providing a school wide Training Programme to provide advice for all staff working with pupils with SEND to ensure an Inclusive Culture through knowledge, understanding and awareness of our student's needs.
5. By working in close partnership with the pupils with SEND and their parents/carers.
6. By working closely with local authorities and external providers.
7. By adopting and implementing comprehensive policies, processes and procedures to ensure effectiveness of the SEND department and wider school in relation to SEND.
8. By raising the profile of SEND and the SEND department within the school and wider community.
9. By closely monitoring the SEND provision across the school and within the SEND Department.
10. By providing a wide range of Intervention Programmes to support out of classroom specific teaching and learning. By doing so, it is hoped the school will be viewed as an Outstanding SEND Practice and awarded the SEND Inclusion Award.

3 - Identifying Special Educational Needs

A student has **SEND** if they have a **learning difficulty or disability** that we need to make **special provision** for. The following definitions are based upon the SEND Code of Practice.

Key Terms:

Learning Difficulty: A child who has significantly greater difficulty in learning than the majority of other students of the same age and this need requires a special educational provision.

Disability (that we need to make a special provision for): A physical or mental impairment, which has a long-term and significant impact on their ability to carry out normal day-to-day activities.

Special Provision: Support that is extra or different to what is typically provided.

What is NOT a SEND need but may have an impact on progress and attainment?

Limited progress does not always mean a student has SEND. Other factors which must be considered prior to/ alongside SEND are:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Home issues (bereavement)
- Social Issues (friendships)

Often, we can address slow progress via adjustments to what we already offer, without needing SEND provision.

Identifying SEND at our school

We recognise the importance of the early identification of Special Educational Needs. Children who are experiencing difficulty are identified initially through discussions between teachers and parents. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category.

The SEND Code of Practice splits SEND into four broad areas of need:

- **Cognition and Learning (C & L)** including:
 - Learning Difficulties
 - Dyslexia and Dyscalculia
 - Focus, attention or memory difficulties
- **Communication and Interaction (C & I)** including:
 - Autism/ASD
 - Social Communication difficulties.
 - Speech and language difficulties (e.g. receptive/expressive language difficulties, selective mutism).

- **Social, Emotional and Mental Health Difficulties (SEMH)** including:
 - ADHD.
 - Anxiety.
 - Dysregulated Behaviour.
- **Sensory and/or Physical Needs** including:
 - Physical needs (e.g. Cerebral palsy, dyspraxia).
 - Deaf or hearing impaired.
 - Blind or visually impaired.

In order to identify potential SEND needs within our students

- We track and monitor all student's progress across the school throughout the academic year. If a Teacher, Learning Support Assistant or the SENDCo raises a concern about a child from reading age/baseline tests etc. then the parent(s)/carer(s) will be informed and invited to attend a meeting where the school and the parent(s)/carer(s) discuss how we can best support the student.
- Teachers and the SEND Team will identify if the child needs additional monitoring and support through the use of End of Unit Assessments, Observations and CORE RAP (Raising Achievement of Pupil) meetings.
- At West Hatch, we work closely with other external organisations and specialists to identify and help meet students' needs. Collaboratively we will discuss strategies to support the student and enable them to progress.
- When students are getting ready to transition into further education providers or into employment, we will work with the parent(s)/carer(s) and the students to help make this transition as successful as possible.

What should a parent do if they think their child may have Special Educational Needs?

If parents have concerns relating to their child's learning then they should initially discuss these with their child's class teacher or Head of Year who will report concerns to the SENDCo. Parents may also contact the SENDCo directly if they feel that this is more appropriate.

4 - Managing Pupils' SEND Support

We are committed to working in partnership with parent(s)/carer(s) and the pupils themselves.

We will:

- Take in to regard the views, wishes and feelings of parent(s)/carer(s) and most importantly pupils.
- Provide parent(s)/carer(s) with the information and support necessary to enable full participation in decision making.
- Support parent(s)/carer(s) in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for post Education.
- Provide an annual report for parent(s)/carer(s) on their child's progress.

How we implement a graduated approach to SEND Support

Our class teachers monitor all of the children in their class and track their progress carefully. If, despite accessing high quality teaching which is adapted for individual pupils, a child is identified as having a potential special educational need, the class teacher will begin the following process for identifying and managing the needs of the pupil in close consultation with the child's parent(s)/carer(s).

The class teacher will:

- Complete a 'SEND referral form' in order to gather all information/evidence relevant to the child's needs.
- Discuss the 'SEND referral form' with the SENDCo, who will support the class teacher in deciding whether the child would benefit from additional intervention and support. Interventions will be planned and implemented for the child and further assessments undertaken.
- If concerns continue the SENDCo will meet the child's parent(s)/carer(s) to discuss the outcomes of assessments and whether the child should be entered onto the SEND register in order to formally receive SEND Support. At this stage it **may** be appropriate for Outside Agency advice to be sought.

The school works closely with a range of outside agencies including:

- ◆ Educational Psychologists
- ◆ Inclusion partner
- ◆ School Nurse
- ◆ Speech and Language Therapists
- ◆ Specialist Teachers
- ◆ Occupational Therapists
- ◆ CAMHS (Child and Adolescent Mental Health Service)

How we monitor progress and manage the needs of students on our SEND register

Once a child is identified as having a special educational need, their progress and support is monitored using a four part cycle: Assess – Plan – Do – Review.

- **ASSESS** – we establish what the student's needs are.
- **PLAN** – We set outcomes that the student will focus on through the year and we plan how the students will achieve them, including what support they will need.
- **DO** - the class teachers follow the plan and strategies put in place. The SENDCo and SEND Team will carry out lesson observations.
- **REVIEW** – We look at how successful the plans were, we agree next steps.

A cycle takes a minimum of one school term and this process is repeated three times through the school year.

SEND support students are placed on the Inclusive SEND Register, which is colour coded, to show the level of support the students' need, the key is below:

- **Blue** – EHCP student
- **Red** – Students who need additional targeted support and are making slower progress.
- **Orange** – Students who need less adaptations to support them in lessons and are largely making expected progress.
- **Green** – Students who are known to the SEND and need very minimal intervention.
- **Purple** – Students who have not yet been identified with a need but are on an Assess, Plan, Do and Review (APDR) cycle.

We also monitor progress and evaluate SEND provision through:

- Yearly Parents Evenings.
- Regular 'Learning Observations' in class carried out by the SENDCo/ Senior Leadership Team (SLT).
- Regular observations of the work of our Learning Support Assistants (carried out by the SENDCo/SLT).
- Annual Parent Views Questionnaires.
- Monitoring progress for pupils with SEND, and scrutiny of pupils' work.

For a small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of Education, Health and Care Needs, in consultation with parent(s)/carer(s). This may result in an Education, Health and Care Plan (EHCP) being provided by the local authority. This EHCP will inform the 'steps to success'

strategies used to support the child and is reviewed annually by the SENDCo or Deputy SENDCo.

All information, relating to a child that has SEND requirements, is securely stored on the Inclusive SEND Register. This Inclusive SEND Register contains 'Steps to Success' strategies agreed to help the student in the classroom and additional points about the child that are important to get to know the whole child and not just the need they have.

5 - Criteria for exiting SEND Support

A child may be removed from receiving SEND Support if:

- Their progress is such that they achieve what is broadly expected for a child of their age.
- The child no longer requires support which is additional to or different from what is normally provided within the class.

Parent(s)/carer(s) will always be informed if their child no longer requires SEND Support and this will normally take place as part of the REVIEW stage you would be invited to a meeting to discuss the provision for your child. If we are ceasing an EHCP this would be done at an Annual Review meeting and then a review of continued SEND Support would be agreed in a new Assess Plan Do and Review cycle. Your child will still be on the SEND support register and monitored by the SEND Team.

6 - Support for families of pupils with SEND

At West Hatch we have an open door policy where parent(s)/carer(s) are actively encouraged to share any worries or concerns they may have with school staff.

- Parent(s)/Carer(s) are always recommended to discuss the child's initial needs with the child's teacher.
- For general enquiries about SEND provision or to speak to a specific member of the team please contact the SEND department via the SEND Administrator yjohnstone@westhatch.net email.
- If you wish to raise a specific concern please contact either Victoria Hunt, the School's SENDCo via email at vhunt@westhatch.net, or Jacqui Cunningham, the School's Deputy SENDCo via email at jcunningham@westhatch.net.
- Parent(s)/Carer(s) are encouraged to look on the school's website which contains the school's SEND Information Report, and other relevant policies.

- Parents(s)/Carer(s) who live in ESSEX are encouraged to view the Local Offer provided by the local authority, which can be accessed on the internet at: <http://www.essex.gov.uk/EducationSchools/Schools/Special-Education-Needs/Pages/Local-offer.aspx>
- Parent(s)/Carer(s) who live in REDBRIDGE are encouraged to view the Local Offer provided by the local authority, which can be accessed on the internet at: [Redbridge FiND | Special Educational Needs & Disability \(SEND\) Local Offer](#)

7 - How pupils at school with medical conditions are supported

The school recognises that pupils 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.

8 - Training the staff supporting children with SEND

An ongoing programme of training is in place to ensure that teachers and learning support staff have the appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND. Our training programme is based on the needs of the pupils currently at the school, and the needs of those pupils known to be transferring to West Hatch.

The SEND team regularly attend local SENDCo clusters, conferences and update meetings as well as more specific training in order to keep up-to-date with local and national updates in SEND. The local Educational Psychology (EP) team also run courses which are attended by staff.

9. Funding for SEND

There is an amount identified within the school budget although this is notional and not ring-fenced. We provide appropriate support for all pupils from the school budget and this includes any resources required for specific groups such as pupil premium.

The Local Authorities provide additional top-up funding, where the cost of a child's special educational needs exceeds the nationally prescribed threshold. The school will apply for this directly.

10 - Data Protection - Storing and managing information for pupils with SEND

The SENDCo / SEND administrator is responsible for storing, managing and keeping SEND records up-to-date. SEND documents and data that hold pupil information are kept securely (in locked filing cabinets and/or secure servers) so that no unauthorised persons have access to it. The personal data will not be disclosed without the consent of parent(s)/carer(s), except for specific purposes or in the interest of the child. Class teachers and parent(s)/carer(s) will always be given copies of all relevant paperwork. If a child transfers to a new provision, all relevant information will be passed on.

11. Concerns or Complaints regarding Policy or SEND Provision

- For general enquiries or concerns about the SEND provision or to speak to a specific member of the team contact us via the SEND Administrator yjohnstone@westhatch.net email and one of the Team will get back to you as soon as possible.
- If your concerns are then not addressed to your satisfaction, please do not hesitate to contact anyone below/your child's Head of Year:

Year 7	Mrs Agyei-Osafo
Year 8	Mr Guy Blain
Year 9	Mr Limon
Year 10	Ms Young
Year 11	Ms Reid
Sixth Form	Mr Robert Tester, Mr Steven Windsor and Mr Jack Glass

- The Designated Safeguarding Lead Mrs Anjala Sharma (asharma@westhatch.net)
- The Headteacher - Victoria Schaefer (vschaefer@westhatch.net)

We will always look to address your concerns promptly and look to achieve a satisfactory outcome. However, should you feel this has not been achieved and wish to make a formal complaint please follow the West Hatch's Formal Complaint Policy which can be found on the school [website](#).