



Hutton Church of England Grammar School and Sixth Form

SEND Policy and Information Report

Author:	Gloria Frost
Reviewed by:	Curriculum & General Purposes Committee
Date Reviewed:	Spring 2025
Next Review Date:	Spring 2025
Adopted by Full Governors:	Spring 2026

Introduction

Hutton Church of England Grammar School and Sixth Form is a non-selective boys' Grammar School aged from 11-18 with a mixed Sixth Form.

As a Church of England School all we do is underpinned by Scripture, and we strive to ensure that we support, encourage and care for everyone within our community, whatever their ability or needs; this is embodied in Philippians 2: 5:

“In your relationships with one another, have the same mindset as Christ Jesus”

The staff at Hutton Church of England Grammar School is committed to meeting the special educational needs of pupils and to ensuring that they make progress by having high expectations of all pupils and removing barriers to learning. We aim to provide opportunities for all and to enable every pupil to achieve their individual best, to become confident individuals living fulfilling lives, and to make a successful transition into adulthood.

All of our staff have responsibility for pupils with SEND:

‘Every teacher is a teacher of every child or young person including those with SEND’
(SEND Code of Practice 0 – 25 years, 2015)

Definition of Special Educational Needs and Disabilities

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 which is additional to, and different from, their peers. These needs can be categorised in four key areas of need:

- Communication and interaction e.g ASC, speech and language needs
- Cognition and learning e.g dyslexia
- Social, emotional and mental health needs eg. ADHD, anxiety
- Sensory and/or physical needs e.g visual or hearing impairment

A student has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of students the same age;
- Have 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

Factors which are not considered to fall under the definition of SEND but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 – all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality.
- Health and Welfare.
- English as an Additional Language (EAL)
- Being disadvantaged (PP)
- Being a Looked After Child (CLA)
- Being a child of Service personnel or traveller.

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND but it may indicate an unmet need. Any concerns over a pupil's behaviour will be investigated. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

The school's Local Offer provides greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy. The Local Offer is available from the school office and the school website.

Objectives

To achieve our aim and ensure that children with special educational needs / disabilities achieve their full potential and progress we will:

- Meet pupils with SEND and their parents/carers prior to entry into high school.
- Attend Y6 reviews in primary school where appropriate and participate in transition reviews for pupils with an EHCP once a high school place has been allocated.
- Collect information from primary schools including Key Stage 2 SATs results.
- Collect information from previous school(s) for all 'in year' transfers.
- Conduct baseline tests on entry to the school in Maths and English.
- Ensure that the learning needs of pupils with SEND are identified as early as possible and their progress is closely monitored.
- Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with SEND and promotes high standards of attainment and achievement.
- As part of the whole school monitoring and evaluation, we consider the effectiveness of the curriculum offered to pupils with SEND and make adjustments as necessary.
- Ensure all teaching and support staff are involved in planning and meeting the learning needs of SEND pupils.
- Use co-produced student passports to share information with staff, enabling a consistent approach in supporting pupils with SEND issues.
- Review the learning needs of SEND pupils as they progress through the Key Stages and make necessary and appropriate adjustments; including applications for exam access arrangements.
- Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.
- Ensure good working relationships with parents, carers and the community.
- Seek and value parental involvement. The school believes that partnership with parents is central to the successful education of all pupils.
- Encourage parents to telephone, write, e-mail or visit to discuss concerns and we make every effort to respond to their concerns promptly.
- Provide opportunities for training on SEND issues for all teachers and support staff.
- Have regular SEND team meetings and regular updates for all staff.
- Develop the skills of the TA team through in-house training and attending external courses/seminars.
- Ensure the school liaises with all outside agencies effectively.
- Participate in the Penwortham Educational Psychology cluster
- Access training provided by outside agencies: CAMHS, specialist provision (LEA and private), NASEN, independent providers.
- Involve specialist providers where appropriate and implement their recommendations.

Roles and Responsibilities

Governors

- The Governors must have regard for the Code of Practice (Children and Families Act 2014 part 3) when carrying out their duties towards all students with SEND.
- The Governing Body has an identified governor who has oversight of SEND provision in the school and ensures that the full governing body is kept informed of how the school is meeting statutory requirements. The SEND Governor liaises with the Head Teacher and the SENCo.

School Staff

- The SENCo and the Head Teacher work closely with the SEND Governor and all staff to ensure the effective day to day operation of the school's SEND policy. The SENCo and the Head Teacher identify areas for development in SEND and contribute to the school's improvement plan.
- All teaching staff are responsible for the education and progress of all pupils in their classes; including pupils with SEND.
- Teaching Assistants are a valuable part of the support for students with SEND. Specialist TAs work in English, Maths, Science and Pastoral Support.

In addition to this, the SENCo is responsible for:

- Coordinating provision for all pupils identified with SEND
- Day to day operation of the school's SEND policy.
- Liaising with and advising staff on SEND matters.
- Managing the SEND team of TAs.
- Maintaining the school's registers for pupils with SEND and overseeing the records of all pupils with SEND. Review of the SEND register is on-going by the SENCo and is updated termly.
- Liaising with parents/carers of pupils with SEND.
- Liaising with external agencies (e.g. LEA support and EP service, CAMHS, Health, Social Services, independent providers)
- Liaising with the Head Teacher and nominated SEND Governor.
- Contributing to the in-service training of staff.

Admissions

Pupils with SEND are admitted in line with the school's admission policy. The school follows the statutory requirements of the SEND Code of Practice (2015) and Equality Act (2010). The governors do not refuse admission to a pupil, or give them lower priority than other applicants, on the grounds of their SEND. The school welcomes all children equally.

The school holds induction meetings and primary transfer visits to liaise closely with parents/carers and primary schools where a pupil has been identified as having SEND.

If the school is alerted to the fact that a pupil may have a difficulty in learning, we endeavour to collect all available information to ensure a smooth transition to high school.

Identification, Assessment and Reviews

Emphasis is placed on the earliest possible identification of a pupil's educational needs. Pupils may be identified by one of the following ways:

- Head of Year 7 and primary school liaison.

- Analysis of the Year 7 baseline tests.
- Parental contact at open evening, parents' evening or at any other time.
- Concern expressed by any member of staff to the SENCo.
- Internal tests/exams and diagnostic testing during an academic year.
- Analysis of the school's tracking of progress through regular assessment points.

Once a need has been identified, the school will begin the Graduated approach to SEND support: Assess – Plan – Do – Review. This cycle is continually refined in order to find the most effective ways of supporting a pupil.

The key principles of the Graduated approach to SEND support are:

Assess - a pupil's strengths and barriers to learning are identified

Plan - differentiated support for the pupil

Do - the plan is implemented within a timescale

Review - the impact of the plan is assessed and the next steps planned

The school's model for SEND Support

SEND support is delivered in three waves of increasing levels:

Wave 1

Universal provision for all students through Quality First Teaching and reasonable adjustments for a range of SEND needs. The vast majority of pupils' needs can be met at this level.

Wave 2

Targeted SEND provision for identified students who require additional interventions to ensure they make satisfactory progress. These pupils will have a student passport outlining specialist strategies and advice. Any further concerns or lack of progress are reported to the SENCo for further investigation.

Wave 3

Specialist provision for a small number of students requiring specific interventions. This may be in the form of individual support, although we are unable to offer 1:1 support, and interventions following advice from specialist teachers/advisors/Educational Psychologists. The majority of these pupils will have an EHCP. These pupils will have a student passport outlining specialist strategies and advice. EHCPs are reviewed annually with parents and pupils, with contributions from all staff involved with the pupil.

Inclusion of pupils with SEND

SEND pupils will be as fully included in the life of the school as possible. Their entitlement will be supported through the adoption of varied strategies within the learning environment. Extra-curricular activities will provide further opportunities for inclusion.

Accessibility

The programme of building and renovation takes into account the needs of pupils, parents/carers and staff with disabilities. The school endeavours to make alterations that will assist with accessibility but recognise that the age and nature of many of the buildings mean that some areas would require substantial alterations in order to make them accessible. Please see the separate Accessibility Plan for details.

Resources

The SENCo identifies areas of pupil need and makes appropriate provision from the school's notional SEN budget. The governors ensure that support staff are employed to support pupils and staff. Where pupils have an EHCP/statement resources are provided in accordance with the provisions outlined in the Plan.

The school ensures that staff are kept up to date about SEND issues and undertake training. Additional funding to access external support for students with specific needs is included in the budget on an annual basis.

External Support Services

The school seeks additional support and advice from external support services and agencies. These are provided from within the LEA, Health (CAMHS, Occupational Therapy, Physiotherapy, Speech and Language etc.) and through Independent Consultants who are specialist teachers or practitioners in their field.

Careers Advice and Guidance

All pupils, including those with SEND, take part in our Careers Education Programme which is aligned with the Gatsby Benchmarks. All pupils from Year 9-13 are provided with careers advice and guidance from an independent careers advisor to support them in their preparation for adult life.

Criteria for evaluating the success of the school's SEND policy

The school will evaluate the success of the SEND policy against the Whole School Improvement Plan. The SENCo will evaluate and review targets within the Departmental Development Plan on an annual basis. In addition, the progress of pupils will be monitored through school tracking systems for assessment and behaviour.

Bullying

The school has a separate policy for dealing with issues concerning bullying. Additional steps are taken to mitigate the risk of bullying of vulnerable pupils. The Pastoral Hub, Form Tutors and Heads of Year are key points of contact for students who are vulnerable.

Dealing with Complaints

Should a parent or carer have a concern about the provision made for their child they should, in the first instance, discuss this with the Form Tutor. If the concern continues then the Form Tutor, Head of Year and SENCo will review the pupil's needs and discuss future strategies with the parents. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head Teacher. If the Head Teacher is unable to resolve the difficulty, the governing body will be involved after other avenues to resolve the situation have been exhausted. The school will provide parents of children with SEND information about Parent Partnership and how to make representations to the LA.

Approval and review

Update & reviewed	SENDCO Curriculum & General Purposes Committee	Spring Term 2025
Next Review	SENDCO Curriculum & General Purposes Committee	Spring Term 2026