Hednesford Valley High

Special Educational Needs Policy

Reviewed by:	E Perry
Last reviewed:	September 2025
Next review due by:	September 2026

1. Introduction

The purpose of this Special Educational Needs (SEN) Policy is to ensure that provision for students with SEN at Hednesford Valley High is appropriate, inclusive, and tailored to individual needs. We are committed to providing a broad and balanced National Curriculum, which is adapted where necessary to meet each student's unique needs.

Students at Key Stage 4 and 5 follow a flexible curriculum that provides access to a wide range of accredited courses, work experience, college placements, and independent living skills.

This policy should be read alongside other relevant school policies, including:

- Teaching and Learning Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Equality and Accessibility Plan
- Complaints Policy

2. Legal Framework

This policy has been written in line with the following legislation and guidance:

- Children and Families Act 2014
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015)
- Equality Act 2010
- The Education Act 1996
- The Special Educational Needs and Disability Regulations 2014

3. Definition of Special Educational Needs (SEN)

A student has SEN if they have a learning difficulty or disability that calls for special educational provision to be made. A student is considered to have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities provided for others of the same age in mainstream schools.

The four broad areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

4. Inclusion

Hednesford Valley High is committed to inclusive education and ensuring all students, regardless of their needs or abilities, are able to thrive and make progress. We strive to remove barriers to learning and participation and provide an accessible environment where every student is valued.

5. Identification and Assessment of SEN

We are committed to early identification and intervention. The school follows a **graduated approach** to SEN support, as outlined in the SEND Code of Practice.

Concerns about a student's progress may be raised by:

- Teachers
- Parents/Carers
- Support staff
- External professionals
- The student themselves

The SENCO works in collaboration with staff to assess and monitor student needs using:

- Classroom observation
- Assessment data
- Feedback from staff, parents/carers, and professionals
- Screening tools and diagnostic assessments

6. Graduated Response: Assess – Plan – Do – Review

We use a **graduated approach** to support students:

- **Assess**: Identify student needs through ongoing assessment.
- **Plan**: Develop a plan involving the SENCO, teachers, parents/carers, and (where appropriate) the student.
- **Do**: Implement strategies and interventions.
- **Review**: Evaluate progress and adjust support as needed.

This cycle ensures provision remains responsive and targeted.

7. Role of Governors

The Governing Body will:

- Ensure staff receive appropriate SEN training
- Allocate staffing and funding to support SEN provision
- Involve staff in policy development
- Promote close working relationships with parents/carers
- Ensure students contribute to their plans where appropriate
- Monitor links with other services and agencies

8. Annual Reviews of EHCP's

Each student with an EHCP has their needs reviewed annually, in line with statutory guidance.

The Annual Review includes:

- Progress towards EHCP outcomes
- Literacy, numeracy, and PSHCE development
- Social, emotional, or behavioural developments
- Curriculum modifications or support strategies
- Parental and student views
- Recommendations for any EHCP amendments

Reviews follow Local Authority guidance and include input from all relevant stakeholders.

9. Individual Education Plans (IEP's)

IEPs are written each term and are linked to the outcomes in students' EHCPs and their Annual Review targets. These are:

- Regularly reviewed by staff at the end of each term
- Shared with students and parents/carers at the start of each term
- Amended as needed to reflect progress or changing needs

10. Role of the SENCO

The SENCO (Special Educational Needs Coordinator):

- Oversees day-to-day implementation of SEN policy
- Coordinates provision for students with SEN
- Liaises with external professionals and agencies
- Maintains SEN records
- Supports and advises teaching and support staff
- Ensures EHCPs and IEPs are up to date
- Ensures compliance with statutory responsibilities

11. Support and Local Collaboration

The school works closely with local schools and agencies to share expertise and ensure high-quality SEN provision. This may include:

- Staff supporting students and teachers in mainstream settings
- Students attending Hednesford Valley High on a part-time basis
- Opportunities for inclusion in mainstream schools, including planned transitions where appropriate

12. Transitions

We are committed to ensuring smooth transitions between education phases.

From Year 9 onwards, transition planning is a key focus of EHCP reviews. We work with:

- Students and families
- Post-16 providers
- Careers advisers
- Local authorities

We aim to prepare students for adulthood, further education, employment, and independent living.

13. Accessibility

We are committed to meeting our duties under the **Equality Act 2010**. We will:

- Make reasonable adjustments to support students with disabilities
- Provide accessible resources and equipment

Implement our Accessibility Plan to continually improve access to the physical environment, curriculum, and information

14. Working with Parents and Carers

We believe in a strong partnership between home and school. We:

- Involve parents/carers in planning and reviewing SEN provision
- Share IEPs and support strategies termly
- Offer regular communication via meetings, phone calls, and reports

15. Student Voice

Students are encouraged to participate in decisions about their education, where appropriate. This includes:

- Contributing to IEPs and Annual Reviews
- Setting personal targets
- Expressing views on their support

16. Complaints

If a parent/carer has concerns about SEN provision:

1. Contact the class teacher or SENCO in the first instance.
2. If unresolved, contact the Headteacher or a Governor.
3. Refer to the school's **Complaints Policy** for further guidance.

17. Dissemination and Review

This policy will be reviewed annually by the SENCO and Senior Leadership Team and approved by the Governing Body.

The policy will be reviewed September 2026