



Hamstead Hall Academy

Special Educational Needs and Disability (SEND) Policy 2026

Updated	September 2026
Recommended By	Hamstead Hall Academy Local Governing Body
Approved by	Hamstead Hall Academy Trust Board
Date of Approval	24 th September 2026
Next Review Date	September 2027 (but subject to review in line with changes in statutory guidelines or legislation via updates from the government)

Definition of Special Educational Needs (SEND)

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- A) have a significantly greater difficulty in learning than many children of the same age; or
- B) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The school also aims to encourage a culture of peer support and inclusion that encourages strong friendship groups for pupils with SEND. The SEND policy has been developed using a variety of expert professionals including the Executive Principal, Headteacher, AHT - SENDCo, Head of Resource Base, Assistant SENDCo, outside agencies and parents/carers. The SEND policy will be updated as and when necessary, in line with updated government guidance.

Aims of the SEND Policy

Hamstead Hall Academy is a comprehensive school that recognises that each student has individual and unique needs. The school is committed to ensuring all pupils realise their potential, through a broad, balanced and relevant curriculum that provides equality of opportunity and enables high achievement for all pupils regardless of specific need or academic ability.

We aim to create a positive environment conducive to learning and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

The Governing Body and teaching staff will strive to ensure that the necessary provision is in place for any student who has special educational needs and or disabilities, ensuring that every student is able to access a broad and balanced curriculum, which is differentiated where appropriate.

Where the Executive Principals, SENDCo or the appropriate Governor have been informed by the LA that a student has special educational needs and/or disabilities via an Education Health Care Plan those needs will be made known to all staff. The same applies to those pupils identified as 'SEND Support'.

All governors and staff in the school are aware of the importance of identifying and providing support for those pupils who have special educational needs and/or disabilities, both at EHCP and 'SEND Support' level.

All staff will ensure that pupils with special educational needs and/or disabilities join in the activities of the school together with pupils who do not have special educational needs and/or disabilities, so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources. We work in accordance with the Single Equality Scheme.

The Objectives of this Policy

- To develop a close partnership with parents and carers, so that their knowledge, views and experience can be used to help the school to assess and provide for their children.
- To involve the student in their own learning and to take into account the ascertainable wishes of the pupils concerned in order to provide more effectively for them.
- To promote, on behalf of all SEND pupils, the most effective classroom practices and teaching and learning styles.

Rationale

The Governors and staff of Hamstead Hall Academy accept the duties and responsibilities placed upon them by the Children and Families Act (2014), the Equalities Act (2010) and have adopted the principles of the 2014 SEND Code of Practice with regards to children with special educational needs and disabilities (SEND).

The Four Areas of Special Educational Needs

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical Needs

Procedures for the Identification of Pupils with Special Educational Needs

At Hamstead Hall Academy, every attempt is made to identify pupils with SEND as promptly as possible, so that appropriate support can be provided. There is liaison with the partnership of primary schools to identify pupils with SEND who will be joining the school in Year 7.

Identification and Assessment

If a student is known to have special educational needs when they arrive at Hamstead Hall Academy the responsible staff will, as appropriate:

- Use information from the primary school to provide an appropriate curriculum and focus attention on action to support the student within the class.
- Ensure that ongoing observation and assessment provides feedback about achievements to inform future planning of the student's learning.
- Ensure opportunities for the student to show what they know, understand, and can do.
- Involve the student in planning and agreeing targets to meet needs.
- Involve parents/carers in developing a joint learning approach at home and at school. Information about a student's needs is made known to staff and a child on the SEND register will have a passport detailing the child's strengths, areas of difficulty and suggested strategies for meeting needs and supporting learning.

Further identification takes place as appropriate, through information from subject teachers, Head of Year, Pastoral Support Workers and Curriculum Support Staff. Referral forms are located on the google drive shared area under SEN. SEND reviews and assessments are carried out to ensure that the correct pupils are identified at the correct levels.

The Role of the SENDCo

Mr Jevons is the SENDCo. He leads the SEND team who work with pupils with ASD, SEMH, MLD, SPLD, VI, HI, Speech Language and Communication Difficulties as well as those with Physical and needs e.g. Cerebral Palsy. We pride ourselves on building positive relationships with parents and carers.

The SENDCo's role is to:

- Organise, manage and co-ordinate provision for children and young people with Special Educational Needs and/or Disabilities.
- Develop the academy's SEND Policy to ensure all SEND pupils get a consistent, high quality response to meeting their needs in school.
- Update the academy's SEND record of needs.

- Identify and monitor pupils' individual needs to ensure that appropriate provision can be made.
- Complete and monitor annual reviews within an appropriate timescale.
- Support the transition process across all key stages, providing staff with up-to-date information.
- Carry out Exam Access arrangements
- Liaise with and coordinate the support and contribution of external agencies, e.g. Speech and Language Therapists, Educational Psychology Service, Communication & Autism Team, Hearing Impaired Advisory Teacher etc.
- Provide training to enhance the capability of staff to offer the correct support to SEND pupils.
- Carry out arrangements for identifying, assessing, and making appropriate provision for pupils with SEND.
- Work with parents and carers to keep them involved in supporting their children's learning, keeping them informed about the support their child is receiving and reviewing how pupils are progressing.
- Planning and creating passport profiles for children and young people with significant, persistent and challenging needs who are on the SEND Register which will have their SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets, with the expectation that the student will have achieved or progressing to achieve their targets by the time it is reviewed.
- To record and collate the concerns of staff for children with special educational needs and /or EHC plan within school, and to ensure records are up to date.
- To advise on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively.
- To liaise with the Executive Principals, SEN SLT link, Exams Officer and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements.
- Liaise with, and share ideas with the other Special Education teachers from both state and independent schools through attendance at seminars, visits to other school, etc.
- Update SLT on a termly basis regarding progress and areas of concern.

- Ensure Hamstead Hall Academy is compliant with the SEND Code of Practice.

We believe that your child's education should be a partnership between parents, carers and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

Admission Arrangements

Pupils are admitted to the Academy in line with the guidelines laid down by the Local Authority. Feeder primary schools are contacted in the summer term prior to transfer in order to gather information about pupils. This allows for the early identification of pupils with SEND. Pupils with Education Health & Care Plans are admitted to the academy through the SEND Assessment and Review Service (SENAR) at the Local Authority. The review process for places at Hamstead Hall Academy can start as early as the academic year prior to a pupil starting in year 7.

Resource Base Provision

In addition to the mainstream EHCP places, there is provision for 9 places per year group for pupils with EHCP, available in the Resource Base (Cognition and Learning). The Resource Base is run by Ms Jackson and is designated for pupils with cognition and learning needs. In the past, the Academy has also admitted learners with ASD in the Resource Base through consultation from SENAR. The allocation of these places is the responsibility of the Local Authority through the SEND Assessment and Review Service (SENAR).

A programme is in place to facilitate the smooth transition of pupils from primary to secondary education who have an EHCP in place. This includes:

- 1) Visits to the academy by the pupils, parents, carers, and their assistants.
- 2) SENDCo attends Year 6 review meetings to collate information prior to pupils starting Hamstead Hall Academy
- 3) Support Staff from Hamstead Hall Academy visit the primary schools to work with and get to know the pupils with SEND
- 4) Year 6 parents/carers of pupils with an EHCP visit the academy by arrangement.
- 5) Additional transition days can be organised for prospective Resource Base pupils to have further visits to Hamstead Hall Academy with parents, carers and staff from the feeder schools in the summer term of Year 6.

Transition from KS3 to KS4

All pupils will have the opportunity to meet with staff at the options parents/carers evening held prior to the option deadline. Staff will advise students on the best route for them and together we will personalise an individual KS4 learning pathway. All SEND pupils will follow a broad and balanced bespoke curriculum at KS4.

Support for SEND Pupils

Deployment of Teaching Assistants

Teaching Assistants are deployed in line with their qualifications and experience of working with individuals, year groups and categories of needs. They are deployed in year groups and subject areas. They provide in-class support to whole classes, small groups and sometimes on one-to-one basis. In addition, they carry out intensive focused interventions to identify pupils in Literacy and Numeracy. They also provide subject specific interventions to identified pupils. They work alongside external agencies to deliver social skills programme to identified pupils with ASD and SEMH development needs.

Teaching Assistants at Hamstead Hall Academy work closely with Teaching staff who support and deliver differentiated and adapted lessons to SEND teaching groups. They take part in the management of behaviour for learning in the classrooms and around the school during unstructured times. They run lunch time clubs for learners with ASD, Speech Language & Communication, Cognition & Learning, and those with Sensory needs (Hearing Impaired & Visual Impaired).

Key staff

Governor Responsible for SEND: Survinder Ark Sandal

Assistant Headteacher – SEND (Whole School & Qualified SENCo): Mr R Jevons

Head of Resource Base – Ms D Jackson

Enhanced Provision for SEND Pupils

Our Teaching Assistants hold NVQ Level 2 or 3 qualifications. Training needs are identified and met each year as part of the annual appraisal. This includes training for working and managing learners with severe learning difficulties, Autistic Spectrum Disorder, Speech Language & Communication Difficulties, Precision Teaching, Handwriting, and strategies for supporting children and young people with Hearing Impairment, Visual Impairment, Fine Motor Difficulties etc. Most of the members of our SEND Team are qualified First Aiders.

A continuing programme to raise awareness of “difference” has continued this year with special assemblies on hearing impairment and disabilities and many related issues covered within Citizenship and PSHE Education Programmes that are delivered on a weekly basis.

Some site improvements have led to the installation of disabled toilets in the Craythorne building and the Aspirations building. Ramps and steps and other obstacles are now clearly marked in yellow to make them stand out to pupils with a visual impairment. In addition, the 800’s block for teaching resource base pupils has a disabled toilet and a shower installed for pupils with further personal care needs. Located in Parkside is a sensory room to support all pupils with a quiet stimulating environment. Local Special Schools have made good use of our ‘Holiday Programme’ experience and our own pupils have worked closely with our SEND pupils during holiday programmes. We have continued our staff training, particularly in the areas of Hearing Impairment, Autism, and differentiated teaching and learning which has had a prime focus on scaffolding lessons to meet the needs of all pupils. Other areas of SEN focus will be part of the annual CPD programme.

We work closely with a range External Agencies who provide teaching, parents/carers and Teaching Assistants with support and advice for working with pupils who have Specific Learning Difficulties (Dyslexia), Autistic Spectrum Disorder; Speech Language & Communication Needs as well as those Moderate Learning Difficulties.

Our team of Learning Mentors meet with SEND pupils to monitor and support their emotional well-being. In addition, they and the team of Teaching Assistants run social interaction groups and facilitate peer to peer mediation when it is necessary.

The Academy is committed to making effective provision for SEND pupils through a graduated approach as set out in the 2014 SEND Code of Practice. Universal provision of high-quality teaching allows for staff to adapt their teaching in accordance with the needs of the pupils in their class. Staff use the information provided for them by the academy about the needs of individual pupils to aid them in planning lessons. Ongoing training in all areas of SEND allows staff to be confident in differentiating for the needs of the pupils they teach and to be able to identify pupils with SEND. Additional targeted intervention can be provided by teaching assistants and SEND teachers when a need is identified. When necessary specialist intervention is sought from outside agencies. For all stages of the graduated approach a cycle of Assess – Plan – Do – Review is followed. Parents, carers and pupils are always consulted as part of this process.

Assessment, Monitoring, Record Keeping and Review Procedures

The SEND Code of Practice recognises four broad areas of need:

1. Communication and Interaction (C&I): this includes pupils who have speech, language and communication difficulties, slower processing difficulties and includes pupils with autism spectrum conditions.
2. Cognition and Learning (C&L): this includes pupils who have learning difficulties, for example, dyslexia, dyspraxia and dyscalculia.
3. Social, Emotional and Mental Health: (SEMH);

4. Sensory and/or Physical: this includes pupils who have visual (VI), or hearing needs (HI), or a physical disability that affects their learning (PD).

Assessment of pupils' needs are made by SEND staff in collaboration with subject staff, with reference to primary school records and liaison with primary school teachers where possible.

Once identified, pupils fall into two main categories:

- Pupils who have an Education, Health and Care Plan (EHCP)
- Pupils who have an identifiable special educational need (K)

These are developed into a pupil profile on Bromcom and a pupil passport on Google Drive and accessible to all staff. The progress of the (EHCP) pupils is then monitored through whole school reviews, other pupils with identified needs are given specific intervention and mentoring. SEND review meetings are throughout the year. EHCP plans are reviewed annually. Pupils and Parents/carers are invited to these review meetings and asked to contribute before via parent and student voice and during the process

Tracking and Monitoring of pupils with SEND

We have robust tracking and assessment processes. For every child, there is a face-to-face parents and carers consultation evening, termly progress checks and one full written report each year. All teachers constantly check, and review progress made by all pupils.

- All pupils with SEND will have their progress reviewed throughout the year.
- Staff will arrange to meet the parent/carer and the student to discuss their progress if there have been concerns raised by staff or parents/carer.
- Where an external agency has been working with the student, this specialist may be invited to contribute to the meeting
- A student who has an Education Health and Care Plan will have an Annual Review meeting involving the SENDCo, parent/carer, and student, as well as any other relevant parties. Parents and carers may invite someone to accompany them if they wish.

Support and Guidance

Where there is a lack of progress, additional support may be needed. Support or intervention provided will always be considered in the light of the type of need, the purpose of the support and expected outcomes.

Pupils with SEND might be supported in any of the following ways:

- Individual or small group work which may take place before or after school or during the school day.
- In-class support from a Teaching Assistant
- Additional resources via our Resource Base classes
- Access arrangements for examinations, based on need, history of need, and whether it is the student's usual way of working

- Intervention from external agencies
- Intervention for reading and literacy
- Friendship Intervention
- Where completion of homework is an issue, the student homework club in the library or in 501 with TA's for our Resource Base pupils.

Parental information

As a parent/carer of a child with SEN who is receiving a specific intervention, you will be invited into school, contacted by telephone, or emailed to update you on your child's progress. Parents and carers of a child with an EHC plan will be invited to discuss the progress of their child on an annual basis. Progress, attendance, behaviour, readiness for learning, self-esteem and any other relevant area **can** be discussed at a face-to-face meeting, parents. The SENDCo and outside agency specialists may be present. We will always try to inform parents/carers in advance of the meeting and who will be present. Parents/carers can ask for any trusted adult, such as a grandparent to accompany them to the review meeting. For children on the School SEND Register there will be additional opportunities to meet or liaise with key staff throughout the year at timely intervals dependent on need.

For further information provided on this page please contact our SEND team.

Seeking a Diagnosis

If parents or carers have concerns about their child's development or suspect that their child may have a special educational need or disability, they are encouraged to speak with the school's SENDCo (Special Educational Needs and Disabilities Coordinator) as early as possible. The SENDCo can offer guidance, support, and help initiate the appropriate steps, which may include referrals to external professionals such as educational psychologists, speech and language therapists, or paediatricians. Parents may also choose to contact their GP directly to discuss medical or developmental concerns. The school will work in partnership with families throughout the process, ensuring that any assessments or interventions are child-centred and focused on meeting individual needs.

Equal Opportunities for Pupils

The Academy does not discriminate against pupils on grounds of gender, race, ethnic origin or disability. It aims to provide equal opportunities for all with a broad and balanced curriculum and fully endorses the Local Authority's Inclusion Policy. Hamstead Hall Academy is fully committed to the "Standards for Inclusion – Success for Everyone". An audit has been completed, and an Action Plan has been written and is currently being implemented. A copy of the Equal Opportunity and Inclusion Policy is available on the Academy website.

Effectiveness of the SEND Policy

The academy pays due regard to the procedures set out for the implementation of the new Code of Practice (2014). Pupils with specific literacy difficulties are identified through liaison with primary schools Reading and Spelling age assessments and are placed on the SEND Register of Need. Support Plans are drawn up and circulated to all departments and parents. These are now circulated in school electronically. External support services are involved with pupils who have specific difficulties.

Involvement of Parents, Carers and Pupils

The voice of parents, carers and pupils underpins all decisions and plans made at the Academy to support pupils with special needs and/or disability. Pupils with EHC plans have annual reviews each year in line with the SEND code of practice 2014 and additional contact is made with parents each term to review progress. Whenever possible a student centred approach is used in these meetings. For many pupils with SEND, there is regular contact with parents/carers each term. Whenever a pupil is placed on the SEND register at the Academy parents/carers are informed and written consent is sought from parents before any outside agency meets a pupil.

The SEND information on the Academy's website is reviewed annually in a meeting involving both parents of pupils with SEND and the pupils themselves. The Academy is committed to improving the accessibility of the information it provides to all stakeholders including parents and carers.

Involvement of Outside Agencies

With the permission of parent and carers, outside agencies can become involved in assessing and supporting a pupil with SEND. These include:

- Pupil and School Support Service (Specially Qualified SEND Advisory Teachers from SENAR - Birmingham LA).
- The Educational Psychology Service (for advice on more complex cases and to support applications for an EHC Plans).

- Sensory Support Service
 - Teacher of the deaf – for pupils with hearing impairment
 - Vision Support Team – for pupils with a visual impairment
- Communication and Autism Team - for pupils with a diagnosis of ASC
- A Speech and Language Therapist – From the NHS to work in school to help pupils who have difficulty communicating.
- Physical Disability Support Service – We take advice for pupils with a physical disability from this team based at a local special school.
- Principal Officer from SENAR (Special Educational Needs Assessment and Review) – When a parent of a student with an EHC plan wants a change of provision or has a complaint then the Principal officer can on occasion attend review meetings.
- Education Advisors from the Birmingham Virtual School – to give advice and guidance for all pupils in the care of the local authority.
- Social workers – Where a pupil with SEND is in the care of the Local Authority, the Social Worker regularly attends meetings at the Academy with carers and Academy staff.
- School nurse and other NHS professionals.
- When a pupil has health issues related to their special needs the school nurse will often help liaise with patients and health professionals.
- Forward Thinking Birmingham - When a pupil has mental health needs professionals such as clinical psychologists will meet with Academy staff and parents to help plan appropriate support for the student.
- Special Educational Needs & Disability Information, Advice and Support Service (SENDDIASS) – This is an independent branch of the LA that provides impartial advice to parents of pupils with SEND and we welcome their involvement should a parent choose to consult with them.

Preparing for Adulthood and Moving On

Pupils in the Resource Base are offered a foundation learning programme in KS4 that covers areas of life skills. On this course, among other things, they can learn to cook as well as how to fill in an application form and other work skills. During the course, they will be offered opportunities to visit many post-16 education providers and attend open events and taster days. In recent years a careers event at a local special school has also allowed pupils and parents to find out about lots of different colleges and other providers in one evening, this has been online . We continue in 2025 we will be able to once again visit institutions that will support our pupils transitioning into further education.

In Year 11 all academy pupils can do a week's work experience, in light of the disruption caused by the pandemic, this could be inhouse experience or virtual work experience. Pupils with an EHC plan are given extra support in planning for this, attending an interview and travel planning for the week. They are visited at least twice on work experience and helped to evaluate their experience afterwards in their BTEC lessons.

Pupils with an EHC plan meet with an external Careers Adviser each year from Year 9 onwards to give independent careers advice. This advice is considered and discussed in the annual review with parents/carers and pupils in year 9, 10 and 11.

As pupils move on to post 16 education care is taken to support them with transition events and interviews at college; some pupils, parents and carers are also supported in the application process.

Complaints

In the first instance we hope that areas of disagreement can be considered and resolved in discussion with the SENDCo, Mr Jevons. If a parent or carer wishes to make a complaint, then they can follow the Academy complaint procedure published on the Academy website and available in writing on request.

For pupils with EHC Plans, it is possible to make a complaint about SEND provision direct to the principal officer at SENAR (Special Educational Needs Assessment and Review) by phoning 0121 303 5489 or 0121 303 4175. We would, however, recommend that it is better to first contact the Special Educational Needs & Disability Information, Advice and Support Service (SENDDIASS) as they can give impartial advice and even attend meetings with you at the academy to help resolve any differences. They have advisors who can speak several community languages and can be contacted Monday to Friday from 8:45 to 5pm at:

Lancaster Circus

PO Box 16289

Birmingham

B2 2XN

Telephone: 0121 303 5004

Email: SENDDiass@birmingham.gov.uk

Please see the Academy's website for the SEND Information Report.

The Local Offer

Information about the provision of education for pupils with SEND can be found on the Birmingham city council's website at:

<https://www.birmingham.gov.uk/localoffer>

Governors' Consultation under 161(3) of the 1993 Act

The Governors are informed of all SEND issues through the Executive Principals.

There is a nominated Governor with responsibility for SEND, who will liaise with the SENDCo and the Governing Body on all matters relating to SEND.