



Haberdashers' West Midlands Academies Trust

Haberdashers' Abraham Darby

SEND POLICY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

2025 - 2026

Special Educational Needs and Disability Policy	
Named Responsibility of Policy	Mrs C Condé (Assistant Vice Principal SEND and Literacy)
Monitoring will take place by	Mrs J Edgar (Acting Principal) Mrs C Condé (Assistant Vice Principal SEND and Literacy) Mrs Julie Dale-Jensen (SENDCo)
Governor Responsibility	SEND Governor (TBC) PSW Committee
Date of Policy	September 2025
Date of next Review	September 2026

COMMITMENT TO REVIEW

This Policy will be monitored and reviewed annually by the relevant policy owner named above and evaluated and approved by the relevant Governing Body annually and/or considering changes to National Curriculum requirements and/or DfE guidance/regulations.

Haberdashers' Abraham Darby is committed to the principles of inclusive education and strives to ensure that all students can access all the school has to offer and achieve without limits.

Section 1 - Definition of Special Educational Needs

Haberdashers' Abraham Darby (HAD) recognises the definition of Special Educational Needs and Disability (SEND) used in the Code of Practice (January 2015)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

“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.”

Haberdashers' Abraham Darby adopts a strategic approach to arranging SEND provision; the SENDCos work closely with the Assistant Vice Principal and the Heads of Year.

Section 2 – Introduction

The SEND policy was developed by the Assistant Vice Principal for SEND and the governing body.

a) Purpose

The purpose of this policy is to provide information on how Haberdashers' Abraham Darby supports pupils with SEND.

b) Aim of the policy

The aim of the policy is to ensure that Haberdashers' Abraham Darby achieves the overarching aims of the SEND Code of Practice (2015):

- Participation in decision making for child and parents
- Early identification and early intervention
- Greater choice and control over support
- Collaboration between education, health, and social care services
- High quality provision to meet needs
- Focus on inclusive practice and removing barriers to learning
- Successful preparation for adulthood, including independent living and employment

c) Principles

The principles of the policy reflect those outlined in the Code of Practice and in Sections 3 and 19 of the Children and Families Act (2014), which take into consideration:

- The views, wishes and feelings of the child and the child's parents
- The importance of the child and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child and the child's parents, to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

d) Haberdashers' Abraham Darby's values and ethos on which policy is based

Using the Academy's values and ethos of 'Aspiration, Respect and Excellence', staff at Haberdashers' Abraham Darby will:

- Support pupils with SEND to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training
- Use their best endeavors to make sure that a child with SEND receives the support they need
- Ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND

To ensure that the values and ethos promoted by Haberdashers' Abraham Darby are reflected in the Academy's SEND Policy, the following areas will need to be considered:

- The role of parents
- Leadership accountability and governance
- Quality of teaching
- Integrated whole school management of SEND

e) Statute and guidance directing the policy

The policy has been developed in accordance with:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)
- The Special Educational Needs and Disability Regulations, (2014)
- Articles 12 and 13 of the United Nations Convention on the Rights of the Child (1989)
- The Equality Act, 2010

Section 3 - Procedures and Practice

a) Definition of SEND

Haberdashers' Abraham Darby uses the definition of SEND from the Code of Practice, 2015:

"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. "

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than most others of the same age, or*
- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

b) Equal opportunities

Definition of a disability according to the Equality act 2010:

A physical or mental impairment which has a long-term and substantial adverse effect on their ability to conduct normal day-to-day activities ('long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'). This definition includes sensory impairments such as those affecting sight or hearing. And long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Where a disabled child or young person requires special educational provision, they will also be covered by the Special Educational Needs (SEN) definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-sixteen institutions, local authorities and others have towards disabled children and young people:

- *They **must not** directly or indirectly discriminate against, harass, or victimise disabled children and young people.*
- *They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage*

Haberdashers' Abraham Darby, as all schools, has a duty under the Equality Act, 2010 towards individual children and young people with a need or disability.

Haberdashers' Abraham Darby makes reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.

c) Pupil admission

The School Admissions' Code of Practice requires children and young people with SEND to be treated fairly.

Haberdashers' Abraham Darby admissions' process will:

- Consider applications from parents of children who have SEND, but do not have an Educational Health and Care Plan based on the school's published admissions criteria, as part of normal admissions' procedures
- Not refuse to admit a child who has SEND, but does not have an Education Health and Care Plan because we do not feel able to cater for those needs, even after reasonable adjustments
- Not refuse to admit a child on the grounds that they do not have an Education, Health, and Care Plan

d) Processes

All members of the school community work towards the policy aims by:

- Using school procedures for identifying, assessing, and making provision for students with Special Educational Needs.
- Sharing a commitment to inclusion and a partnership approach to provision.

The Haberdashers' Abraham Darby SEND Information report provides clear and accessible information about how the needs of pupils with SEND are met.

The SEND Information report is reviewed and updated annually.

If a pupil at Haberdashers' Abraham Darby has a learning difficulty or disability, which calls for special educational provision to be made for him or her, the following process will be used:

- The SENDCOs will take the lead in arranging the special educational provision.

A graduated approach will be adopted with four stages of action:

i) Assess

Staff at Haberdashers' Abraham Darby can refer pupils to the SEND Department using the SEND Referral System.

Haberdashers' Abraham Darby has multiple ways of exploring if a pupil has SEND including, assessments, comparisons with peers, mentoring, discussions with parents and the pupil, monitoring academic progress and, where appropriate, obtaining advice from external specialists.

In identifying a child as needing SEND support, the SENDCOs will have conducted an analysis of the child's progress and needs. This initial assessment will be reviewed regularly to ensure that support is matched to need.

Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services, or other agencies beyond Haberdashers' Abraham Darby.

The pupil will be added to the SEND Register, which is available to all staff in an electronic format and reviewed each term, or sooner if necessary.

In addition to the SEND Register, further information will be distributed to staff to ensure they are aware of the pupil's difficulties and strategies which should be used to support them through regular communication and updated SEND pupil passport profiles on Satchel and Provision Maps.

ii) Plan

In the event of a pupil being identified as having SEND, they will receive additional support or intervention.

Where it is decided to provide SEND support, the SENDCOs will identify the desired outcomes, the interventions and support to be put in place, the expected impact on progress, development or behavior, and a timescale for review. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed, during the planning stage.

Once a plan to provide SEN support has been formulated parents will be notified, all staff will be made aware, and this information will be recorded on the school system.

iii) Do

The SENDCOs will oversee the implementation of the interventions or programmes implemented as part of SEND support. All pupils identified as having SEND should receive Wave 1 provision in the form of Quality First Teaching

The Code of Practice, 2015 highlights how:

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.”

When Quality First Teaching is used as the first step in responding to pupils who have SEND, the subject teacher remains responsible for collaborating with the pupil and ensuring they make progress. The SENDCO will monitor the quality of Wave 1 provision through Learning Walks and lesson observations. If Quality First Teaching alone is unable to address the needs of a pupil who has SEND, they will then receive Wave 2 provision, in the form of additional interventions to enable them to work at age-related expectations or above.

Should the Wave 2 provision prove to be insufficient to enable the pupil to work at age related expectations or above, Wave 3 provision, in the form of highly personalised interventions often including input and advice from external professionals, will be implemented.

The Haberdashers' Abraham Darby SEND Information report provides clear and accessible information about staff training, including training to all staff on effective Quality First Teaching practices.

Pupils with an Education, Health and Care Plan will receive the level of support or intervention to which they are entitled.

The SENDCOs will support teachers in assessing the pupil's response to the action taken, in problem solving and advising on the effective implementation of support.

iv) Review

The effectiveness of the support and its impact on the pupil's progress will be reviewed regularly.

The impact and quality of the support should be evaluated by the SENDCOs, teachers and parent/carer, whilst considering the child's views.

In the event of parents having concerns, they should contact the following members of staff:

- General academic or pastoral issues - Mentor
- More complex pastoral / academic issues – Head of Year
- Specific SEND issues – Mrs Charlotte Condé (AVP SEND) and/or SENDCo (Julie Dale-Jensen)

In the event of these approaches being unsatisfactory, the principal has final responsibility and authority in all SEND matters. Please refer to the Complaints' Policy for guidance on complaints procedures.

The SENDCo and Vice Principal have lead responsibility for:

- Coordinating Quality First Teaching (Wave 1 provision)
- Coordinating additional interventions (Waves 2 and 3 provision)
- Commissioning specialists to build capacity and provide direct pupil support (e.g., Learning Support Advisory Teachers and Educational Psychologists).
- Addressing complaints using an incremental approach, based on whole school management system.