



Holmer Green Senior School

SEND Policy

July 2026

Special Educational Needs and Disabilities (SEND) Policy

People responsible for managing the school's provision for students with Special Educational Needs and Disabilities:

- Headteacher
- SENCO
- Assistant SENCO

Contact details

Staff can be contacted at the following address or the email addresses at the end of the policy:
Holmer Green Senior School, Parish Piece, Holmer Green, Buckinghamshire, HP15 6SP
Telephone: 01494 712219

Contextual information

HGSS has an Additionally Resourced Provision (ARP) for Speech Language and Communication Needs.

Aim

It is our aim that all students, and in particular those with SEND, become the very best possible versions of themselves in every way.

It is our aim to work successfully with parents/carers and involve them in the education of their children so we have a shared perception of desired outcomes. It is also our aim to work successfully with young people in our care and involve them in their own education.

It is our aim for all teachers and staff to have high expectations of all students, particularly those with SEND. We want all our students with SEND to become independent so that they are well prepared for their future, have increased opportunities in their lives and employment.

The school supports the principle of inclusion for students with SEND and disabilities and believe that a policy of inclusive education has the potential to benefit all children. If children are educated together, whatever the nature of their needs and differences they are much more likely to accept and include one another. Positive adult attitudes and examples serve to develop and increase this potential.

Objectives

1. To maximise the progress of SEND students at HGSS
2. To identify and provide for students who have special educational needs and additional needs
3. To work within the guidance provided in the SEND Code of Practice
4. To operate a 'whole student, whole school' approach to the management and provision of support for special educational needs
5. To provide support and advice for all staff working with special educational needs students
6. To provide support and advice to parents, carers and students and actively develop and maintain partnership and high levels of engagement with parents
7. To ensure access to the curriculum for all students

Identification of Special Educational Needs

The SEND Code of Practice suggests that students are only identified as SEND if they do not make adequate progress once they have had all the intervention/ reasonable adjustments and good quality personalised teaching.

The school realises the importance of early identification of students who may have special educational needs to ensure early intervention. Assessment will be regarded as a continuing

process. The purpose of identification is to ascertain what action the school needs to take, not to fit a student into a category. The needs of the student are to be identified by considering the needs of the whole child. This will include not just the special educational needs of the child.

There are four broad categories of need as described in the SEND Code of Practice:

1. **Communication and Interaction** – including students with speech, language and communication needs (SLCN) and students with ASD, including Asperger's Syndrome and Autism.
2. **Cognition and Learning** – moderate learning difficulties (MLD) when students learn at a slower pace than their peers, severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
3. **Social Emotional and Mental Health** – these difficulties could manifest themselves in many ways including; becoming withdrawn, displaying challenging, disruptive or disturbing behaviour, underlying mental health issues and disorders such as ADD, ADHD or attachment disorder.
4. **Sensory and/or Physical needs** – including students with visual impairment (VI), students with hearing impairment (HI), students with multi-sensory impairment (MSI) and students with a physical disability (PD).

Definition of Disability

Definition of disability taken from SEND Code of Practice:

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realise: '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. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

As a school we observe two key duties:

- we must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- we 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.

On transition to the school from primary education, the views of parents/carers, other professionals and information from Year 6 teachers is used as initial identification along with other assessment data received.

Initial testing is undertaken within the first few weeks of entry to the school.

Tests include base line assessments in literacy, including reading and spelling tests and base line assessments in numeracy. Students who are late entrants to the school will also be tested.

Additional testing may also be undertaken following concerns raised by parents/carers, teachers and SEND staff. Observations and assessments carried out by staff will be used as part of the identification and assessment procedure. Observations are particularly valuable in identifying social and emotional difficulties along with difficulties with social skills and communication.

The views, concerns and observations of parents/carers are important and the school will be responsive to any concern they raise and take into account any information that they provide about their child.

School also realises the importance of the views of students; particularly informing the identification of their specific needs.

Information and assessments provided from professionals, including health professionals, advisory teachers and the Educational Psychologists will be taken into account when identifying students with special educational needs.

Students who are not progressing as they should, or who are raising levels of concern will also be identified through the school's internal assessment systems which are on-going throughout the year.

The school is aware that a number of factors can have an impact on the progress and attainment of students, including: issues with attendance and punctuality; health and welfare; having EAL; being in receipt of Pupil Premium and being a looked after child, or being a child of a Serviceman/woman however these students may not necessarily have special educational needs.

A graduated approach to SEND support

The graduated approach is a four-stage cycle which identifies and removes barriers to learning by putting in place effective interventions. It is centred around the students' voice and co-constructed and reviewed with parents/carers. This ensures consistency of approach between each of the students' microsystems; in turn ensuring all stakeholders have high aspirations for the student and work collaboratively to ensure strong outcomes and a meaningful next step.

Assess: The students' parents and teachers work in conjunction with the SENCO and other external agencies to analyse the students' needs using data and observations. These are compared to both peer and national data to identify where students' gaps lie, and where additional support is needed.

Plan: A provision of "adjustments, interventions and support" (DfE/DoH; 2015) and their expected impacts are outlined to all stakeholders. These strategies should be based upon educational research into their efficacy.

Do: The plan is implemented. All parties work together to ensure the interventions and adjustments are executed correctly.

Review: The effectiveness of the strategies is reviewed and evaluated against the desired outcomes with the parents and pupil. This cycle is then repeated; building upon the last as previous targets are "revisited, refined and revised with a growing understanding of the pupil's needs" (DfE/DoH; 2015).

How HGSS decides whether to make special educational provision

The school regularly reviews the quality of teaching for all students and aims to improve the teachers' understanding the strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Learning Support Assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. The quality of teaching is assessed termly by Heads of Department and ongoing reviewing of the progress of children with SEND is shared between a teacher and the Learning Support Assistant.

A student will be placed on the school's SEND record where, despite high-quality first teaching and carefully targeted interventions, they meet one or more of the following:

- Continue to make little or no progress in specific areas over a period of at least two review cycles (approx. 6–12 weeks), based on internal progress data and assessment evidence.

- Show a widening gap in attainment compared with peers despite targeted support.
- Demonstrate persistent social, emotional or mental health needs that substantially affect classroom learning and require additional provision.

Evidence considered includes: baseline and diagnostic assessments (NGRT, reading/spelling ages, numeracy diagnostics), classroom observations, formative assessment, behaviour and attendance records, LSA notes, external reports (EP, SALT, CAMHS), and parental/student input.

Once the identification has been made, an intervention plan involving a four-part cycle will be put in place, with a clear date for reviewing the progress made and recorded using the school's Student Support Plan (SSP) proforma. The views of the parent/carer will be sought in addition to the views of the student. Teachers will have access to this intervention plan and will therefore use the information to inform their teaching practices and other differentiation required for the student.

Managing students' needs on the SEND list

When a student is identified as having SEND and their category/categories of need have been established, parents/carers will be contacted and information will be sought to involve them in the process. The views of the student will also be sought.

The Student Support Plan will then be written, recording all assessments and student comments and observations made. This plan will be written by either SENCO or SEND staff in consultation with parents/carers, teachers, Pastoral Team, SEND/intervention staff, the student and other professionals (including: advisory professionals, health, social care, Educational Psychologist) if appropriate.

The level of need of the student will determine what interventions/actions will be undertaken. A plan will be drawn up, which involves the setting of targets and then actions will be agreed and recorded in the appropriate part of the Student Support Plan pro-forma. Interventions will have clear outcomes and will be prescribed for a set and agreed length of time that is on average 6 weeks in duration. Teachers will evidence progress according to the outcomes described in the plan and the Key worker (LSA) will monitor the progress of set targets.

All Student Support Plans (SSPs) must:

- Use a standard school SSP template (Appendix A) with clear baseline data, 2–3 SMART outcomes (Specific, Measurable, Achievable, Relevant, Time-bound), strategies, named lead professional, review date (maximum 6–8 weeks), and evidence requirements.
- Record progress using quantified measures where possible (e.g. reading age improvement, attainment bands, behaviour points, attendance percentage).
- Set a clear exit criterion to guide removal from the SEND register.

The activities or interventions will be undertaken by the staff outlined in the plan. The plan will be reviewed at least termly, but it will be reviewed earlier if it is felt that the plan is not working and if additional interventions need to be put in place.

After a term, the plan will be reviewed, again considering parent/carer views whenever possible and the views of the student. The outcomes and impact will be assessed following the criteria outlined in the plan. The assessments could include: attendance and punctuality data, behaviour and achievement point information, student progress review data, exam data, spelling/reading assessments or other tests undertaken by staff. Once this data has been reviewed, the impact of the interventions will be discussed to inform possible further interventions. The staff delivering the actions will be responsible for evidencing the progress according to the outcomes described in the plan. If the student is beginning to make progress following the plan, the interventions/actions will be continued. If the student has made progress, then their name may be removed from the SEND list, parents/carers will be informed if this is the case.

Students will be removed from the SEND list if assessments do not indicate a learning disability or if they have made significant progress. Regarding students with identified learning difficulties,

significant improvement in spelling, reading, writing and numeracy skills should be noted before the student is removed from the SEND list. The gap in progress between the SEND student and their peers should be reduced. Students with communication difficulties will receive on-going support until it is felt that their needs can be comfortably met within the classroom without the need for additional input.

The plan will be kept up to date by the SENCO and SEND staff.

Parents/carers will receive copies of the plan and any updates. The teaching staff and SEND staff will be able to access the plans in the staff intranet to inform classroom differentiation.

If it is felt that the school cannot meet the needs of the student, then evidence will be collated by the SENCO in accordance with the procedures outlined by the Local Authority. Requests for LA High Needs funding or EHC needs assessment will be supported by a chronology of interventions (minimum two cycles of SSPs), impact data, copies of external reports (e.g. EP, SALT), attendance and behaviour records, and parental consent. The SENCO will inform parents in writing of the information submitted and expected LA timescales. Internal decisions to apply for additional funding will be recorded on the student's file.

If school and parents/carers need further support from specialist services, we will refer to the LA local offer and their website: Bucksfamilyinfo.org/localoffer.

Students who already have an EHC Plan will have targets/objectives outlined within these documents. This will be followed by the school, the teachers and SEND staff. Staff will be advised regarding differentiation needed within the classroom.

EHC Plans will be reviewed annually according to the criteria laid down by the LA and the SEND Code of Practice. A person-centred approach will be adopted when reviewing EHC Plans.

Learning Support Assistants (LSAs) will have written role descriptions, a line manager, and receive supervision from within the SEN team. LSA deployment will prioritise enabling independence: LSAs will deliver a mix of in-class support, scaffolded tasks and time-limited targeted interventions. All LSAs will receive induction in evidence-based approaches (e.g., precision teaching, structured literacy, social communication strategies) and have annual professional development.

The Headteacher, in consultation with the school governors, decides the budget for SEND provision based on the needs of the children in school. The effectiveness of the school's current interventions and provisions is monitored by the Headteacher and an action plan is prioritised which may include additional or alternative interventions, staff training and equipment needs. This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

Supporting students and families

Parents/carers will be guided towards the LA local offer (Bucksfamilyinfo.org/localoffer), with additional support from school and advice being provided by Bucks Parent Partnership. Parents/carers will be advised of outside agencies that could provide them and their children with additional support.

All Year 7, 9 and 12 students are screened to identify those for whom exam access arrangements may be required. Further assessments will then take place as needed. This screening will follow JCQ regulations. The SENCO will oversee assessment for AAs, ensure up-to-date evidence (diagnostic assessments, review notes) are uploaded, and ensure assessments are carried out by qualified staff in line with JCQ guidance. All decisions and candidate evidence will be retained securely until the candidate reaches age 25 (JCQ requirement).

Additional support is provided to parents/carers and students with SEND during transition from primary school to Holmer Green Senior School and when transferring to college or work-based

employment. The SENCo meets with Primary school SENCOs, primary teachers and potential Year 7 students to discuss transition to secondary school. The SENCo will also meet with parents of potential Year 7 students to discuss any concerns if requested.

Admission arrangements can be found in the Policy Section of the HGSS website (<https://www.hgss.co.uk/page/?title=Policies+%28and+statutory+documents%29&pid=1021>) The school's policy on managing medical conditions of students can also be found on the HGSS website.

The school values the support it receives from parents/carers and actively encourages them to become engaged with the school to support the needs of their children.

Supporting students at school with medical conditions

The school recognises that students 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. Also, refer to the school's medical policy which can be found on the school's website (www.HGSS.org.uk)

Some students may also have special educational needs (SEND) and may have an Educational, Health Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed.

Some students' medical conditions are complex and a care plan needs to be put in place. Parents/carers are invited to a meeting to agree the care plan procedures. Care plans are adjusted for students if they are going on a school trip following meeting with parents/carers. Care plans are written following advice from parents/carers, the LA's advisory teacher and medical professionals.

Holmer Green Senior School has a strict 'Administrations of Medicines' policy. If a student has a long-term medical condition which means that medication needs to be kept in school, then this will be sanctioned providing the medicines are prescribed and contained in a box with the prescription on it (see Administration of Medicines Policy) and we have written permission from a parent/carer. Staff will only use emergency medication if they have been fully trained. Students who have medicines prescribed four times a day may also keep their medicines in school following the rules outlined above. The school keeps a medical condition list so that staff can be made aware of a student's medical condition. Reasonable adjustments are made in school and on school trips for students with medical conditions and physical disabilities.

The school operates a PEEP (personal emergency evacuation plan) policy for all SEND students who would be at risk in an emergency. Parents/carers and students are made aware of this plan.

Supporting students at school with mental health and SEMH provision

For students with SEMH needs the school will provide:

- Tiered support: universal (pastoral curriculum), targeted (small-group interventions), and specialist (e.g. MHST referral, CAMHS referral, EP input).
- Clear waiting time expectations and named staff for pastoral support.
- Recording of outcomes for SEMH interventions (e.g. reduced behaviour incidents, improved wellbeing scores).

Supporting students with SEND Post 16

For Sixth Form students with SEND, the school will:

- Provide individualised transition planning for post-16 destinations (apprenticeships, FE, HE, employment).
- Publish academic criteria for courses run in the Sixth Form at Holmer Green Senior School.
- Offer bespoke study-skills, exam support and careers guidance.
- Maintain links with local colleges and employers to ensure reasonable adjustments continue beyond school.

Monitoring and evaluation of SEND

The SEND team will report termly to the Senior Leadership Team and Governors on agreed KPIs:

- Progress and attainment outcomes for SEND cohort v's non-SEND peers.
- Attendance rates for SEND (including EHCP).
- Number of permanent exclusions / fixed term suspensions for SEND students.
- Number and outcome of EHC needs assessments.
- These will be considered within the Inclusion priority and improvement plans. Governors will receive an annual SEND report and termly updates from the SEND Governor.

Training

Staff will be consulted regarding their training needs on an annual basis. Training will take place during school professional development sessions and in addition to this the staff will also receive training via the Bucks Local Authority training courses. Further training will be sought from external agencies such as the Oxfordshire and Buckinghamshire Healthcare Trust, the Educational Psychologist and from the LAs Additional Needs Team as needed.

SEND staff briefing sessions occur daily. Students' needs are discussed along with strategies for supporting them within the classroom. Concerns are noted and acted upon. An annual training programme is in place for SEND staff to develop their knowledge and skill sets.

Teaching staff are observed several times each year and some of these observations are carried out by the SEND team and other specialists to improve quality first teaching and to discuss strategies that may improve the learning of those with SEND in the classroom.

All staff are trained regarding child protections procedures. Some staff are trained and require on-going training for first aid and for the giving of emergency medications.

Quality assurance will include termly case-file audits, sampling of SSPs, learning walks to evaluate inclusive practice, and peer-review of interventions. Findings will inform CPD and LSA supervision.

Roles and responsibilities

The role of the SEND Governor is to keep the governors informed regarding the SEND Policy and the progress of SEND students in the school. They will also become involved regarding the provision and the resources the school offers to students with SEND. In addition, they should support the SENCo with a strategic approach to meeting SEND in the context of the total resources available.

The role of the SENCO is to determine the strategic development of the SEND Policy and provision in the school. In addition, they have day to day responsibility for the operation and co-ordination of the policy and co-ordinating provision, providing advice and liaising with students, parents/carers, teachers and other professionals/external agencies. The SENCO also ensures that records are kept up to date and manage the work of SEND staff.

The Attendance and Medical Administrators manage the school's responsibility for meeting the medical needs of students.

The designated teachers with specific responsibility for safeguarding are found at the bottom of this policy and are responsible for the safeguarding of students.

Storing and managing information

SEND records are stored electronically and are subject to school GDPR procedures. Explicit parental consent will be obtained for sharing sensitive information with external agencies unless there is a safeguarding reason not to.

Retention: SEND files will be kept in line with the school's retention schedule and statutory guidance; exam access evidence will be kept until age 25. Disposal of records will be recorded on a log.

Reviewing the SEND Policy

Parents/carers views and student voice is sought to assess the effectiveness of SEND provision in the school. The SEND policy is annually reviewed and amended to consider these views and those of other stakeholders; this ensures an improvement of provision for all students.

Accessibility

The school has an 'Accessibility Plan' which is reviewed every three years following consultation with all stakeholders, in line with the Disability Act 2001.

The school endeavours to put physical adaptations in place to support the needs of students with a physical disability. The curriculum has also been adapted, particularly in PE and practical subjects, to accommodate students with physical difficulties. The school has been adapted to support students with VI and specialist equipment is also used by staff in order to support the learning of students with HI. Support with recording is given to students who experience difficulties with this. This support could be via ICT and we encourage the learning of keyboard skills and computer access for students with difficulties with recording.

All students are assessed for exam access arrangements.

In terms of access to the curriculum, for most subjects, students will be placed in a particular set according to their academic prior attainment. An emphasis is placed on quality first teaching within an inclusive classroom, where teachers can differentiate for the individual needs of the students. Students undergo diagnostic testing in numeracy, literacy (spelling and reading), on entry. The results of these tests and the information from parents/carers and teachers from the previous school are used to plan programmes of intervention for students. All students in Years 7-9 undergo literacy testing. Students in Year 9 make their option choices, starting their GCSEs in Year 10. SEND students and their parents/carers receive support from the school regarding option choices.

Students with additional needs will be identified for additional careers guidance and transition to possible further education, employment or training. Holmer Green Senior School has a fully inclusive policy and students with any form of SEND are fully integrated in all aspects of school life. Students will be supported on a needs basis which may be one to one support with a teacher or Learning Support Assistant, specific programmes or teaching, small group work, lunch time support etc.

Students requiring financial assistance are supported on educational trips and visits. We try to ensure that no student should be excluded for issues relating to SEND.

Parents are invited in to discuss prospective trips and visits and their feedback is welcomed through individual contact and through parent voice.

The school has an Equality & Cohesion Policy stating our commitment to giving all our students every opportunity to achieve the highest of standards. This policy is also available on the school website.

Dealing with concerns and complaints

If concerns are subject specific they should initially be raised with the classroom teacher and then head of department. If concerns are pastoral they should initially be raised with the form tutor and then head of year. If not resolved then concerns from parents of children with special educational needs about the school's support should be raised to the SENCO. We aim to discuss and rectify any issues or concerns initially. If concerns remain unresolved then complaints can be directed

towards the Head Teacher following the published Complaints Procedure which also gives timescales.

Bullying

School has a Behaviour and Anti-Bullying Policy (available on the school website). Steps are actively taken to ensure and mitigate the risk of bullying of vulnerable students at the school. Any concerns raised by staff, parents/carers and students are dealt with seriously and immediately. Intervention is undertaken with the bully and support is given to the victim. All incidents are recorded and logged on our electronic system.

Students are taught to respect each other and consider the needs of others. Assemblies and form discussions are held on a regular basis with regard to respecting others and bullying. Parents/carers of students with SEND are aware that they can report any issues with regard to bullying. Students are given additional information with regard to on-line safety. Students with medical conditions or social communication difficulties can attend Learning Support Department at break and lunch time where there is supervision from a member of staff.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice September 2024
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting students at school with medical conditions (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Policy date: July 2026

To be reviewed: July 2027

SEND Glossary:

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ARP	Alternative Resourced Provision
ASD	Autistic Spectrum Disorder
DfE	Department for Education
DoH	Department of Health
DSL	Designated Safeguarding Lead
EAL	English as Additional Language
EHCP	Education Health Care Plan
GDPR	General Data Protection Regulations
HI	Hearing Impairment
LA	Local Authority
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulties
MSI	Multi-sensory Impairment
NASENCo	National Qualification for SENCo
PD	Physical Disability
PEEP	Personal Emergency Evacuation Plan
PMLD	Profound and Multiple Learning Difficulties

SEMH	Social Emotional Mental Health
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Need/Disability
SLCN	Speech, Language, Communication Need
SLP	Speech, Language Pathology
SpLD	Special Learning Difficulty
VI	Visual Impairment

Headteacher – Ed Hillyard

SENCO – Sarah Wilson (NASENCo) – wilsons@holmer.org.uk

Assistant SENCO – Amreet Sangha (NASENCo) – sanghaa@holmer.org.uk

SEND Governor – Paul Davies – daviesp@holmer.org.uk

DSL – Emily Reed and Deputy Laura Foster.