



Holte School

Special Educational Needs and Disability Policy 25-26

Lead member of staff:	Mr S Ahmed (SENDco)
Legislation Status: (Statutory/Non-Statutory)	Statutory
Local Authority Model Policy or School Written Policy:	School Written Policy
Required on school website:	Yes
Revision Date:	September 2025
Date Ratified by Full Governing Body:	
Signed by Chair of Governors:	

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SPECIAL EDUCATIONAL NEEDS POLICY

Mission Statement: *Holte School is a fully inclusive Quality First Teaching institution where Children and young people develop socially and academically. They experience support, acceptance and real opportunities for friendships and positive relationships, as well as a challenging learning environment. Effective inclusion is evident throughout the school with young people developing in line with the hopes and aspirations of their parents, carers and educators.*

NATIONAL CONTEXT:

The SEN Code of Practice (September 2014) places responsibility on the LEA, schools, parents and other agencies to develop effective identification, assessment, intervention and inclusive partnership.

The way in which SEND pupils and their families are supported in school and within the wider educational and social contexts comes from the recommendations of this document. The reforming of 'the delivery of services for children, young people and families [which] builds on existing measures to ensure [the protection] of children at risk at harm and neglect from negative outcomes and support all children to develop their full potential.

Key services used by school will be expected to be an integral part of the internal assessment or review processes. These include the following key services:

- ◆ Teaching Staff
- ◆ Support Staff
- ◆ Language, Learning and Strategic Support Team (formerly PSS)
- ◆ The Educational Psychology Service
- ◆ Child and Adolescent Mental Health Services
- ◆ Social Services
- ◆ Children's Services
- ◆ Speech and Language Therapy
- ◆ Communication Autism Team (CAT)
- ◆ Visual and Hearing Impairment
- ◆ Physiotherapists
- ◆ Physical Disability Support Service (PDSS)

UNICEF – Rights of the Child

At Holte School we are committed to creating a safe and inspiring place for all children to learn and develop, where children's rights are respected, their talents are nurtured and they are able to thrive as individuals and as a community. The UN Convention on the Rights of the Child (CRC) is at the heart of our ethos and our curriculum.

The four guiding principles of the UN Convention on the Rights of the child state that:

1. All children are entitled to the same rights without discrimination of any kind.
2. All actions concerning children will take into account the best interests of the individual child or group of children as the primary consideration.
3. All children have the right to survival and development.
4. Children have the right to express their views in all matters affecting them.

Holte School is committed to the guiding principles of the Convention and is actively committed to promoting all articles of the convention in all areas of the school and its work.

The following articles are protected and promoted through this policy. Articles 2 (non-discrimination), 3 (best interests of the child), 5 (parental guidance and a child's evolving capacities), 6 (life, survival and development), 12 (respect for the views of the child), 13 (freedom of expression), 16 (right to privacy), 18 (parental responsibilities and state assistance), 23 (children with a disability), 24 (health and health services), and 29 (goals of education).

WHOLE SCHOOL EXPECTATIONS

All teachers and support staff should endeavour to assess and provide for pupils by doing the following:

CLASSTEACHERS AND FORM TUTORS

- ◆ Establishing a clear process of early intervention and identification through uniformed internal and external assessment.
- ◆ Take responsibility for the implementation of SEND targets in the classroom.
- ◆ Fully utilise pupil information when planning and writing schemes of work; particularly when selecting key scheme materials, texts, reading materials, equipment and specialist instruments.
- ◆ Effectively liaise and dialogue with support staff to ensure meaningful and cumulative support towards the achievement of individual targets.
- ◆ Effectively utilise and consult personal copies of all SEND information available to provide quality first teaching.
- ◆ When required, fully comply with requests for the completions of SEND assessments of all kinds including, Annual Review assessments, CAMHS assessments, PSP's and other necessary assessments.
- ◆ Be in possession of an up to date class list, Pupil SEND information and/or information regarding to additional needs; such as the use of radio-aids for hearing impaired pupils.
 - **SEN Support (SS)**
 - **Targeted SEN Support (TSS)**
 - **Education, Health and Care Plan (EHP)**
 - **Medical**
- ◆ Be familiar with an up to date Departmental copy of the SEND Handbook, Medical Audit and SEND Code of Practice to ensure full understanding of SEND protocols and how they will impact on classroom practice.
- ◆ Utilise your departments' own SEND library to strengthen and add clarity to your teaching of SEND pupils.
- ◆ Ensure that you liaise with your Departmental SEND Representative or Head of Department if you have any issues with any aspect of SEND provision or assessment.
- ◆ Share and discuss SEND pupil's targets with parents at Consultation Evenings or at any available juncture.
- ◆ Collaborate with external agencies that may need to see pupils, when required.
- ◆ Raise SEND issues under all Departmental Agenda items.
- ◆ Attend SEND training opportunities when requested to do so.
- ◆ As a Departmental SEND Representative attend all Inclusion Impact meetings.

HEADS OF DEPARTMENT

- ◆ Establish clear and effective systems of communication for SEND.
- ◆ Ensure the correct setting of pupils with SEND by the use of mid term assessment and providing phased integration packages where appropriate.
- ◆ Provide appropriate schemes of work for all SEND pupils.
- ◆ Identify good practice and pass on examples to SENCO.

- ◆ Ensure that work is adapted and scaffolded and that good examples are shared within the department.
- ◆ Include SEND under all departmental meeting headings and agendas as STATUTORY.
- ◆ Keep staff updated with changes on the SEND Code of Practice, SEND policy, procedures or SEND Representative advice.
- ◆ Ensure that staff complete and return SEND referral forms, assessment forms, LEA Audit assessment data and any other requested assessment material.
- ◆ Provide SENCO with Schemes of Work/Syllabus for all year groups.
- ◆ Provide SENCO with a list of pupils who may require 'Special Examination arrangements' for coursework, GCSE, AS or A2 examinations.
- ◆ Supply SEND Representative with minutes of all departmental meetings.
- ◆ Allow SEND representative to attend, as far as possible, all SEND representative meetings; including training.

PASTORAL LEADERS

- ◆ Liaise with tutors, SENCO, AHT Pastoral and LSC manager to aid the early identification of SEND and referral to SENCO.
- ◆ Include SEND on Year meeting agendas.
- ◆ Liaise and utilise support staff as appropriate.
- ◆ Ensure that arrangements are made for Pupil Profile's to be attached to Pupil Reports and that tutors are aware of the process of reviewing and receiving reviewed targets returning them to the SEND department for updating.
- ◆ Pass on relevant information to SENCO.
- ◆ Work with the SENCO and the SEND department in effective liaison with partner schools, KS3/4 transfer, post 16 education transfer and post 18 education.
- ◆ Complete all assessment requests for Annual reviews.
- ◆ Ensure that all new and mid-term admissions are given an initial assessment to inform setting and level of support need.
- ◆ Maintain an up to date knowledge of the SEND Code of Practice 2014.
- ◆ Be ready to attend reviews of any kind that pertain to the internal, external or specialist provision of SEND pupils.

SENCO

- ◆ Co-ordinate all SEND information/communication and disseminate to whole school.

- ◆ Monitor and evaluate SEND provision across the school.
- ◆ Ensure that SEND provision is accurately recorded and is appropriate for each student.
- ◆ Support the assessment and integration of all mid-term admissions.
- ◆ Ensure that all staff are aware of their roles and responsibilities with regard to SEND.
- ◆ Liaise with colleagues at feeder schools before, during and after transfer.
- ◆ Regularly update and publish SEND Profile, Medical Audit and other SEND related material.
- ◆ Meet with outside agencies where appropriate.
- ◆ Organise and conduct reviews.
- ◆ Liaise with all relevant agencies in the appropriate assessment, support and educational provision of SEND pupils.
- ◆ Liaise with relevant agencies.
- ◆ Co-ordinate the termly and yearly reviews of pupils targets.
- ◆ Encourage the professional development and advancement of Support Staff and Departmental SEND Representatives and co-ordinate relevant Inset as appropriate.
- ◆ Involve parents and carers fully in the SEND process.
- ◆ Meet with DHT Inclusion as appropriate.
- ◆ Liaise with core subjects to ensure the provision of appropriate literacy/numeracy or support programmes for SEND pupils alongside the curriculum.
- ◆ Monitor and evaluate support staff and SEND teachers.

SUPPORT STAFF

- ◆ Liaise with Tutors, Head/Deputy Head of Post 16 education, Year Managers, Year Co-ordinators, HODs and Class Teachers when appropriate regarding the progress and development of pupils identified with special educational needs.
- ◆ Monitor students progress through half-termly target setting, pupil profile monitoring and discussions with staff, and inform the SENCO or designated person of any progress and update the appropriate records.
- ◆ Conduct one to one and small group work where directed.
- ◆ Inform SENCO of SEND issues.
- ◆ Prepare documentation for all reviews.
- ◆ Liaise with external agents and other professionals required at review in accordance with LEA review guidelines.
- ◆ Maintain up to date pupil files.
- ◆ Attend all scheduled Department and other relevant meetings.
- ◆ Carry out any other reasonable assigned departmental duties.
- ◆ Liaise with parents on a regular basis as required.

- ◆ Liaise with staff prior to lessons to ensure that quality, cumulative provision is received by pupils.
- ◆ Link with any external agencies when required.

LEADERSHIP TEAM

- ◆ Ensure that SEND receives appropriate staffing, funding and resources.
- ◆ Support an Inclusive ethos throughout the school.
- ◆ Support and Monitor the work of the SENCO and the SEND Department.
- ◆ Monitor SEND throughout the school.
- ◆ Ensure Middle Managers are implementing the SEND policy daily.

PARENTS

- ◆ Attend relevant meetings and reviews.
- ◆ Support the implementation of pupil profiles.
- ◆ Contribute towards the enhancement of current SEND provision as appropriate.

GOVERNORS

- ◆ Ensure that the identified SEND Link Governor is fully aware of all SEND issues and development.
- ◆ Monitor the implementation of the SEND Policy throughout all strata's of the school.
- ◆ Monitor the implementation of the Code of Practice.

Further guidance on definitions, policy and procedure regarding pupils with Special Educational Needs is available in the SEND Handbook – a copy of this is with all Heads of Departments, Year Teams and Leadership Team and in the SEND Office.

Please also refer to the Birmingham LA SEND Local offer for further guidance.

Reference to other school policies:

Inclusion Policy and Statement

Behaviour Policy

Care and Control Policy

Equal Opportunities Policy
Child Protection Policy
Access arrangement policy.

Reviewed by: Mr S Ahmed
17/09/25

