

SEND Policy



Hollygirt School NOTTINGHAM

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Table of Contents

Table of Contents.....	2
1. Introduction	2
2. Aims	3
3. Responsibilities.....	3
4. Definitions.....	4
4.1. Special Education Needs	4
4.2. Disability	4
5. Reasonable Adjustments.....	4
6. Entry Procedures	5
7. Identification of Need	5
8. Provision.....	6
8.1. Access Arrangements.....	6
9. Pupils with Educational, Health and Care Plans	6
10. Communication	7
11. School Register and Reporting	7
12. Behaviour and Discipline.....	8
Appendix A Whole School Provision Map.....	9

To be read in conjunction with the following policies:

- Admissions Policy
- Behaviour and Discipline Policy
- Equality and Diversity Policy
- Supporting Pupils with Medical Needs Policy

This policy will be reviewed annually.

1. Introduction

All pupils at Hollygirt school are entitled to an education appropriate to their needs in line with our aim: to provide a ‘broad programme of academic study which fosters a desire to learn, the ability to think and work independently and opportunities for each pupil to develop his or her potential to the full’. In compliance with the Code of Practice (2015) we identify and address the needs of our pupils from the four categories of need:

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

As far as is reasonably practical we make adjustments to ensure that individuals are able to engage in the full range of activities offered by the school.

This policy has been written with reference to the following guidance and documents:

- The SEND Act (2001)
- The Disability Act (2010)
- The Equality Act (2013)
- The Children's and Families Act (2014, Part 33)
- The Special Educational Needs and Disability Regulations (2014)
- The SEND Code of Practice (2015)
- Adjustments for Candidates with Disabilities and Learning Difficulties (Joint Council for Qualifications 2025)

2. Aims

The aims of this policy are:

- To promote good practice in the management of Special Educational Needs and Disability
- To outline the reasonable adjustment support that is provided to pupils
- To ensure that no pupil is discriminated against in any area of school life as a consequence of their SEND
- To outline the scope of statutory duties and responsibilities

3. Responsibilities

The Board of Trustees have ultimate responsibility for the implementation of this policy. They will ensure that all staff fulfil their duties with regard to the policy; that there is the budget and provision to provide for resourcing the area and will review the policy annually.

The Headteacher will ensure the policy is effectively implemented throughout the school and that appropriate training is given to all relevant staff. The SENDCo will oversee the day-to-day responsibilities; receiving sufficient time and resources to carry out these duties:

- Pupil support and mentoring
- Parent meetings
- Dissemination of update training to staff
- Developing and monitoring Educational Support Sheets and Target Sheets
- Liaising with external professional agencies and visiting therapists
- Ensuring all records and meeting notes are up to date, and shares appropriately with the relevant staff
- Ensuring transition arrangements are in place when a pupil enters or leaves the school
- Manage the administration and support of those pupils with an EHCP

All teaching staff will:

- Know the pupils on the SEND register

- Be aware of the needs of those on the SEND register
- Know the Quality First Teaching Strategies on the Provision Map (**Appendix A**) and implement those appropriate to their Key Stage and/or subject area
- Teach high quality lessons, providing differentiation resources to meet the varied needs
- Familiarise themselves with the Education Support Sheets and Target Sheets relevant to their class lists and teaching commitments
- Ensure their lessons, clubs or external visits are accessible to all pupils (with reasonable adjustments)

4. Definitions

4.1. Special Education Needs

The DfE Code of Practice on the Identification of Special Educational Needs gives the following definition of a child with SEN.

A child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority
- Is under five and falls within the definition at (a) or (b) above or would do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language of in which he or she is taught.

4.2. Disability

Disability under the Equality Act (2010) is defined as:

“A physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.”

To create a shared understanding and reduce any ambiguity, the individual words are further clarified:

- Substantial - more than minor or trivial
- Long-term- the effect of the impairment has lasted or is likely to last for at least twelve months
- Normal day-to-day activities- include eating, washing, the ability to move around the school premises, participation in lessons, sitting examinations

5. Reasonable Adjustments

To meet our statutory obligations we have a duty to make reasonable adjustments to ensure that Pupils with SEND are not placed at a substantial disadvantage in comparison with those who are not. These will be identified by the SENDCO, in discussion with the pupil, parent and external health professionals. Details of possible

provisions are outlined in the Provision Map (**Appendix A**), while personalised provisions are outlined in an individual's Education Support Sheets and Target Sheets.

6. Entry Procedures

See, also, Admissions Policy

Admissions of Pupils with Special Educational Needs

The school admits pupils if it is satisfied that the pupil's needs can be reasonably met within our school environment. Parents are expected to discuss openly the needs of the child in their current setting and home environment. They should outline the provision that is in place to meet those needs and all adjustments made at home and at school to enable them to participate in activities that the majority of other children of the same age would do. They should share any professional reports that they have to help build the picture of provision and need. At this point, the Headteacher and/or SENDCo may contact their current setting and/or external professions to clarify any concerns.

The parents will be invited in for a tour and discussion to put the needs and provision in context of Hollygirt school. The pupil will have the opportunity to tour the school and will be invited to attend up to three taster days so that they can familiarise themselves with us, and we likewise. The current school will be contacted for a reference, from the member of staff who knows the child the best.

If a place is offered and accepted, the SENDCo and Pupil Support Team will plan and initiate an appropriate transition plan.

Pupils in the process of applying for an EHCP will follow the same procedures. Pupils with an EHCP already in place will follow these procedures alongside the Local Authority consultation process outlined in Section 9, below.

7. Identification of Need

A pupil with SEND may be identified:

- At application
- Through references from previous setting
- Through screening conducted in school
- By external professional reports received
- Through a referral from Senior Leaders, subject teachers, tutors, parents or the pupil themselves, resulting from emerging trends and patterns.

Once information has been received, in discussion with the parents, the pupil will be placed on the SEN Register and monitored at SEN Aware stage.

The School carries out baseline assessments as described in Section 2.1 of the Assessment Reporting and Recording Policy. These assessments are used to provide data relating to academic performance and therefore may be indicative, though not exhaustive, identifiers of SEND.

On entry into Key Stage 2, pupils are offered a dyslexia screener test, which gives us more information about the literacy learning styles of our pupils, and support us to shape our Provision Map interventions (**Appendix A**).

8. Provision

Special Educational Needs provision means educational provision which is additional to, or otherwise different from the educational provision made generally for children of the child's age.

This is usually identified through the identification process and can meet through the graduated response to supporting individual's pupils needs. The incremental process starts at stage one and progresses through the three waves of SEN Aware, SEN Support and EHCP. The provision provided at each graduated step is outlined below:

1. Quality First Teaching

SEN Aware

2. Implementation of Strategies in the Provision Map by the class teacher
3. Educational Support Sheet developed and monitored by the SENDCo and Team

SEN Support

4. Target Sheet developed and monitored by the SENDCo and Team
5. 1-1 opportunities offered

EHCP

6. Meeting the needs of the pupil through the provision outlined in the plan, with Annual Reviews through the Local Authority, with school, parental and pupil input
7. Multi-agency input and consultation and support with external professionals

8.1. Access Arrangements

Assessments for external examinations can be undertaken from Year 9 onwards. An approved assessor of the centre will work with the pupils to conduct the necessary assessments to meet the current requirements of the Joint Council of Qualifications (JCQ).

The SENDCo identifies pupils who would benefit from access arrangements through the SEN Register and baseline assessments conducted in Year 7 and Year 10. Subject teachers can also refer pupils that they observe facing changes in completing work within the timed conditions of in-class assessments.

The SENDCo will notify the Exams Officer of those pupils entitled to access arrangements and provide details in accordance with the JCQ regulations. Pupils in Year 11, will receive these access arrangements in internal assessments to practice and prepare for the formal external ones at the end of their school year. As per the JCQ regulations, an independent assessors report cannot be accepted as evidence for access arrangements in public examinations; it must come from a centre-approved assessor.

9. Pupils with Educational, Health and Care Plans

The school SENDCo will take responsibility for fulfilling the statutory requirements of the EHC Plan. Coordinating with parents, staff, external professionals and local authority appropriately through the Annual Review process. They will also illicit pupil voice in the process.

Hollygirt School can be named as a school of choice on an EHCP if it can meet the needs stated in the document and facilitate the provision outlined in the plan. Each request will go through the statutory consultation process with the named Local Authority to ensure that the placement is indeed right to meet the needs and provision outlined in the plan, in addition to being compatible with the education of others already on roll. If Hollygirt is named in Section I, the pupil will have the opportunity to tour the school and attend up to 3 taster days to assess the pupil's ability to thrive in the setting. The current school will be contacted for a reference (as per our Admissions Policy) and parents invited in for a meeting to discuss whether or not a place will be offered and how to proceed with transition.

See, also, Admissions Policy.

The Local Authority may take financial responsibility for this placement and additional costings needed to meet the provision in the plan. Parents may make their own arrangements with the LA regarding their role in the financial responsibility. Parents may still choose Hollygirt as an independent fee paying parent, if all other terms and conditions are met.

10. Communication

Teaching staff are notified at the start of each academic year of the SEND registers, associated support sheets, and target sheets. Staff are also notified of medical needs and associated medications and plans. These documents are marked as confidential and are held within the school's secure cloud-based service. Staff will be notified if there are updates to an individual's medical and/or SEN records and plans throughout the academic year.

Parents may contact their child's form or class tutor in the first instance should they have any concerns over the progress of their child; parents will also receive updates on their child's progress at school via reports and parents' evenings. If the Form tutor or class teacher is unable to answer a specific enquiry related to the child's SEND profile, parents can contact the SENDCo or Deputy SENDCo.

Parents of children on the school's SEND register can expect a communication from the SEND team at least once a half term, updating them on their child's progress.

11. School Register and Reporting

It is at the discretion of the Headteacher, in consultation with parents, SENDCo and staff who know the child the best, to agree the appropriateness of placement and provision. This will necessarily be on an individual case-by-case basis. If it is deemed harmful and inappropriate for the pupil to remain educated on our site, the school reserves the right to withdraw the pupil place. This may be due to:

- The pupil is in need of a formal assessment, specialist teaching, learning support or medication to which the parent does not consent, placing them and/or staff at risk
- There is a deterioration in the pupil's condition and their difficulties require a level of support which the school is unable to provide, placing them and/or the staff at risk

In this instance, the school will support the parents in the process and procedures involved in keeping the pupil in education, employment and training; working with the Local Authority and relevant professionals to share information in support of finding a suitable placement.

12. Behaviour and Discipline

The school is aware that pupils with SEND related needs and/or protected characteristics are more likely than their peers to become victims of bullying or harassment, or to be coerced into becoming perpetrators. Pupils are taught through form time activities, formal PSHE lessons, and assemblies about the importance of respecting each other and how to behave with courtesy in line with the school values. The school's Behaviour and Discipline policy outlines the responses to pupil behaviours which fall short of expected standards, these responses are issued through the lens of a child's SEND needs.

Appendix A Whole School Provision Map

Hollygirt School– Through School– Provision Map 2025–2026



Cognition and Learning

Wave	Senior School	Kindergarten and Prep School
SEN Aware 1	SEN register, small class sizes, Quality First Teaching: which may include; targeted questioning, lesson differentiation, word banks, sentence starters, visual supports, stretch and challenge, subject clinics, Support Sheets, Dyslexia Screener, Dyslexia Portfolio Assessment access arrangements	SEN Register, small class sizes, Quality First Teaching: which may include: visual timetables, targeted questioning, lesson differentiation, word banks, sentence starters, visual supports, Education Support Sheet KS2– Dyslexia Screener and Portfolio Assessment
SEN Support 2	SEN Aware+ Which may include: working together with external professionals, opportunity offered for 1 –1 sessions, for an additional fee, target sheet, alternative recording methods, exam laptop use	SEN Aware+ Which may include: Working with external professionals, opportunity offered for 1 –1 sessions, target sheet, TA support, daily reading opportunities
EHCP 3	SEN Aware+ SEN Support+ Targeted support to meet the objectives of the EHCP, provision to match the EHCP, full EHCP reviewed annually, multi –agency working with Local Authority and external professionals	SEN Aware+ SEN Support+ Targeted support to meet the objectives of the EHCP, provision to match the EHCP, full EHCP reviewed annually, multi –agency working with Local Authority and external professionals

Communication and Interaction

Wave	Senior School	Kindergarten and Prep School
SEN Aware 1	SEN register, small class sizes, Quality First Teaching: which may include; visual supports, work schedules, tick lists, structured expectations, subject clinics, break pass, Student Support, Education Support Sheet access arrangements	SEN register, small class sizes, Quality First teaching which may include: flexible teaching, structured school and class routines, differentiation, increased visual aids, visual timetable, speech and drama sessions
SEN Support 2	SEN Aware+ Which may include: working together with external professionals, opportunity offered for 1 –1 sessions for an additional fee, target sheet, targeted class support, prompter	SEN Aware+ Which may include: Working together with external professionals, opportunity offered for 1 –1 sessions, target sheet, TA support, social support during unstructured times
EHCP 3	SEN Aware+ SEN Support+ Targeted support to meet the objectives of the EHCP, provision to match the EHCP, full EHCP reviewed annually, multi –agency working with Local Authority and external professionals	SEN Aware+ SEN Support+ Targeted support to meet the objectives of the EHCP, provision to match the EHCP, full EHCP reviewed annually, multi –agency working with Local Authority and external professionals



Social, Emotional and Mental Health

Wave	Senior School	Kindergarten and Prep School
SEN Aware 1	SEN Register, small class sizes, Quality First teaching, positive praise through our merit system and house rewards, structured and consistent responses through our behaviour pathway, pastoral support and tutor system. May also include: break cards, supervised rest breaks, regular communications with parents	SEN Register, small class sizes, Quality First teaching, positive praise and reinforcement, structured and consistent responses through behaviour policy, regular communication with parents
SEN Support 2	SEN Aware+ Referral for ELSA support, working together with external professionals, key adults, predictable structure and may include routine, lunch -time clubs	SEN Aware+ Referral for ELSA support, target sheet, working together with external professionals, predictable structure and may include routine, social support during unstructured times
EHCP 3	SEN Aware+ SEN Support+ Targeted support to meet the objectives of the EHCP, provision to match the EHCP, full EHCP reviewed annually, multi-agency working with Local Authority and external professionals	SEN Aware+ SEN Support+ Targeted support sheet to meet the objectives of the EHCP, provision to match the EHCP, full EHCP reviewed annually, multi-agency working with Local Authority and external professionals

Sensory and Physical

Wave	Senior School	Kindergarten and Prep School
SEN Aware 1	SEN Register, small class sizes, Quality First Teaching which may include: flexible approach, which may include sensory toys, timeout card, movement breaks, physical adaptations in place to support physical needs, access arrangements, exam laptop	SEN Register, small class sizes, Quality First teaching which may include: flexible approach, sensory toys, timeout card, movement breaks, SEN register, small class sizes, Quality First Teaching, flexible approach, sensory toys, timeout card, movement breaks
SEN Support 2	SEN Aware+ SEN Support+ Which may include working together with external professionals, use of specialist equipment, touch typing sessions	SEN Aware+ Which may include: Daily handwriting practice, opportunities for gross and fine motor development, target sheet, working with external professionals
EHCP 3	SEN Aware+ SEN Support+ Targeted support sheet to meet the objectives of the EHCP, provision to match the EHCP, full EHCP reviewed annually, multi-agency working with Local Authority and external professionals	SEN Aware+ SEN Support+ Targeted support sheet to meet the objectives of the EHCP, provision to match the EHCP, full EHCP reviewed annually, multi-agency working with Local Authority and external professionals