

Heathfield Knoll School

SEND Policy

This policy is supported and complemented by the following policies:

- Accessibility Plan
- Admissions
- Behaviour, Discipline and Exclusions
- Curriculum
- Equal Opportunities
- Homework
- Marking
- More Able Learners
- Safeguarding and Child Protection
- Wellbeing and Mental Health pupils
- Word Processor

Key personnel:

Headteacher	Lawrence Collins
Deputy Headteacher	Emma White
Assistant Headteacher, Head of Connect	Jane Cain
SENCo	Jodie Bond
Nursery SENCo	Emma Arens

This document is reviewed at least annually by J Bond (SENCo) or as events change or legislation requires. This is then approved by the Governing Board.

The Governors have the skills to support and advise the school in its decision making.

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Next review due: June 2027

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1. Policy aims

This policy supports the premise that Heathfield Knoll School is an inclusive school, catering to the individual needs of each pupil to ensure that they achieve their full potential and leave HK School prepared for their next steps.

Supported by the governors, the SENCo, Head of Connect and Key Stage 5 lead oversee the day-to-day implementation of the SEND policy in collaboration with all members of the school community.

The following national legislation and statutory frameworks guide the school's approach to SEND:

- [Children and Families Act 2014](#)
- [Equality Act 2010](#)
- [SEND Code of Practice \(2014\)](#)
- [Independent School Standards Regulations](#)

2. Policy objectives

The objectives of the SEND policy reinforce the aims of the school:

- To make reasonable adjustments wherever and whenever possible to ensure that pupils with SEND have access to all aspects of school life. This includes the curriculum, as well as extra-curricular and enrichment.
- To work collaboratively with parents to identify possible needs and when additional support is appropriate. We endeavour to engage in co-production to ensure the best possible outcomes for their child.
- To ensure that all staff are aware of each pupil's needs and understand relevant strategies.
- To ensure regular monitoring of the progress of pupils with SEND.
- To use pupil voice to improve the offer for our pupils with SEND.
- To collaborate with external agencies as needed.
- To ensure that appropriate legislation and guidance are followed.

3. The SEND Code of Practice

As an independent school, we are not legally bound by the SEND Code of Practice; however, we acknowledge that this is good practice and therefore pay close regard to this. We adopt the definition as stated in the SEND Code of Practice (2014).

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

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

SEND provision is that which is additional to or different from provision made generally for other children or young people of the same age by mainstream schools.

4. Identification of SEND

1. If a child is not responding to Quality First Teaching, a teacher will initially increase the level of support through intervention, scaffolded support or a different approach to teaching.
2. Should more support be needed, teachers can refer a pupil to the SENCo, Head of Connect or Key Stage 5 lead. A referral form is completed at this stage, see Appendix 1.
3. Observations and monitoring may follow, which may lead to class interventions, specialist interventions or further investigations.
4. When appropriate, a pupil will be put on the 'SEND register,' and parents will be notified of this.
5. If required, a pupil passport (one-page profile) or an Individual Education Plan (IEP) will be created. Parent and pupil voice is encouraged at all stages.
6. Any support given in school is recorded using the recommended Graduated Response: assess, plan, do, review. This is essential as a way of gathering evidence in order to assess the effectiveness of the provision and to inform next steps. See Appendix 2 and [The Worcestershire Graduated Response](#).

5. Intervention and support

5.1

Universal is the support given by the subject or class teacher on top of Quality First Teaching.

Targeted covers interventions, whether they are individual or group sessions. These may include pre-teaching and are often carried out by teaching assistants who work within the class or key stage.

Specialist provisions are delivered by, or planned in consultation with, external agencies.

5.2 External agencies are involved with a number of children throughout the school.

They include (but are not limited to):

- Autism Support
- Child and Adolescent Mental Health Services (CAMHS)
- Cognitive Behavioural Therapy (CBT)
- Connexions (Careers support for children living in the Dudley Borough)
- Counselling
- Early Help
- Educational and clinical psychology
- Hearing and visual services
- Local Authorities
- Occupational Therapy
- Physical disabilities services
- Play therapy/Creative arts counselling
- Social Services

6. SEND in the nursery

Miss Arens is the SENCo for the nursery and preschool (EYFS); however, she works closely with the school's SENCo, Mrs Bond.

Heathfield Knoll Nursery has access to Worcestershire's preschool forum. Pre-School Forums meet in Kidderminster, Redditch, Worcester and Evesham to discuss children before entry into Reception who have or may have special educational needs. Children known to the Forum will have access to the Nursery Education Funding from the term following their third birthday. This will fund up to 15 hours in a registered Early Years setting. Some children may be eligible for Nursery Education Funding, starting from the term after their second birthday. More information on eligibility can be found [here](#). Children aged 3 & 4 years may also be eligible for the extended entitlement (30 hours). For more eligibility information, please visit [this link](#). The local authority also has some specialist provision for pre-school children with severe and complex needs.

Where a child's needs cannot be met in our mainstream nursery, the Pre-School Forum can make recommendations as to placement at this specialist provision. Actual placement is then dependent on further assessment of need and availability of places. Where children are placed on a waiting list for this specialist provision, when places become available, all the children on the list are reviewed by Pre-School Forum members, and offers of places are made according to the complexity of their needs.

6a. Monitoring of SEND in HK Nursery.

In addition to continuous monitoring, a formal review of progress is conducted for each child between the ages of two and three. Children's strengths are identified, as are any developmental delays, which may provide early warning signs of special educational needs. A written summary of each child's development in prime areas is provided to parents and carers at this stage. Where concerns are raised as a result of this review, they are discussed with parents, the nursery's SENCo, and, where appropriate, the school's SENCo and external agencies. These discussions lead to the development of a targeted plan to support the child's future learning and development. Communication between home, school and other agencies is an essential part of this process of monitoring each child's progress.

6b. Transition of children with SEND into the main school.

Regular communication and information-sharing between the school SENCo, nursery SENCo, Reception teacher and the Head of EYFS ensures a smooth transition into the main school. When children with SEND transfer to another setting, all relevant information is communicated to the SENCo of that setting and, where possible, a meeting is arranged with parents, appropriate external agencies and staff from both settings.

7. Education, health and care plans.

An Education, Health and Care Plan (EHCP) is for children and young people aged up to 25 who require more support than is available through special educational needs support.

EHCPs identify educational, health, and social needs and outline the additional support required to meet those needs.

Following a period of SEN support and in agreement with parents/carers, we may request the Local Authority (LA) (based on home address) to make a statutory assessment to determine whether it is necessary for the student to receive an EHCP. We are required to submit evidence to the LA, which then makes a judgment about whether the pupil's needs can continue to be met from the resources commonly available to the school. Parents can find out more information about the EHCP process on the relevant LA's website under the local offer, and the school can provide this information.

When pupils have an EHCP, an Annual Review takes place to assess whether the EHCP should be terminated, remain unchanged, or continue with amendments. This meeting is chaired by the SENCo/**Deputy or Assistant SENCos**, the Head of Connect/Assistant Head of Connect, or the Key Stage 5 Lead. For pupils with an EHCP in Key Stage 5, transition planning is an integral part of the annual review process, encompassing preparation for further education, employment, or independent living. In some instances, an interim review may be needed, and this can be called with a minimum of two weeks' notice.

8. Admission arrangements for pupils with SEND

The school's admissions criteria does not discriminate against pupils with special needs and/or disabilities. Where a prospective pupil has an existing identified need that can be met within the school, the SENCo will be involved in the admissions process to ensure that an appropriate level of support is made available on taster days and beyond.

9. Pupil passports & Individual Education Plans (IEPs)

Pupil passports and IEPs are created in collaboration between the school, parents/carers and pupils/students. IEPs are reviewed twice a year.

Pupil passports contain:

- Relevant information (provisions I receive)
- Strengths/interests
- How do I like/want to be supported?
- What are my short-term goals?

IEPs include:

- Outcomes (long and short)
- Information about how targets will be achieved
- Provisions/interventions
- Reviews

10. Supporting Pupils and Families

10.1 Parent voice

At Heathfield Knoll School, we value the positive role and contribution parents/carers can make. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

We support parents/carers so that they are able to:

- feel fully supported should they raise a concern about their child
- recognise and fulfil their responsibilities and play an active and valued role in their child's education
- understand procedures and documentation
- have access to information, advice and support during assessment and any related decision-making process about special educational provision.

In the main school, the SENCo attends every parents' evening, should parents wish to have a conversation.

10.2 Pupil Voice

Pupils share their views via the following (appropriate to age and ability):

- Annual review pupil views
- Pupil passport - [Link to passport here](#)
- IEP - [Link to IEP here](#)
- Connect/Sixth Form - [Link to pupil passport/IEP here](#)

Pupils are also able to speak to staff at any point.

11. Transition

A change of school, class and staff can be an exciting yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to ensure that these periods of change are carefully managed in a sensitive manner to provide continuity of high-quality provision and reassurance to pupils and their families.

12. Staff training

All staff have regular CPD relating to SEND.

13. Funding

- In-class support (Learning Support Assistants) is provided through EHCP funding.
- Connect and Sixth Form places are funded through EHCPs or privately by parents.

14. Exam access arrangements

Refer to the Access Arrangements policy.

15. Confidentiality

Whilst information about pupils with SEND must be available to all those who have responsibility for supporting them with their education, it is vital that such information should not be shared with anyone outside that group.

Confidentiality is part of the relationship of trust that we have with both parents/carers

and pupils. Documents relating to these pupils are treated with sensitivity and not made available to anyone without a legitimate reason.

Appendix 1: [SEND - Internal Referral Form](#)

Appendix 2: Staff SEND responsibilities

Head of Connect

Assistant Head of Connect

SENCo

Deputy SENCo

Assistant SENCos

EYFS SENCo

Jane Cain

Sarah Brennan

Jodie Bond

Emily Eastwood

Victoria Newton

Katie Golledge

Emma Arens

Amendments to the policy:

Aug 22	Staffing changes	E. Woolman
Aug 23	Passed to JBo, JC and EA to update	E. White
Mar 24	Changes Local Advisory Board to Governors	T. Stooksbury
Sept 24	Amendments to update changes in practice.	EW, JB & JC
Oct 24	Changes to company name	T. Stooksbury
Mar 25	Changes to staff member reviewing the policy	T. Stooksbury
June 25	Changes to staffing and updates were made	J.Bond
Aug 26	Changes to staffing and updates made in red	J.Bond