SEN Policy and Information Report

Lady Hawkins' School

Approved by:	H Farrington	**Date:** 01.09.26
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1. Aims

Our SEN Policy and Information Report aims to:

- set out how Lady Hawkins' School identifies and supports pupils with special educational needs and/or disabilities (SEND);
- explain the roles and responsibilities of everyone involved in providing support for pupils with SEND;
- describe how we identify needs early and respond appropriately;
- explain how we use the graduated approach of **assess, plan, do, review**;
- ensure that pupils with SEND receive high-quality teaching and appropriate additional or different provision;
- promote inclusion and participation across all aspects of school life; and
- explain how pupils and parents/carers are involved in decisions about SEND provision.

At Lady Hawkins' School, we want the best for all pupils in our care.

We recognise that **high-quality teaching is the first response to pupils experiencing barriers to learning**. Many pupils may require adaptations to teaching, resources, classroom routines or the learning environment without needing to be identified as having SEN.

Where a pupil requires provision that is additional to or different from that normally available to pupils of the same age, they may be identified as receiving SEN Support.

A smaller number of pupils with more complex and significant needs may require an Education, Health and Care Plan (EHCP), which sets out the provision and outcomes identified through the statutory assessment process.

Our approach is inclusive and needs-led. **A diagnosis is not required before a pupil can receive appropriate support**, and slow progress or low attainment alone does not automatically mean that a pupil has SEN.

Every pupil identified as having SEN at Lady Hawkins' School has a **SEND Passport**, providing teachers and support staff with information about the pupil's strengths, needs and effective strategies.

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2. Legislation and guidance

This policy and information report is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years**, together with relevant legislation and guidance.

It has regard to:

- Part 3 of the **Children and Families Act 2014**, which sets out schools' responsibilities for pupils with SEN;

- the **Special Educational Needs and Disability Regulations 2014**, including the requirements for SEN Information Reports;
- the **Equality Act 2010** and the duty to make reasonable adjustments for disabled pupils;
- the **SEND Code of Practice: 0 to 25 years**;
- **Keeping Children Safe in Education 2026**;
- relevant statutory guidance relating to attendance, behaviour and safeguarding; and
- current Department for Education guidance concerning inclusive mainstream education and SEND.

The statutory SEN framework remains based on the Children and Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice. The Government's 2026 SEND reforms set out a direction of travel towards a more inclusive mainstream education system, but proposed reforms are not treated as current statutory requirements until they come into force.

The SEN Information Report is published on the school website and is updated annually, with changes to provision or other information updated during the year where necessary.

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3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil is considered to have a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age in mainstream schools.

SEN and disability are related but distinct concepts. Not every disabled pupil has SEN, and not every pupil with SEN will have a disability.

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4. Roles and responsibilities

4.1 The SENCO

The SENCO is **Miss H Farrington** and can be contacted via:

Email: senco@lhs.hereford.sch.uk
Telephone: 01544 230441

The SENCO will:

- work with the Headteacher and SEN Governor to determine the strategic development of SEN provision;
- have day-to-day responsibility for coordinating SEN provision;
- coordinate provision for pupils with SEN, including those with EHCPs;
- provide professional guidance to colleagues;
- work with pupils, parents/carers and external agencies;
- advise on the graduated approach;
- advise on the deployment of the SEN budget and other resources;
- act as the school's main point of contact for external agencies and the local authority;
- liaise with other schools, colleges and providers regarding transition;
- liaise with relevant professionals regarding reasonable adjustments and examination access arrangements;
- oversee the assessment and evidence-gathering process for access arrangements;
- maintain accurate SEND records;
- monitor the effectiveness of SEND provision; and
- ensure that statutory duties relating to SEND are met.

The SENCO is a qualified specialist assessor for examination access arrangements and is responsible for ensuring that access arrangements are considered and implemented in accordance with current JCQ requirements.

JCQ requires centres to ensure that the SENCO and appointed assessor have sufficient time and appropriate ongoing professional development to manage access arrangements effectively.

4.2 The SEN Governor

The SEN Governor will:

- raise awareness of SEN issues at governing board meetings;
- monitor the quality and effectiveness of SEND provision;
- receive information about SEND outcomes and developments;
- work with the Headteacher and SENCO on the strategic development of SEND provision; and
- provide appropriate challenge and support regarding inclusion and SEND.

4.3 The Headteacher

The Headteacher will:

- work with the SENCO and SEN Governor to determine the strategic development of SEND provision;
- have overall responsibility for the provision and progress of pupils with SEN and/or disabilities;
- ensure that the school meets its statutory responsibilities;
- ensure that appropriate resources are available; and
- promote an inclusive whole-school culture.

4.4 Class and subject teachers

Every teacher is responsible and accountable for the progress and development of all pupils they teach, including pupils with SEND.

Teachers will:

- provide high-quality teaching;
- use appropriate adaptive teaching strategies;
- implement reasonable adjustments;
- know the needs of pupils with SEND in their classes;
- use pupils' SEND Passports to inform their practice;
- work with teaching assistants and specialist staff;
- monitor pupil progress;
- contribute to the assess, plan, do, review cycle;
- communicate concerns promptly; and
- work with the SENCO when additional or different provision may be required.

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5. SEN Information Report

5.1 The kinds of SEN that are provided for

Lady Hawkins' School provides support for pupils with a wide range of needs across the four broad areas identified in the SEND Code of Practice.

Communication and interaction

This may include:

- speech, language and communication needs;
- difficulties understanding or expressing language;
- social communication difficulties; and
- autistic spectrum conditions.

Cognition and learning

This may include:

- dyslexia;
- literacy difficulties;
- numeracy difficulties;
- processing difficulties;
- working-memory difficulties;
- moderate learning difficulties; and
- more significant learning difficulties.

Social, emotional and mental health

This may include:

- ADHD;
- anxiety;
- emotional regulation difficulties;
- social and emotional difficulties;
- difficulties associated with trauma or adverse experiences; and
- other mental health needs.

Sensory and/or physical needs

This may include:

- visual impairment;
- hearing impairment;
- physical disabilities;
- epilepsy;
- sensory processing difficulties; and
- other medical or physical needs affecting access to education.

We recognise that pupils may have needs across more than one area.

5.2 Identifying pupils with SEN and assessing their needs

Lady Hawkins' School aims to identify additional needs as early as possible.

We do **not** undertake routine whole-cohort screening for examination access arrangements.

Instead, identification of SEN and additional needs is based on a range of evidence, including:

- information from previous schools;
- transition information;
- baseline assessment;
- teacher assessment;
- progress and attainment data;
- attendance information;
- behaviour and pastoral information;
- pupil voice;
- parent/carer concerns;
- teacher observations;
- internal assessments;
- intervention outcomes;
- medical or professional information;
- advice from external agencies; and
- evidence of barriers experienced by the pupil in everyday school life.

Transition visits and communication with feeder primary schools support the early identification of SEND needs for pupils joining Year 7. Information is also sought from previous settings when pupils join the school during the academic year.

Class and subject teachers regularly assess progress. Concerns may arise where a pupil:

- makes significantly slower progress than peers with a similar starting point;
- fails to maintain their previous rate of progress;
- fails to close an identified attainment gap;
- experiences a widening attainment gap;
- experiences persistent difficulties accessing learning;

- experiences difficulties with communication, interaction, attention, emotional regulation or independence; or
- encounters barriers to participation that require additional or different provision.

Slow progress or low attainment alone does not automatically mean that a pupil has SEN.

Where concerns arise, the school will consider whether the pupil's needs can be met through high-quality teaching and ordinarily available provision or whether additional or different provision is required.

We will consider the pupil's strengths, needs, views and desired outcomes alongside the views of parents/carers and relevant professional advice.

5.3 Consulting and involving pupils and parents

We aim to involve pupils and parents/carers as early as possible when additional needs are identified.

Where appropriate, discussions will establish:

- the pupil's strengths;
- areas of difficulty;
- the views of the pupil;
- parents' and carers' concerns;
- the outcomes being sought;
- strategies that may help;
- provision that is currently in place; and
- the next steps.

Pupils and parents/carers will be involved in reviewing provision and identifying whether support is effective.

Parents/carers will be formally informed when it is decided that a pupil will receive SEN Support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of:

Assess → Plan → Do → Review

Assessment will draw upon:

- teacher assessment and professional experience;

- previous progress and attainment;
- behaviour and pastoral information where relevant;
- assessments from other teachers;
- comparison with appropriate age-related expectations;
- pupil voice;
- parent/carer views;
- intervention outcomes;
- relevant national data; and
- advice from external professionals where appropriate.

Provision will be reviewed regularly and adapted where necessary.

All staff working with a pupil with SEN will be given appropriate information about:

- the pupil's needs;
- strengths;
- intended outcomes;
- reasonable adjustments;
- teaching strategies; and
- additional provision.

The effectiveness of provision will be evaluated through progress, attainment, engagement, independence, attendance, wellbeing and pupil voice as appropriate.

5.5 Supporting pupils moving between phases and preparing for adulthood

Effective transition is an important part of our SEND provision.

We will:

- obtain relevant information from previous settings;
- liaise with feeder primary schools;
- provide opportunities for pupils and families to visit;
- offer additional transition support where appropriate;
- share relevant information with receiving schools, colleges and other providers;
- involve pupils and parents/carers in transition planning; and

- support pupils with SEND to develop independence and prepare for further education, employment and adulthood.

Year 7 pupils joining from feeder primary schools benefit from induction and transition activities throughout Year 6.

Where appropriate, pupils with identified SEND may receive additional transition opportunities, including targeted visits and meetings.

Transition arrangements for pupils leaving LHS will reflect their individual needs and future destination.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all pupils.

High-quality teaching is our first response to pupils experiencing barriers to learning.

We aim to use adaptive teaching to ensure that pupils can access an ambitious curriculum without unnecessarily reducing expectations.

This may include:

- explicit instruction;
- modelling;
- scaffolding;
- chunking information;
- checking understanding;
- additional processing time;
- pre-teaching vocabulary;
- retrieval practice;
- visual support;
- structured questioning;
- adapted resources;
- alternative methods of recording;
- assistive technology; and
- appropriate repetition and overlearning.

Where appropriate, we also provide targeted intervention in areas such as:

- literacy;

- numeracy;
- communication;
- emotional regulation;
- social skills;
- independence; and
- other identified areas of need.

5.7 Adaptations to the curriculum and learning environment

We make reasonable adjustments and adaptations to ensure pupils can access learning.

These may include:

- adapting teaching approaches;
- appropriate grouping;
- scaffolding;
- adapting resources;
- visual timetables;
- larger or adapted print;
- laptops and assistive technology;
- coloured overlays where appropriate;
- additional processing time;
- pre-teaching vocabulary;
- reading instructions aloud;
- reducing unnecessary cognitive load;
- providing structured routines;
- adapted seating;
- sensory adaptations;
- quiet spaces; and
- physical adaptations to the environment where required.

Adaptations will be proportionate to need and will seek to maintain an appropriate level of challenge and ambition.

The school will make reasonable adjustments for disabled pupils in accordance with the Equality Act 2010.

5.8 Additional support for learning

Teaching assistants and HLTAs support pupils through a range of approaches.

This may include:

- individual support;
- small-group support;
- in-class support;
- targeted intervention;
- literacy and numeracy intervention;
- pastoral support; and
- specialist programmes delivered by appropriately trained staff.

Teaching assistants work alongside teachers and do not replace high-quality classroom teaching.

Where external specialist advice identifies specific strategies or interventions, these will be incorporated into provision where appropriate and practicable.

The school works with external services including:

- Herefordshire Educational Psychology Service;
- Herefordshire EAL service;
- Herefordshire Pupil Referral Service;
- Hereford NHS Mental Health Support Team (WEST);
- Herefordshire School Nursing Service;
- CLD Counselling Services;
- Children's Services;
- CAMHS where appropriate; and
- other specialist services as required.

Alternative Provision may be considered where appropriate for individual pupils, in consultation with the pupil, parents/carers and relevant provider.

5.9 Expertise and training of staff

The SENCO completed the National Award for SEN Coordination (NASENCO) in 2024 and is a qualified specialist assessor for examination access arrangements.

The school has a team of teaching assistants, including HLTAs, with experience and training in supporting pupils with SEND.

Staff training is planned in response to:

- the needs of the current pupil cohort;
- identified gaps in staff knowledge;
- external professional advice;
- changes in legislation or guidance; and
- whole-school inclusion priorities.

The school will continue to develop staff expertise in areas including:

- adaptive teaching;
- literacy difficulties;
- numeracy difficulties;
- communication and interaction;
- social, emotional and mental health;
- neurodiversity;
- safeguarding pupils with SEND;
- examination access arrangements; and
- reasonable adjustments.

5.10 Securing equipment and facilities

The school uses its available resources to provide appropriate support for pupils with SEND.

This includes the school's notional SEN budget and other available funding.

The school will prioritise expenditure according to identified pupil need, statutory responsibilities, accessibility and evidence of impact.

Where equipment or facilities require expenditure beyond the school's available resources, the school will consider appropriate applications for additional funding or support.

5.11 Evaluating the effectiveness of SEN provision

We evaluate SEND provision through:

- reviewing individual pupil progress;
- monitoring attainment;
- reviewing intervention outcomes;
- pupil voice;
- parent/carer feedback;
- teacher feedback;
- provision mapping;
- monitoring by the SENCO;
- reviewing attendance and engagement;
- reviewing behaviour where relevant;
- evaluating the implementation of SEND Passports;
- monitoring access to the curriculum and wider school activities; and
- annual reviews for pupils with EHCPs.

The SENCO monitors provision and reports to senior leaders and governors as appropriate.

Provision that does not demonstrate sufficient impact will be reviewed and adapted.

5.12 Enabling pupils with SEND to engage in activities available to those without SEND

All pupils are encouraged to participate fully in school life.

This includes:

- extracurricular activities;
- clubs;
- school trips;
- residential visits;
- sporting activities;
- school council;
- leadership opportunities; and
- other enrichment activities.

No pupil will be excluded from participation solely because they have SEN or a disability.

Where a pupil experiences a barrier to participation, the school will consider reasonable adjustments and additional support.

Accessibility and inclusion will be considered when planning activities and visits.

5.13 Supporting emotional and social development

We recognise that some pupils with SEND may experience additional barriers to emotional wellbeing, social participation and safeguarding.

We provide support through:

- pastoral support;
- ELSA interventions;
- NHS Mental Health Support Team provision;
- counselling;
- school nursing support;
- quiet and low-stimulation spaces;
- individual support where appropriate;
- opportunities for pupil voice;
- school council and wider participation;
- support with friendship and social development; and
- targeted intervention where identified.

The school has a zero-tolerance approach to bullying.

We recognise that pupils with SEND and disabilities may experience additional safeguarding vulnerabilities, including:

- communication barriers;
- social isolation;
- increased vulnerability to bullying;
- difficulties communicating concerns;
- behaviour or emotional changes being incorrectly attributed to a pupil's disability or additional need; and
- difficulties recognising or reporting harmful experiences.

Staff are expected to consider these factors when responding to safeguarding concerns, in accordance with the school's Child Protection and Safeguarding Policy and Keeping Children Safe in Education 2026.

5.14 Working with other agencies

Lady Hawkins' School works collaboratively with external agencies where their expertise is required.

The school may seek advice, assessment or intervention from relevant education, health, social care and specialist services.

We aim to ensure that external advice is translated into practical support within school.

Where appropriate, the school will facilitate a multi-agency approach involving the pupil, parents/carers, school staff and external professionals.

5.15 Complaints about SEN provision

We aim to resolve concerns about SEND provision as quickly and constructively as possible.

Parents/carers should initially raise concerns with the SENCO where appropriate.

Where concerns cannot be resolved, they should be raised with the Headteacher in accordance with the school's Complaints Policy.

Parents of disabled pupils may also have rights under the Equality Act 2010 where they believe that their child has experienced disability discrimination.

5.16 Contact details of support services for parents of pupils with SEN

Parents/carers who require information about support services will be directed towards the most appropriate service following discussion with the school.

This may include education, health, social care, voluntary-sector or specialist SEND organisations.

Parents may also access the Herefordshire Local Offer.

5.17 Contact details for raising concerns

The SENCO is available to discuss concerns about a pupil's SEND provision.

SENCO: Miss H Farrington
Email: senco@lhs.hereford.sch.uk
Telephone: 01544 230441

Parents/carers may also initially contact their child's tutor or subject teacher where appropriate. Concerns will be referred to the relevant member of staff if further specialist support is required.

5.18 The Local Authority Local Offer

The Herefordshire Local Offer provides information about services and support available to children and young people with SEND and their families.

The Herefordshire Local Offer is available at:

https://www.herefordshire.gov.uk/localoffer

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6. Monitoring arrangements

This policy and SEN Information Report will be reviewed annually by the SENCO.

It will also be updated during the academic year where there are significant changes to:

- the school's SEND provision;
- staffing;
- external services;
- legislation or statutory guidance;
- school arrangements; or
- other information contained within the report.

The policy will be approved by the governing board.

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7. Links with other policies and documents

This policy should be read alongside:

- Inclusion Strategy 2026–27;
- Accessibility Plan;
- Equality Information and Objectives;
- Behaviour Policy;
- Child Protection and Safeguarding Policy;
- Attendance Policy;
- Teaching and Learning Policy;
- Pupil Premium Strategy;
- Access Arrangements Policy;
- Examination Policy; and
- Complaints Policy.