




PHMAT SPECIAL EDUCATIONAL NEEDS POLICY

Document Control Table

Title	PHMAT SEND Policy
Author	Darryl Asbury (Executive Leader)
Date Approved	July 2025
Approved By Name	Andrew Brocklehurst (Chair of Trustees)
Signature of Approval	
Next Review Date	July 2026

Document History

Date	Author	Note of Revisions
June 2025	JD	The term pupils has been replaced with child or children in line with the Code of Practice. This is throughout the policy.
		Pg 4-Code of Practice Principles have been added.
		Pg 6-Pips team added in table format.
		Pg 6-Names of individual school's SENCOs have been updated and put into a table format.
		Pg 7-Additional information about SEND Information report and NPQSENCo has been included.
		Pg 7-Class teacher expectations taken from the Code of Practice have been added in the first 2 bullet points.
		Pg 8-Reference to head teachers ensuring that schools follow all related legislation and guidance has been added as a final bullet point.
		Pg 8-Heading changed from Identifying SEN to Graduated Approach.
		Pg 9-Expectations about children following the SPLD, SALT or OT pathway if referred to the PIPs team has been added.
		Pg 10-Addition section about meeting more complex needs have been added.
		Pg 10 & 11-Additional section about Transition has been added.
Pg 14-Reference to NPQSENCo has been removed.		

ACADEMY SEND POLICY

Introduction

At Perry Hall Multi-Academy Trust (PHMAT) we believe that meeting every child's needs is a shared responsibility. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities. Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of disability, but this policy covers all these children.

The Special Educational Needs and Disability Code of Practice (2015) defines **special educational needs** as follows:

“A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than most others of the same age,
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream-post 16 institutions.”

For children aged two or more special educational provision is education or training provision that is additional to, or different from that generally is made for other children of the same age. For a child under the age of two, special educational provision means education provision of any kind. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition shown above when they reach compulsory school age or would do so if special educational provision were not made available for them.

Children with special educational needs may need extra help because of a range of reasons. These are needs are defined under the SEND Code of Practice broad area of need:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs.

At PHMAT, we accept the definitions of Special Educational Needs as well as the principles from the SEND Code of Practice. We work to our best endeavours to meet the needs of all children within our schools. Staff will identify those who have special educational needs, assess and make/adapt

provision for all children with SEND, whether they have Education Health Care Plan or not. We also acknowledge that children at the higher end of the ability range may also have special educational needs, to ensure they remain challenged and inspired and have the right to have those needs met. In our work to support those with SEND we take account of the following legislation and guidance:

- The [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report.
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- The [Governance Handbook](#), which sets out governors and trustees' responsibilities for pupils with SEND.
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.
- The Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan.

We recognise that:

- Each learner is an individual with his or her own unique strengths and educational needs.
- All children have the right to a broad and balanced curriculum, designed and adapted to support the needs regarding continuity and progression.
- Learning experiences encourage self-motivation and independence and focus on positive achievement.
- Every effort is made to reduce the risk of 'labelling' for children with special educational needs. Wherever possible, the children work alongside their peers to share educational experiences with those whose needs are different from their own. However, we recognise

there may be times when children are withdrawn for specialist teaching or interventions, which we strive to make a positive experience and a 'natural' course of events.

- The nature of children's Special Educational Needs might be long or short term and in one or more areas.
- The special needs provision made by the schools are a process which is strongly rooted in partnership with parents.

Code of Practice Principles we endeavour to follow:

- Children and their families are involved in discussions and decisions about their individual support and provision, and have the information, advice and support they need to enable them to participate in such discussions and decisions.
- The needs of children are identified early and there is early intervention to support them.
- Parents and young people have greater choice and control over their support,
- There is greater collaboration between education, health and social care services to provide support.
- There is high-quality provision to meet the needs of children and young people with SEND.
- There is a focus on inclusive practice and removing barriers to learning.
- Children are supported to make a successful transition between classes and key stages.

Aims and Objectives

We will:

- Follow the Children's and Families Act (2014) and the SEND Code of Practice.
- Ensure SEND is a whole school responsibility requiring a whole school response.
- Identify pupils with special educational needs and disabilities as early as possible and make appropriate provision in accordance with the SEND Code of Practice.
- Provide all pupils with access to a broad and balanced curriculum through differentiated activities.
- Regularly assess and monitor pupil's progress to allow the relevant support and provision to be provided.
- Ensure that pupils with special educational needs and disabilities are included in whole school life.

- All staff are provided with continuous professional development and training.
- Ensure that all learners make the best possible progress.
- Build partnerships between home and school and ensure pupils and their parents are treated with respect and have their views considered.
- Ensure parents/carers are informed of their child's special educational needs, provision and ensure that there is effective communication between parents and schools.
- Ensure that learners express their views and are fully involved in decisions which affect their education.
- Promote effective partnership and involve outside agencies where and when appropriate to meet the pupils needs.
- Ensure that pupils with SEND are admitted into the school in accordance with the whole school admissions policy.
- Ensure educational provision is underpinned by high quality first teaching and is never compromised by anything less.

Roles and Responsibilities

These objectives will be met by the school:

- Early identification of pupils needs.
- Gathering of relevant and important evidence, including from discussions with parents/carers.
- Drawing up individual education plans (IEPs) and reviewing outcomes termly.
- Using IEPs to guide teachers' planning and focus support for the individual pupil.
- Teachers working closely together with the SENCo to ensure that the schools' SEN provision is the best possible within budgetary constraints.
- Appoint a designated teacher for children and young people in care (CYPIC).
- SENCOs and schools will work closely with the PHMAT Psychology and Inclusion Service.

PHMAT Inclusion and Psychology Service

From September 2023, PHMAT have developed their own PHMAT Inclusion and Psychology service (PIPS). The PIPS team was created due to the recognition of the increasing needs within PHMAT, to ensure that all vulnerable learners are supported to fulfil their potential. PIPs provide support to schools throughout PHMAT by offering a range of activities, including training and advice bespoke and tailored to their individual needs. The Trust also buys in support from two specialist Speech and Language Therapists and an Occupational Therapist who are part of the PIPs team in order to expand the expertise that is available to all schools.

Pips Team

Hilary Hartley	Educational Psychologist
Angharad Meredith	Assistant Educational Psychologist and Specialist SPLD Practitioner and Assessor
Roz Roscoe	Occupational Therapist
Hazel Shaw	Speech and Language Therapist
Chloe Jackson	Speech and Language Therapist
Jo Davies	Trust Lead for Inclusion

List of School SENCOs

Perry Hall	Carol Russell
Berrybrook	Victoria Tustin
Dunstall Hill	Victoria Tustin
Birds Bush	Ann Kelly
Forest Hills	Ann Kelly
Stanley Road	Craig Morgan
Woodthorne	Laura Swann
Mesty Croft	Shilpa Aggarwal
Sledmere	Esther Cooper
Tillington Manor	Natalie Hall

They have responsibility for:

- Ensuring the school's profile of SEND is up to date and shared with all staff including governors.
- Working with the Head and SEND governor to determine the strategic development of the SEND policy and provision in the school to raise the achievements of pupils with SEND. Co-ordinating and monitoring provision and support for children with SEN.
- The Day-to-day operation of the schools' SEN policy.
- Developing and evaluating the school's SEND action plan.
- Liaising with and advising fellow teachers/teaching assistants.
- Working with/liasing with school governors and the Head to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements. Please refer to individual schools' Accessibility Plan for further details.
- Meet duties laid out in part 3 of the Children and Families Act 2014
- Monitoring the effectiveness of SEND provision across school.
- Advising on a graduated approach to providing SEND support.
- Monitoring and supporting the writing and reviewing of IEP's.
- Being familiar with the provision in the Local Offer and being able to work with professionals providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.

- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Contributing and arranging CPD training for staff.
- Managing the EHCP procedure and provision for pupils with an EHCP.
- Preparing the arrangements for the admission of pupils with disabilities and the facilities provided to enable access to the school in line with the school's accessibility plan.
- Regularly reviewing the Accessibility Plan showing how the school plans to progressively improve access over time.
- Liaising with parents, external agencies, and the local authority (LA) regularly to provide information on pupils' needs, provision and outcomes.
- Ensure the SEND Information Report is reviewed and updated yearly and is shared on the school's website.
- Meeting the framework expectations as outlined in NPQSENCo [National professional qualification for special educational needs co-ordinators](#)

Each Local Governing Body is responsible for:

- Monitoring the SEND action plan and effectiveness of SEND provision.
- Liaising with the SENCO and Heads of School in relation to the progress made by pupils with SEN.
- Appoint an individual governor or sub-committee to oversee the school's arrangements for SEND.

Class Teachers will:

- Understand that they are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.
- Understand that high-quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND.
- Plan and review support/provision for their pupils with SEND.
- Liaise with parents/carers, SENCo and the pupils themselves.
- Set high expectations of all pupils and teach a broad and balanced curriculum for all.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving and every pupil with SEND will be able to access the curriculum.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Follow school procedures for monitoring and reporting on behaviour, progress, and concerns.
- Set high academic and behavioural expectations for all pupils in their class, including those with SEND, and support them in achieving them.

The Head will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of pupils with SEND.
- Ensure school follows all the related legislation and guidance outlined on page 3 of the policy.

Graduated Approach

When deciding whether special educational provision is required, we start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the children and their parents.

Our schools are committed to the early identification of special educational needs and adopt a graduated approach to meeting special educational needs in line with the Code of Practice. Initial identification is in most cases, identified through the class teacher due to concerns about a relative lack of progress or observations of any ongoing difficulties. When these concerns arise within school, staff discuss these initial concerns with parents/carers, complete an Inclusion Consultation Form and send this to the school SENCo. Individual referrals are then discussed at the following school inclusion meeting. Evidence is gathered through the child's work, assessment data, classroom observations and any other information on health or social problems, discussion with parents and/or the child (if appropriate) and from previous teachers and other professionals if involved.

If parents have initial concerns regarding their child's progress or SEND, they are encouraged to discuss this with their child's class teacher outlining their concerns and views. This information will then be passed onto the SENCo. At this stage, the child will be provided with adapted provision, scaffolding, and differentiation of work in class. If the child fails to make progress, then the class teacher, SENCo and parents can discuss the child moving on to SEN Support.

At SEN Support the child will have individual targets recorded on an IEP (individual education plan). This will be written by the class teacher, always in consultation with children, parents, carers and other professionals involved, with support from the SENCo if needed at a termly review and target setting meeting.

The IEP will set targets for the child and will detail:

- the short-term smart targets set for or by the child.
- the provision to be put in place and from when.
- on-going review of targets from both the child and professionals involved.
- the success criteria.

The IEP will be reviewed on an ongoing basis by pupils and staff, then termly and the outcomes will be recorded at the termly review meeting. Children are encouraged to participate fully in the review process according to their age and abilities. Parents / carers will also be invited to participate in the target-setting and review process.

If the school has evidence that a child is making insufficient progress despite support and intervention at SEN Support, further advice and support may be sought from PHMATs Educational and Assistant Educational Psychologist (AEP) or outside professionals. Children and parents/carers will be fully involved and kept informed about the involvement of external agencies and proposed interventions. *If children are referred to the PIPs Team, there is an expectation that they follow the suggested strategies identified on the SALT, OT or SPLD Pathway.*

For a small number of children this support may still not meet their needs. In this case, the school can request that the Local Authority (LA) undertakes an Education Health and Care Plan Assessment of the child's needs which may lead to an Education Health Care Plan (EHCP). These children may be provided with top-up funding by the LA which the school will use to support the child. For children who have an EHCP, as well as the review of their IEPs, progress and the support outlined in their EHCP will be reviewed annually and the information is shared with the Local Education Authority.

Any provision/action that pupil receives which is additional to or different from that available to all pupils will be recorded on Arbor This will be evaluated, reviewed and updated every term. The SENCo and Senior Leaders monitor the interventions to ensure they are supporting children's progress.

MEETING MORE COMPLEX NEEDS

As per national picture, all our schools have seen an increase of children with more complex needs. Many are awaiting places with special schools. Therefore, our schools have further adapted their provision to enable the children to access specialist provision and or interventions such as Attention Autism and sensory circuits. Four of our schools have developed informal resource bases with a very clear purpose. The purpose of the informal resource bases is to offer individualised support for children with more complex long-term SEND whose needs cannot be met within the mainstream classroom at a given time. This can be:

- a) To enable pupils access to a curriculum appropriate to their cognitive levels of development whilst also providing aspects of additional support designed to

target their specific needs. The provision should facilitate their successful return to the mainstream classroom.

or;

b) As an interim measure for those pupils awaiting placement in a specialist setting.

Informal Resource Bases	
Forest Hills	Puzzlewood
Dunstall Hill	The Hub
Perry Hall	Seedlings
Sledmere	The Nest

TRANSITION

On entry: -

All schools plan a programme of visits in the summer term for children starting in September which may include "Play and Stay" visits with parents/carers and a visit to their new class (without parent/ carer).

- Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- EY teachers conduct home visits to meet the children and their families.
- EY teachers visit all children in their pre-school setting if it is not the same school. Where concerns are raised, the SENCo may also visit the setting and a meeting with parents to discuss any issues may be arranged.
- In some circumstances individual arrangements may be made for starting school which may include a modified timetable or additional visit days.

Secondary transition: -

Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them. This occurs throughout the time at primary school. Secondary school staff may visit children prior to them joining their new school. In addition, the SENCo and/or Year 6 teachers will liaise with the SENCo/ Year 7 teachers at the secondary schools serving the area to ensure that effective arrangements are in place to support children at the time of transfer. When children move to another school their records will be transferred.

Mid-year transition

Our induction for children arriving mid-year includes: -

- A home visit if deemed appropriate,

- A tour of the school with the child and parent/carer.
- An agreed start date. In certain circumstances, such as the child not having attended school before, special starting arrangements and a modified timetable may be agreed.
- Contact the previous school for the child's records. Where there are concerns the SENCo will be contacted by phone.
- Once the child has settled, they may be screened using Wellcomm and be assessed for phonics and reading fluency as a baseline.

Assessment

We believe that all children and young people deserve to have their achievements and progression recognised and the Trust's curriculum reflects the different levels of attainment likely to be achieved. Our schools use a consistent assessment system approach, applying the EYFS statutory framework and Early years foundation stage assessment and reporting arrangements, Pre-Key-Stage Standards for identified pupils working below age related expectations and the National Curriculum age related expectations. For those children who are working below the standard of the National Curriculum and are not engaged in subject -specific study, PHMAT is supporting the implementation of the statutory engagement model to ensure accurate assessment and the setting of appropriate attainment targets. Assessment for learning guides us in the process of seeking and interpreting evidence for use by learners and our teachers to decide where the pupils are in their learning, where they need to go and how best to get there. All teachers monitor, review and analyse pupil progress in accordance with the schools' assessment policies. To ensure accurate assessments are made, teachers moderate and standardise samples of children's' work and achievements across the curriculum. Underachievement is identified as early as possible through rigorous tracking and assessment analysis.

The SENCOs track pupil progress and report to the senior leadership team and governors at each school to:

- Check the progress individual children make against their targets (as per the Trust Assessment Timetable 2025-26).
- Verify that barrier-free learning is taking place across the curriculum and particularly where there have been changes in staff or syllabus / schemes of work, or low attendance rates.
- Check the progress of children identified as SEN support and those with an EHCP to inform the SEN register and to ensure that the pupils' needs are being met.
- Monitor the impact in view of the additional resources put in place to support inclusion, to compare the accuracy of teacher assessment with external test results at the end of a key stage (i.e. the difference between actual and expected pupil performance).

- Compare their school's performance with other similar schools in the area and with national performance data.
- Discuss options when the decision is taken not to issue an EHCP. The school will consider and implement recommendations of feedback given from the LA regarding how t outcomes can be met through the schools existing provision.

Schools can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our policy is to do this only in exceptional circumstances. Trust schools make every effort to meet the learning needs of all their children, without recourse to disapplication. We achieve this through greater differentiation of children's work or through the provision of additional learning resources.

In exceptional circumstances a school may decide that disapplication is the correct procedure to follow. This would only be done after consultation with parents/carers. The school's governor with responsibility for special educational needs would also be involved in this process. Every effort is made to provide the necessary support from within the school's resources before considering such action.

Should a school go ahead with modification or disapplication, this would be done through:

- Section 364 of the Education Act (1996). This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs.
- Section 365 of the Education Act (1996). This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Children are assessed in Trust schools using both formative and summative assessment. Some children are also assessed by outside agencies when necessary. The results of the assessments are used to monitor and plan any interventions required, which are then outlined on the intervention map. Planning may include adaptations to learning objectives, success criteria and activities, as well as the assessment focus for that individual lesson. Teachers evaluate lessons allowing them to comment on the progress made by all pupils including those with SEN.

Partnerships

We have an early discussion with the child (as appropriate) and their parents when identifying whether they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty.

- We consider the parents' and child's' views and ensure they are informed on provision and progress every step of the way.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Each school works closely with local high schools for the smooth transition of pupils with SEND and to ensure that there is continuity and progression in provision for them. We also liaise with the previous schools of joiners in order that we can be immediately aware of any special educational needs and quickly put a suitable programme of support in place.

Inclusion support teams/external agencies play an important part in helping the schools identify, assess and make provision for pupils with special education needs.

In addition, schools may seek advice and work with a range of external agencies to provide support for pupils with SEND. The speech and language therapist contributes to the EHCP reviews of pupils with speech and language difficulties. Targets and advice given by the speech and language team are used when reviewing and writing pupil's IEPs.

Children should:

- have a focus on their strengths as well as their needs.
- help in the planning of their IEPs.
- have a say in the targets set.
- agree to their targets.
- share in the recording, monitoring and evaluating of their progress.
- have access to all aspects of school life.

Parents/carers are empowered to:

- play an active and valued role in the child's education.
- have their children's difficulties identified early with appropriate intervention to support them.
- understand their child's strengths as well as their needs.
- help in the planning of their IEPs.
- have a say in the targets set for their child.
- have knowledge of what they can expect for their child.
- have access to information, advice and support during assessment or decision-making processes about their child.

All parents of children identified on the SEN register should have access to information about the support on offer, including that from Information, Advice & Support Service.

Professional development

Our SENCo's hold the required National Award for Special Educational Needs (NASENCO or NPQSENCO). The Executive Head and Heads oversee the professional development of all teaching staff and teaching assistants. The schools monitor the training needs for all staff considering school priorities as well as personal professional development. Support will be given to ECTs and new members of staff. The SENCOs take responsibility for prioritising the SEND training needs of all staff. Staff are encouraged to observe good inclusive practice within the schools and in other schools wherever possible.

Complaints

We urge parents with any concerns regarding the SEND policy or the provision made for their child to speak to us as soon as possible - please see the Multi-Academy Trust's complaints procedure.

Class teachers will work closely with parents/carers at all stages of a child's education and should be the first port of call in case of any difficulty. Parents/carers of pupils with SEN or disabilities whose concerns cannot be resolved by the class teacher can meet with the SENCO. If there continues to be cause for complaint, parents/carers should address their concerns to the relevant Head and Local Governing Body.

Monitoring and reviewing

This policy is monitored by the Board of Trustees and will be reviewed regularly.

Any child who doesn't make progress over an academic year will be discussed through pupil progress meetings and identified for specific intervention, until progress resumes. Other factors will also be used when identifying pupils who may be gifted and talented or require teacher monitoring, provision amendments or interventions to support behaviour, social skills etc.

Provision for SEND is monitored annually by Jo Davies in every school in partnership with their SENCOs and leaders.