

HCAT SEND Policy

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Name of Trust committee with responsibility for this policy	Trust Board
Date of approval	December 2025
Date of review	December 2027
Monitoring and review	This policy will be monitored by the Trust Lead for SEND and Inclusion.
Policy applies to	All employees
Related Policies / Documents	Physical Intervention Policy Behaviour Policy Safeguarding Policy Whistleblowing Policy Data Protection Policy Equality and Diversity Policy SEND Information Report
If English is not your first language and you require any assistance /translation to understand this policy, OR If you have any visual impairment which makes the reading of this policy difficult for you, and you would like help, please contact the People & Culture Team	HR@hcat.org.uk Telephone: 01482 375248

HCAT SEND Policy

1. Trust Commitment

Hull Collaborative Academy Trust (HCAT) is committed to creating a supportive environment for both employees and students. The Trust's vision is to empower change-makers and provide high-quality education while promoting equality and diversity within the workplace. HCAT is a learning family, building aspirations and resilience to deliver success, putting children first in all that we do. The Trust places a high value on Restorative Practice, using its principles to support both its employees and its pupils to recognise that all their activities affect others, and that people are responsible for their own choices and actions, and can be held accountable for them.

2. Aims of the Policy

The Trust and its schools commit to the following principles for pupils with SEN and disabilities:

High Aspirations: We share the vision that children and young people with SEN and disabilities should achieve well in school and lead happy and fulfilled lives.

Inclusion: We commit to inclusive education and the progressive removal of barriers to learning and participation.

Personalised Support: Support must be differentiated, adapted and personalised to meet the individual needs of pupils with SEND. Decisions about provision should be person-centred, focusing on the pupil's aspirations, interests, and needs.

Participation: Children, young people, and parents must be fully involved in decision-making about their support, progress, and desired outcomes.

Effectively supporting every child should be underpinned by the right of every child and young person to receive an education that enables them to become confident individuals leading fulfilling lives making successful transitions into their next stage of education or adulthood.

This policy aims to set out how Trust schools will support and make provision for pupils with special educational needs and Disabilities (SEND) and explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2.1 Legal Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEND information report
- The Equality Act 2010.
- Keeping Children Safe in Education.
- Supporting pupils at school with medical conditions (December 2015).

This policy also complies with our funding agreement and articles of association.

2.2 Definitions

The Special Educational Needs Code of Practice 2014 defines SEND as:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has 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 by mainstream schools.

The four broad areas of need recognized in the Code of Practice are:

- 1. Communication and interaction.**
- 2. Cognition and learning.**
- 3. Social, emotional and mental health.**
- 4. Sensory and/or physical needs.**

Disability and the Equality Act 2010

A disabled person has a 'physical or mental impairment which has a long-term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities'.

The Trust must adhere to the following duties under the Equality Act 2010:

- Do not directly or indirectly discriminate against, harass, or victimise disabled children and young people.
- Reasonable Adjustments: Must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure disabled children are not at a substantial disadvantage compared with their peers. This duty is anticipatory and requires planning in advance.
- Public Sector Equality Duty (PSED): Must have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations.

3. The Role of Staff

3.1 The Special Educational Needs Co-ordinator (SENCO)

In maintained mainstream schools and academies, a qualified teacher must be designated as the SENCO. Any newly appointed SENCO (without previous relevant experience) must achieve the National Award in Special Educational Needs Co-ordination (NASENCo Or NPQ SEN) within three years of appointment. The main responsibilities include:

- Overseeing the day-to-day operation and co-ordination of the school's SEN policy and provision to support individual children with SEND, including those who have EHC plans
- Ensure the school keeps the records of all children with SEND up to date
- Monitor the effectiveness of quality first teaching and interventions for children with SEND
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEN and disability receive appropriate support and high-quality teaching
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN.
- Advising on the graduated approach to providing SEN support.
- Being a key point of contact with external agencies (e.g., LAs, support services, health, and social care professionals).
- Liaise with potential next providers of education to ensure children and their parents are informed about options, and a smooth transition is planned
- Working with the Headteacher and Governors/Proprietor to ensure the school meets its responsibilities under the Equality Act 2010 concerning reasonable adjustments and access arrangements.

3.2 The Headteacher

- Work with the SENCO to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensure the graduated response is effective and an assess, plan, do review cycle is followed for all learners with SEN and / or disabilities
- Ensure the effectiveness of classroom teaching prior to the identification of SEND

3.3 Class teachers

- The progress and development of every child in their class
- Ensure provision from an EHCP is in place, assessed and reviewed in quality first teaching
- Ensure children's individual targets are assessed, planned and reviewed in quality first teaching
- Adapt or differentiate the provision for a child with SEND to meet their individual needs
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENCO to review each child's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

"Teachers 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. High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching." (from Code of Practice 2014)

4. Identification, SEN Support and Education and Healthcare Plans: The Graduated Approach

When a pupil is identified as having a SEND, schools must take action to remove barriers to learning using a graduated approach—a four-part cycle of action and intervention.

4.1 Assess

The class/subject teacher, supported by the SENCO, must carry out a clear analysis of the pupil's needs. This involves:

- Reviewing the pupil's academic attainment, previous progress, and internal school data.
- Gathering the views of the pupil and their parents.
- Considering advice from external support services, if relevant.
- Identifying whether progress is significantly slower than peers or failing to close the attainment gap.

Note: Schools should not delay putting in place extra teaching or interventions while gathering evidence. Support should be provided even before a formal diagnosis is reached.

4.2 Plan

Where SEN support is required, the teacher and SENCO must agree, in consultation with the parent and pupil, the following:

- Outcomes sought (aiming for ambitious outcomes for adult life where applicable, especially from Year 9 onwards).
- Interventions and support to be put in place.
- Expected impact on progress.
- A clear date for review.
- All staff working with the pupil must be made aware of their needs, the outcomes sought, and the support strategies required.

4.3 Do

The class or subject teacher remains responsible for working with the child on a daily basis and overseeing the implementation of the agreed support. The SENCO should support the teacher, advising on further assessment and effective implementation of support.

Adaptations to the curriculum can be made in some of the following ways:

Instructional: Making changes to the instructions which are given to provide children with the opportunities to process and demonstrate what has been taught

- Physical and social environment: Making changes to a child's surroundings to maximise learning opportunities and engagement
- Methods and materials: Offering children different ways to engage with and absorb the lesson content
- Process and task: Modifying or reducing the requirement of tasks to give children multiple means of action and expression
- Personal assistance: Enlisting support to provide assistance in helping meet a child's learning needs e.g. using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adhering to the School's Accessibility plan (See individual schools accessibility plans)
- Needs for equipment and facilities will be assessed for each child individually; this may include using appropriate agencies such as IPASS, who can provide specialist equipment for physical, visual and hearing needs
- Providing small group nurture provision if needed

4.4 Review

The effectiveness of the support and interventions must be reviewed by the agreed date. The impact and quality of support should be evaluated, incorporating the views of the pupil and their parents. The support should be revised in light of the pupil's progress and development.

The trust has a clear process to aid schools in following the assess, plan, do, review graduated approach. The document to support this can be found at Appendix 1 (primary) Appendix 3 (secondary) All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress. This will be done through the structure of the HCAT support plan which includes cycles of ongoing assessments. The SENCO will ensure these are being reviewed regularly and the support provided is being effective on ensuring the needs of each child are met.

4.5. Education, Health and Care (EHC) Plans

A school and or parents / carers may decide that the support a pupil needs requires the provision of an EHC plan. In this case the school will make a request to the local authority for assessment for special educational provision to be made. A local authority must conduct an EHC needs assessment when it considers it may be necessary for special educational provision to be made for the child or

young person in accordance with an EHC plan. An EHC plan is a legal document detailing the education, health, and social care support for young people aged 0–25 who need more support than is available through SEN Support. EHC plans should be clear, concise, understandable, and accessible to parents, pupils, and practitioners. They must specify the required special educational provision (Section F), which should be detailed, specific, and normally quantified (e.g., type, hours, and frequency of support). The Local Authority has an overriding legal duty to secure the special educational provision specified in the EHC plan.

4.6 Admission of children with an EHCP

A school is consulted on their ability to meet the needs of a child with an EHCP. If a school feels that they cannot meet the needs of the child, they can state specific legal grounds for refusal of admission. These are unsuitability for age/ability/aptitude/SEN, or incompatibility with efficient education of others/efficient use of resources. Schools have a statutory duty to admit a child or young person when the academy is named in their Education, Health and Care (EHC) plan.

5. High Quality Teaching and Provision

5.1 Quality First Teaching

High quality teaching, differentiated or adapted for individual pupils, is the first step in responding to SEN. Additional support cannot compensate for a lack of good quality teaching. Good teaching for pupils with SEN is largely consistent with good teaching for all pupils.

5.2 Targeted Support and Interventions

Interventions should complement high quality teaching and provide intensive focus where required. The Trust promotes a tiered approach to support, where the intensity of intervention increases with the level of need, progressing from whole-class teaching to targeted small-group/one-to-one interventions, and finally to specialist support.

5.3 Using Support Staff

Effective deployment of Achievement Support Assistants (ASAs) or Learning Support Assistants (LSAs) is critical. ASAs should be used to supplement, not replace, the teacher's role. School leaders must ensure that ASAs are adequately trained and that pupils with the greatest needs have access to teaching from the most experienced staff.

6. Co-Production

Within the SEND processes we ensure that children, young people, parents, carers, and professionals work together as equal partners to plan and design the provision for SEND pupils. It goes beyond simple participation by actively involving everyone involved in the pupil's education in decision-making.

In our schools we will have an early discussion with the child and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parents'/carers concerns
- Everyone understands the agreed outcomes sought for the child and parents / carers are involved in every stage of the assess, plan, do, review cycle
- Everyone is clear on what the next steps are, and these are recorded within the HCAT support plan on child and parental views (All about Me)
- We will formally notify parents/carers when it is decided that a child will receive SEN support and a support plan and/or provision map will be created and shared.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:

- Liaison with the class teacher
- Consultation days/evenings/events when advice and support in helping their child at home can also be given.
- Formal SEND reviews of child's progress which will take place at least termly
- Annual Reviews for children with an EHCP (statutory process once every 12 months)

Children with special educational needs will continue to be involved (as is appropriate) at every stage of the assess, plan, do, review process:

- At the initial assessing and planning stage, and to support a person-centred approach, the child/young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.
- Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child/young person may be made to gather information regarding their likes, interests, dislikes and difficulties.
- The HCAT support plan has a 'child friendly' section which is shared with the child, so they are able to understand all aspects of their support.

Therefore children, parents and carers have an active role in the planning and decision making regarding any provision for the child.

7. HCAT SEND Units, In School Provisions and SEMH support

Some schools within our Trust have small nurture provisions, which give high support to a particular area of SEND within their school community. These 'in-school' provisions provide a small class environment with a specialist teacher and ASA that provide individual support to children who are identified as requiring this environment to meet their needs.

In addition, we have two Local Authority SEND Units across the Trust based at Dorchester Primary School and Wansbeck Primary School. These provisions offer targeted support for children identified by the local authority who have an EHCP plan.

In addition, the Trust offer targeted intervention for children with an SEMH need. Children are identified by a HCAT 'High Needs Panel' that they need targeted intervention in a small bespoke provision. Children then attend The Wizards Provision (See the SEMH Provision – Purpose, Protocols and Procedure document) Some children attend the provisions for a fixed period to work closely in a smaller setting on their individual needs. A specialist teacher and highly skilled ASA provide a bespoke curriculum to meet the needs of each child. See the flowchart in Appendix 2 for the process of identification for children to attend HCAT resource provision. Some children who attend the Wizards provision are identified as needing longer term support within the targeted provision. In these cases, the trust work closely with the Local Authority in allocating a place within the SEND Units.

8. Transition

All children with special educational needs and disabilities will require support and planning when they transfer between key stages from 0-25. For example: Preschool – Nursery – Foundation – KS1 – KS2 – KS3 – KS4 – KS5 – Higher Education/College – Independent Living. They may also move between schools and specialist provisions within a Key Stage or year.

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process, or the year prior to transition to Secondary School. This enables the Local Authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 or Year 9 to determine that suitable provision can be considered. We recommend that at this stage parent/carers visit appropriate schools or colleges at the next Key Stage to help an informed choice to be made. The local authority SEN team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs. In addition, other consideration will also be given to the use of social stories, transition and early transition, as these can help to support children and prevent vulnerability during their transition.

9. The Local Offer and SEN Information Report

The trust schools cooperate with the local authority in developing and reviewing the Local Offer. The Local Offer sets out information about provision expected to be available across education, health, and social care for children and young people with SEN or disabilities.

Schools must publish an SEN Information Report on their website, detailing the implementation of their SEN policy. This must include:

- The kinds of SEN provided for.
- Policies for identifying and assessing needs, including the SENCO's name and contact details.
- Arrangements for consulting parents and young people.
- The school's contribution to the Local Offer and where the LA's Local Offer is published.

9.1 The Local Authority Offer

The local offer for the local authorities within our trust are published here:

<https://hullsendlocaloffer.org.uk/>

<https://www.eastriding.gov.uk/local-offer/>

<https://www.northyorks.gov.uk/children-and-families/send-local-offer>

10. Complaints

Complaints about SEND provision in our schools should be made to the SENCO in the first instance. Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Headteacher during which further information can be exchanged and procedures altered as appropriate. If the complaint cannot be resolved at this stage they will then be referred to the school's complaints policy.

Parents or young people have the right to appeal specific decisions made by the local authority regarding EHC needs assessments, EHC plans (SEN provision), and the named school/college to the First-tier Tribunal (SEN and Disability). Claims of disability discrimination may also be made to the Tribunal. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Appendix 1: HCAT Primary Graduated Response

HCAT Graduated Response SEND Support Plan

Photograph



Name

D.O.B:

Year group:

Date of referral to SENCO:

Date of addition to SEND register:

Support Plan Cycle Number

All About Me

Things I am really good at:

Things my child is really good at:

**Our aspirations and
hopes for the future are**

Things I find difficult are:

Things my child finds difficult are:

**How best to support me at
school:**

What is important to me:

**It is important you know this about my
child:**

Broad area of need (please tick ONE box)

Communication and interaction		SEMH	
Cognition and learning		Sensory and/or physical	

SEN status

EHCP in place	
EHCP submitted	
SEN Support	
Concern	

SEN Type (as identified on school census)

SPLD - Specific learning difficulty		HI - Hearing impairment	
MLD - Moderate learning difficulty		VI - Visual impairment	
SLD - Severe learning difficulty		MSI - multi-sensory impairment	
PMLD - Profound & multiple learning difficulty		PD - Physical disability	
SEMH - Social, emotional and mental health		ASD - Autistic spectrum disorder	
SLCN - Speech, language and communication needs		OTH - Other difficulty / disorder	

My Academic Progress in school so far: if PKS please state which Key Stage It is also worth putting which year group the child is working at.

Year	EY Au	EY Sp	EY Su	Y1 Feb	Y1 Jul	Y2 Feb	Y2 Jul	Y3 Feb	Y3 Jul	Y4 Feb	Y4 Jul	Y5 Feb	Y5 Jul	Y6 Feb	Y6 Jul
Reading															
Writing															
Maths															
Notes															

Start Date of Record/Plan:	
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ASSESS: <i>What is the child or young person's specific difficulties? How was this assessed?</i> <i>Please provide reports from other professionals whose advice has been sought in assessing the child or young person's needs (if applicable)</i>
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Actions So Far

What helped the child?	What did not help the child?

Analysis of Quality First Teaching <i>(observations of the child in the classroom from someone other than the class teacher i.e. SENCO or senior leader)</i>

What is helping the child within quality first teaching?	What didn't help the child within quality first teaching and next steps?
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Plan and Do: Ongoing Assessment of outcomes and Provision Cycle 1

Date _____

Plan: Long Term Outcomes (by the end of key stage)	Why is this important to me?
1.	
2.	
3.	

Cycle 1: Short Term Outcomes: (Next steps in quality first teaching or intervention to meet long term targets)				
Area of Need and LTT	My barrier to learning is...	PLAN My Targets to overcome the barrier to learning (taken from long term target)	Do How will this be supported e.g. Interventions Adaptations in QFT	Review Summary and Evidence (Areas of strength and continuing areas of need)
LT1 AoN				
LT2 AoN				

LT3 AoN				

DRAFT

Plan and Do: Ongoing Assessment of outcomes and Provision Cycle 2

Date _____

Cycle 1: Short Term Outcomes: (Next steps in quality first teaching or intervention to meet long term targets)

Area of Need and LTT	My barrier to learning is...	PLAN My Targets to overcome the barrier to learning (taken from long term target)	Do How will this be supported e.g. Interventions Adaptations in QFT	Review Summary and Evidence (Areas of strength and continuing areas of need)
LT1 AoN				

LT2 AoN				
LT3 AoN				

DRAFT

Plan and Do: Ongoing Assessment of outcomes and Provision Cycle 3

Date _____

Cycle 1: Short Term Outcomes: (Next steps in quality first teaching or intervention to meet long term targets)				
Area of Need	My barrier to learning is...	PLAN My Targets to overcome the barrier to learning (taken from long	Do How will this be supported e.g. Interventions Adaptations in QFT	Review Summary and Evidence (Areas of strength and continuing areas of need)

<i>and LTT</i>		<i>term target)</i>		
LT1 AoN				
LT2 AoN				
LT3 AoN				

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End of year review

Take information from termly review of targets. What has been the impact of the support provided? What are the views of the child or young person and their parents/carers on the impact of the provision?

Date of review:

Who attended the review:

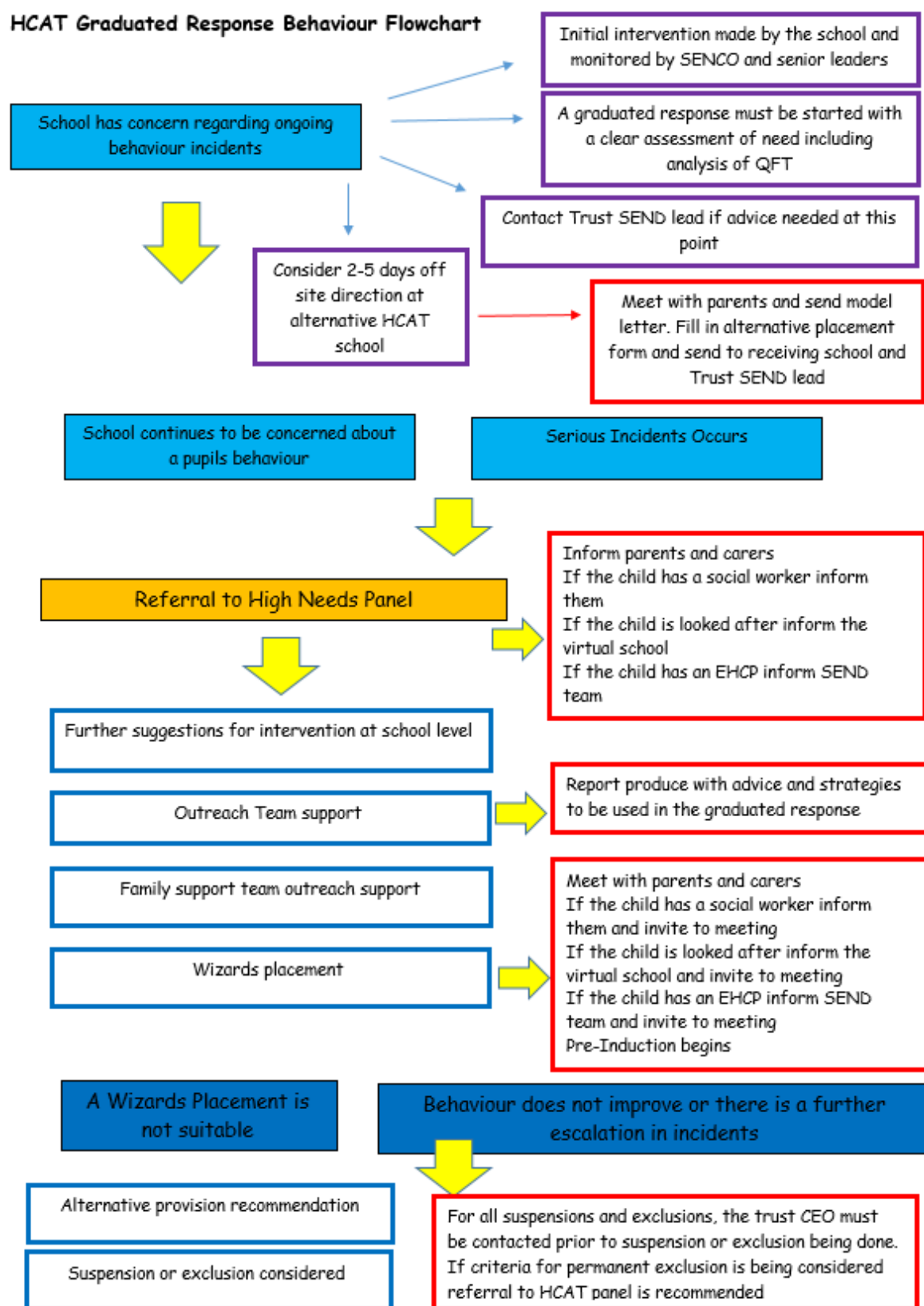
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Signed Teacher:

Signed SENCo:

Signed Parent

Appendix 2; HCAT Graduated Response Behaviour Flowchart



Appendix 3 Secondary Graduated Approach

