



Special Educational Needs (SEND) Policy Including Information Reporting

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1. Introduction and Statutory Context

Prince Henry's High School is an inclusive mainstream high school committed to ensuring that all students, including those with Special Educational Needs and Disabilities (SEND), are supported to achieve their best possible outcomes academically, socially, emotionally and in preparation for adulthood.

This policy is written in line with:

- The SEND Code of Practice: 0-25 years (2015)
- The Children and Families Act (2014)
- The Equality Act (2010)
- The Education Inspection Framework (Ofsted) and associated guidance
- The Worcestershire Local Offer

This policy should be read alongside other related school policies available on the school website: <https://www.princehenrys.worcs.sch.uk/policies-statutory-information/>

2. Definition of SEND

A child or young person is identified as having Special Educational Needs and/or a Disability (SEND) if they have a learning difficulty or disability which requires special educational provision to be made for them.

According to the SEND Code of Practice (2015), a child or 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 generally provided for others of the same age in mainstream schools or post-16 institutions.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other students of the same age.

3. Our Ambition for Students with SEND

Prince Henry's High School holds high expectations for all students. We are committed to making sure all our students have the chance to thrive, supporting them to meet their full potential. This includes:

- Ensuring students with SEND access a broad, balanced and ambitious curriculum
- Removing barriers to learning and participation
- Promoting independence, resilience and self-advocacy
- Valuing student voice and parent/carers partnership
- Preparing students effectively for adulthood, employment, further education and independent living

Success is measured not only through academic progress but through inclusion, wellbeing, engagement and positive destinations.

4. Aims of the SEND Policy

This policy aims to ensure that statutory duties placed upon Prince Henry's High School are met consistently and effectively. The Learning Support Department works hard to support the school's aims and values, facilitating high quality teaching and maintaining ambitious goals for all students.

4.1. Guiding Principles

- All teachers are teachers of students with SEND. Staff are confident, skilled and well supported, liaising with the Learning Support Department to provide effective support.
- High-quality teaching is the first response to meeting need
- SEND is identified early and accurately
- SEND provision is a whole school responsibility
- Students are treated as individuals, not labels and students with SEND are fully included in school life
- Provision is needs led, evidence based and regularly reviewed
- Support aims to increase confidence, self-esteem and independence, not reliance
- Decisions are informed by assessment, evidence and student voice
- Parents/carers are active partners in decision making
- Provision follows the graduated response: **Assess - Plan - Do - Review**
- Liaison with external agencies to provide appropriate support for students with more complex needs

5. Roles and responsibilities

5.1. Role of the Governing Body and SEND Governor

The Governing Body has a statutory duty to use its **best endeavours** to ensure that students with SEND receive the support they need. A designated SEND Governor works closely with the SENDCo and senior leaders to:

- Maintain an informed overview of SEND provision and outcomes
- Monitor and review the effectiveness of the SEND policy
- Ensure school policies reflect inclusive practice
- Work with the SENDCO to understand and monitor effective SEND practice
- Support the governing body to monitor SEND provision

5.2. Role of the Headteacher

The Headteacher is responsible for:

- Setting ambitious expectations for all students, including those with additional and special educational needs and disabilities.
- Promoting an inclusive culture where students can access the curriculum and learn effectively
- Ensuring effective partnership with parents/carers and external professionals to identify the additional needs and special educational needs and disabilities of students, providing support and adaptations where appropriate
- Securing compliance with statutory SEND duties with regards to the SEND Code of Practice
- Alongside the SENCO, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching and provision

5.3. Role of the SENDCO

The SENDCO provides strategic leadership for SEND and is responsible for:

- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Support in identifying and assessing students with SEND
- Coordinating SEND provision across the school
- Liaising with parents/carers and external agencies
- Advising and supporting staff
- Maintaining accurate SEND records
- Promoting a shared responsibility for SEND across the school

5.4. Role of Teachers

Teachers are responsible and accountable for the progress and development of students with SEND in their classes. Teachers will:

- Ensure they follow this SEND policy and the SEND information report
- Identify early signs of need and barriers to learning
- Plan and deliver high-quality, adaptive teaching
- Provide appropriate interventions and actions in consultation with the SENDCO
- Have regard to SEND Learning Plans and EHCPs
- Maintain high expectations informed by assessment

- Assume responsibility and accountability for learning, progress and development of all students, including those with additional needs and SEND
- Work collaboratively with the SEND team, including learning support assistants or specialist staff
- Monitor and review progress regularly, including academic, developmental and social-emotional

6. Identification and Assessment of SEND

6.1 Early Identification

Prince Henry's uses a range of strategies to identify SEND, including:

- Liaison with feeder schools
- Baseline literacy assessments on entry
- Teacher assessment and progress data
- Behaviour, attendance and wellbeing monitoring
- Parental and student concerns

A formal diagnosis is not required for support to be put in place. Identification is based on educational need, not labels.

6.2 Graduated Response

Where a student is identified as requiring additional support, the school follows the **graduated approach**:

- **Assess:** Identify strengths, needs and barriers to learning
- **Plan:** Agree outcomes and strategies in partnership with parents and students
- **Do:** Implement support and reasonable adjustments
- **Review:** Evaluate impact and refine provision

7. Areas of SEND

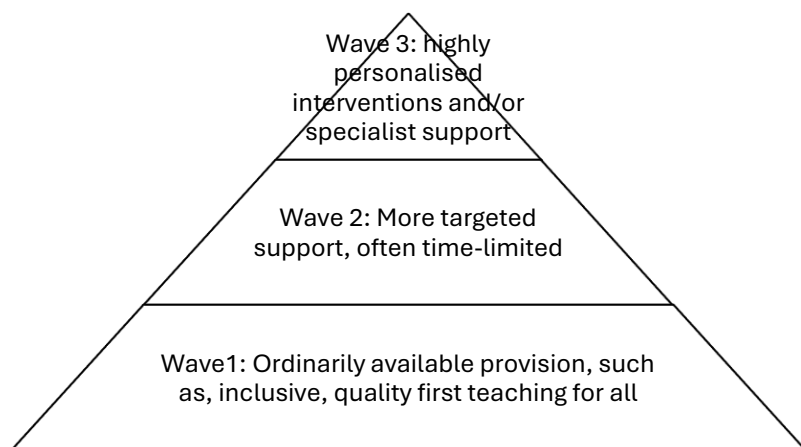
Provision is made for students across the four broad areas of need:

Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties

	• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

8. Teaching, Learning and Provision

Rooted in the SEND Code of Practice, we follow a tiered or ‘graduated’ approach to providing increased levels of support based on rising levels of need:



8.1 High Quality Teaching

High quality, inclusive classroom practice is the foundation of SEND provision. This includes:

- Adaptive teaching
- Clear instructions and scaffolding
- Flexible grouping

- Assistive technology
- Reasonable adjustments

8.2 Additional and Targeted Support

All teachers are teachers of SEND and the wide range of abilities and aptitudes of students is considered within the continuous cycle of planning, teaching, assessment and evaluation in every department. Most students make expected progress with these arrangements.

However, following the graduated response, some students will be added to the SEND register. Parents/ carers will be informed and involved in this decision. Students who meet the definition of SEND, may have access to:

- In class LSA support
- Small group or individual interventions
- Nurture Room provision

Withdrawal from lessons is minimised and carefully monitored, the aim is always to be inclusive within the classroom.

Where the students' needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible, although waiting lists/ times may apply.

Students who need more support than is available through the school's school-based SEND provision may be entitled to an Education, Health and Care Plan (EHCP). The plan is a legal document written by the Local Authority (LA) that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

An EHCP will only be issued following an EHC Needs Assessment. Parents/ carers as well as school are able to apply for a needs assessment. More information is available on the Worcestershire Local Offer website:

[EHCP - Education, H <https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer/ehcp-education-health-and-care-plansealth> and Care plans | Worcestershire County Council](https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer/ehcp-education-health-and-care-plansealth)

We encourage parents to talk to the SENDCO before initiating a needs assessment, to discuss how the school can support this process.

8.3 Alternative Curriculum and Personalised Learning

Some students whose needs make it difficult to access the curriculum in Years 10 and 11 are offered alternative curriculums, access to vocational courses and small group tuition to support their needs.

8.4 Working with external agencies

At Prince Henry's, we work in a collaborative partnership with many different agencies. Listed below are some of the external agencies with whom we work regularly:

- Visual and Hearing Specialist Teachers
- Complex Communication Needs (CCN) Team
- Physical Disability Service

- Educational Psychologist (EP)
- Community Paediatrics
- Speech and Language Therapists (SaLT)
- Occupational Therapists (OT)
- School Nurse
- Child and adolescent mental health service (CAMHS)
- NHS Wellbeing and Emotional Support Team (WEST)

A full list of local authority support services and voluntary sector organisations who support families, children and young people with SEND is available at:

<https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer>

8.5 Private Assessments

We acknowledge that sometimes parents/carers will want to pursue a private assessment/ diagnosis and we aim to support these where we have the evidence to do so. Private companies often ask for very specific information, and it takes time to collate this. We ask for **at least two weeks' notice** to provide any information.

8.6 English as an Additional Language

A student is not regarded as having a special educational need solely because their home language is different from the language in which they are taught. Prince Henry's will look carefully at all aspects of a student's performance in order to decide whether they have SEND or if their difficulties are due to limitations in developing their command of English.

8.7 Inclusion and Wellbeing

We work hard to ensure that every student fulfils their potential, has equal opportunities and full access to the curriculum.

- Students identified with SEND are treated as individuals rather than part of a homogenous group. The support given to students aims to increase their independence as a result.
- Students with SEND are encouraged and supported to participate fully in all aspects of the school, including:
 - Trips and visits
 - Extra-curricular activities
 - Leadership opportunities

Wellbeing and safeguarding remain central to all SEND provision. For more information, please see the Safeguarding and Wellbeing area of the school website and associated policies: [Safeguarding Team | Prince Henry's](https://www.princehenrys.worcs.sch.uk/safeguarding/)
[https://www.princehenrys.worcs.sch.uk/safeguarding/ High School](https://www.princehenrys.worcs.sch.uk/safeguarding/)

9. Partnerships with Parents/ Carers and Students

Prince Henry's values strong partnerships with parents/carers and students, encouraging parents/ carers to be fully involved in their child's learning and progress. We ensure:

- Regular communication

- Termly reviews for students identified as SEND Support
- Annual reviews for students with EHCPs
- Student voice informs planning and review
- Parents/carers are encouraged to contact the school should any concerns arise during the year.

9.1 Resolution of Disagreements

Partnership with parents/carers plays a key role in enabling students with SEND to achieve their potential.

- We encourage parents/carers to contact us informally in the first instance to try and resolve any problems regarding SEND provision.
- For general concerns and enquiries, your child's form tutor or the pastoral team are often the most appropriate contact.
- For specific concerns and enquiries about SEND, please contact the Learning Support Department.
- If you are not satisfied with any of the provisions made after speaking to the SENCO, please contact Mrs C Fisher (Assistant Headteacher who oversees the SEND department)
- A full Complaints Policy for the school is available on the school website

10. Monitoring, Evaluation and Quality Assurance

SEND provision is carefully monitored through:

- Progress and attainment data
- Review of intervention impact
- Student and parent feedback
- Student attendance at school
- Student participation in extracurricular activities
- Staff evaluation
- Governor oversight

The policy is reviewed regularly to reflect statutory updates and best practice.

The policy will be successful if:

- The progress of students is clear and measurable.
- Any student entering with, or later displaying evidence of, additional needs is quickly identified, assessed and appropriately supported in line with the graduated response.
- Teachers of students with SEND feel they are informed about the nature of the students' needs and support.
- The provision for students with SEND is regularly reviewed and refined to meet all students' needs.

Appendix 1: SEND Information Report

Introduction

Prince Henry's High School is an inclusive mainstream secondary school that welcomes students with a wide range of Special Educational Needs and Disabilities (SEND). We are committed to ensuring that all students are supported to access a broad and ambitious curriculum, make strong progress from their starting points, and are well prepared for adulthood.

Frequently Asked Questions

Key SEND Contacts

- How do I contact Learning Support?
- How do you identify students with SEND?
- What should I do if I think my child has SEND?
- What is your approach to teaching students with SEND?
- How do you listen to the views of children and young people
- How are Learning Support Assistants involved in supporting students with SEND
- What is the expertise and training of staff at Prince Henry's?
- What areas of SEND are provided for?
- How are adaptations made to the curriculum and learning environment?
- How accessible is the school site?
- How is progress assessed and reviewed?
- How are students with SEND included in wider school life?
- What support is available for emotional and social development?
- How is bullying prevented?
- How are Looked After Children with SEND supported?
- How are students supported at transition points?
- What are access arrangements for examinations?
- Useful Links
- Glossary

Key SEND Contacts

- SENDCo / Head of Learning Support: Mrs S Nolan
- Deputy Head of Learning Support: Miss C Park
- Assistant Deputy Head of Learning Support / Exams Access Arrangements Coordinator: Miss H Banfield
- SEND Governor: Mrs F George

How do I contact Learning Support

Please email Mrs Nolan or Miss Park on: enquiries@princehenrys.worcs.sch.uk

There is also a contact form on the SEND area of the school website:

<https://www.princehenrys.worcs.sch.uk/send/>

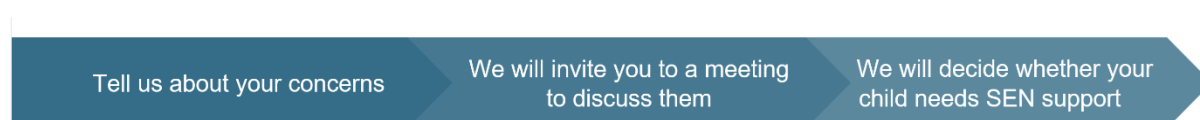
How do you identify students with SEND?

Identification of SEND is an ongoing process and may include:

- Liaison with feeder schools
- Baseline literacy assessment on entry
- Teacher assessment and progress data
- Monitoring of behaviour, attendance and wellbeing
- Concerns raised by parents/carers or students themselves

A formal diagnosis is not required for support to be put in place. Students are supported according to educational need rather than diagnosis.

What should I do if I think my child has SEND?



If you think your child might have SEND, please contact the Learning Support Department and we will arrange to meet with you or call you to discuss your concerns and gain a better understanding of your child's strengths and difficulties.

Together we will decide on outcomes and agree on appropriate next steps. We will follow the graduated response, which may lead to your child being formally added to the SEND register. This will be discussed with parents/carers and you will be notified if your child is added to the school's SEND register.

What is your approach to teaching students with SEND?

All staff are teachers of students with SEND. Support is rooted in high-quality, inclusive classroom practice, supported by:

- Adaptive teaching
- Assistive technology
- In-class support from trained Learning Support Assistants
- Targeted interventions where required

Support is evidence-based and aims to promote independence and prepare students for future learning and employment. Staff regularly engage in training sessions in order to deliver high quality teaching to students with SEND so that they are using the best, well researched techniques.

How do you listen to the views of children and young people

We believe in "Nothing about me without me" approach, so our termly SEND Reviews always involve the student. Each term, we will meet with students on the SEND register to discuss what has gone well, successes and any changes that student would like to see. Targets are set through these SEND Reviews.

How are Learning Support Assistants involved in supporting students with SEND?

Learning Support Assistants (LSAs) are deployed selectively and purposefully at Prince Henry's High School in line with current research, which shows that excessive in-class adult support can limit student independence and progress. LSAs are not attached to individual students and are used to complement high-quality teaching rather than replace it. Under the direction of the class teacher, LSAs provide targeted scaffolding and reinforcement to promote independence, inclusion and positive learning outcomes.

Where support is provided in lessons, we often prioritise support in core subjects, such as English and Maths, as well as subjects where support is needed for health and safety reasons. LSA deployment does evolve over the year as needs change.

Learning Support Assistants play a key role in delivering evidence-based interventions outside of whole-class teaching and receive regular training and supervision to ensure interventions are implemented with fidelity and evaluated for impact. Many LSAs take a lead role in specific areas of need, such as literacy and communication, ensuring consistency, expertise and continuity for pupils. Interventions are carefully selected, time-limited, and reviewed regularly to ensure they contribute positively to students' progress, independence and long-term outcomes.

What is the expertise and training of staff at Prince Henry's?

- **SENDCo / Head of Learning Support:** Mrs S Nolan - MEd SEND and Inclusion, National Award for Special Educational Needs Co-ordination, Postgraduate Award of Proficiency in Assessment for Access Arrangements
- **Deputy Head of Learning Support:** Miss C Park - Currently studying for NPQSENCo
- **Assistant Deputy Head of Learning Support / Exams Access Arrangements Coordinator:** Miss H Banfield - Postgraduate Award of Proficiency in Assessment for Access Arrangements

Learning Support Assistants

- **Learning Support Department Manager:** Mr M Futers - trained Autism Mentor and responsible for organising day-to-day operations and 'After Hours' homework support
- Mrs F Foster - SEND Administration Assistant
- Mrs S Rozga - Emotional Literacy Support Assistant, trained Autism Mentor and currently training to become a trauma informed practitioner
- Mrs M Kennedy - Learning Support Assistant (with responsibility for IDL and trained Communication LSA)
- Mrs K Bateman - Learning Support Assistant (with responsibility for EAL)
- Mrs T Henry - Learning Support Assistant (with responsibility for Literacy)
- Mrs S Philips - Learning Support Assistant (with responsibility for ICT and Assistive Technology)
- Mrs A Parnell - Learning Support Assistant (with responsibility for mentoring and preparing for adulthood support)
- Mrs K Greatrex - Learning Support Assistant (with responsibility for building communication skills)

All Learning Support staff receive regular training in supporting students with SEND.

What areas of SEND are provided for?

Provision is made for students across the four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

How are adaptations made to the curriculum and learning environment?

Additional support and intervention provision needs-led but also based on resources available at that time. Any provision is reviewed regularly. These may include:

- Reasonable adjustments
- Smaller classes where subjects are ability grouped
- Access to small group or 1:1 interventions
- Modified resources and assistive technology
- In-class and small-group support
- Exam access arrangements where students meet the current published JCQ criteria

How accessible is the school site?

Prince Henry's High School operates across multiple buildings and levels. Parents/carers of students with mobility needs are encouraged to visit the site. The school's **Accessibility Plan** is available on the website.

How is progress assessed and reviewed?

Student progress is monitored through:

- Annual reports and termly progress reviews
- Ongoing teacher assessment
- The graduated response: **Assess - Plan - Do - Review**
- EHCPs are reviewed annually with input from students, parents/carers and professionals.

How are students with SEND included in wider school life?

Students with SEND are encouraged to participate fully in trips, clubs and enrichment activities. Reasonable adjustments and additional support are provided where required.

What support is available for emotional and social development?

Support is always based around the individual student's needs and circumstances, but often includes:

- Evidence-based SEMH interventions
- Mentoring and nurture provision
- Access to counselling and pastoral support
- Close liaison with external professionals

How is bullying prevented?

Bullying is addressed through the school's **Student Conduct Policy**. Incidents involving students with SEND are monitored closely and addressed through pastoral and SEND systems.

How are Looked After Children with SEND supported?

Looked After Children (CLA) receive coordinated support through Personal Education Plans (PEPs), with close liaison between the Learning Support Department, pastoral staff and external agencies. Support is discussed at their annual CLA Review.

Any concerns or issues which specifically relate to Children who are Looked After (CLA), aside from their educational needs or support, should be addressed to the CLA Designated Teacher and the CLA Co-ordinator.

How are students supported at transition points?

Joining Prince Henry's

We liaise carefully with our feeder schools to identify any students who may feel vulnerable or overwhelmed as they engage with the transition process. Enhanced transition arrangements are provided for students with SEND, including additional visits. During these visits, students work in small groups with some of the LSAs to understand the practical details of how the school operates, they have an additional tour of the school with current students and have an opportunity to ask questions.

In addition, we may liaise directly with parents/carers who have specific concerns and arrange an individual visit.

These arrangements are in addition to the carefully structured programme of visits, discussions and information sessions which are already in place for the whole cohort of students.

Leaving Prince Henry's

When students with SEND are preparing to leave us, our Careers Advisor works with individuals to ensure they move to an appropriate education provider or suitable employment. This may involve facilitated college visits or arranging additional work experience, for example. All students with SEND are given additional careers guidance from Year 9 onwards.

What are access arrangements for examinations?

Access arrangements are reasonable adjustments made in line with JCQ regulations.

- Identification of students is usually via referrals from class teachers, where a need has been identified and arrangements trialled and established.
- Parents/carers and students themselves can raise a concern, initially this should be with the class teacher where there is a concern that access arrangements may be needed.
- Any necessary testing by our accredited assessors can only be carried out once teachers are able to make referrals, evidencing that the arrangement is the student's normal way of working.

Access arrangements must be well established, with appropriate evidence and must meet the current published JCQ criteria. Further information for parents/carers is available on the school website: <https://www.princehenrys.worcs.sch.uk/send/>

Confirmation will be sent to parents/carers outlining any approved access arrangements, once they have been formally processed and, where appropriate, agreed by JCQ.

Useful Links

- Worcestershire SEND Local Offer: <https://www.worcestershire.gov.uk/sendlocaloffer>
- SENDIASS: <https://www.kids.org.uk/worcestershire-sendias>
- Autism Central: <https://www.autismcentral.org.uk/>
- Solihull Approach: <https://solihullapproachparenting.com/>

Glossary

ADHD - Attention Deficit Hyperactivity Disorder
ASD - Autism Spectrum Disorder
CAMHS - Child and Adolescent Mental Health Services
EHCP - Education, Health and Care Plan
EP - Educational Psychologist
JCQ - Joint Council for Qualifications
LSA - Learning Support Assistant
SEND - Special Educational Needs and Disability
SENDCo - Special Educational Needs Coordinator
SLCN - Speech, Language and Communication Needs