

School:	Haywards Farm School & Northcroft School		
Policy:	Special Educational Needs and Disabilities		
<p>This policy will be reviewed on an annual basis; however, should a need arise, it will be reviewed when required.</p> <p>This policy will be read, understood, and signed by all staff yearly and when changes have been made in line with government and DoFE guidelines and changes. Document Controlled</p>			
Date Last reviewed	November 2024 January 2026	Version:	V 1.0
Date of next review:	September 2026	Type of policy:	Statutory
Owner:	HFS & NC School	Approval:	Proprietors

Change History

Version	Date	Description	Change ID
1	August 2025	Reviewed	AW
2	January 2026	Reviewed aligned with inspection framework	RR/GC/KB

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Inclusive Provision Statement

Haywards Farm & Northcroft School is committed to ensuring that appropriate, well-planned, and effective provision is made for every pupil. The school offers a fully inclusive education within a specialist environment and provides an aspirational curriculum that focuses on improving outcomes and raising attainment for all pupils.

The views, experiences, and needs of pupils and their families are central to the school’s approach. We are committed to ensuring that every pupil has a voice, feels a strong sense of belonging, and makes progress across academic, social, emotional, and developmental areas. The school, works closely with families, the wider community, and external professionals and services to secure the best possible learning experiences and outcomes for all pupils.

All pupils who attend Northcroft School have an Education, Health and Care Plan (EHCP) identifying special educational needs and/or disabilities. The school is therefore committed to providing the staffing, resources, adaptations, and specialist support necessary to meet pupils’ individual curricular, therapeutic, and developmental needs.

Haywards Farm & Northcroft School is an inclusive specialist provision, where inclusion is defined as meaningful participation, emotional safety, a sense of belonging, and positive outcomes for pupils with SEND, rather than physical placement alone. In line with the expectations of the Ofsted Education Inspection Framework (2025+), the school ensures that pupils access an ambitious, well-sequenced, and coherently planned curriculum, adapted to individual starting points, needs, and aspirations. Curriculum design prioritises depth over breadth and is delivered through adaptive teaching, reasonable adjustments, and targeted intervention.

Inclusive practice is underpinned by a trauma-informed and relational approach. This includes the consistent use of Thrive-informed practice and the PACE approach to support emotional regulation, communication, attachment, and readiness to learn. The school actively promotes pupil voice, positive identity, and emotional wellbeing, and makes reasonable adjustments to enable pupils to engage meaningfully in learning, wider school life, and community experiences.

Leaders and governors maintain strategic and operational oversight of inclusive practice through the regular monitoring and review of pupils’ progress, wellbeing, behaviour, attendance, and preparation for adulthood. This approach reflects the school’s statutory duties under the SEND Code of Practice (2015) and the Equality Act (2010), ensuring that inclusive practice is consistently implemented, sustained over time, and responsive to the evolving needs of pupils.

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Aims

The aims of this policy are to:

- Set out how our school will support and make provision for all pupils within our schools with Special Educational Needs and Disabilities (SEND).
- To define Special Educational Needs and Disabilities.
- Explain the roles and responsibilities of everyone involved in providing for our pupils with SEND.
- Outline monitoring and review processes for our pupils with SEND

Legislation and Statutory Requirements

This policy and information report is based on the statutory Special Educational Needs and Disabilities (SEND) Code of Practice which outlines that a pupil has Special Educational Needs if:

- They have a learning difficulty or disability that calls for special educational provision to be made for them.
- A significantly greater difficulty in learning than the majority of the others of the same age, or 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 education or training provision that is additional to, or different from, that made generally for other pupils of the same age by mainstream schools.
- Pupils referred to our school are anticipated to have had difficulties accessing mainstream education due to their additional learning needs; therefore, our provision is focused on meeting the individual needs of these pupils through accurate assessment of our pupils' needs alongside their Educational, Health Care Plan (EHCP).

Pupils with SEND are described in the following four broad categories:

Communication and Interaction:

Pupils with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

The profile for pupil's with SLCN may be varied and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language, or social communication at different times of their lives. Autistic pupils, including those with autism, are likely to have particular difficulties with social interaction. They may

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also experience difficulties with language, communication, and imagination, which can impact on how they interact with others.

Cognition and Learning:

Support for learning difficulties may be required when a pupil learns at a slower pace than their peers, even with appropriate differentiation.

The term learning difficulties covers a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where pupils are likely to need support in some or all areas of the curriculum and associated difficulties with mobility and communication. It includes profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. It also includes specific learning difficulties (SpLD) where pupils are impacted by one or more specific aspect of learning, which encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

Social, Emotional, and Mental Health:

Pupils may experience a wide range of social and emotional difficulties which manifest in many ways. These may include becoming withdrawn or isolated, as well as displaying behaviours of concern. These behaviours may reflect underlying mental health difficulties such as trauma, anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils may have difficulties such as attention deficit disorder, attention deficit hyperactive disorder or attachment difficulties.

Physical and Sensory:

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This can be due to the environments not enabling the pupils to have full access. Please refer to the Accessibility Policy and Plan for more information on how pupils are supported.

Our SEND provision

In line with the principles outlined in the 2014 Code of Practice (England) and the Children and Families Act of 2014, our schools aim to:

- Identify and prevent, at the earliest possible opportunity, any barriers to learning and participation for all pupils.
- Provide interventions at the earliest possible opportunity to prevent the development or escalation of SEND.
- Ensure that the learning environment is inclusive and the curriculum is not a barrow which prevents students from attending school.
- Ensure that every pupil experiences success in their learning and achieves the best possible outcomes.

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- Ensure that there is a culture of collaboration and that services work together to ensure SENDs are identified early and appropriate co-ordinated support is put in place to enable pupils to achieve the best possible outcomes.
- Provide an inclusive education where pupils with SEND are supported to participate and a whole setting approach is taken to meet their needs.
- Ensure, where appropriate, that examination access arrangements are in place.
- Support all pupils to express their views and to be involved in decisions which will affect their education, and to participate in lessons fully and effectively.
- Value and encourage the contribution of all pupils to school life.
- Work in partnership with families and the wider school community to ensure that there is strong communication regarding pupil's needs and the support that is being put in place.
- Collaborate with health and social care services to provide support for pupils and their families.
- Ensure that all team members have access to appropriate and relevant specialist training and advice to support quality teaching and learning for all pupils.

There are often pupils who have needs due to external factors which may require additional support; these are not considered SEND but they may impact progress. Such needs could be:

- Medical conditions
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Looked after child (LAC)
- Any other underlying reason that requires a response.

Within our schools, we have developed a broad, engaging, and adapted curriculum in line with the National Curriculum. The intent of our curriculum is to provide support, adaptation and scaffolding, which aims to:

- Overcome pupil's barriers to learning and provide them with access to a broad and rich curriculum.
- Encourage and support personal development.
- Build confidence and self-esteem.
- Develop communication, literacy, numeracy, and decision-making skills.
- Support pupils to reach their full potential and to promote their spiritual, moral, social, cultural, and physical development.
- Make progress towards outcomes identified in their Education, Health, and Care Plans
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Roles and Responsibilities

Role of the Senior Leadership Team

Leaders and governors maintain strategic oversight of inclusive and SEND practice through the school's quality assurance, safeguarding, and curriculum monitoring systems. This includes the regular review of pupils' progress, outcomes, and provision to ensure that the needs of all learners are met. Subcommittees feeding into the quality assurance cycle hold clear responsibility for monitoring, challenging, and assuring standards, ensuring that inclusive practice is consistently implemented, evaluated, and improved.

The Senior Leadership Team will:

- Ensure the detailed implementation of support for pupils with SEND.
- Ensure all school staff members understand their responsibilities to pupil with SEND.
- Identify pupil's barriers to learning and special educational needs provision required.
Provide advice and teaching strategies to the school team.
- Inform families of their child's SEND.
- Arrange meetings for families with suitable medical professionals, external support teachers or the educational psychologist, where appropriate.
- Organise in-house and external support for a pupil with SEND.
- Monitor and evaluate provision and interventions.
- Keep families up to date with the SEND provision for their child.
- Ensure pupils with SEND have full access to the curriculum.
- Ensure that the curriculum is fully inclusive through adaptation and scaffolding.

The SENDCo

The Special Educational Needs and Disabilities Coordinator (SENDCo), in collaboration with the Senior Leadership, plays a key role in helping to determine the strategic development of the SEND Policy and provision within the school students.

The SENDCo will:

- Take on the day-to-day responsibility of implementing the SEND Policy, collaborating closely with SLT, teaching staff, support staff, pupils, families, and outside agencies.
- Provide professional guidance to colleagues with the aim of securing high quality teaching and provision across the school. Through INSET and outside professional input, further guidance and training is disseminated to team members.

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- With the support of the Senior Leadership Team, seek to develop effective ways of overcoming barriers to learning through the analysis and assessment of pupil's needs and through setting targets for improvement.
- Ensure that resources are allocated effectively and used to maximum effect.

Teachers

Class teachers are accountable for the progress of all the pupil in their class. The aim is for all teachers at our schools to provide Quality First Teaching. Class teachers are required to:

- Demonstrate knowledge and understanding of how pupils with special educational needs and disabilities learn, and how these impact teaching.
 - Utilise a range of specialist strategies and interventions to support progress for all students.
 - Plan, adapt and scaffold lessons in line with the National Curriculum to suit the needs of all pupils.
 - Set goals in accordance with pupils' special educational needs, considering information provided in Education Health Care Plans (EHCPs) and reports.
 - Provide reports for EHCP reviews and for monitoring requirements.
 - Make use pre unit and post unit quizzes to inform planning.
 - Utilise a range of specialist strategies to promote behaviour for learning including establishing clear classroom routines.
 - Employ a range of support strategies and documents such as risk assessments, EHCP outcomes overview and Support and Achievement Plans.
- Liaise with other agencies and respond to relevant advice to ensure a holistic approach to the SEND provision.

Monitoring and Review

All pupils have a pre-arranged statutory annual review of their EHCP. Where there is a significant change of need or provision, the annual review will be brought forward. Reviews will continue annually until such time as the pupil leaves the school.

Annual reviews will be chaired by either the SENDCo or a member of the Senior Leadership Team. The school will make every effort to invite all people involved to the meeting. Pupils will attend review meetings when it is deemed appropriate and beneficial for the pupil. Pupil voice is very important and will be sort from each pupil. Progress is monitored through regular review meetings and a range of both standardised and observational data. The data is tracked and reviewed through termly target setting meetings, progress meetings, and reports. These are completed by classroom teachers and members of the therapy team and monitored by the SENDCo and Senior Leadership Team. In addition to this, frequent communication through emails, reports and phone calls takes place between class teachers, support team and home.

It is vital that pupils with special educational needs are identified at an early stage. We will inform families at the earliest opportunity of the school's observations and work in partnership with them to establish the support their child's needs.

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Process

Transition Arrangements:

Northcroft School takes transitions very seriously and endeavour to ensure both parents and pupils are well informed and transition plans are robustly in place. During year 6, pupils will begin the transition to secondary provision Northcroft. All staff work collaboratively with each pupil and their families to ensure a smooth carefully planned transition is in place where the needs of all pupils are met.

Complaints Procedure

If a family is concerned about the SEND provision being provided, contact with the Headteacher should be made. All efforts will be made to resolve any concerns swiftly.

If the family is not satisfied with the resolution of the complaint, then the full details of the procedure for complaints will be followed as detailed in the complaints policy.

Monitoring Arrangements

This policy and information report will be reviewed annually, unless there are any changes to guidance and legislation

Legislation

This policy and information report is based on the statutory Special Educational Needs and Disabilities (SEND) Code of Practice as well as the following legislation.

- Part 3 of the Pupil and Families Act 2014, which sets out schools' responsibilities for pupils with SEND.
- The Special Educational Needs and Disabilities Regulations 2014, which set out schools' responsibilities for education, health, and care (EHC) plans, SEN coordinators (SENDCo) and the SEN information report.
United Convention of the Rights of the Child 1991.
- Data Protection Act 1998.
- Education Act 2002.

Links to Other Documents

This policy should be read in relation to:

- Accessibility Policy
- Attendances
- Admissions Policy
- Equal Opportunities Policy
- Curriculum Policy
- Complaints Policy