



# Hucknall Flying High Academy

## Special Educational Needs Policy 2025

*Be kind, work hard, fly high.*

We aim to make every day count for our children where they thrive and build the cultural-capital they need to make aspirational choices about their own future

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<b>Signed (Headteacher)</b>	



# Hucknall Flying High Academy Special Educational Needs Policy

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SEND at Hucknall Flying High Academy

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## **SEND at Hucknall Flying High Academy**

At Hucknall Flying High Academy we aim for our pupils to become independent learners, motivated by their natural curiosity. We want them to enjoy life and be happy. We aim to achieve this through embedding our School Values, which have been developed through working with our Pupil Parliament who have taken on the views of our community, they are:

**Be kind, work hard and fly high.**

Special Educational Needs and Inclusion is always a priority at Hucknall Flying High Academy. All staff and the Governing Body are highly committed to inclusion and the principles outlined in this policy; working hard to ensure that provision is made for those who need it and that all children are given the opportunities to be the best they can be. At Hucknall Flying High Academy we follow the definition of special educational needs set out in *Section 20 of the Children & Families Act 2014*.

**A child or young person has SEN 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:**

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or**
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.**

**A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.**

**Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.**

At Hucknall Flying High Academy we follow the national SEND Code of Practice, this can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Children with the most complex needs have an Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this pathway here:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/site.page?id=lwi8flmwoOY>

The SEND Notts help yourself site is a resource, which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health, and Care Plan and those who do not have a plan, but still experience some form of special educational need. You can find more information here:

<https://www.nottshelpyourself.org.uk>

The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. You can find our schools local offer here:

<http://nottinghamshire.familyservicedirectory.org.uk/kb5/nottinghamshire/directory/service.page?id=n07B4Nedhk4&=>

## **1. Aims and objectives**

### **Identify the needs of pupils with SEND as early as possible.**

- This is most effectively done by gathering information from parents, education, health and care services [and feeder schools or early years' settings – where applicable] prior to the child's entry into the school.
- This will enable us to set suitable outcome for the children to support them with their next stage of learning.
- Ensure that high quality first teaching is appropriately matched to the learners need.
- Provide early interventions and support to prevent attainment gaps from emerging or to close already existing gaps.
- Access to outside agency support when required.

### **Monitor the progress of all pupils**

- Monitoring serves as a tool to identify progress of individuals and their next steps of learning
- We have a continuous monitoring of pupils carried out by their teachers during lessons and meetings are held with the SENCO to identify any interventions required.
- Children are monitored using the school assessment system. However, some pupils will need a smaller step assessment (B Squared) to measure smaller steps of progress.
- Meetings between parents, teachers and the SENCO take place every term to discuss the child's individual outcomes.

## **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.**

- Pupils with SEND have full access to the national curriculum in school, this is achieved via the use of quality first teaching which incorporates scaffolding and reasonable adjustments within every lesson.
- Specific interventions support identified gap or next steps in learning, and these are coordinated by the class teacher and SENDCo. Regular reviews ensure that these interventions are timely and effective.
- In specific circumstances where a child's needs are complex, children may require an individualised curriculum. This will always be bespoke to the child's needs and be implemented in agreement with parents. Outside agencies will usually be involved with these children and will be asked to contribute towards the building of the appropriate provision.

### **Work with parents**

- Partnership with parents and carers is crucial as it enables strong relationships to be formed and provides avenues for them to understand their child's educational journey.
- This includes supporting them in terms of understanding SEND procedures and practices and providing regular information on their child's progress.
- We engage in open and supportive discussions that encourage parents to share information that would be helpful in supporting their child.
- Parents are included in discussions at the earliest opportunity when concerns around a child's progress are identified.
- We meet with parents at least termly to discuss their child's progress and the provision that is in place to support them.
- We update the SEND report annually on our school website and ensure that this is written in a way which is accessible and responsive to the individual needs of parents.

### **Work with and in support of outside agencies**

- When the pupils' needs cannot be met by the school alone, specialist services are referred to. This may be in the form of advice through a professional consultation or packages of support.
- These include (but are not limited to) Schools and families specialist services (SFSS), the educational psychology service (EP), Speech and language (SALT) and other medical professionals.
- Hucknall Flying High Academy also has a network of support and expertise by being part of both the Holgate family of schools who are overseen by the family SENDCo and the Flying High Partnership's Inclusion Team.

**Create a school environment where pupils feel safe to voice their opinions of their own needs using a variety of forms of communication.**

- Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life, such as through the school council.
- Pupils views are clearly reflected within their pupil profiles and children who are able to are invited to be part of their EHCP meetings or termly SEND review meetings.

**Provide a broad and balanced curriculum,**

- Our curriculum is delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive and feel valued. (With reference to the Government Prevent Strategy: see also the school's policy for **Preventing Extremism and Radicalisation Policy**)
- The school also has access to the Flying High Partnerships Quality First Teaching and Inclusion document which enables quick and effective provision for our children with additional learning needs.

## **2. Responsibility for the coordination of SEND provision**

- The person responsible for overseeing the provision for children with SEND is Mr Clowery (Headteacher)
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Mrs Hitchen (SENDCO)
- Class teachers are responsible to ensure that all children are receiving high quality first teaching.
- The school's governing body have a responsibility to ensure provision for pupils with SEND is made in line with statutory requirements, as outlined in the SEND Code of Practice 2014.

## **3. Arrangements for coordinating SEND provision**

The SENCO will hold details of all SEND Support records complying with all current GDPR regulations.

### **All staff can access:**

- A copy of the full SEND Register
- Guidance on the identification of Special Educational Needs in the Code of Practice
- Information on individual pupils' special educational needs.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on the staff IT system on individual pupils and their special needs and requirements.
- Information on current legislation and SEND provision.
- Information available through Nottinghamshire's SEND Local Offer.  
<https://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send>

This information is made accessible to all staff and parents (upon request & within GDPR compliance) in order to aid the effective coordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

## **4. Admission Arrangements & Transition**

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Information about school's admissions policy can be found in the school prospectus and on the school website. Hucknall Flying High Academy support with transition to and from our school setting. We understand that transition can be challenging for children with additional needs and therefore support in the following ways:

- inviting parents in for transition meetings
- visiting children in their current settings (providing additional visits if necessary)
- professional conversations with SENCOs from both schools/settings
- providing transitional books, social stories or countdowns for children to understand the process.
- sharing of information both verbally and sharing copies of SEND data.

### **Facilities for pupils with SEND at Hucknall Flying High Academy**

Hucknall Flying High Academy is a modern building, opened in 2020 and therefore all of the facilities comply with current accessibility arrangements. It is a two-storey building with level access into the building and lift access to the first floor. On the first floor there is an accessible changing facility available.

### **5. Allocation of resources for pupils with SEND**

All pupils with SEND will have access to targeted funding from the school's budget, which equates to £6,000 per year. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO (Rachel Hazeldine) will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. The decision to apply for additional funding is made by the SENCO in collaboration with the Head teacher.

### **6. Identification of pupils needs**

#### **Identification**

See definition of Special Educational Needs on page 1 of this policy.

#### **A graduated approach:**

#### ***Quality First Teaching***

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

- a) Once a pupil has been identified as *possibly* having SEND, staff will closely monitor them in order to gauge their level of learning and possible difficulties. Any concerns will be shared with parents and carers.
- b) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to gain a further understanding of the provision and teaching style that needs to be applied.

- c) The SENCO team will be consulted, as needed, for support and advice and may wish to observe the pupil in class.
- d) If a need has been identified, it can then be determined which level of provision the child will need going forward.
- e) If a pupil has recently been removed from the SEND list, they may also fall into this category as continued monitoring will be necessary.
- f) Parents will be fully informed of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- g) The child is formally recorded by the school as being under observation due to concern by parent or teacher, but this does not necessarily place the child on the school's SEND register. This information is shared with parents and is recorded by the school as an aid to further progression and for future reference.
- h) Pupil progress meetings are held to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

### **SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil will be added to the school's SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is in place and so remove barriers to learning. The support process:

- Assess
- Plan
- Do
- Review



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. The purpose of SEND support is to help pupils achieve the outcomes set and enable provision to be tailored to suit the identified needs.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and the assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support

staff are already involved their work will help inform the assessment of need. Further referrals to outside services may be appropriate, following discussion and agreement from parents.

### ***Plan***

Planning will involve consultation between the teacher, SENCO team, support staff, parents and pupils (where appropriate) to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought.

### ***Do***

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### ***Review***

SEND Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

### ***Referral for an Education, Health and Care Plan***

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which must be undertaken jointly by school and parents.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers

- SENCO
- Other education professionals
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel made up of professionals from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision.

Further information about EHC Plans can found via the SEND Local Offer:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

### ***Education, Health and Care Plans [EHC Plan]***

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

# SEND | Inclusion School Graduated Approach



## Concerns are Identified

- Parental concerns
- Limited progress evidenced
- Previous setting
- Other professionals raise concerns
- Pupil progress meetings
- Staff concerns
- Child exhibits challenging behaviour
- Pupil struggles to access whole class learning

## Assess, plan, do, review 1

### **Class teacher to follow the assess, plan, do, review cycle:**

Class teacher to monitor and assess the child

Use AFL to assess the broad area of need and teacher to make adaptations to learning (using the QFT document and curriculum adaptations and the toolkit.

If EAL consult the Bell Foundation for strategies and ask parents about home language

Plan for and use appropriate scaffolds in lessons

Talk to the child and family about their needs and support

Inform the SEND team of the actions that you are taking

## Assess progress & effectiveness of the adaptations

Child is making good progress  
Behaviour/engagement improves

Child's progress/engagement/behaviour  
continues to be a cause for concern

### **Class teacher to continue with assess, plan, do review 2/3**

Class teacher to complete a formal 'concern' form and child is added to MaC register  
Class teacher to speak to parents (with SENDCo if needed)  
Discussion with child around strategies in place and what works for them  
Provision mapping used to plan appropriate intervention and/or support  
SEND team to complete an observation to offer further strategies if required  
Review the effectiveness of the provision.

Child is making expected progress  
and/or behaviour improves  
No longer a cause for concern  
(remove from MaC after 2 terms)

Limited or no  
progress seen  
towards targets.

Child is making some  
progress but further  
adaptation needed  
(max 2 terms)

Continue to monitor the child in  
class and adapt teaching and  
learning using appropriate  
scaffolds, HQFT strategies and  
curriculum adaptations

Child is entered on to the SEND register (parents informed)  
Teacher completes a SEND support plan based around primary  
area of need which is quality assured by the SENDCo  
Provision is reviewed and targets set with parents at least termly  
SENDCo to refer to outside agencies as appropriate

**NB: A child's movement through the graduated approach may be escalated if needs are significant or if there is a sudden change.**

## **7. Mental Health and wellbeing**

Children's emotional health and well-being is key to their happiness. It is the responsibility of all staff to contribute to this, but we also have Mrs Dempsey & Miss Wilkinson who are our trained Emotional Literacy Support Assistant (ELSA). We have a range of additional interventions and therapies which children can access on an as needed basis such as Draw and Talk and Lego Therapy.

For children with longer term or more complex needs, referrals can be made to the Educational Psychology Service, a specialist SEMH teacher (social, emotional, and mental health) or services such as CAMHS (child and adolescent mental health service). Our educational psychologist is delivering emotion coaching training to key staff this year.

Our school recognises the diverse needs of all children including those with SEN and disabilities and provides a pastoral approach to ensure that mental health and wellbeing needs are met.

## **8. Safeguarding Children with SEND**

KCSIE 2023 is clear that a Child Protection Policy for children with SEN and or disabilities needs to reflect the additional safeguarding challenges and vulnerabilities.

Some children and young people may be particularly vulnerable to abuse and harm and the Snr Designated Safeguarding Lead, deputies, the senior leadership team and governors should be aware of the range of guidance and training available.

Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs, which may make it difficult to tell others what is happening.

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children, which include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.
- Addressing individual behaviour concerns and incidents taking into account the child's SEN and disability.

## **9. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO team attend relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

The SENCO team, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Training can be made available for whole staff or specific groups, such as; governors, midday staff, support staff. This can be accessed through the Local Authority, Family of schools, the academy chain or through in-house training.

The school is part of the Holgate Family of Schools, the Flying High Partnership and the Flying High Teaching Alliance. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

## **10. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice outlines additional measures the local authority must set up for preventing and resolving disagreements. These will be explained to parents as required. A full copy of the complaints procedure can be obtained from the school office upon request.

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**This policy will be reviewed annually – September 2025.**