HCAT
SEND Policy
Summer 2026

EDUCATE. EMPOWER. INSPIRE.

Version Number	Version Description	Date of Revision
1	Original	May 26

HCAT Special Educational Needs and Disabilities Policy

This policy reflects the revised SEND code of practice 0-25 guidance (DfE 2015)

"At the Heart of everything we do lies an unwavering commitment to inclusion where every lesson, every day creates opportunities to for all learners to succeed. We believe **equity** means ensuring everyone gets what they need to **thrive**, with every member of our community serving as a **leader** in supporting SEND. Through co-productive partnerships, listening to the **voice** of all stakeholders, and by maintaining **high-quality provision** across the **intended** curriculum, we **empower** all pupils to access their learning and make excellent **progress** in their unique educational journeys."

HCAT Vision for Inclusion (2025)

Trust context and ethos

HCAT was established to continue and strengthen the collaborative philosophy developed through Hoyland Common Primary School and the Tykes Teaching Alliance. We firmly believe that schools should retain their individual identity, underpinned by shared principles, values and high expectations. Member schools benefit from maintaining their own distinctive character while having access to shared expertise, professional knowledge and best practice across the Trust.

This model of collaboration enables schools to focus sharply on their core purpose of high-quality teaching and learning, while the Trust provides strategic leadership in financial stewardship, resource management and school improvement support. In a rapidly changing educational landscape, HCAT works proactively and collaboratively to ensure that every school continues to thrive, resulting in improved educational outcomes for all learners.

The development of HCAT is rooted in a commitment to ensuring that *every child receives a world-class education*. Children only get one opportunity to experience their school education, and we believe that by working effectively in partnership, schools can ensure that this one chance unlocks the potential for lifelong learning and success for all pupils, including those with Special Educational Needs and Disabilities.

HCAT proudly comprise of 13 primary schools, a secondary school, and two specialist resource provisions, including a Resource Provision for speech, language and communication needs and hearing impairment and a further Resource Provision for pupils with complex communication and interaction needs with autism.

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1. Introduction

1.1 Development of the policy

This HCAT SEND Policy has been developed to provide a consistent, inclusive and legally compliant framework for Special Educational Needs and Disabilities (SEND) provision across all schools within the Trust

The policy has been informed by:

- Evaluation of SEND practice across Trust schools
- Consultation with Trust leaders, SENCOs, Headteachers, Trustees and parents/carers

- The SEND Code of Practice: 0–25 (DfE, 2015)
- Relevant legislation including the Education Act 1996, the Children and Families Act 2014 and the Equality Act 2010

This policy is shared with all stakeholders and is available on Trust and school websites.

1.2 Aims and objectives

The Trust's overarching aim is to ensure that **every learner, every lesson, every day** has access to high-quality education and support, enabling them to achieve their best possible outcomes.

The Trust SEND policy aims to:

- Ensure a consistent Trust-wide approach to SEND identification, assessment and provision
- Promote inclusive practice so that all learners feel valued, supported and able to thrive, participating fully in all school activities and experiences.
- To ensure that children with SEND are able to participate fully in all school activities and experiences.
- Fulfil statutory and legal duties relating to SEND and disability
- Ensure all pupils with SEND access a broad, balanced, ambitious and inclusive curriculum alongside their peers
- Secure early identification of SEND and timely, effective intervention
- Build strong partnerships with parents/carers and involve them in decision-making
- Ensure learners with SEND have a meaningful voice in decisions that affect them
- Build staff capacity through high-quality, ongoing professional development
- Ensure robust monitoring and evaluation of SEND provision and outcomes
- Recognise that meeting the needs of SEND pupils is a collective responsibility, involving all staff, pupils, and the wider school community in creating an inclusive and supportive learning environment

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2. Definition of Special Educational Needs and Disability

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child or young person has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability that prevents or hinders them from making use of facilities generally provided in mainstream education

Under the Equality Act 2010, a disability is defined as a physical or mental impairment that has a long-term and substantial adverse effect on day-to-day activities. Many pupils with SEND may also be considered disabled under this definition, though not all disabled pupils have SEND.

The SEND Code of Practice identifies four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (SEMH)
- Sensory and/or physical needs

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3. Roles and responsibilities for SEND

Clear roles and responsibilities underpin effective SEND provision across the Trust.

3.1 Trust Board

The Trust Board is responsible for:

- Ensuring compliance with SEND legislation and statutory duties
- Approving and reviewing the Trust SEND Policy
- Monitoring Trust-wide SEND outcomes
- Appointing a member of Trust Board with specific oversight of arrangements for SEN and disability.

3.2 Associate Trustees

Associate Trustees will:

- Champion inclusive practice within their cluster of schools
- Monitor SEND provision and outcomes
- Ensure the school SEND practice reflects this Trust policy
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND

3.3 Executive and central Trust leaders

Central Trust staff will:

- Provide strategic oversight of SEND across all academies
- Promote consistency and quality of SEND practice including the implementation of HCAT systems and structures for SEND
- Support schools through guidance, challenge and professional development
- Facilitate collaboration and sharing of best practice across the Trust

3.4 Headteachers

Headteachers are responsible for:

- The day-to-day leadership of SEND provision in their school
- Ensuring staff fulfil their responsibilities for pupils with SEND
- Working closely with the SENCO and Associate Trustees

3.5 SENCOs

Each school has a qualified SENCO responsible for:

- Overseeing the day-to-day operation of SEND policy and provision
- Coordinating the graduated approach
- Working co-productively with parents/carers and external agencies including the local authority
- Supporting staff with advice, training and resources to meet the needs of pupils they teach
- Ensuring accurate and up-to-date SEND records
- co-ordinating provision for children with SEND
- Be the or work with the relevant Designated Teacher where a looked after pupil has SEND
- liaising effectively with families and relevant services to support smooth transitions to pupils next phase of education
- work with the school Senior Leadership Team and Associate Trustees to monitor and develop provision for pupils with SEND

3.6 Lead Teachers of Resource Provisions (RPs)

Lead Teachers of Resource Provisions play a key role in ensuring high-quality, inclusive specialist provision within the Trust. Their responsibilities include:

- Leading and coordinating day-to-day practice within the Resource Provision
- Ensuring provision aligns with the outcomes and provision specified in pupils' EHCPs
- Working closely with the SENCO, Headteacher and Trust leaders to ensure coherence between mainstream and specialist practice
- Supporting and advising staff on inclusive strategies and specialist approaches
- Liaising with parents/carers and external professionals to ensure a coordinated approach
- Contributing to assessment, review and transition processes for pupils within Resource Provisions
- Supporting reintegration, inclusion and access to mainstream learning where appropriate
- Ensuring accurate and up-to-date SEND records

3.7 Teachers and support staff

All teachers are teachers of pupils with SEND. They are responsible for:

- High-quality, inclusive teaching
- Early identification of needs
- Implementing agreed support and reasonable adjustments

- Monitoring progress and contributing to reviews

4. Our Trust approach to SEND

4.1 An inclusive Trust-wide ethos

- Inclusion is at the heart of Trust practice. All schools are committed to fostering belonging, safety and high expectations; celebrating diversity and promoting equity and removing barriers to learning so that all pupils can participate in learning, every lesson, everyday.

4.2 Identifying and assessing SEND

Commented [JC1]: @Rebecca Paddock I've removed the stages and integrated APDR throughout - see what you think? I've also amended section 11 on admissions. J x

HCAT schools follow a co-productive, graduated approach to identifying SEND, underpinned by early identification, collaboration and an **assess – plan – do - review** cycle, in line with the SEND Code of Practice. This graduated process reflects the Trust's commitment to early identification, timely support and inclusive practice, ensuring that every pupil receives the help they need at the right time.

Concerns identified

Concerns about a child's learning, development or wellbeing may be identified by any stakeholder, for example the class teacher, teaching assistant, pastoral team, school leadership team, SENCO, parent/carer or the pupil themselves. Open communication is encouraged at the earliest opportunity.

Monitoring

Co-productive discussions take place between school staff and families to explore the child's strengths, needs and barriers to learning. Additional quality first teaching strategies, adaptations and/or short-term interventions may be implemented for an agreed period. A Monitoring Plan may be created to support and track progress.

Following implementation, the Monitoring Plan is reviewed and a decision is made regarding whether need can be met through quality first teaching, or whether SEND support is required.

SEND Support

If concerns remain despite monitoring intervention and it is felt that the pupil requires provision that is additional to or different from quality first teaching, the pupil will move to SEND Support. A SEND Support Plan will be created in partnership with parents/carers and the pupil, outlining:

- Identified needs
- SMART outcomes
- Provision and support
- Review arrangements

Where appropriate, referrals to external professionals or wider agencies may be made.

SEND Support is delivered through a continual Assess–Plan–Do–Review cycle. Provision is adapted over time in response to impact, ensuring support remains responsive and effective.

Education, Health and Care Plan (EHCP)

If, despite relevant and purposeful SEND Support, a pupil continues to make less than expected progress, the school or parents/carers, may request an Education, Health and Care (EHC) Needs Assessment from the Local Authority. If agreed, an EHCP will be issued to outline longer-term outcomes and provision.

Where a pupil has an Education, Health and Care Plan (EHCP), the local authority must review that plan as a minimum every twelve months. The school will co-operate by holding these annual reviews, in line with the guidance. Annual Reviews are carried out in partnership with school, the family and wider agencies involved.

In addition to the statutory annual review process, the graduated approach of assess, plan, do, review remains in place for pupils with an EHCP. This ensures that progress towards outcomes is continually monitored and provision is regularly evaluated and adapted to meet the pupil's evolving needs.

At all times, the teacher holds responsibility for evidencing progress according to the outcomes described in the plan. Pupils who hold an EHCP will also have an EHCP Monitoring Plan to reflect current targets and specific provision. This will align with, and support progress towards, the longer-term goals outlined in the child's EHCP.

4.3 Assessing and identifying needs

HCAT is committed to the **early, accurate and collaborative identification of SEND**. Identification is viewed as a continuous process rather than a single event and is underpinned by professional dialogue, robust assessment and the views of pupils and their families.

All schools follow the Trust's above graduated approach, ensuring that needs are identified early and met through high-quality teaching and timely intervention. Assessment may include:

- Classroom observations and formative assessment
- Attainment and progress data
- Consideration of social, emotional, behavioural and communication factors
- Information from parents/carers and pupils
- Advice and assessment from external professionals where appropriate

Care is taken to distinguish SEND from other factors such as attendance, disadvantage, trauma, English as an Additional Language or gaps in prior learning.

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5. Working in partnership with children, families and wider professionals

HCAT values co-production as central to effective SEND practice adopting a person centred approach. Pupils are supported to express their views, their strengths and aspirations as well as challenges and where possible are involved in planning support.

Parents and carers are recognised as key partners and experts in their child's needs. Open, honest and regular communication is prioritised, and families are fully involved in the Assess–Plan–Do–Review process and, where applicable, Education, Health and Care Plan procedures.

Schools work collaboratively with a range of education, health and social care professionals, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, CAMHS and local authority services. This coordinated approach ensures that pupils receive holistic support that meets their educational, health and wellbeing needs.

6. Our approach to teaching and learning for pupils with SEND

Our mission as educators, is to ensure that all children receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in life, leading them back to their rightful status as fully engaged, authentic learners. It is important that all children are given the support needed to make progress.

High-quality, adaptive teaching is the foundation of all SEND provision across the Trust, facilitated through the Accelerated Learning Cycle. All pupils with SEND are entitled to a **broad, balanced, ambitious and accessible curriculum**, with appropriate adaptations to ensure equity of opportunity. Responsibility for progress remains with the class teacher, supported by the SENCO and wider professionals where appropriate.

Our approach includes:

- Quality First Teaching with appropriate scaffolding and adaptations
- Flexible teaching approaches responsive to pupil need
- Use of evidence-based interventions and specialist strategies
- Reasonable adjustments to teaching, assessment and the learning environment
- Access to specialist resources, equipment and expertise when required

Where pupils are educated within Resource Provisions, teaching is aligned closely with EHCP outcomes and delivered by skilled specialist practitioners, with planned opportunities for inclusion within mainstream classes where appropriate.

7. Monitoring the effectiveness of SEND provision

The effectiveness of SEND provision is monitored regularly at both school and Trust level to ensure continuous improvement. This includes:

The effectiveness of SEND provision is monitored regularly at both school and Trust level to ensure that pupils with SEND make strong progress and achieve positive outcomes. Monitoring includes analysis of progress towards SEND Support and EHCP outcomes, evaluation of intervention impact, review of provision and feedback from pupils, parents and carers. SENCOs, school leaders and Resource Provision Lead Teachers where appropriate, contribute to this process, with findings informing school self-evaluation, Trust oversight, staff development and strategic resource allocation. Monitoring outcomes are used to identify strengths, areas for development and priorities for improvement.

All schools also work with a Local Authority SENDIO (SEND Improvement Officer) who also supports monitoring activity.

8. Staff professional development

HCAT recognises that skilled, knowledgeable and confident staff are essential to effective SEND provision. Ongoing professional development is provided for all staff to develop inclusive practice and understanding of SEND. This includes SEND-focused training for teachers and support staff, alongside targeted professional development for SENCOs and Resource Provision Lead Teachers.

Professional development is informed by monitoring, school self-evaluation, pupil needs and national guidance, and includes access to specialist training, external expertise and opportunities to share best practice across Trust schools. This ensures capacity is built sustainably across the Trust.

9. Admissions

HCAT is committed to inclusive and non-discriminatory admissions practices. In line with the Equality Act 2010 and the SEND Code of Practice, pupils with SEND are not disadvantaged in the admissions process. Schools must not refuse admission on the basis of a child's special educational needs or disability, although places may be refused in accordance with lawful admissions criteria set out in the School Admissions Code.

Pupils without an Education, Health and Care Plan are considered in line with each school's standard admissions arrangements and must not be treated less favourably due to their SEND or perceived need for additional support.

Where a school is named in a pupil's EHCP, the school has a statutory duty to admit the child.

Placements within Resource Provisions are determined by the Local Authority through a formal consultation and EHCP naming process. The Local Authority must consult with the school and consider parental preference before finalising the placement, in line with statutory guidance and published arrangements for specialist provision.

10. Complaints about SEND provision

HCAT seek to resolve concerns regarding SEND provision through early, open and constructive communication. In the first instance, in primary settings, concerns should be raised with the class teacher or SENCO. In secondary settings, the complaint should be directed to the SENCO. If concerns remain unresolved, they should be escalated to the Headteacher. Formal complaints are managed in accordance with the Trust Complaints Policy.

Families may also access independent disagreement resolution and mediation services through the local authority where appropriate.

11. Links with other Trust policies and documents

This policy should be read alongside:

- Teaching and Learning Policy
- Equality information and objectives

- Accessibility Plans
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy
- Complaints Policy

12. Arrangements for reviewing the policy

This SEND Policy is reviewed **annually** or earlier if required due to changes in legislation, guidance or Trust priorities.

The review process includes:

- Consultation with SENCOs, Leaders and Trustees
- Consideration of pupil and parent/carer feedback
- Evaluation of SEND outcomes and provision

Updates are approved by the Trust Board and shared with all stakeholders.