HASMONEAN MULTI-ACADEMY TRUST

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND POLICY)

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1 Aims

1.1 This is the special educational needs and disability policy of Hasmonean Multi Academy Trust (**Academy**).

1.2 The aims of this policy are as follows:

1.2.1 to afford opportunity to and actively promote the well-being of pupils who are disabled and / or who have special educational needs (**SEN**);

1.2.2 to promote a clear approach in the early identification and early intervention in the support of and responding to children's special educational needs and

1.2.3 to promote the plan, do and review approach to the management of special educational needs;

1.2.4 to explain the support the Academy can provide for children who have SEN and the co-operation needed from parents;

1.2.5 to promote the participation of children and their parents and in decision making;

1.2.6 to maintain and drive a positive culture towards the inclusion of disabled people and those with special educational needs in all the activities of the Academy;

1.2.7 to ensure compliance with equality legislation and to have regard to relevant guidance and advice;

1.2.8 to explain the proactive duty to make reasonable adjustments which requires the Academy to take such steps as it is reasonable to have to take to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service;

1.2.9 to ensure that in all actions and decisions concerning children, the best interests of the child shall be the primary consideration;

1.2.10 to create a whole school culture of openness, safety, equality and protection; and

1.2.11 to actively promote and safeguard the welfare of children, staff and others who come into contact with the Academy.

2 Scope and application

2.1 This policy applies to the whole Academy, comprising of Hasmonean High School for Boys and Hasmonean High School for Girls

3 Regulatory framework

3.1 This policy has been prepared to meet the School's responsibilities under:

3.1.1 The Education (Independent School Standards) Regulations 2014;

3.1.2 The Special Educational Needs and Disability Regulations 2014;

3.1.3 Education and Skills Act 2008;

3.1.4 Children Act 1989;

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3.1.5 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);

3.1.6 Equality Act 2010;

3.1.7 Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017/353; and

3.1.8 Children and Families Act 2014.

3.2 This policy has regard to the following guidance and advice:

3.2.1 Technical guidance for schools in England (Equality and Human Rights Commission, July 2024);

3.2.2 Equality Act 2010: advice for schools (DfE, May 2014);

3.2.3 Public sector equality duty: guidance for schools (Equality and Human Rights Commission, updated August 2022);

3.2.4 Public sector equality duty: guidance for public authorities (Government Equalities Office, December 2023);

3.2.5 Supporting pupils with medical conditions at school (DfE, December 2015);

3.2.6 Mental health and behaviour in schools (DfE, November 2018);

3.2.7 Behaviour in schools: advice for headteachers and school staff (DfE, February 2024);

3.2.8 School suspensions and permanent exclusions (DfE, August 2024);

3.2.9 Special educational needs and disability code of practice: 0 to 25 years (DfE and Department for Health, January 2015) (**SEND Code of Practice**);

3.2.10 Working together to improve school attendance 2024 (DfE, August 2024);

3.2.11 Keeping children safe in education (DfE, September 2024 (**KCSIE)**; and

3.2.12 Working together to safeguard children (DfE, December 2023, updated February 2024).

3.3 The following Academy policies, procedures and resource materials are relevant to this policy and can be found on the MAT's website, underneath the "Policy" tab.

3.3.1 Equality policy;

3.3.2 Safeguarding and child protection policy and procedures;

3.3.3 Anti-bullying policy;

3.3.4 Admission arrangements;

3.3.5 Attendance policy;

3.3.6 Behaviour policy[1]

[1] The Education Inspection Framework states that in relation to behaviour and attitudes: "Leaders, teachers and learners create an environment where bullying, learner-on-learner abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread".

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3.3.7 Accessibility Plan;

3.3.8 Relationships education / Relationships and sex education policy.

4 Publication and availability

4.1 This policy is published on the Academy website.

4.2 This policy is available in hard copy on request.

4.3 A copy of the policy is available for inspection from Mrs Lulu Oskis during the school day.

4.4 This policy can be made available in large print or other accessible format if required.

5 Definitions

5.1 Where the following words or phrases are used in this policy:

5.1.1 References to the **Proprietor** are references to Hasmonean Mult Academy Trust, the **Academy Trust**.

5.1.2 References to **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g., foster carer / legal guardian).

5.1.3 References to **school days** mean Sunday to Friday, when the Academy is open during term time. The dates of terms are published on the Academy's website.

5.2 **"Special educational needs" and "learning difficulty"**

5.2.1 Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

5.2.2 Children have a learning difficulty 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 the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post 16 institutions;

5.2.3 For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age in a mainstream school or early years provider. For a child under the age of two, special educational provision means educational provision of any kind.

5.2.4 A child must not be regarded as having a learning difficulty solely because the language or form of language in which he or she is or will be taught is different from a language or form of language which is or has been spoken at home. However, children for whom English is an additional language will be provided with appropriate support.

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5.2.5 A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in aptitude generally.

5.2.6 The expression "learning difficulty" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing or who have an autistic spectrum disorder.

5.3 References to an Individual Education Plan (**IEP**) are references to a plan or programme designed for children with SEN to help them to get the most out of their education. An IEP builds on the curriculum that a child with learning difficulties or disabilities is following and sets out the strategies being used to meet that child's specific needs. An IEP is commonly referred to as a “plan,” “programme” or “passport.”

5.4 References to **Provision mapping** are references to provision maps used by the Academy as an efficient way of showing all the provision that the Academy makes which is additional to and different from that which is offered through the Academy’s curriculum. The use of provision maps can help the Special Educational Needs Co-ordinator (**SENCO**)to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

5.5 References to **disability** mean a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities. As part of this definition, "substantial" is defined as more than minor or trivial in its effect on a person. "Long term" means that the impairment is likely to last or recur for twelve months or more. For pupils, "normal day to day activities" in a school context are those activities that a pupil would normally be able to carry out having reached the expected stage of development and education for their chronological age. There is no requirement for a formal diagnosis of a disability to meet this definition, but there are some diagnosed conditions that will automatically meet the definition under the Equality Act 2010 (for example cancer, HIV or multiple sclerosis).

5.6 References to **a reasonable adjustment** are references to the anticipatory duty to take such steps as it is reasonable to have to take to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice, or applied by or on behalf of the school, or by the absence of an auxiliary aid or service. Further information on the statutory duty to make reasonable adjustments is found in the Equality and Human Rights Commission's Technical guidance for schools in England.

6 Responsibility statement and allocation of tasks

6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.

6.2 The Proprietor is aware of its duties under the Equality Act 2010 and the requirement under section 149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Proprietor is required to have due regard to the need to:

6.2.1 eliminate discrimination and other conduct that is prohibited by the Act;

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6.2.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

6.2.3 foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

6.3 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Ruthanne Sireling (SENCO Hasmonean High School for Boys) Philippa Gubbay (SENCO Hasmonean High School for Girls)	As a minimum annually, ideally termly, and as required
Day to day responsibility for carrying out individual pupil risk assessments under the policy	Ruthanne Sireling (SENCO Hasmonean High School for Boys) Philippa Gubbay (SENCO Hasmonean High School for Girls)	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Ruthanne Sireling (SENCO Hasmonean High School for Boys) Philippa Gubbay (SENCO Hasmonean High School for Girls)]	As a minimum annually, ideally termly, and as required
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the Academy's processes under the policy	Ruthanne Sireling (SENCO Hasmonean High School for Boys) Philippa Gubbay (SENCO Hasmonean High School for Girls)	As a minimum annually, ideally termly, and as required
Formal annual review	Ruthanne Sireling (SENCO Hasmonean High School for Boys) Philippa Gubbay (SENCO Hasmonean High School for Girls)	As a minimum annually, ideally termly, and as required
Overall responsibility for content and implementation	Proprietor Ruthanne Sireling (SENCO Hasmonean High School for Boys)	As a minimum annually

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Task	Allocated to	When / frequency of review
	Philippa Gubbay (SENCO Hasmonean High School for Girls) SEN Governors	

6.4 In accordance with the SEND Code of Practice, the Academy's SENCOs have responsibility for:

6.4.1 overseeing, advising and co-ordinating the day-to-day operation of the Academy's SEN provision through this policy;

6.4.2 ensuring liaison with school staff, parents, other professionals, external agencies and next providers of education in respect of a child's special educational needs;

6.4.3 advising and supporting other staff in the Academy to provide support to pupils;

6.4.4 ensuring that appropriate IEPs are / Provision mapping is in place and effectively implemented;

6.4.5 ensuring that relevant background information about individual children with special education needs is collected, recorded and updated;

6.4.6 working with the Headteachers and Proprietor to ensure that the Academy meets its responsibilities under the Act in respect of reasonable adjustments and access arrangements;

6.4.7 undertaking any other appropriate duties as set out in the SEND Code of Practice.

7 Public Sector Equality Duty (PSED)

7.1 The Proprietor, in carrying out its functions, must have regard to the General Duty by:

7.1.1 When making any decision that will affect a pupil or staff member with a protected characteristic, having due regard to the need to:

(a) eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;

(b) advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

(c) foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

7.1.2 Having due regard to the need to advance equality of opportunity as set out in Paragraph 7.1.1(b) involves having due regard, in particular, to the need to:

(a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;

(b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it; and

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(c) encourage persons who share a relevant protected characteristic to participate in public life or any other activity in which participation by such persons is disproportionately low.

7.1.3 Having due regard to the need to foster good relations as set out in Paragraph 7.1.1(c) above involves having due regard, in particular, to the need to:

(a) tackle prejudice; and

(b) promote understanding.

7.1.4 Compliance with the General Duty may involve treating some persons more favourably than others, but that is not to be taken as permitting conduct that is otherwise prohibited under the Equality Act 2010.

7.2 The Proprietor must also comply with Specific Duties[2] by:

7.2.1 Publishing information to demonstrate how it is complying with the General Duty set out above. This information may include non-confidential school performance data, policies, evidence of engagement, school development plans and equality milestones (this information must be updated at least annually).

7.2.2 Preparing and publishing one or more specific and measurable equality objective at least once every four years, together with evidence of the steps taken and progress made towards meeting previous equality objectives.

8 Procedures

8.1 The Academy's approach to the detection and management of SEN and learning difficulties will be guided by the SEND Code of Practice.

8.2 As part of the assess, plan, do and review model and to ensure collaborative working, the Academy works closely with pupils and parents of children who have or may have special educational needs and learning difficulties to assess and review a pupil's needs and support. The Academy will work together with parents and pupils concerning assessment, planning, provision and review of the pupil's education.

8.3 Identification, assessment, implementation and review of pupils with a special educational need or learning difficulty

8.3.1 Pupil progress and engagement is monitored at least termly and if the outcome of a test or any other circumstance(s) give(s) us reason to think that a pupil may have a special educational need, learning difficulty or disability, we will carry out a clear analysis of the pupil's needs, using a variety of assessment measures and in accordance with the SEND Code of Practice. This may be following concerns raised by teachers or a parent. During this time the Academy will consider what extra teaching, interventions or support may be required to help the pupil progress.

8.3.2 The Academy will report and consult with the pupil's parents as necessary throughout this process and the class teacher and SENCO in consultation with the parent, pupil,

[2] The specific duties were created by secondary legislation in the form of the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, which replace the Equality Act 2010 (Specific Duties) Regulations 2011.

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and where relevant outside professionals, agree the adjustments, interventions and support to be put in place.

8.3.3 The recommended interventions, strategies, interventions and support will be implemented and the Academy will ensure that all relevant teachers and staff working with that pupil are aware of the interventions, strategies and support, as well as the outcomes that are sought for the pupil.

8.3.4 The Academy will seek parental involvement at all stages to reinforce or contribute to progress at home.

8.3.5 The class or subject teacher and SENCO will review and revise the interventions, strategies and support in place, in light of progress and development. Any changes will be made in consultation with the parent and pupil. Parents will be provided with clear information about the impact of interventions, strategies and support to enable them to be involved in the next steps.

8.4 **Examinations**

8.4.1 Pupils who have been identified as having a special educational need, learning difficulty or disability may be eligible for extra time and / or other "access arrangements" to complete internal examinations and public examinations.

8.4.2 The Academy, as the exam centre, will make appropriate access arrangements or apply for the appropriate access arrangements to be made for pupils with special educational needs or learning difficulty who may require them. Parents will be asked to liaise with their child's form teacher / tutor / SENCO] in good time with respect to this as necessary.

8.5 **Information sharing and parent involvement**

8.5.1 Once a place has been accepted for a prospective pupil, the Academy will ask all parents to complete an enrolment form. This will include questions to gather key information in relation to a prospective pupil's special educational needs or learning difficulty at their child's previous school or elsewhere. Confidential information of this kind will only be shared within the Academy on a "need to know" basis to ensure that teachers are given any necessary information about a child's special educational needs and learning difficulties, and that teaching practices are appropriate.

8.5.2 Parents should notify the Academy immediately if their child's progress or behaviour causes concern so that the Academy can devise and agree a strategy with the parents.

8.5.3 At all stages, the Academy and SENCO will work in consultation with the parent and pupil to seek to ensure that all support and outcomes are appropriate to the pupil's needs.

8.5.4 Some parents wish to have their own external assessment report carried out where they believe that their child has special educational needs or a learning difficulty. In these circumstances, parents must ensure that the Academy and SENCO is given copies of all advice and reports received.

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8.6 **Individual Education Plan / Provision mapping**

8.6.1 The SENCO will ensure that an appropriate IEP / Provision map is in place where required.

8.6.2 The IEP / Provision map will be prepared in consultation with the parents and, if appropriate, the pupil and will include:

(a) the adjustments, interventions and support required to meet the outcomes identified for the pupil;

(b) the expected impact on the pupil's progress, development or behaviour, as appropriate; and

(c) clear dates for review.

8.6.3 In carrying out the review, the SENCO will consider:

(a) the effectiveness of the support and interventions and their impact on the pupil's progress;

(b) the views of relevant teaching staff, the parents and the pupil; and

(c) any changes that are required to the support and outcomes set out for the pupil.

9 Disability and discrimination

9.1 Conditions which may amount to disability will include both physical and mental impairments, such as:

9.1.1 severe disfigurements, scarring conditions and birthmarks (but not including tattoos or piercings);

9.1.2 physical conditions or mental impairments which will result in a substantial long-term adverse effect on day-to-day activity;

9.1.3 a controlled impairment, i.e., a person with a prosthesis, or a person with drug-controlled epilepsy or diabetes;

9.1.4 a history of impairment, for example a person who used to be disabled and has recovered, or a person with a previous mental illness; and

9.1.5 a physical or mental impairment that will automatically meet the definition of disability under the Equality Act 2010 such as cancer, HIV or multiple sclerosis.

9.2 Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim.

9.3 We will not knowingly discriminate against a disabled person:

9.3.1 in the Academy's Admission Arrangements;

9.3.2 by refusing or deliberately omitting to accept an application for admission;

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9.3.3 in the provision of education and associated services;

9.3.4 in the way the Academy affords access to any benefit, service or facility offered or provided by the Academy;

9.3.5 by excluding a person on the grounds of his or her disability;

9.3.6 by harassing a person with a disability;

9.3.7 by victimising a person with a disability;

9.3.8 by treating a person with a disability unfavourably because of something connected with his or her disability; or

9.3.9 by failing to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage in comparison with non-disabled persons.

9.4 The Academy will have regard to the Equality and Human Rights Commission's Technical Guidance for Schools in England.

10 Education and associated services

10.1 The Academy has an ongoing duty to make reasonable adjustments in respect of the education and associated services provided by the Academy, including:

10.1.1 the curriculum;

10.1.2 classroom organisation and timetabling;

10.1.3 access to academy facilities;

10.1.4 academy sports;

10.1.5 academy policies;

10.1.6 breaks and lunchtimes;

10.1.7 the serving of school meals;

10.1.8 assessment and examination arrangements;

10.1.9 academy discipline and sanctions;

10.1.10 exclusion procedures;

10.1.11 academy clubs, educational visits and other activities; and

10.1.12 preparation of pupils for the next phase of education.

10.2 The above is not an exhaustive list, and the Academy will consider each case on its own circumstances.

11 Reasonable adjustments for pupils

11.1 The Academy will make reasonable adjustments where a pupil has a disability that puts them at a substantial disadvantage, in comparison with pupils without a disability, in relation to

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school attendance. Any adjustments will be agreed by, and regularly reviewed with the pupil and their Parents.[3]

11.2 This will include adjustments to the Academy's provisions, criteria and practices for example by:

11.2.1 allowing extra time for a child formally diagnosed with dyslexia to complete any secondary transfer test, formal assessment or public examination;

11.2.2 providing examination papers in larger print for a pupil with a visual impairment;

11.2.3 rearranging (but not reducing) the timetable to allow a pupil to attend a class in an accessible part of the building;

11.2.4 arranging a variety of accessible sports activities;

11.2.5 providing auxiliary aids or services

11.3 The Academy is not legally required to make adjustments which include physical alterations such as the provision of a stairlift or new ground floor facilities, such as a new library.

12 Reasonable adjustments for the public

12.1 The Academy may provide services to the public, for example at:

12.1.1 open days;

12.1.2 parents' evenings;

12.1.3 facilitating meetings with parents, for example as part of the Academy's complaints procedures or as part of the statutory exclusions process;

12.1.4 concerts and plays

12.1.5 exhibitions;

12.1.6 conferences (including residential conferences during holiday periods); or

12.1.7 use of sports facilities.

12.2 Where a physical feature (for example steps, entrances, exits, toilet facilities) makes it impossible or unreasonably difficult for a disabled person to access the service, schools are required to take reasonable steps to:

12.2.1 remove the feature; or

12.2.2 alter it so it no longer has that effect; or

12.2.3 provide reasonable means of avoiding the feature; or

12.2.4 provide a reasonable alternative method of making the service available.

12.3 Where an auxiliary aid or service would enable a disabled person to make use of a service, schools are required to take reasonable steps to provide it. An auxiliary aid or service could

[3] See paragraph 58 of the statutory guidance Working together to improve school attendance 2024.

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be something as simple as extra assistance from a member of staff or a large print sign, or it might be a temporary ramp where steps are preventing wheelchair access.

13 Accessibility plans

13.1 The Academy has prepared an Accessibility Plan which is available on the Academy's website.

13.2 The accessibility plan includes consideration of how the Academy proposes to:

13.2.1 increase the extent to which disabled pupils can participate in the Academy's curriculum;

13.2.2 improve the physical environment of the Academy for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the Academy; and

13.2.3 improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

13.3 The plan will be reviewed on a regular basis, and as a minimum every three years, to ensure that the plan is up to date and covers all aspects of Academy life.

14 Education health and care plans (EHC plans)

14.1 Parents and the Academy have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. The Academy will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the school) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

14.2 Where the Academy is named in an EHC plan, the Academy will work together with the local authority, the pupil and the parents to implement the provision, as set out in the EHC plan.

14.3 Where a pupil has an EHC plan, the Academy will communicate with the local authority where a pupil's attendance falls or the Academy becomes aware of barriers to attendance that relate to the pupil's needs.[4]

15 Additional welfare needs

15.1 The Academy recognises that pupils with special educational needs, learning difficulties and/or a disability may be at risk of being bullied. The Academy's Anti-bullying policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

15.2 The Academy will tackle inappropriate attitudes and practices through staff leading by example, through the personal, social, health and economic (**PSHE**) programmes, through the supportive Academy culture and through the Academy's policies; in particular though the Academy's Relationships education / Relationships and sex education policy and programme.

15.3 When teaching pupils about safeguarding, the Academy recognises that a one size fits all approach may not be appropriate for all pupils and will consider whether it should adopt a more contextualised approach for some pupils with special educational needs or disabilities.

[4] See paragraph 61 of the statutory guidance Working together to improve school attendance 2024.

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15.4 If parents are concerned about their child's welfare, they can approach any senior member of staff to discuss their concerns in private at any time.

15.5 Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need, disability or certain medical or physical health conditions that can create additional safeguarding challenges both online and offline for those involved in safeguarding and promoting the welfare of this group of children. The Academy is mindful in particular that these may include:

15.5.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration;

15.5.2 pupils with a special educational need, disability or certain health conditions may be more prone to peer group isolation and can be disproportionately impacted by bullying (including prejudice-based and discriminatory bullying) without outwardly showing any signs;

15.5.3 some pupils may be unable to understand the difference between fact and fiction in online content and can repeat the content / behaviour in school without understanding the consequences; and

15.5.4 there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

15.6 The Academy should consider providing extra pastoral support to these pupils, along with ensuring any appropriate support for communication is in place and consider whether a risk assessment for pupil welfare is appropriate.

15.7 Any safeguarding concerns will be dealt with in accordance with the procedures set out in the Academy's Safeguarding and child protection policy and procedures

16 Training

16.1 The Academy ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

16.2 The level and frequency of training depends on role of the individual member of staff.

16.3 The Academy maintains written records of all staff training.

16.4 Staff will be trained to understand the types of disabilities and how to deal with pupils who are disabled. Staff will not be expected, unless medically qualified or trained, to administer medication.

17 Risk assessment

17.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

17.2 The format of risk assessment may vary and may be included as part of the Academy's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the Academy's approach to promoting pupil welfare will be systematic and pupil focused. Please

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see paragraph 6.3 for details of the individuals with responsibility for carrying out, monitoring, implementing and reviewing the effectiveness of risk assessments under this policy.

18 Record keeping

18.1 All records created in accordance with this policy are managed in accordance with the Academy's policies that apply to the retention and destruction of records.

18.2 The information created in connection with this policy may contain personal data. The Academy's use of this personal data will be in accordance with data protection law. The Academy has published on its website privacy notices which explain how the Academy will use personal data.

19 Version control

Adopted from VWV

Reviewed by SENDCos

Ratified by the Trust Board. Next review November 2026

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Appendix 1 SEN information report

Hasmonean High School for Girls Special Educational Needs and Disabilities (SEND) Information Report (November 2025)

This document, in accordance with section 65(3) Children and Families Act (2014), sets out our provision for SEND.

Aims

This policy will contribute to the school's objectives by:

- Identifying students with SEND at an early stage in their school years and keeping parents/carers informed at every stage.
- Putting into effect a plan of action that involves all stakeholders.
- Using outside agencies and/or resources, such as health and social care professionals, as appropriate.
- Evaluating the outcome of individual student provision and targeted plans regularly and communicating updates with parents and teachers.
- Revising the plan of action as appropriate.

Legislation and Guidance

This policy has due regard to legislation, including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) updated 16 August 2017 'Supporting students at school with medical conditions'
- DfE (2016) updated 2 April 2020 'Keeping children safe in education'
- DfE (2015) updated 21 February 2019 'Working together to safeguard children.'

This policy complies with all statutory requirements, including those relating to the legislation contained in the Equality Act 2010, the Children and Families Act 2014 and follows the statutory guidance within the SEND Code of Practice: 0 to 25 years (2014).
It is duly noted, the Children Act 2004 and the SEND Code of Practice 2015 promote multi-agency cooperation, amongst Education, Health and Social Care. Schools must set out how they meet their students' SEND.

Definition of SEND

A student has a SEND where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. For example, a student may have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

The Equality Act 2010 states that a student has a disability if they have:

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A physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities

- Physical or mental impairment includes sensory impairments, such as those affecting sight or hearing
- 'Long term' means that the impairment is likely to last for the rest of a person's life or has lasted at least 12 months or the total period for which it lasts is likely to be at least 12 months
- 'Substantial' means more than minor or trivial

There are four broad areas of need outlined in the SEND Code of Practice. Students may have needs that overlap one or more areas and detailed assessments should ensure all needs have been identified. The broad areas of need are:

- **Communication and Interaction:** this can include speech, language and communication needs and autism spectrum difficulties

- **Cognition and Learning:** this can include moderate, severe and profound and multiple learning difficulties and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia

- **Social, Emotional and Mental Health Difficulties:** this can include behaviours that reflect underlying mental health difficulties such as anxiety, depression or eating disorders. It also includes other disorders such as attention deficit hyperactivity disorder or attachment disorder.

- **Sensory and/or Physical Needs**: this can include visual, hearing or multi-sensory impairment and physical disabilities.

Medical

Hasmonean High School for Girls will make arrangements to support students with medical conditions. Individual healthcare plans will specify the type and level of support required to meet the medical needs of such students. If a student has a medical condition and SEND, their provision will be planned and delivered in a coordinated way with the healthcare plan.

Roles and Responsibilities

SENDCo Contact Details: Mrs P Gubbay, p.gubbay@hasmonean.co.uk

The SENDCo will:

- Work with and be supported by the Head or appropriate member of the senior leadership team and SEND governor to determine the strategic development of the SEND policy and provision in the school in order to raise the achievements of students with SEND
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual students with SEND
- Liaise with the Head of Inclusion where a looked after student has SEND
- Provide professional guidance to colleagues and work with staff, parent/carers, and other agencies to ensure students with SEND receive effective support and high-quality teaching
- Advise on the graduated approach (Assess, Plan, Do, Review) to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively and efficiently
- Liaise with primary schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Work with the Head and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

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- Ensure the school keeps the records of all students with SEND up to date and in line with current GDPR policies and shares information if a student transfers to another school or education institution
- Liaise with potential next providers of education to ensure a student and their parent/carers are informed about options and a smooth transition is planned
- Monitor the effectiveness of any special educational provision made and when appropriate secure additional services and provision
- Liaise regularly with parent/carers, external agencies and the local authority to provide information on students' needs, provision and outcomes
- Prepare and review information required by law to be published in relation to special educational needs provision

The Head will:

- Ensure that all staff are ambitious for all students with SEND
- Ensure that students with SEND are included in all aspects of school life
- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of students with SEND

Each teacher is responsible for:

- Setting ambitious but achievable academic expectations and supporting students to achieve positive outcomes
- Delivering high quality teaching and adapting the curriculum so that it is coherently sequenced to meet all students' needs, starting points and aspirations for the future.
- The progress and development of every student in their class, including where students access support from teaching assistants or specialist staff
- Working closely with any additional adults within the setting to assess, plan, do and review support and intervention for each student with SEND in their class
- Working in partnership with parent/carers, health professionals, therapists, social workers and other providers or agencies to secure the best outcomes for students
- Working with the SENDCo to review each student's progress and development and decide on any changes to provision
- Assessing the learning and development of students in line with academy policy

SEND Information Report or Local Offer

Where a student is identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place. When deciding whether additional support or provision is required, the process will start with the desired outcomes, including expected progress and attainment and the views and the wishes of the student and their parent/carers. Our SENDCo will use this to determine the support that is needed and whether it can be provided by adapting the core offer, or whether something different or additional is needed. If different or additional provision is required, we will follow the graduated approach.

Our school currently provides additional provisions for a range of needs, including:

- Social, emotional and mental health difficulties, for example, counselling and social skills interventions
- Communication and interaction, for example, an in-house Speech and Language Therapist
- Cognition and learning, for example, differentiated lessons and assistive technology
- Sensory and/or physical needs, for example, a sensory room and adaptations for accessibility

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Identifying needs

On entry to the school, we will assess each student's current skills and levels of attainment. We will also request information detailing past achievements and attainment scores.

Subject teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between themselves and their peers
- Widen the attainment gap

This may include progress in areas other than attainment, such as social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the student and their parents or carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is required.

Slow progress and low attainment do not necessarily mean that a student has SEND and equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a student has SEND.

Assessments should be used to determine whether there are undiagnosed learning difficulties, health/medical conditions or whether causal factors such as domestic circumstances are contributing to the presenting behaviour.

Difficulties related solely to limitations in English, from students whose first language is not English, are not special educational needs.

Assessing and reviewing student's progress towards outcomes

Hasmonean High School follows the graduated approach and the four-part cycle of assess, plan, do, review - as outlined in the SEND Code of Practice (6.45-6.56) - which is known as the graduated approach.

The tutor or class teacher will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress, attainment and behaviour
- Other teacher's assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The students' own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches required. We will regularly review the effectiveness of the support and interventions and their impact on the students' progress. Pupil Profiles are created for all pupils with SEND, a one-page summary of needs created in collaboration with staff, parents and student.

Supporting students at transition points

SEN support will include planning and preparation for the transitions between phases of education and preparation for adult life. We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part

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of this.

Training
All staff receive regular training on SEND and this should form part of the school's programme of continuing professional development (CPD).
All staff have access to an online shared drive with advice and guidance. Training for staff this academic year includes:

- Quality First teaching and differentiation in the classroom
- The four areas of identified need as stated in the SEND Code of Practice 2014
- ADHD
- Autistic Spectrum Condition

Our Approach to teaching students with SEN and those with an Education, Health and Care Plan
Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students. We will also provide the following interventions:

- Screening using appropriate assessments as a small group or class
- Pupil Profile identifying a student's learning strengths, challenges and recommended teaching strategies
- Exam access arrangements and provision for these within school and external assessments, including Form 8 assessments when required for GCSEs.
- Differentiation of teaching and learning within the classroom by subject teachers
- Regular monitoring of pastoral wellbeing and academic progress, including reviews of support plan.
- Liaising and working with specialists e.g. Educational Psychologists, Speech and Language Therapists or Occupational Therapists via the Local Authority
- In-school counselling
- Support during times of transition
- Intervention and enrichment programmes by subject teachers aimed at challenging high learning potential students
- Recommendations for Specialist assessments or manage referrals to local NHS services.
- Personalisation of timetable to allow for a reduced curriculum, when appropriate for a fixed period of time.
- One to one personalised learning sessions
- Small group interventions
- One to one in class support where appropriate

SEND Team
Philippa Gubbay, SENDCO is supported by a team of 13 Learning Support Assistants.
The SENDCo reports to the Head of Inclusion, Dr B Faddy.

Evaluating the Effectiveness of SEND Provision
The effectiveness of our SEND provision is evaluated by:

- Regularly (at least once per year) reviewing students' individual progress and attainment with parents/carers and the students, where appropriate
- Reviewing the impact of interventions
- Using student and parent/carers questionnaires and interviews to gain feedback

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- Monitoring by the SENDCo

Enabling Students with SEND to engage in activities

- The school will ensure that students with SEND are included in all aspects of academy life, including core and extra-curricular activities.
- The accessibility plan for the school is published on the policies page of its website.
- All extra-curricular activities and trips/visits are available to all students, including any before- and after-school clubs. All students are encouraged to go on residential trips. No student should be excluded from taking part in such activities because of their SEN or disability.

Complaints about SEND provision

Parent/carers with any issues regarding the SEND policy or the provision made for their child are urged to raise their concerns at the earliest opportunity. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEN tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

Monitoring arrangements

This policy will be reviewed annually.

The SEN Information Report will be updated annually by the SENDCo.

Links with other policies and documents

The policy links to the following policies:

- Behaviour Policy
- Equal Opportunities Policy
- Exam Access Arrangements Policy
- Safeguarding Policy

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Hasmonean High School for Boys Special Educational Needs and Disabilities (SEND) Information Report (November 2025)

This document, in accordance with section 65(3) Children and Families Act (2014), sets out our provision for SEND.

Hasmonean High School for Boys is funded for SEND in the same way as any other mainstream secondary school

Students with SEND at Hasmonean High School for Boys may have difficulty with:

- Reading, writing and mathematics
- Understanding information and expressing themselves
- Organising themselves and their work
- Sensory perception or physical mobility
- Managing their behaviour
- Making friends or relating to others.

Our aim is to ensure that all students, including those with SEND, are able to make progress, feel valued and included, reach their full potential and enjoy coming to school. The majority of additional needs can be met in school from resources which are ordinarily available to all students, as summarised in the London Borough of Barnet 'Local Offer'. These students are classified as SEN aware. The needs of a small number of students may require additional support. They may be at one of two stages: 'SEN Support' or 'EHCP'. The school will monitor these students over time to identify their strengths, needs and the additional support required.

Identification of need

Need is identified

- By SENDCO meetings with and reports from feeder schools
- Parent meetings to review ALPs adaptive learning plans
- Lucid testing and CATs scores
- Assessments, data drops, reports by teachers
- Pastoral and behaviour team, year leaders monitor behaviour and social interactions
- Outside agency reports
- Consultations with the Barnet EP service, speech and language service ,autism advisory service, IAT advisory team , occupational therapy service are made

Parent and student involvement

Termly parental meetings are held and parents are welcome to e mail our SENCOs
Years 7 and 8 K.vasilaki@hasmonean.co.uk and years 9 – 13 R.sireling@hasmonean.co.uk
Students are invited to all parents and both SENCOs have an open door policy so that students may come and talk to them any time

Transition

Students are supported with transition from primary feeder schools and from Belize Park to Holders Hill Y 8 – Y9 with small group visits to Belsize Park/Holders Hill during the summer term of Y6 and Y8. Parents have meetings with the SENDCO to discuss their children's need and their adaptive learning plans

Inclusion

All of our SEND students are included in all of our activities – and where they are unable to do so alternative provision is made such as quieter activities, LSAs to look after them throughout an activity. We ensure they have a chance to join in all activities such as the school council

Involvement of other organizations

Referrals are made to other organizations and parents are signposted to these when and if appropriate
Health and Social care

- GP services
- CAHMS
- BICS
- MASH

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Council support services
- Autism advisory team
- Hearing impairment team

Voluntary sector organizations
- Norwood
- Jewish family centre

What support may be available to students?
Our universal provision starts with "Quality First" teaching, which includes adapting lessons as standard in our classrooms to meet the needs of all students as noted on adaptive learning plans, EHCPs and external agency reports and recommendations. In addition, subject to evidence of proven need over time, where appropriate, we may be able to offer limited access to:
- 'Reasonable adjustments' during the school day
- Access to specialist equipment and aids
- Pastoral or Learning Mentoring
- Specialist teachers
- In-class LSA support
- Additional subject intervention
- Exam Access Arrangements (please see separate statement on our website for more information)
- School-linked external professionals
- Pastoral support and bullying dealt with by year leaders swiftly and effectively

The majority of equipment and facilities for SEN students will be supplied from school resources. For more specialised requirements, we will seek advice from relevant professionals. The school building is fully accessible to all students Please see more information in our document, available on our website, entitled 'Disability Equality Scheme and Accessibility Plan'

SEN Support
All students with identified SEND are categorised as 'SEND Status' and have an adaptive learning plan detailing strengths, difficulties and strategies for success. In order to be considered for the 'SEN Support' category at Hasmonean, there must be evidence of the following:
1. a history of significant difficulties over time; **and**
2. attainment data and information from Hasmonean teaching staff (and when appropriate, external professionals) indicating that there is a barrier to learning for the student; **and**
3. information showing that faculty or pastoral intervention over time has not enabled the student to make expected progress.

We use our 'best endeavours' to meet the needs of students in the 'SEN Support' category from our existing limited resources, which may include the following:
- shared support from an LSA in class
- small group support or intervention for a limited time
- access to specialist advice or support as appropriate (see 'partnership with external agencies' overleaf.)

Education, Health and Care Plans (EHCPs)
Some students with needs which are more complex and severe have an EHCP. We use the funding allocated to them by the local authority to put appropriate provision in place

School Contacts: Tel 0208 203 1411 or email admin@hasmonean.co.uk

SENCo:	**Deputy SENCo:**	**SEN Governor:**	**Headteacher:**
Katerina Vasilaki Y7&Y8 Ruthanne Sireling Y9 – Y13	Christine Esquillo	Yossi Goldberg	Miriam Langdon

Equality and Admissions
Our school is fully accessible and disabled students are welcomed and included in the same way as other students. Our ethos promotes inclusion and equality of opportunity, as reflected and explained in our admissions policy.

Partnership with Parents
The school works in partnership with parents to meet the needs of students at Hasmonean High School for Boys. This means that we:

Partnership with Students
We consult with students and we seek and, where possible, implement their views on their education on a regular basis. Students with emotional and

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consider the views of parents as partners in decisions about their child's education
value the importance of keeping parents informed about their child's needs and progress

As a secondary school, we also value the importance of students' increasing independence and involve them in the decision-making process. We communicate with parents and students in the following ways:

Regular attainment reports
Parents' evenings and other consultations
For students in the 'SEN Support' category or with an EHCP, we also hold termly review meetings to discuss progress and agree next steps, using the 'Assess, Plan, Do, Review' process.

We use the feedback from the above to plan next steps in provision.
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social needs are offered additional support, e.g. counselling or learning mentor.

Transition to Post-16 provision, and Preparation for Adulthood and Independent Living
Students at Hasmonean High School for Boys are encouraged to be increasingly independent, resilient and to make their own decisions. The mainstream 6th form at Hasmonean is academically selective, and students with SEND are required to meet entry requirements. Students are supported by our Careers Team as appropriate to plan for transition to post-16 provision that will best meet their needs

Expertise and Training of Staff
Training is determined by the specific needs of our cohorts, and is planned and delivered to staff to meet those needs. This is supported by Barnet as the local education authority via their Inclusion Advisory Team and their Educational Psychologist provision.
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Partnership with External Agencies
We have limited access to specialist services such as specialist and advisory teaching, speech and language therapy and educational psychology. Due to our limited resources, we must carefully prioritise referrals to these services according to our assessment of students' needs. We cannot guarantee that students will have access to these services, even if this has been recommended by an independent professional such as a specialist teacher.

Any requests for independent professionals to visit Hasmonean must be made in writing to the Headteacher, outlining the purpose and remit of the proposed work.
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What to do if you have any concerns about your child's SEND, or our SEND provision
In the first instance, parents should contact the Year Leader and/or the SENCo. It may also be useful to contact your local Parent Partnership Service for advice.

If you believe that your concern has not been adequately addressed, you should follow the school complaints procedure, which can be found on the school website.
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Publications and links to further information:
Barnet Local Offer: https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-specialeducational-needs.html
Hasmonean High School for Boys Accessibility Policy: https://hasmoneanboys.org.uk/wp-content/uploads/2023/05/Accessibility-Plan-Hasmonean-High-School-for-Boys-May-2023.pdf
Hasmonean High School for Boys SEN Policy: https://hasmoneanmat.org.uk/wp-content/uploads/2025/09/SEND-policy.pdf
SEN Code of Practice (Jan 2015): https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
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