

Maplewell Hall School



Special Educational Needs and Disabilities (SEND) Policy

Governing Body Committee	Full Governing Body
Policy owner	Headteacher
Reviewed Date	Autumn 2026
Next Review Date	Autumn 2027

Aims:

Maplewell Hall School's SEN policy complies with the statutory requirement laid out in the [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#)

It has been written with reference to the following guidance and documents:

- [Equality Act 2010](#) which provides the school's duties to make reasonable adjustments for students with disabilities.
- The Special Educational Needs and Disability Regulations 2014, including the requirements relating to the SEN Information Report.
- Supporting students at school with medical conditions: statutory guidance for governing bodies of maintained schools and proprietors of academies in England.
- [Part 3 of the Children and Families Act 2014](#) which sets out schools' responsibilities for students with SEND.
- [The Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who do not share it.
- [Maintained schools: governance guide](#), which sets out governors' responsibilities for students with SEND.
- [The School Admissions Code](#), which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

The policy was developed by the Headteacher, in consultation with the Special Educational Needs Pastoral Lead, the Governing Body, parents and carers, students, and staff.

Maplewell Hall School is committed to ensuring that the necessary provision is made for every pupil in the school's community. The school is passionate about inclusive education for all and welcomes a diversity of culture, religion and cognitive ability, striving to meet the needs of all students from 11-19 with a learning difficulty, disability, disadvantage or special educational needs.

The Code of Practice (2014), states that all children and students are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood

Maplewell Hall School believes that all children with a Special Educational Need (SEN) must have their needs recognised and assessed, with appropriate and timely intervention put in place. All staff

have due regard to general duties to promote disability equality. The school strives to deliver an appropriate curriculum to:

- Maintain high expectations for students with SEND
- Meet the students' diverse learning needs
- Identify, reduce and remove barriers to students' learning, participation, wellbeing and preparation for adulthood.
- Include students with SEN and their parents or carers in discussions and decisions about the support and provision for the young person.

Definitions:

In accordance with Section 20 of the Children and Families Act 2014 and the *Special Educational Needs and Disability Code of Practice: 0 to 25 years*, the following definitions apply.

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability that 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:

- Have a 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 of a kind generally provided for others of the same age in mainstream schools or mainstream Post-16 institutions.

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 by mainstream schools or mainstream Post-16 institutions.

Objectives

In line with the Code of Practice, Maplewell Hall School will:

- Ensure that the SEND Code of Practice, the Equality Act 2010 and other current statutory guidance are implemented effectively across the school.
- Ensure equality of opportunity for each pupil
- Meet the individual needs of each pupil and attend to the development of the "whole person".
- Provide a broad, balanced and relevant curriculum and a stimulating and exciting learning environment.
- Encourage independence and initiative, and develop students' communication at all levels
- Foster dignity and self-respect and an appreciation and awareness of all human achievement
- Work in partnership with parents providing opportunities for sharing views both formally and informally.
- Seek opportunities for inclusion within schools and the local community

Our Vision and Values

Maplewell Hall School's vision is to design and deliver an education that promotes equity and enables our students to compete with their peers for the very best academic and employment opportunities.

Teachers use their knowledge of students' needs and starting points, formative assessment and the best available evidence to adapt curriculum delivery and teaching. Adaptations will be carefully targeted, maintain ambition and support long-term learning, communication and independence rather than providing only short-term task completion.

Additional adults will be deployed effectively so that students remain connected to high-quality teaching from the teacher, access the intended curriculum and develop increasing independence over time.

At Maplewell, we disrupt and challenge the status quo through a shared understanding that an exceptional education is intrinsically linked to social mobility.

Our curriculum is underpinned by our three core values, known as **AIR**:

- **A – Achievement**
- **I – Independence**
- **R – Resilience**

Through this ethos, we aim to improve outcomes for every student with special educational needs and/or disabilities (SEND) across all areas identified in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years*. We will achieve this by:

- Removing barriers to achievement and providing a personalised curriculum that meets each student's individual needs.
- Regularly monitoring the progress and development of all students.
- Creating an inclusive environment in which all students can participate fully in school activities.
- Providing high-quality teaching that is adapted and personalised to meet individual needs.
- Supporting the continuing professional development of teaching and support staff to strengthen the quality of SEND provision.
- Ensuring that all governors remain informed and knowledgeable about the school's SEND provision.
- Involving the full Governing Body in the ongoing development, review and monitoring of this policy.

Graduated approach: assess, plan, do and review

Maplewell Hall School uses a continuous cycle of assess, plan, do and review to identify and respond to each student's emerging or changing needs. Assessment draws upon the student's views, parental knowledge, staff observations, progress information, specialist advice and the outcomes and provision specified in the student's Education, Health and Care Plan.

Agreed provision, reasonable adjustments, interventions and intended outcomes are recorded and communicated to relevant staff.

The impact of provision is reviewed systematically. Reviews consider the student's progress from their individual starting points, their learning and wellbeing, their participation in school life and

whether identified barriers have been reduced. Provision is amended promptly where it is not having the intended impact.

The school will engage proactively and in a timely manner with students and their parents or carers when identifying needs, agreeing outcomes, reducing barriers, planning support and reviewing its effectiveness. Parents' and carers' knowledge of their child will inform decision-making.

Role and Responsibilities:

Although special schools are not legally required to appoint a SENCO, Maplewell Hall School has designated the Assistant Headteacher for Inclusion and Belonging, as the school's SENCO. Working alongside the Special Educational Needs Pastoral Lead and Lead Practitioners, the SENCO will:

- Work with the Senior Leadership Team and governors to determine the strategic development of the school's SEND policy and provision.
- Have day-to-day responsibility for implementing this SEND policy and coordinating the specific provision provided for students with SEND, including those with Education, Health and Care (EHC) plans.
- Provide professional guidance to colleagues and work with staff, parents, carers and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
- Act as a point of contact for external agencies, particularly the local authority (LA) and its support services, to ensure that appropriate provision is in place.
- Ensure that the school meets its responsibilities under the Equality Act 2010, including making reasonable adjustments and implementing access arrangements.
- Liaise with potential future education providers to ensure that students and their parents or carers are informed about the available options and that smooth transitions are planned.
- Ensure that the school's records for all students with SEND are accurate and kept up to date.
- Work with the Associate Headteacher to identify and monitor staff training needs relating to SEND and incorporate these into the school's continuing professional development plan.
- Work with the Headteacher to regularly review and evaluate the breadth and impact of the SEND support available within and beyond the school.
- Cooperate with the local authority in reviewing locally available provision and contributing to the development of the Local Offer.
- Prepare and review information for inclusion in the school's SEN Information Report and any subsequent updates to this policy.

The governing board

- The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:
- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that the school has arrangements in place to support any students with medical conditions
- Provide access to a broad and balanced curriculum

- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for students with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Determine their approach to using their resources to support the progress of students with SEND

The headteacher

The headteacher will:

- Work with the senior leadership team and Chair of Governors to determine the strategic development of the SEND policy and provision within the school
- Work with the senior leadership team and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensure that arrangements for SEND form part of the school's strategic improvement, quality-assurance and professional-learning processes.
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- With the senior leadership team, monitor and identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the senior leadership team, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

Class Teachers

Each class teacher is responsible for:

- Remaining responsible and accountable for the progress and development of every student they teach, including where the student receives support from learning support assistants or specialist staff.
- Planning and delivering high-quality teaching that is adapted and personalised to meet students' needs.
- Monitoring the progress and development of every student they teach.
- Working closely with learning support assistants and specialist staff to plan support and interventions, assess their impact and link them effectively to classroom teaching.
- Following this SEND Policy and the school's SEN Information Report.
- Communicating regularly with parents and carers to:
 - Set clear outcomes and review progress towards them.
 - Discuss the activities and support required to achieve the agreed outcomes.
 - Clarify the responsibilities of the student, their parents or carers, and the school.
 - Listen to parents' and carers' concerns and agree aspirations for the student.

In addition to their responsibilities as class or subject teachers, tutors are responsible for:

- Monitoring each student's progress against the outcomes in their Education, Health and Care Plan (EHCP).

- Maintaining an up-to-date Individual Education Plan (IEP) that accurately records progress towards the student's EHCP outcomes.
- Keeping each student's Student Passport accurate and up to date.
- Contributing to the annual review process by completing the Annual Review Preparation: Tutor Team Feedback Form.

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers will be:

- Invited to termly meetings to review their child's progress and the support in place.
- Invited to contribute information about their child's progress and views on the Education, Health and Care Plan as part of the annual review process.
- Provided an annual report on the pupil's progress
- The school will take into account the views of the parent or carer in any decisions made about the young person.

The student

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending annual review meetings
- Giving feedback on the effectiveness of interventions

The student's views will be taken into account in making decisions that affect them, whenever possible.

Inclusion and Equal Opportunities

At Maplewell Hall School, we strive to provide an inclusive environment where all students can access a broad, balanced and ambitious curriculum and achieve their full potential.

We make reasonable adjustments to teaching, the curriculum and the school environment to ensure that students with SEND can participate fully in all aspects of school life.

Students are offered a wide range of enrichment opportunities, including educational visits, residential experiences, leadership opportunities, careers education and work-related learning.

Leaders monitor participation and provide appropriate support where barriers are identified.

The school recognises that some students' SEND, medical needs, mental health needs or emotional regulation needs may affect their attendance, punctuality or behaviour. Staff will make appropriate reasonable adjustments while maintaining high expectations for every student.

The school works in partnership with students, parents or carers, the local authority, health professionals and other agencies to identify barriers, provide support and review its effectiveness.

Identification and assessment of special educational needs

Maplewell Hall School is committed to working with a number of agencies in the early support of students who present with special educational needs. We work with local nurseries, multi-agency professionals and local schools to ensure a smooth transition and sharing of information for students transitioning to Maplewell Hall School. As part of our outreach programme, we work closely with our local and wider community in the support of best practice for students with special educational needs.

Staff identify emerging or changing needs promptly through ongoing assessment, observation, discussions with students and families, review of progress and engagement, and advice from relevant professionals. The school distinguishes carefully between special educational needs and circumstances that may affect progress or wellbeing but do not, in themselves, constitute SEN. Where specialist advice is sought, recommendations are considered, incorporated into planning where appropriate, shared with relevant staff and reviewed for impact.

Leaders will evaluate the quality and impact of SEND provision using appropriate quantitative and qualitative information. This may include progress from individual starting points, achievement of EHCP outcomes, attendance, behaviour and emotional regulation, communication, independence, destinations, participation in enrichment, student and family feedback, and evidence from observations and case reviews.

Admission arrangements

Maplewell Hall School is a specialist setting for children and young people with Education, Health and Care Plans (EHCPs). Admissions are managed through the statutory EHCP consultation and placement process led by the local authority.

When consulted, the school considers the pupil's identified needs, required provision and the suitability of the school's curriculum, environment, staffing and specialist resources. The school provides the local authority with a clear, evidence-based response, including any concerns about its ability to meet the pupil's needs.

Further information is available in the school's Admissions Policy, which can be found on the school website.

SEN Information Report

Maplewell Hall School publishes a SEN information report on the school website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Associate Headteacher will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Safeguarding

Maplewell Hall School recognises that students with SEND may face additional safeguarding risks because of their physical, cognitive, communication, sensory or intimate care needs. Communication difficulties may also create barriers to recognising or reporting abuse.

Staff receive safeguarding training and updates at least termly. They remain alert to unexplained changes in behaviour, attendance or emotional regulation and do not automatically attribute these to SEND. Students receive appropriately adapted teaching about relationships, consent, online safety and how to report concerns through accessible methods and trusted adults.

Where a student is looked after, previously looked after or known to children's social care, SEND provision will be coordinated with the Designated Teacher, Designated Safeguarding Lead and relevant agencies.

This section should be read alongside the school's Safeguarding and Child Protection Policy.

Parental Involvement

Parents' contribution to their child's education is seen as invaluable. They are involved in termly consultations and annually at the review of the student's EHCP. Our SEN Information Report provides more information.

In addition, the school:

1. Provides training activities for parents and carers.
2. Offers practical strategies for parents to use at home in overcoming behavioural and learning difficulties in the form of dialogue and resources.
3. Provides opportunities and a room for parents to meet with other professionals e.g. speech and language therapist, paediatrician, teachers of students with hearing or visual impairments
4. Provides support and communication through the Family School Link Worker who will support parents/carers in supporting students in their home environment.

Monitoring the policy

This policy will be reviewed by the SENCO annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.

School Procedures

Systems are in place to:

1. Review Positive Behaviour Support Plans.
2. Carry out statutory review procedures.
3. Conduct emergency/ interim reviews where necessary.

Related Policies and Documents

This policy should be read in conjunction with the following school policies and documents:

- Admissions Policy
- Accessibility Plan
- Allergy Safety Policy
- Equality Policy and Equality Objectives
- Safeguarding and Child Protection Policy
- Supporting Students with Medical Conditions Policy
- Complaints Policy
- SEN Information Report
- Inclusion Strategy
- Leicestershire SEND Local Offer

Relevant national guidance includes:

- [SEND Code of Practice: 0 to 25 years](#)
- [Keeping Children Safe in Education 2026](#)
- [Working Together to Safeguard Children 2026](#)
- [School Admissions Code 2021](#)
- [Equality Act 2010: advice for schools](#)
- [Ofsted School Inspection Toolkit, September 2026](#)