

Horizons Specialist Academies Trust

SEND Policy and SEND Report

Policy reviewed and approved by the Board of Trustees: 8 July 2025

Review frequency – 1 year

Date of next review – Summer 2026

Responsible Officer: Principal Abbey Hill Academy

Aims

Our SEND policy and information report aims to:

Set out how our academies will support and make provision for pupils with special educational needs and disabilities (SEND)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Horizons Specialist Academy Trust

OUR VISION

“Providing infinite opportunities”

Ensuring the best education for our children and young people”

OUR AIM

“To do more and to do it better”

OUR VALUES

Opportunities for all

Inclusion: We provide a caring environment where we champion all children and young people, as well as the staff that support them.

Equality: We are firm in our belief that a child’s future should be defined by their talents and aspirations, not limited by the challenges they may face.

Opportunities to care

Dignity and respect: We create an environment where all people are accepted, respected, engaged and supported. We are committed to supporting others to ensure the best education and life chances.

Safety and Wellbeing: We are dedicated to our young people and staff; their physical and emotional well-being as well as their education. We understand that when people feel safe in their environment, their chance of success is greatly increased.

Opportunities together

Working in partnership: We work in collaboration and partnership with staff, stakeholders and the wider professional and local community. We are proactive and flexible, sharing best practice with others.

Supportive: We work together, as a family of schools, to achieve the best for our children and young people.

Opportunities for life

Aspirational: We have high aspirations for ourselves and others. We have a shared vision of improving the life chances of our children and young people and their families.

Personalisation: We recognise people as individuals and have developed a personalised approach to all aspects of school life so that our children and young people are fully prepared for adult life. We are committed to the training and development of our staff to ensure they are highly skilled.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association. This policy has been developed using appropriate legislation and guidance along with the members of the HSAT Trust and Academy Principals.

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they 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

Special educational provision is an 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. All pupils in the Trust have an EHCP which describes the provision that they need.

The kinds of SEND that are provided for

Our academies currently provide for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- 'Cognition and Learning Difficulties' - Moderate/severe/profound and multiple learning difficulties

Roles and responsibilities

Academy Principals -

Academy Principals will:

- Work with the SENDCOs, Educational Psychologists, Trustee's and other relevant stakeholders to determine the strategic development of the SEND policy and provision in the Trust
- Ensure that the SEN Code of Practice is adhered to when dealing with admissions

- Have overall responsibility for the provision and progress of learners in all outcomes
- Ensure the school keeps the records of all pupils with SEND up to date
- Be the point of contact for external agencies, especially the local authority and its support services
- Ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Chief Executive, Executive Principal and Trustees to determine the strategic development of SEND policy and provision in the school
- Work with the HSAT Professional Learning Lead to ensure all staff within all Academies and the trust receive appropriate CPD that enables all student needs to be met

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- They have a full and clear understanding around the curriculum areas they plan and teach
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions
- Work with appropriate staff within the academy and Trust to ensure all specialist student needs are understood, planned for and met
- Work with the School Leadership Team to review each pupil's progress and development and decide on any changes to provision through SEND meetings
- Ensuring they follow this SEND policy
- Work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching

SEND information report

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Involving pupils and parents and carers

All the academies in the Trust have an open door policy for parents and carers and aim to communicate regularly with parents/carers. We will have annual discussions with the pupil

and their parents when identifying and/or reviewing their special educational provision as laid out in their EHCP. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child/young person
- Everyone is clear about the agreed provision
- Everyone is clear on what the next steps are for the pupil

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review through the academy student learning plan. This document links the aspirations and aims laid out in the EHCP in to measurable annual or termly targets.

The class or subject teacher will carry out a clear analysis of the pupil's progress against their targets.

This will draw on:

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

The assessment will form the teacher's report for the EHCP review process.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. There is a thorough induction process in each academy that prepares pupils well for transition through visits to their new school/college, meetings to discuss needs and a hand over of information. Each academy has their own individual systems for moving students into the next phase and all Secondary Academies are following the Gatsby Benchmarks

The curriculum and learning environment

High quality teaching is our first step in responding to pupils who have SEND. Teachers are provided with a range of training in meeting and understanding a range of needs. This is supported through the professional learning team as well as coaching and feedback from senior teachers and leaders. The curriculum is designed to meet the needs of the whole

child, developing social, emotional, communication, physical, mental health and academic aspects. –

We make the following adaptations to ensure all pupils' needs are met:

- Planning and differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our facilities, resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using autism friendly resources, routines and communication support

Additional support for learning

We have teaching assistants who are trained to support in class and where necessary offer enhanced support to students. There is also a parental support worker and a designated safeguarding lead in each academy who ensures that children are safe, and families are supported in issues such as attendance. This is further enhanced by a trust wide safeguarding team who support academies at both a strategic and operational level.

Academy leaders have access to specialist input through Speech and Language Therapy (SALT) provision, Occupational Therapy (OT) and Educational Psychologist (EP) through the Trust provision as well as the statutory requirements. They contribute to the education process through the development of planned programmes or strategies that will support the child to learn. Academies also buy in other external support such as Future Steps and Alliance counselling where required.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Using pupil & parent questionnaires
- KPIs are approved by the Standards Committee and reviewed by an academy council on a termly basis and progress towards these are reported to the Board of Directors
- Holding annual reviews for pupils with statements of SEND or EHC plans
- Internal quality assurance reviews termly in each academy
- External quality assurance through cross trust validation and an external school development partner who visits each academy on a termly basis

Equality and accessibility

All of our extra-curricular activities and academy visits are available to all our pupils, including our after-school clubs, depending on risk assessments

All pupils are encouraged to go on residential trip(s) that meet their needs

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND or disability

Support for improving emotional and social development

All of our academies have strong pastoral support through their tutor or class teacher. They also have key adults that they can approach e.g. safeguarding lead if they have any safeguarding concerns, the behaviour manager if they have concerns of over their own behaviour or that of others.

We provide support for pupils to improve their emotional and social development in the following ways:

- Every academy has a student council
- Strong provision of Social, Moral, Cultural and Spiritual education
- Strong personal and social development offer
- We have a zero tolerance approach to bullying.
- Social groups are an important aspect of all academies education programme
- Where appropriate, opportunities will be sought for students socialise and interact with peers from other settings, including mainstream schools

Parental Support

All academies in the Trust welcome contact from any parents and carers who are wanting help and advice. When you contact the academy, you will be able to ask to speak to a member of staff or directed to the appropriate person. Further advice and support is offered to parents and carers through the academies websites as well as the link below.

<https://www.stocktoninformationdirectory.org>

<http://search3.openobjects.com/kb5/middlesbrough/fsd/localoffer.page?familychannelnew=8>

[Local Offer - SEND | Redcar & Cleveland: Information Directory \(redcar-cleveland.gov.uk\)](http://www.redcar-cleveland.gov.uk)

<https://www.northyorks.gov.uk/children-and-families/send-local-offer>

[Special educational needs and disabilities \(SEND\) and our Local Offer - Durham County Council](http://www.durham.gov.uk)

Working with other agencies

As is often the case, sometimes students require external support in areas such as mental health services, dietician services or other medical needs. This external support is often reached through formal processes such as EHCP meetings, Early Help meetings etc. All academies ensure that they work with such agencies effectively and share information with them in line with GDPR guidelines

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Principal of the academy in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that one of our academies 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

Contact details for raising concerns

The initial contact for a formal complaint is to the Principal of the academy.

The local authority local offer

Our contribution to the local offer is published on each academy's website and is in the Parents and Carers section.

Our local authority's local offer are published on each academy's website and is also available at the website address below

Stockton on Tees

<https://www.stocktoninformationdirectory.org>

Middlesbrough

<http://search3.openobjects.com/kb5/middlesbrough/fsd/localoffer.page?familychannelnew=8>

Redcar and Cleveland

[Local Offer - SEND | Redcar & Cleveland: Information Directory \(redcar-cleveland.gov.uk\)](#)

North Yorkshire

<https://www.northyorks.gov.uk/children-and-families/send-local-offer>

Durham

[Special educational needs and disabilities \(SEND\) and our Local Offer - Durham County Council](#)

Monitoring arrangements

This policy and information report will be reviewed by the CEO annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the Board of Trustees

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan – this can be accessed through the HSAT Website
- Behaviour
- Single Equality Policy
- Supporting pupils with medical conditions