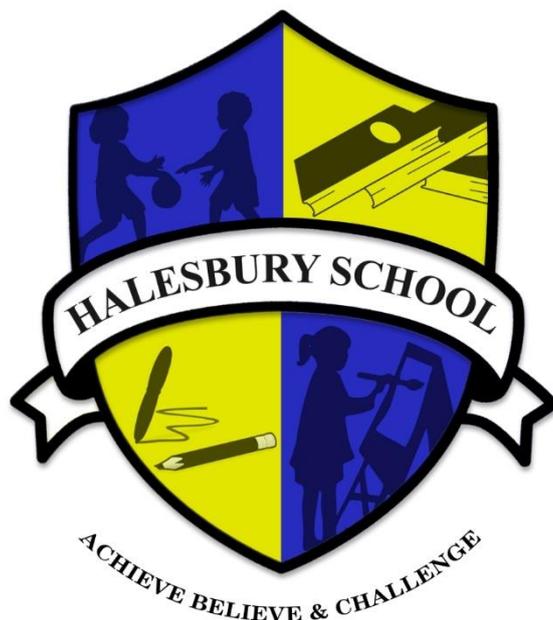


Halesbury School



Special Educational Needs and Information Report 2025 - 2026

Policy review and updated – September 2025

Policy due for review – September 2026

Halesbury School, Feldon Lane, Halesowen, West Midlands, B62 9DR

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Aims

Our SEN policy and information report aims to:

- Set out how our school 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.

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 SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014

We work together to maximise the potential of everyone in our school by: -

- Promoting independence and each pupil's ability to communicate and contribute.
- Using a comprehensive range of learning resources and teaching strategies
- Celebrating diversity in all its forms; ability, cultural, religious, race, gender, transgender, sexual orientation.
- AIM High by using an ambitious, inclusive and meaningful curriculum which promotes high standards for all.
- Enabling participation in local, national and international communities
- Supporting families and positively valuing the contribution of everyone.
- Developing self-esteem and respect for others.

We demonstrate our commitment to these statements by: -

- Creating varied and challenging teaching and learning opportunities using a 'total communication' approach, with specialist interventions including Makaton signing and Widgit symbol use.
- Working closely with families and multi-agency staff to enhance practice.
- Being reflective about and consistently developing our practice.
- Providing independent and collaborative working opportunities.
- Maintaining a stimulating learning environment.
- Assessing, monitoring and guiding learners.

Implicit in our aims is the commitment to the inclusion of ALL pupils in the life of the school and wider community by removing barriers to learning.

Admission Arrangements:

All pupils at Halesbury School have Special Educational Needs, an Education, Health Care Plan [EHCP] and are placed at the school through the SEND office of the Local Authority.

Halesbury School does not select pupils for entry to the school, but we work closely with the local authority to ascertain the pupils whose need we are able to meet. We attend Dudley SEN meetings on a regular basis and take part in working parties to contribute to improving SEN policies and practice detailed in their local offer <https://www.dudley.gov.uk/resident/localoffer>

We are a school committed to inclusive education. The building allows for disabled access throughout and is inclusive for all learners, with further details in Halesbury's School Accessibility Policy.

SEND that are provided for at Halesbury School

All pupils attending Halesbury School have significant learning difficulty, and an increasing proportion have a severe learning difficulty. In addition, the majority have a secondary need including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- A specific learning difficulty, for example, dyslexia, dyspraxia,
- 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.
- Physical Disability
- Complex medical needs.

Induction and assessing needs.

As an inclusive school we have comprehensive integration practices and procedures and an induction programme to ensure pupils make a smooth transfer to the school. Each set of arrangements are based on the needs of the pupil.

This includes: -

- Liaison meetings and visits into the nurseries/schools to find out as much information as possible prior to transfer and to inform information to be given to class staff.
- Induction session/sessions are available to all pupils to build self-confidence, self-esteem and independence which are bespoke to each individual child's needs
- Transfer of records to new classes along with Pupil passports, Care Plans etc.

Pupils are assessed as soon as possible on entry to determine their working levels and to set challenging targets with the progression guidance as a starting point. We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

- The teacher assessment assesses using the statutory EYFS profile and/or STAR (Student targeted Assessment Record), and other specialist assessments such as a sensory profile, communication support as appropriate for the pupil.
- Their previous progress, attainment and behaviour.
- Other teachers' assessments, where relevant.
- The views and experience of parents.
- The pupil's own views.

- Advice from external multi-agency staff and/or assessments from multi-agency staff linked to school including speech and language therapy and occupational therapy.

We will assess each pupil's current skills and levels of attainment on entry, Class teachers supported by teaching assistants will make regular assessments of progress and will plan and differentiate teaching to meet the needs of all pupils.

The assessment will be reviewed regularly. 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. All pupils have personalised targets, which details short term targets in core areas and the support provided to meet these. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Moderation and quality assurance take place regularly within school, across special schools and nationally.

Classroom Arrangements and Staffing

All classes have a class teacher and several teaching assistants depending on the complexity of need and class size. Several classes have care assistants as part of their teams. Overall numbers have increased significantly over the last few years and we now have class sizes between 8 and 14. Pupils are taught in whole classes, groups and as individuals. Some identified pupils will have extra sessions for speech and language work as a group or as an individual and all pupils funded through the pupil premium receive additional interventions which may include English, Mathematics and/or speech and language, occupational therapy support.

For pupils with additional physical and medical needs, staff are trained in their classes to meet these needs, which may include safer handling, tube feeding, supporting children with medical conditions, and mobility challenges. We work closely with multi-agency staff including speech and language therapy, physiotherapy, occupational therapy and CAMHs to ensure healthcare plans are of a high standard and there is a 'joined up' approach which meets a pupil's individual need.

All staff are trained in Team Teach de-escalation interventions and one staff member of the Halesbury team are trained as a trainer. Staff are trained in house by our own Makaton trainer.

Pupils with challenging behaviour are supported by a Positive Intervention Plan to enhance monitoring and consistency of approach.

All work in school is differentiated to need, so that no individual pupil or group is disadvantaged. All of our extra-curricular activities and school visits are available to all our pupils, including an after-school club. All pupils are encouraged to go on our educational visits and take part in sports day/school plays/special workshops.

We provide support for pupils to improve their emotional and social development and promote resilience and well-being for all pupils. Five staff are trained in Mental Health First aid with a Mental Health First Aid Lead and many more in nurturing, counselling and the impact of attachment disorder and ACES. We have an onsite qualified Psychotherapist who supports, pupils, parents and staff.

We have a zero-tolerance approach to bullying.

Complaints

If an issue can't be resolved by discussion and liaison, a parent will be directed to the school Complaints Policy and supported to follow this guidance.

Supporting pupils moving between phases and preparing for adulthood

More able pupils receive support to prepare them for Entry Level exams. Some pupils will need further testing to provide exam board evidence towards examination concessions. This could include extra time, an amanuensis, a reader, a scribe or a transcript depending on their individual needs. Key staff are trained to provide this support.

Our School Careers Lead works closely with families from Year 9 onwards and take part in reviews, visits and subsequent liaison with a pupil's post-16 provision.

Parental Links and Involvement:

We believe that close links with parents and carers are a vital part in the success of any pupil. We value their support and encourage them to be part of their child's learning programme. This involves liaising closely with staff in school to continue working on both academic and personal targets which may include, for example toilet training, dressing skills and managing personal hygiene. Parents are kept informed by information through Class Dojo, Weduc and telephone calls if necessary and regular parents' evenings and review meetings including the annual review of the EHCP. Families may also be supported through the early help, child in need or child protection process in liaison with our family support manager and/or social worker. Our behaviour Lead supports both staff and families in successful and consistent behavioural support interventions.

Local Authorities make arrangements to provide information and advice on Special Educational Needs matters to the parents/carers of students with Special Educational Needs in their area, via SENDIASS (Special Educational Needs and Disability Information, Advice and Support Services)

The Dudley SENDIAS Service has the following core activities:

- To work with parents/carers, students (0-16 years of age) and Young people (16-25 years of age)
- Provide information on Local Policy and Practice
- Offer Training, advice and support which is impartial, confidential, free and accessible.
- Offer Networking and collaboration.
- Help to inform and influence local SEN policy and practice as well as help Parents / Carers to gather, understand and interpret this information.
- Provide access to parent/carer support groups, local SEND Youth Forums, local disability groups etc. External Agencies:

As part of the resources available to the school, we can call on the expertise of external agencies to help us establish and meet the needs of our pupils.

These include the following: -

- Speech and Language Therapist
- Educational Psychologist
- Occupational Therapist
- Physiotherapist
- CIPS Specialist Services - Visually Impaired Service, Hearing Impaired Service, Physical and Sensory Team, Autism Outreach

- Connexions (Careers)
 - PfA allocated support workers
- CAMHS
- School Nurse
- Virtual School
- Dudley Front door (Safeguarding support).
- Early Help team based at Neighbourhood Family Centres.

Links with other policies and documents

This policy links to many policies available on our school website or by contacting school and asking for a copy, including the:

- Accessibility plan
- Behaviour and Discipline
- Supporting pupils with medical conditions

Monitoring arrangements

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

It will be monitored and approved by the Governing Board.

Key Contact Details within School

School Contact Details – 01384 984000

Head Teacher/DSL– Amanda Appleby Payne

Deputy Head Teacher DDSL – Nicola Byrne

Additional DSL's – Claire Dutton & Sarah Butcher