

Special Educational Needs and Disabilities (SEND) Policy

Aligned with Ofsted, NCFE, SEND Code of Practice, Equality Act, and KCSIE

This is a controlled document and, as such, will be kept read only. Any changes must be approved by the Author.

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Nicky McGurk	V1.0	08 October 2024	08 October 2026
Adam Smyth	V1.1	September 2025	September 2026

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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

1. POLICY STATEMENT

Hatfield Wick Education is committed to providing an inclusive, supportive, and safe environment for all students, including those with Special Educational Needs and Disabilities (SEND) and medical conditions. In line with statutory guidance from the *SEND Code of Practice: 0 to 25 years (2015)*, *Keeping Children Safe in Education (KCSIE)*, the *Children and Families Act 2014*, Section 100 of the *Children and Families Act 2014* (duty to support pupils with medical conditions), *Supporting Pupils at School with Medical Conditions (2015)*, and the *Equality Act 2010* including the Public Sector Equality Duty. This policy outlines how we identify, assess, and provide support for students with SEND and medical needs. Our approach is driven by our CARES values: Compassion, Autonomy, Respect, Empathy, and Support, ensuring that every student, regardless of their needs, can thrive in our educational environment.

2. LEGAL AND STATUTORY FRAMEWORK

This policy is guided by the following statutory frameworks:

- **SEND Code of Practice: 0 to 25 years** (updated 2015): Provides statutory guidance for supporting children and young people with SEND.
- **Children and Families Act 2014**: Establishes the legal framework for SEND provision, including Education, Health, and Care (EHC) plans.
- **Supporting Pupils at School with Medical Conditions (2015)**: Sets out the statutory requirements for supporting children with medical conditions to ensure they have full access to education.
- **Keeping Children Safe in Education (KCSIE)**: Focuses on safeguarding all students, including those with SEND and medical conditions, ensuring their physical, emotional, and online safety.
- **Equality Act 2010**: Requires institutions to make reasonable adjustments for students with disabilities and medical conditions to prevent discrimination.

3. PURPOSE

The purpose of this policy is to:

- Ensure that all students with SEND and medical conditions are identified and supported to achieve their full potential.
- Promote the inclusion of students with SEND and medical conditions in all aspects of educational life.
- Establish clear processes for identifying, assessing, and meeting the needs of students with SEND and/or medical conditions.

- Ensure safeguarding measures are in place to protect the wellbeing and safety of all students.
- Work in partnership with parents, guardians, healthcare professionals, and the students themselves to ensure effective support and collaboration.

4. **CARES VALUES IN SEND AND MEDICAL SUPPORT**

4.1 **Compassion**

We create an empathetic and supportive environment for all students, especially those with SEND and medical conditions. We understand the impact that medical and special educational needs can have on students' emotional wellbeing, and our staff are trained to listen and respond with compassion to both students and their families.

4.2 **Autonomy**

Students with SEND are encouraged to develop independence in their learning and personal development. We empower students by collaboratively setting individualised goals through authentic discussion, one planning and Education, Health, and Care (EHC) plans, promoting self-reliance while providing the necessary support.

4.3 **Respect**

We respect the individuality of every student. At Hatfield Wick Education, students with SEND and medical conditions are treated with dignity and are supported to access education on an equal basis with their peers. We recognise the importance of respecting students' health and personal care needs and maintaining their privacy.

4.4 **Empathy**

We are committed to ensuring equal access to education for all students. Reasonable adjustments are made to ensure that students with medical conditions and SEND have access to learning, school activities, and enrichment opportunities without discrimination.

4.5 **Support**

Ensuring the safety of students with SEND and medical conditions is paramount. We provide tailored risk assessments and personalised healthcare plans, ensuring that the necessary safety measures are in place to address the specific needs of each student.

5. **IDENTIFICATION AND ASSESSMENT OF SEND AND MEDICAL NEEDS**

5.1 **Early Identification**

In line with both the *SEND Code of Practice* and the *Supporting Pupils at School with Medical Conditions (2015)* guidance, we aim to identify SEND and medical needs as early as possible. We monitor students for signs of:

- Learning difficulties or challenges.

- Social, emotional, and mental health issues.
- Physical and sensory needs.
- Medical conditions that require intervention, such as asthma, diabetes, epilepsy, or allergies.

Teachers and staff will raise any concerns with the SENCO or Designated Safeguarding Lead (DSL), who will initiate the appropriate assessment procedures.

5.2 **Assessment and Healthcare Planning**

For students with medical conditions:

- **Individual Healthcare Plans (IHPs)** are developed in collaboration with parents, students, healthcare professionals, and staff to ensure that all aspects of the student's medical care are addressed. IHPs outline the necessary medical care, emergency procedures, and any required adjustments to daily routines.
- **SEND Support/One Plans or EHC Plans** may also be developed for students with more complex needs. For those with both SEND and medical needs, these plans are integrated to provide a holistic approach to support.
- The SENCO is appropriately qualified and has responsibility for coordinating SEND provision in line with statutory requirements.

6. **PROVISION OF SUPPORT FOR SEND AND MEDICAL CONDITIONS**

6.1 **Quality First Teaching and Healthcare**

The foundation of our approach is high-quality teaching that meets the needs of all students, as well as healthcare practices that ensure students can engage fully in learning. All staff are trained to be aware of common medical conditions and how they might impact learning and participation.

6.2 **SEND Support and Medical Interventions**

Where additional support is needed:

- **Medical Support:** Students with medical conditions will receive necessary care according to their IHPs. This may include medication management, support with medical devices (e.g., inhalers, insulin pumps), or emergency protocols for conditions like seizures or allergic reactions.
- **Specialist Interventions:** For students with SEND, targeted interventions are provided to meet their specific learning, emotional, or physical needs. For those with medical conditions, support staff may help manage their day-to-day medical needs, ensuring minimal disruption to their education.

6.3 **Managing Medical Emergencies**

All staff are trained in basic first aid, and certain staff receive additional training for specific medical conditions such as anaphylaxis or epilepsy. Each student's IHP or risk

assessment includes clear instructions for managing medical emergencies, including who to contact and the steps to take in the event of an emergency.

7. **SAFEGUARDING STUDENTS WITH SEND AND MEDICAL CONDITIONS**

Students with SEND and/or medical conditions may face heightened vulnerabilities, as recognized in *KCSIE*. Our safeguarding measures include:

- **Protecting Vulnerable Students:** We are aware that students with SEND and medical needs can be more vulnerable to bullying, abuse, and neglect. Staff are trained to recognise these risks and report any concerns to the DSL immediately.
- **Medical Safety Online:** Students with medical conditions may be particularly vulnerable online if they disclose personal health information. Our online safety education includes teaching students with SEND and medical conditions how to protect their privacy and stay safe online.
- **Safe and Dignified Care:** For students requiring personal or medical care, staff are trained to ensure that these activities are carried out safely and with respect for the student's dignity.
- All safeguarding concerns relating to students with SEND or medical conditions are recorded and managed in accordance with the Safeguarding and Child Protection Policy and relevant data protection legislation.

8. **WORKING WITH PARENTS AND HEALTHCARE PROFESSIONALS**

8.1 **Collaboration with Parents**

We recognise the essential role of parents and guardians in managing their child's medical and SEND needs. We ensure that parents are:

- Fully involved in the development and review of Individual Healthcare Plans (IHPs) and SEND support plans.
- Kept informed of their child's progress and any changes in their support arrangements.
- Encouraged to share information about their child's medical condition and any adjustments needed to support their health and learning.

8.2 **Partnership with Healthcare Professionals**

Hatfield Wick Education works closely with healthcare professionals, including school nurses, paediatricians, and therapists, to ensure students with medical conditions receive appropriate care. External professionals may provide training to staff, contribute to IHPs, and offer guidance on managing complex medical needs within an educational setting.

9. TRAINING FOR STAFF ON SEND AND MEDICAL CONDITIONS

9.1 Regular Training

Staff receive regular training to ensure they are equipped to support students with SEND and medical conditions. This includes:

- **SEND Training:** CPD through The National College and Inset day training. To recognise, assess, and support students with SEND in the classroom.
- **Medical Training:** To respond to medical conditions such as asthma, allergies, diabetes, and epilepsy, including administering medication and managing emergencies.

9.2 Individualised Training for Specific Needs

Where a student has a specific medical condition or SEND that requires specialised care (e.g., diabetes management or epilepsy), staff working closely with that student receive individualised training from healthcare professionals to ensure they can provide the necessary care safely and effectively.

10. MONITORING AND REVIEWING PROGRESS

10.1 Monitoring

The progress of students with SEND and medical conditions is monitored closely by the SENCO, the senior leadership team, and relevant healthcare professionals. This monitoring includes academic progress, wellbeing, and the effectiveness of interventions.

An annual SEND information report is published in accordance with statutory requirements.

10.2 Regular Reviews of Plans

- **Individual Healthcare Plans (IHPs)** are reviewed annually or more frequently if a student's medical needs change.
- **SEND Support Plans and EHC Plans** are reviewed termly, with formal annual reviews involving parents, staff, and external professionals to ensure the plans remain effective.
- **Provision Reviews:** HWE works closely with students on-roll safeguarding teams, the Local Authority safeguarding and SendOps teams to ensure the students needs are regularly reviewed and the very best care and support is being delivered and their needs are being met.

11. EQUALITY OF ACCESS AND REASONABLE ADJUSTMENTS

In line with the *Equality Act 2010* and *Supporting Pupils at School with Medical Conditions (2015)*, Hatfield Wick Education is committed to ensuring that all students with SEND and medical conditions have equal access to education and extracurricular activities. Reasonable

adjustments are made, and health and safety protocols are established to ensure that all students can fully participate in the life of the educational setting. Reasonable adjustments will not compromise the integrity of regulated qualifications and will be implemented in line with awarding organisation requirements where applicable.

12. **MONITORING AND REVIEW OF THE POLICY**

This policy is reviewed Biannually or in response to significant changes in statutory guidance, including updates to the *SEND Code of Practice (2014)*, *Supporting Pupils at School with Medical Conditions (2015)*, *KCSIE*, or the *Children and Families Act 2014*. The review process includes input from staff, parents, students, and healthcare professionals to ensure that the policy remains relevant and effective. Parents and carers may raise concerns regarding SEND provision through the Complaints Policy where required.