



ACHIEVING TOGETHER

FOUR STONES GATEWAY TRUST

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

For Worcestershire Schools

DATE POLICY WAS APPROVED	23.06.2025
DATE POLICY WILL BE REVIEWED	Autumn 2026
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW	Executive Headteacher

FOUR STONES GATEWAY TRUST

Love Lane, Cleobury Mortimer, Shropshire, DY14 8PE · 01562 826580

office@fourstonesgateway.org.uk · www.fourstonesgateway.org.uk

Four Stones Gateway Trust is a company limited by guarantee registration number 9115941

Key Definitions

These policies incorporate the following schools or organisations within Four Stones Gateway Trust ('the Trust') that are physically based within Worcestershire Local Authority:

- Haybridge High School and Sixth Form
- Haybridge Teaching School Hub
- Haybridge SCITT
- King Charles I School
- TDMS (The De Montfort School)
- Any other schools or organisations that may join the Trust from time to time and not listed above.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this policy the term:

“CEO” includes the Chief Executive Officer

“CFOO” includes the Chief Financial Officer

“Trust Senior Leadership Team” includes Executive Headteachers, Headteachers, strategic operational leads and Teaching School/SCITT Directors.

“Headteacher” includes the appropriate School Headteacher.

“Trustees or Trust Board” are appointed Trustees who oversee the business of Four Stones Gateway Trust, agreeing the overarching strategic direction and ensuring robust governance.

“Local Academy Boards (LAB)” are appointed Governors at a local level associated with the Trust's Worcestershire Schools. LAB Governors act as advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

“Local Governing Bodies (LGB)” are appointed Governors at a local level associated with the Trust's Shropshire Schools. LGB Governors are advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

“Chair” responsible for leading the board and ensuring its effectiveness

“Stakeholders” are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents, community members, LAB, LGB or Trust members, trade unions, local business leaders etc.

The schools in Four Stones Gateway Trust (the 'Trust') believe that all students should achieve their potential and have access to the support and enrichment which allows them to do this.

Aims and Objectives

We endeavour to meet the SEND needs of individual students by:

- identifying those students who have SEND as soon as possible.
- providing every student with access to a broad and balanced curriculum.
- making appropriate provision that ensures students with SEND have full access to the National Curriculum.
- providing evidence-based interventions at a suitable level when a student is identified as having SEND.
- use resources effectively to support students with SEND.
- assess and track the progress of students with SEND.
- work with outside agencies who provide specialist support and teaching for students with SEND.
- inform and involve the parents/carers of students with SEND.
- encourage the students' involvement in the meeting of their needs.
- encouraging all students to become part of their school community by participating as much as possible in school life.
- provide ongoing training for all staff to ensure all students with SEND receive quality teaching.

Legislation

Our SEND Policy is underpinned by the following legislation and regulations:

- The Children and Families Act 2014 and associated regulations including:
 - The Special Educational Needs and Disability Regulations 2014
 - The Special Educational Needs (Personal Budgets) Regulations 2014
 - The Order setting out transitional arrangements for those with disabilities

The Children and Families Act (2014, part 3) states that "A child or young person has special educational needs (SEND) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."
- The Equality Act of 2010: we adhere to the Equality Act (2010), which states (Part 6, Chapter 1) that schools have a "duty to make reasonable adjustments" for children with SEND, and that schools "must not victimise a person" on the basis of disability or Special Educational Need. We work hard to create a fully inclusive environment and abide by all guidelines laid out in the Equality Act (2010).
- The Special Educational Needs and Disability Code of Practice: 0 – 25 Years January 2015
- Department for Education Mental Health and Behaviour in Schools (Guidance document) November 2018

Roles and Responsibilities

- The Trust has a named SEND Trustee: Sue Muggeridge.
- Each school in the Trust has: a Special Educational Needs Co-Ordinator (SENCo) who works with students, staff, parents/carers, and outside agencies; and a named SEND governor.
- Further information can be found on the individual school's website and in their SEND. Information Report.

Arrangements for coordinating SEND Provision.

- The SENCos in each school hold details of all SEND support records such as the SEND register, Student Profiles (which outline needs and state adjustments required), liaison with parents/carers and reports from external agencies.
- The SEND register at each school also details interventions where applicable, and information is also shown on our Management Information System (Arbor) including identification of SEND students for staff.

- Practical advice, information documents about different types of SEND, Student Profiles and the Provision Maps are available at each individual school and all our schools use Edukey to provide this information to their teaching staff
- Further information is also available through the Worcestershire SEND Local Offer www.worcestershire.gov.uk/sendlocaloffer

Identification of students' needs

We adopt the definition of SEND as stated in the Special educational needs and disability code of practice: 0-25 years (January 2015, updated September 2024) which states:

- (i) A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- (ii) A child or young person of compulsory school age 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 which prevents or hinders them from making use of educational 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 provision that is **additional to or different from** that made generally for other children or young people of the same age by mainstream schools. Students with SEND may have needs in one or more of the following areas:

- communication and interaction
- cognition and learning
- social, emotional, and mental health
- sensory and/or physical needs.

In all schools within the Trust, students with SEND are identified on the school SEND register so that provision to meet their needs can be planned, assessed, and reviewed. As students' progress, they may be taken off the SEND register when their needs no longer require special educational provision. Most students on the SEND register will have a Student Profile to support their needs in the classroom. Students will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Identification through a Graduated Approach: 'Every Teacher is a Teacher of SEND'

All teachers in the Trust are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of students in their school. This primary focus is called 'quality first teaching' and will seek to ensure the following:

1. Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a student has been identified as possibly having a SEND, they will be monitored by staff in order to gauge their level of learning and possible difficulties.
3. The subject teacher will take steps to provide responsive learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCO may be consulted for support and advice and may wish to observe the student in class.
5. Through the above actions it will be determined which level of provision the student will need.
6. If a student has recently been removed from the SEND register, they may also fall into this category of being outside the range of expected academic achievement. If so, continued monitoring will be necessary.
7. Parents/Carers will be informed of the circumstances under which they are being monitored and they are encouraged to share information and queries with the school.
8. The student is monitored if concern is raised by parents/carers or a teacher, but this does not automatically place the student on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
9. Review meetings and parents'/carers' consultations are used to monitor and assess the progress being made by students. The frequency of these meetings is dependent on individual progress.

Where it is determined that a student does have SEND, parents/carers will be advised of this before inclusion of the individual on the school's SEND register. The aim of formally identifying a student with

SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below, and adheres to guidance provided by the SEND Local Offer, as part of their recommended Graduated Response:

- assess
- plan
- do
- review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those strategies and interventions which are the most effective in supporting the student to achieve good progress and outcomes. The SEND Local Offer can be found at: www.worcestershire.gov.uk/sendlocaloffer

Levels of Support Across Schools in the Trust

These supporting strategies and interventions may use differing levels of support called 'waves'.

Wave 1 provides in class, targeted differentiation by the class teacher and the expectation of 'Quality First' teaching.

Wave 2 uses targeted support and access to specialised resources on top of usual lesson support. It may also include support from external agencies to better determine the identification of needs.

Wave 3 looks to provide more personalised strategies for students who may have multiple and / complex needs both within the classroom and beyond and may include an adjusted curriculum or frequent monitoring from external professionals.

The SENCo in each school will liaise frequently with a number of external agencies, where referrals to these services may be made (at the discretion of the school), in liaison with parents/carers. These services may include:

- Clinical psychologist
- Hearing or Visual Impairment Services
- School Nurse
- School counselling service
- Speech and Language Therapy
- Child and Adolescent Mental Health Service (CAMHS)
- Physiotherapy
- Occupational Therapy
- Chads Grove Outreach Service for Physical Difficulties
- Social Services
- Family Front Door

Supporting Students with Medical Conditions

The Trust recognises that students at our schools with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the schools will comply with its duties under the Equality Act 2010.

Please refer to the school's 'Accessibility Plan' and the 'Supporting Students with Medical Conditions Policy'.

Some students with a medical condition may also have SEND and may have an Education, Health, and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2015) is followed in these cases.

Safeguarding Students with Special Educational Needs, Disabilities, or Health Issues

Students with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Our Trustees and local academy boards ensure that our safeguarding policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of students. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's condition without further exploration
- these students being more prone to peer group isolation or bullying (including prejudice-based bullying) than others.
- the potential for students with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving students with SEND will therefore be dealt with in close liaison with the designated safeguarding lead (or deputy) and the SENCo.

School Request for a Statutory Assessment

For a student who is not making adequate progress, despite a period of support on SEN Support, and in agreement with the parents/carers, a school may request the local authority to make a statutory assessment in order to determine whether it is necessary for the student to receive an EHCP. The school is required to submit evidence to the local authority. The local authority will make a judgement about whether the student's need can continue to be met from the resources normally available in school. This judgment will be made using the local authority's current criteria for making a statutory assessment.

Further information about EHCPs can be found:

- In the SEND Local Offer at www.worcestershire.gov.uk/sendlocaloffer; or
- by contacting Worcestershire Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS):
 - SENDIASS, Tolladine Road, Worcester. WR4 9NB.
 - Tel: 01905 768153
 - Email: sendiass@worcestershire.gov.uk

Further information can be found on their website at: [EHCP \(Education, Health and Care plans\)](#)
They also have a national website at: [Council for Disabled Children](#)

EHCPs

A student who has an EHCP will continue to have arrangements as for SEND support, and additional support that may be provided through funds made available through the EHCP. There will be an annual review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes are needed. Interim or emergency reviews will also be carried out where necessary.

Students with EHCPs are encouraged to follow a broad and balanced curriculum alongside other students. Support and curriculum enrichment is carefully planned across the schools and resources are used to support students, so they are able to fulfil their potential. Parents/carers, students, Teaching/Achievement Assistants, and relevant outside agencies are invited to the review.

Links with Other Schools and Transition Arrangements

The schools in the Trust will hold meetings with their feeder primary schools concerning SEND issues and students' needs prior to transition. Where required the SENCo will also meet with post-16 providers. Information about students' needs will be shared and discussed. Where necessary the SENCo will arrange further meetings with appropriate staff and/or parents/carers.

Admission Arrangements

The admissions criteria in each school does not discriminate against students with special education needs and/or disabilities, and the Admissions policies have due regard for the guidance in the Code of Practice which accompanies the SEN and Disability Act. The schools' Admission policies are fully compliant with the Admissions Code and are available to all parents/carers on each school's website or on paper on request, as well as on the Worcestershire County Council website.

For admission to the school at the normal time of entry, the school participates in the nationally coordinated process administered by Worcestershire Local Authority (LA) Admissions Team. Parents/carers seeking the admission of a student in receipt of an EHCP must do so through Worcestershire's SEND Team, who will arrange the appropriate consultation with the school's Local Academy Board regarding admission.

Please refer to the Admission Policy of the relevant school for further information. Parents are welcome to tour the school, with the SENCo, in advance of application.

Staff Training

Staff across the schools in the Trust receive regular SEND training in a wide range of areas. Training is tailored according to the needs of the students. Topics include (but are not limited to):

- The SEND Code of Practice
- Quality First Teaching
- Autism Spectrum
- Dyslexia
- ADHD
- Literacy and reading

Evaluating the success of our SEND Policy

Every year each school analyses the data on our students on the SEND register. We use this to help plan future provision. This information provides targets for development planning for the new academic year. Four Stones Gateway Trust encourages whole school monitoring which may include work sampling, parent/carer feedback, student feedback and we always look to build on successful practice.

Dealing with complaints

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCo at the school who may refer your concerns to a more senior member of staff if needed.

If you are not entirely happy you should refer to the Trust's Complaints Policy & Procedure which can be found on its website.