



Inclusion and SEND Policy 2026-27

Date Policy due to be reviewed: July 2027

Committee Responsible for Policy: Full Trust Board

WORK HARD | BE KIND | AIM HIGH

Inclusion and SEND Policy 2026-27

1. Aims

At Hillcrest School and Sixth Form Centre, our commitment to Work Hard, Be Kind, Aim High underpins our approach to supporting students with Special Educational Needs and/or Disabilities (SEND). We believe every student has the right to feel valued, included and empowered to achieve their full potential.

We are committed to:

- Providing an inclusive learning environment where all students can thrive.
- Ensuring students with SEND have access to a broad, balanced and ambitious curriculum.
- Identifying barriers to learning at the earliest opportunity.
- Delivering quality first and adaptive teaching approaches.
- Implementing a graduated response that enables support to be matched proportionately to need.
- Working collaboratively with parents/carers, students and external agencies.
- Preparing students for adulthood, further education, employment and independent living.
- Promoting positive wellbeing, independence and successful outcomes for all students.

2. Vision and Values

At Hillcrest, we believe that every student can succeed. We recognise that students learn in different ways and may require varying levels of support to access learning and achieve success.

We seek to remove barriers to participation and achievement through a combination of:

- Quality First teaching.
- Adaptive teaching approaches.
- Inclusive classroom practice.
- Timely intervention.
- Effective partnership working.

We are committed to ensuring that students with SEND are fully included in all aspects of school life, including extracurricular activities, educational visits, leadership opportunities and Preparation for Adulthood pathways.

3. Legislation and Guidance

This policy is informed by:

- SEND Code of Practice: 0-25 Years (2015)
- Children and Families Act 2014
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Keeping Children Safe in Education
- Working Together to Improve School Attendance
- [Birmingham Local Offer Guidance](#).

This policy operates alongside the school's statutory SEND Information Report, published annually on the school website in accordance with Section 69 of the Children and Families Act 2014 and Regulation 51 of the Special Educational Needs and Disability Regulations 2014.

4. Definitions

A student has Special Educational Needs (SEND) if they have:

A learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is educational provision that is additional to or different from that ordinarily available for students of the same age.

The SEND Code of Practice identifies four broad areas of need:

- Communication and Interaction

Including:

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)
- Cognition and Learning

Including:

- Dyslexia
- Dyscalculia
- Specific Learning Difficulties
- Moderate Learning Difficulties
- Social, Emotional and Mental Health (SEMH)

Including:

- Anxiety
- Depression
- ADHD
- Trauma-related needs
- Emotional regulation difficulties
- Sensory and/or Physical Needs

Including:

- Hearing impairment
- Visual impairment
- Physical disabilities
- Medical conditions affecting access to learning.

5. Roles and Responsibilities

Governing Board

The Governing Board will:

- Ensure compliance with SEND legislation.
- Monitor the effectiveness of SEND provision.
- Ensure sufficient resources are allocated for SEND.
- Promote an inclusive ethos across the school.

The SEND Link Governor is: **Miss D McIlmurray**

The SEND Link Governor will:

- Monitor the quality and effectiveness of SEND provision.
- Support strategic development of SEND provision.
- Report to the Governing Board regarding SEND priorities and outcomes.

The Headteacher will:

- Have overall responsibility for SEND provision.
- Ensure statutory duties are fulfilled.
- Work with the SENDCo and Governors to develop strategic provision.
- Ensure sufficient staffing and resources are available.

The SENDCo is: **Ms N Birmingham**, Assistant Headteacher

The SENDCo will:

- Lead SEND practice across the school.
- Coordinate the graduated response to SEND.
- Oversee identification, assessment and review processes.
- Support staff in implementing adaptive teaching approaches.
- Liaise with parents/carers and external agencies.
- Monitor the impact of provision and interventions.
- Ensure SEND records remain accurate and up to date.
- Lead SEND professional development.

The Deputy SENDCo is **Miss R Glendening**

The Deputy SENDCo will:

- Work alongside and supports the SENDCo in the operational leadership and day-to-day management of SEND provision across the school.
- Assist in coordinating the *Assess, Plan, Do, Review* cycle across all year groups, including the development and review of *Profile to Practice* documents.
- Support the operational management, line management, and deployment of Teaching Assistants.
- Oversee targeted, time-limited interventions and monitor their impact on student progress.

- Liaise directly with subject departments, pastoral teams, parents/carers, and external support services as directed by the SENDCo.
- Assist in preparing documentation for EHCP Annual Reviews, statutory assessments, and examination access arrangements.
- Deputise for the SENDCo in key operational meetings and multi-agency consultations when required.

Teachers will:

- Deliver quality first and adaptive teaching approaches.
- Implement *Profile to Practice* strategies.
- Monitor progress and barriers to learning.
- Participate in Assess, Plan, Do, Review cycles using the 4+1 reporting form to feedback about a student to the Learner Support Department.
- Communicate effectively with families and the SEND team.

Every teacher is responsible and accountable for the progress and development of every student in their class, including those accessing support from teaching assistants or specialist staff.

Lead Practitioners and Teaching Assistants will:

- Deliver targeted, evidence-informed interventions as directed by the SENDCo.
- Support teachers in implementing adaptive strategies and reasonable adjustments outlined in student *Profile to Practice* documents.
- Provide feedback to class teachers and the SENDCo regarding student progress, engagement, and emerging barriers.
- Foster student independence rather than routine over-reliance on adult support.
- Maintain professional knowledge by participating in relevant SEND training and briefings.

6. Partnership with Students and Families

Hillcrest recognises that students and their families are key partners in the SEND process. We are committed to working collaboratively with parents/carers and ensuring that student voice remains central to decision-making.

Students and families will be involved in:

- The identification of need.
- Assess, Plan, Do, Review cycles.
- Annual Reviews for students with EHCPs.
- Transition planning.
- Preparation for Adulthood discussions.
- Evaluation of provision and support.

The views, wishes and aspirations of students and their families will be used to inform provision planning, support arrangements and future outcomes.

7. Hillcrest Graduated Response to SEND

Hillcrest operates a five-stage graduated response model designed to ensure support is proportionate, responsive and evidence-informed.

7.1 Universal Support

Universal Support is available to all students and forms the foundation of inclusive practice at Hillcrest. It consists of quality first teaching, adaptive teaching approaches and ordinarily available provision delivered within the classroom.

Examples may include:

- Adaptive teaching and scaffolding
- Chunking tasks and instructions
- Processing and thinking time
- Pre-teaching key vocabulary
- Flexible grouping
- Positive talk partners
- Visual supports and models
- Task management boards
- Explicit links to prior learning
- Universal pastoral support and guidance

7.2 Cause for Concern

Where a student demonstrates emerging barriers to learning, they may be placed on the Cause for Concern Register. This stage enables staff to monitor concerns, implement additional classroom strategies and evaluate impact before SEND identification is considered. Placement on the Cause for Concern Register does not indicate that a student has SEND.

7.3 Targeted Support

Students may access targeted, time-limited interventions where additional support is required to address identified barriers to learning. Intervention outcomes are reviewed regularly to determine effectiveness and future provision. Placement on the Targeted Support Register does not automatically indicate SEND.

Examples may include literacy interventions, social communication programmes, attendance support, mentoring and emotional wellbeing interventions.

7.4 SEND Support

Students are placed on the SEND Register where they require provision that is additional to or different from ordinarily available provision.

Placement on the SEND Register follows a graduated response process and is based on evidence that identified barriers to learning cannot be effectively addressed through Universal Support and Targeted Support alone.

Students at SEND Support receive provision that is additional to or different from ordinarily available provision and support is planned, implemented and reviewed through the Assess, Plan, Do, Review cycle.

Support is informed by the Hillcrest Profile to Practice Framework.

7.5 EHCP and SSPP

Students with the most complex needs may require highly specialised provision through an Education, Health and Care Plan (EHCP) or SEND Support Provision Plan (SSPP). Provision is delivered and reviewed through a person-centred approach involving families, school staff and external professionals.

For a visual overview of this framework, see **Appendix 1: Hillcrest Graduated Response to SEND**.

8. Profile to Practice Framework

Hillcrest's Profile to Practice Framework ensures that information about SEND is translated into effective classroom practice.

Each profile identifies:

- Strengths and interests.
- Student voice.
- Parent/carer voice.
- Barriers to learning.
- Evidence-informed strategies.
- Reasonable adjustments.
- Additional provision where required.

The framework promotes consistency across the school and supports staff in delivering quality first and adaptive teaching approaches.

9. Preparation for Adulthood

Hillcrest is committed to preparing students with SEND for successful adult life. Preparation for Adulthood is embedded throughout the curriculum, wider school experiences and careers education programme.

Preparation for Adulthood includes:

- Raising aspirations and encouraging ambitious future pathways.
- Developing independence and self-advocacy skills.
- Supporting community participation and social inclusion.
- Accessing further education, higher education and employment opportunities.
- Developing skills for independent living.
- Supporting positive physical and emotional wellbeing.

The SEND team works closely with curriculum leaders, pastoral staff, careers advisers, parents/carers and external agencies to ensure students are prepared for their next stage of education, training or employment.

10. Adaptive Teaching and Ordinarily Available Provision

Quality first and adaptive teaching is the first response to need and forms the foundation of Hillcrest's SEND provision.

Teachers are expected to implement evidence-informed approaches including:

- Chunking tasks and instructions.
- Processing time.
- Pre-teaching vocabulary.
- Task management boards.
- Flexible grouping.
- Visual supports.
- Scaffolding.
- Positive talk partners.
- Sentence starters.
- Regular check-ins.
- Explicit links to prior learning.

Support is always driven by identified barriers to learning rather than diagnosis alone.

11. Attendance

Hillcrest recognises that some students experience additional barriers to attendance. Hillcrest school will:

- Monitor attendance closely.
- Identify barriers early.
- Work in partnership with families.
- Implement attendance support plans where necessary.
- Engage external agencies when required.

12. Safeguarding

Hillcrest recognises that children with SEND can face additional safeguarding challenges. Hillcrest School will:

- Ensure safeguarding information is accessible.
- Make reasonable adjustments where required.
- Promote student voice.
- Work collaboratively with safeguarding professionals and families.

SEND considerations are embedded within wider safeguarding practice.

13. Staff Development

Hillcrest is committed to developing staff expertise in SEND, adaptive teaching and inclusive practice. Professional development is informed by the needs of current students, school improvement priorities and developments in evidence-informed practice.

The SENDCo and Deputy SENDCo will provide regular training and guidance to staff to support the effective implementation of the Hillcrest Graduated Response and Profile to Practice Framework.

Professional development may include:

- Weekly SEND briefings for teaching and support staff.
- Student-specific updates and Profile to Practice guidance.
- Adaptive Teaching and Ordinarily Available Provision.
- Autism Education Trust (AET) training.
- Communication and Interaction needs.
- Trauma Informed Practice.
- Literacy and Numeracy assessment tools and interventions.
- Examination Access Arrangements.
- Assistive Technology.
- Preparation for Adulthood.
- Attendance and inclusion for vulnerable learners.
- Training delivered by specialist external agencies.

Weekly SEND briefings provide opportunities for staff to:

- Review emerging student needs.
- Discuss effective classroom strategies.
- Receive updates on Profile to Practice documents.
- Share successful adaptive teaching approaches.
- Strengthen consistency of provision across the curriculum.

The SENDCo and Senior Leadership Team will monitor staff development needs through quality assurance activities, provision reviews, student outcomes and staff feedback.

14. External Agency Support

Hillcrest School works collaboratively with external agencies including:

- Communication and Autism Team (CAT)
- Speech and Language Therapy (SaLT)
- Language and Literacy Support Service (LLSS)
- Educational Psychology Service
- Occupational Therapy
- Physical Disability Support Service
- SENAR
- School Nursing Service
- Forward Thinking Birmingham
- Early Help Services
- [SENDIASS](#).

15. Admissions and Accessibility

Hillcrest welcomes applications from all students.

Hillcrest School:

- Complies with the Equality Act 2010.
- Makes reasonable adjustments where appropriate.
- Maintains an Accessibility Plan.
- Admits students whose EHCP names the school as directed by the Local Authority.

16. Complaints

Concerns regarding SEND provision should be raised through the following stages:

1. Class Teacher
2. SEND Lead Practitioner
3. SENDCo
4. School Complaints Procedure

Families may also seek advice from SENDIASS or access mediation and tribunal services where appropriate.

17. Monitoring, Evaluation and Quality Assurance

The effectiveness of SEND provision will be monitored using:

- Student progress and attainment.
- Attendance data.
- Provision mapping.
- Intervention evaluations.
- Student voice.
- Parent/carers feedback.
- Annual Review outcomes.
- SEND Governor monitoring.
- Whole-school quality assurance processes.

Appendices

Appendix 1. Hillcrest Graduated Response to SEND



This policy will be reviewed annually by the Assistant Headteacher SENDCo and approved by the Governing Board.