

# SEND Support

## How do I raise my concerns if I feel my child has Special Educational Needs?

All pupils who are taken on roll are placed on the SEND register as a result of them receiving above and beyond mainstream schooling. This is discussed with parents / carers in admissions meetings.

Any concerns will be reviewed via a whole school approach as shown below.

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### Special Educational Needs: Code of Practice 2015

#### What is Special Educational Needs (SEND) defined as?

A child has SEND where their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional to that normally available to pupils of the same age.

#### The different Stages of the SEND Register

All students receive quality first teaching including reasonable adjustments where appropriate.

#### SEN status (K)

Provision that is different from or additional to that normally available to other children.

#### EHCP status (E)

Statutory provision - additional, highly-personalised provision and / or interventions.

The SENDCo will be made aware of all SEND related discussions, using the internal reporting system.

All SEND concerns will be triaged by the SENDCo and other relevant parties if appropriate. All referrals will then follow the relevant pathway.

The tutor will feedback to parents / carers in relation to reasonable adjustments that can be made to support the child via quality first teaching in the classroom.

The SENDCo will feedback to the parents / carers if further exploration of the raised concern may be required. Permission will be sought at this stage.

The tutor will continue to monitor the progress of the child and liaise with parents / carers.

The SENDCo will feedback to the parent / carer the outcome of the explorations.

If limited progress is being made by the child, the tutor will make a referral to the SENDCo via the internal reporting system.

The SENDCo will complete all relevant paperwork (Passports and Learning Plans) in liaison with parents / carers and class teachers where appropriate.

*Each cycle of Assess Plan Do Review (APDR), as stated in the pathways (above and right), should take between 6-12 weeks.*

The SENDCo, tutor and any adults delivering additional interventions will monitor the child's progress and communicate with parent/carers.



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