



HAWKESLEY CHURCH PRIMARY ACADEMY

Special Educational Needs and Disabilities & Inclusion Policy

“Let your light shine” Matthew 5:16

Hawkesley Church Primary Academy’s Inclusion Rationale

At Hawkesley Primary Academy, we aim to raise the aspirations of and expectations of all pupils, including those with special educational needs, or disabilities (SEND). We endeavor to achieve maximum inclusion of all children, whilst meeting their individual needs. We make every effort to narrow the gap in attainment between vulnerable groups of learners compared to others, focusing on individual progress as the main indicator of success. We strive to make a clear distinction between a child who is classed to be underachieving, compared to a child with a SEND.

Our approach to special educational needs, or disabilities (SEND) is centered around True Inclusion and a sense of belonging. As a Church school, our school ethos, vision and values are at the heart of the service and support that we provide to our children and their families. True Inclusion is a holistic approach to meeting pastoral and educational needs, which increases a sense of belonging within our school community. When supporting learners with SEND, we follow Hawkesley’s ‘Lighthouse Keepers’ Approach’ – to light the best route through stormy seas, enabling them to ‘*Let their Light Shine*’ (Matthew, 5:16) and to ‘*Live Life in its Fullness for All*’ (John, 10:1-10). We recognise that all learners have the same end points, but their journey in reaching that point may look different, as we look to provide them with the support and tools, they need to achieve their greatest aspirations – ‘*Therefore welcome one another as Christ has welcomed you, for the glory of God*’. (Romans, 15:7).

Policy Aims & Objectives

The school’s SEND policy sets out to achieve the following aims:

- To ensure that our school fully implements national legislation and guidance regarding pupils with SEND.
- Support and make provision for pupils with special educational needs and disabilities.
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND.
- Help pupils with SEND fulfil their aspirations and achieve their best.
- Help pupils with SEND become confident individuals living fulfilling lives.
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.

Legislation & Guidance

This 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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association with the Birmingham Diocesan Multi-Academy Trust (BDMAT).

Definitions

Definition of special educational needs:

The Code of Practice states that *"A pupil has SEN if they have 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."* (p. 15-16).

Definition of a disability:

The Equality Act 2010 defines disability as *"a physical or mental impairment" which "has a substantial and long-term effect on [the] ability to carry out normal day-to-day activities"* (6.1). 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Children and young people with disabilities do not necessarily have special educational needs, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision, this will also be covered by the SEN definition, although they may not have learning difficulties.

Pupils with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision. Care plans are also put in place to meet children's individual medical needs.

The 4 Areas of Need

The Code of Practice refers to four broad areas of need:

- **Communication and interaction:** These children have a difficulty in communicating with others. This may be because they have difficulty saying what they want, to understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autism including Asperger syndrome, are likely to have difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.
- **Cognition and learning:** Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) can affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional, and mental health difficulties:** (SEMH) Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- **Physical and sensory:** Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The purpose of identifying SEND is to work out what action the school needs to take to support the child, not simply to fit the child into a category. At Hawkesley Church Primary Academy, we identify the needs of children by considering the needs of the whole child, which includes not just their special educational needs.

Roles & Responsibilities

The SENCO

The SENCO at our school is Mr Adam Sale.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made.
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils.

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils with SEND up to date and accurate.
- Alongside the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- Alongside the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.
- The headteacher and teaching staff will identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

The Local Academy Board

The Local Academy Board will:

- Do all it can to make sure that every pupil with SEND gets the support they need.
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND.
- Make sure that the school has arrangements in place to support any pupils with medical conditions.
- Ensure the school provides access to a broad and balanced curriculum.
- Ensure the school has a clear approach to identifying and responding to SEND.
- Ensure the school provides an annual report for parents on their child's progress.
- Ensure the school records accurately and keeps up to date the provision made for pupils with SEND.
- Make sure that there is a qualified teacher designated as SENCO for the school, that the key responsibilities of the role are set out and the effectiveness of how these are carried out is monitored.

The SEND link governor

The SEND link governor is Mrs Khushboo Longhurst (Chair of Governors)

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The Headteacher

The headteacher, Miss Petrina Poleon, will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- Make sure that the SENCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated/scaffolded/adjusted to meet pupil needs through a graduated approach.
- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEN information report.
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them.
 - Discuss the activities and support that will help achieve the set outcomes.
 - Identify the responsibilities of the parent, the pupil, and the school.
 - Listen to the parents' concerns and agree with their aspirations for the pupil.

Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child.

- Asked to provide information about the impact of SEN support outside school and any changes in the pupils' needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- Given an annual report on the pupil's progress.
- Open Door Policy: parents are regularly invited to meet with teachers, TAs, the SENDCo and any external professionals to discuss their child's needs.
- Parents' evenings, celebrations and parent-child workshops.
- Parents collaborate with the SENDCO to develop the SEND Report, annually.

The school will consider the views of the parent or carer in any decisions made about the pupil.

The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupils' views will be considered in making decisions that affect them, whenever possible.

SEN information report

As a school, we publish our SEN information report on our website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

This is written and updated in collaboration with parents of SEND pupils, annually.

Please find our SEN information report here: [PowerPoint Presentation](#)

Identifying Pupils with SEND and assessing their needs.

Children with SEND are identified in several ways:

- Skills and levels of attainment are assessed on entry, building on information from previous settings where appropriate.
- Class teachers make regular assessments of progress for all pupils, identifying pupils making less than expected progress given their age and individual circumstances. This includes progress in areas other than attainment, for example wider development or social needs. Progress of all children is also monitored by the senior leadership team.
- Parental/Carer concerns raised or shared with class teacher.
- We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

More specialised assessments from external agencies and professionals may be used for higher levels of need. The first response to any concerns raised will be high quality teaching in class, targeted at their areas of need. Where progress continues to be less than expected, staff might use formal and informal assessment information, diagnostic assessments, observations of children in class and the wider school, information from discussions with children, information from parents, information from previous settings and information from other agencies to help build a picture of the child to determine what support the child needs.

If the support needed can be provided by adapting the school's core offer, then a child might not be considered

SEND or placed on the SEND register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEND register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place.

Slower progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEND. The school has a 'monitoring' register which names pupils who may have had SEN Support in the past or who may not be making the expected progress.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN.
- They are known to external agencies.
- They have an education, health and care plan (EHCP)
- They have a SEN Support Plan (SSPP)

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Consulting and involving pupils and parents.

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider any concerns the parents have.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.
- We will formally notify parents if it is decided that a pupil will receive special educational provision.

As a school we support pupils and families by providing them with the following information

- Birmingham Local Offer [Local Offer Birmingham | SEND Advice and Information](#)
- The School's SEN Information report [PowerPoint Presentation](#)
- Signposts to outside agencies such as SALT, Early Help, CAT, LlaSS, EPs.
- Admission arrangements and where they can be found on the school website.
- How pupils with SEN can access exams and other assessments
- Transition plans

A Graduated Approach to SEN support

We use the graduated approach cycle of 'Assess, Plan, Do, Review' to identify pupils' needs, set targets and plan appropriate support, implement support (including high quality teaching in the classroom) and review the pupil's progress and the impact of the support provided.

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP), Communication Autism Team (CAT) and Pupil, School Support (PSS).

Plan: Where SEN Support is required the teacher and SENDCo will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on

progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil daily. She/he will also liaise closely with support staff or specialists who provide support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance, and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed regularly by the teacher, SENDCo, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

Levels of Support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduate approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

SEN Support Provision Plans (SSPP)

SSPPs are a Birmingham-based document. They are used for demonstrating the provision in place for children and young people where the needs are complex and require multi-agency involvement, but where the provision does not require an EHCP to support delivery within a mainstream setting. The SSPPs are designed for you to be able to build up a picture of need and provision over time as well as to support effective information sharing across the schools or setting.

You can find more information on Birmingham's Local Offer: [SEN Support Provision Plans | Local Offer Birmingham](#)

Education, health, and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

The Waves of Intervention

Special Educational Provision occurs in 3 stages: Universal, Targeted and Specialist.

Universal:

Responsibility at this stage lies primarily with the class teacher and refers to the differentiated curriculum assessed by all pupils. At this stage, pupils may need some extra resources or equipment to assist and enhance their learning. At this stage the teacher will:

- Identify the child who may need some additional support.
- Discuss with parents at a general level.
- Raise an initial concern with the SENDCO.
- Collect relevant information about the child using school-based assessment tools.

- Provides small group or 1:1 learning support throughout the day.
- Provide interventions or support plans to meet the primary need.
- Monitor and review the child's progress.

Targeted:

This is a significant stage for pupils with SEND to move onto as it usually involves support from specialist services. Please see the local authority offer (on our website) for the specialist services which we may refer needs to. The class teacher will work with the SENDCO to:

- Liaise with parents and external professionals for proposed interventions.
- Allocate specific resources for individual.
- Provide SEN support teaching if available/appropriate.
- Take responsibility for the child's SEN record and regularly update the SEN register.
- Provide interventions with specific targets linked to the child's primary need on the provision map and monitor outcomes on a termly basis.

If, after targeted support the child makes adequate progress, they may then be returned to the Universal support wave. However, if the child makes very little or no progress within their primary need, it may be necessary to move onto the specialist support stage or to apply for an SSPP or an EHCP.

Specialist:

If the school-based stages of assessment, support and intervention are not successful and the child is showing signs of more complex needs, the SENDCO (Mr Sale) will support parents in applying for an SSPP or an EHCP, if they so wish.

The SENDCO will liaise with parents/carers, the Head Teacher, the Class Teacher, and any specialist support to send the child's evidence to panel to support this process. Close liaison with the school's Educational Psychologist and Local Authority are essential. The panel will then be decided whether the child should be assessed for an EHCP, or they may recommend further school input and ask the school to consider a re-referral later if concerns are still arising.

Criteria for exiting the SEND register

When the relevant members of staff and outside agencies feel that a child with a SEN has achieved his/her targets and is attaining in line with National Age-Related Expectations and/or it is felt that their needs can once again be met through tailored high quality first teaching then the child is removed from the register and parents are informed.

Children will be removed from the SEND register when:

- they have sustained good progress over a period, and it is felt that they are able to maintain this progress with quality first teaching; and/or
- they no longer require provision different from or additional to that normally available to pupils of the same age and no longer meet the definition of having special educational needs.

Parents will be involved in this decision and informed of the provision that will be available to the child as part of quality first teaching. The child may continue to receive targeted support if they are attaining slightly below age-related expectations. High quality teaching will continue to be differentiated to meet their needs. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, using regular assessment, analysing the results within Toolkit Tracker to track progress over time
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil voice at the center of our approach
- Monitoring by School Leaders through regular learning walks, book looks and pupil voice.
- Class Teachers receive tailored, weekly instructional coaching to support the development of their practice.
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents during termly SEND meetings where the Needs Based Plan is agreed.

SEND Pupil Profiles

All children on the SEN register have a SEND Pupil Profile. This is created by the SENDCO and class teacher and is reviewed with parents and children, termly.

The 2-page profile details how they learn, build relationships and what types of things need to be accessible to them in their environment. It also contains their current targets, two academic and one personal.

These are shared and agreed with parents every term during a 10min SEND Parents' Evening appointment with their class teacher.

Expertise and training of staff

Training will regularly be provided to the teaching and support staff. School Leaders and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

All teaching staff receive regular SEND focus CPD. Additional more in-depth training is delivered during INSET days, or dedicated staff training sessions, where an area of development has been identified. School dedicates a entire half-term's worth of staff CPD to SEND annually, this is provided by the SENDCo, alongside external agencies, such as: SALT, Educational Psychologist, Beacon SEMH support, CAT and LLaSS.

Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Communication Autism Team (CAT)
- Language, Learning and School Support (LLaSS)
- Beacon, SEMH & Behaviour Support Service

Admission and accessibility arrangements

- Please refer to the information contained on our school website. [Policies – Hawkesley Church Primary Academy – Birmingham Diocesan Multi-Academy Trust](#)

- The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Accessibility arrangements

- The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils.
- The facilities you provide to help disabled pupils access your school, including the provision of auxiliary aids and services.
- How to find your school's accessibility plan. It should cover how you will:
 - Increase the extent to which disabled pupils can participate in the curriculum.
 - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide.
 - Improve the availability of accessible information to disabled pupils.

Please find our Accessibility Plan on our School Website: [Policies – Hawkesley Church Primary Academy – Birmingham Diocesan Multi-Academy Trust](#)

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the academic year.
- How early pupils are identified as having SEND.
- Pupils' progress and attainment once they have been identified as having SEND.
- Whether pupils with SEND feel safe, valued, and included in the school community.
- Comments and feedback from pupils and their parents.

Monitoring the policy

This policy will be reviewed by the Local Academy Board annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

Complaints about SEND provision.

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the Class Teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENDCO (Mr Sale) in the first instance. They will be handled in line with the school's complaints policy.

[Policies – Hawkesley Church Primary Academy – Birmingham Diocesan Multi-Academy Trust](#)

If the parent or carer is not satisfied with the school's response, they can escalate the complaint to the Head Teacher (Miss Petrina Poleon) or the SEN Governor (Mrs Khushboo Longhurst). In some circumstances, this right also applies to the pupil themselves.

Safeguarding

Please refer to the schools' safeguarding policy to see how the school safeguards the needs of all children including those with SEN.

[Policies – Hawkesley Church Primary Academy – Birmingham Diocesan Multi-Academy Trust](#)

Policy Updated: September 2025

Agreed by: Local Academy Board Members October 2025

Review Date: September 2026

