



## **SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY**

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**SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY**

**Hopebright School**

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## **1. Aims and Objectives**

Hopebright School is an independent specialist SEND school. Our core purpose is to provide high-quality specialist education for pupils with special educational needs and disabilities, including those with Education, Health and Care Plans (EHCPs), in a safe, nurturing and structured environment.

Our aims are to:

- Identify needs early and accurately through robust assessment and review
- Deliver highly personalised provision matched to each pupil's profile of need
- Ensure pupils' voices are heard and inform planning
- Work in partnership with parents, carers and local authorities
- Deliver a broad, balanced and ambitious curriculum adapted to need
- Maintain high expectations for progress, independence and preparation for adulthood
- Review EHCP outcomes in line with statutory timescales
- Ensure staff receive specialist SEND training
- Maintain an accurate provision map and intervention model

## **2. Vision and Values**

At Hopebright School, our mission is to enable pupils with SEND to thrive academically, socially, emotionally and functionally.

We recognise that our pupils may present with complex and overlapping needs, including autism, SEMH needs, speech, language and communication needs, sensory processing needs and associated learning difficulties.

We are committed to:

- Dignity and respect
- Inclusion and belonging
- Therapeutic and trauma-informed practice
- High aspirations and achievement
- Safeguarding and wellbeing
- Preparation for adulthood and independence

### **3. Legislation and Guidance**

This policy is written with regard to:

- Part 3 of the Children and Families Act 2014
- SEND Code of Practice (2015)
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Independent School Standards Regulations 2014
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children (current edition)

As an independent school, Hopebright School complies with the Independent School Standards and Ofsted regulatory requirements relating to quality of education, welfare, health and safety, safeguarding and accessibility.

#### **4. Inclusion and Equal Opportunities**

Hopebright School is committed to equality of opportunity and anti-discriminatory practice.

We ensure pupils are not disadvantaged because of:

- Disability
- Sex
- Race
- Religion or belief
- Sexual orientation
- Gender reassignment

We make reasonable adjustments under the Equality Act 2010 and maintain an Accessibility Plan.

All pupils have equitable access to:

- Curriculum
- Therapies
- Enrichment
- Community experiences
- Careers education
- Preparation for adulthood pathways

## **5. Definitions**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Hopebright School specialises in supporting pupils across four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (SEMH)
- Sensory and/or physical needs

The school primarily supports pupils with complex SEND profiles and may admit pupils with EHCPs where Hopebright School is named by the Local Authority.

## **6. Roles and Responsibilities**

### **The SENCO**

The SENCO at Hopebright School is:

#### **Mr Arshad Ashraf**

The SENCO will:

- Oversee day-to-day SEND provision
- Coordinate EHCP implementation and annual reviews
- Liaise with families and local authorities
- Coordinate specialist interventions and therapy input
- Monitor progress and impact of provision
- Maintain SEND records
- Support staff training and development
- Ensure compliance with SEND and Equality legislation

### **The Proprietor/Governors**

The Proprietor/Governors will:

- Monitor the effectiveness of SEND provision
- Ensure compliance with Independent School Standards
- Monitor safeguarding, accessibility and equality duties
- Review SEND outcomes and strategic priorities

### **The Headteacher**

The Headteacher will:

- Have overall accountability for SEND provision
- Ensure pupils receive appropriate provision
- Ensure staffing and training are sufficient
- Ensure curriculum access for all pupils
- Oversee EHCP implementation and annual review compliance
- Monitor quality assurance systems

### **Teachers**

Teachers are responsible for:

- High-quality adaptive teaching
- Monitoring progress
- Implementing provision plans
- Working with therapists and support staff
- Contributing to review cycles

### **Parents and Carers**

Parents and carers are partners in the SEND process and are involved in:

- Reviews

- Planning
- Outcomes setting
- Annual EHCP reviews

### **Pupils**

Pupils are central to decision-making and will contribute to:

- Reviews
- Goal setting
- Personalised planning

## **7. SEN Information Report**

Hopebright School publishes an annual SEN Information Report on its website in line with SEND Regulations 2014.

This outlines:

- Types of SEND supported
- Identification systems
- Intervention pathways
- Specialist staffing
- Accessibility arrangements
- Complaints procedures

## **8. Our Approach to SEND Support**

Hopebright School uses a graduated approach:

### **Assess**

Assessment includes:

- Baseline academic assessments
- Therapeutic assessments
- Behavioural assessments
- Sensory profiling
- Communication assessments

### **Plan**

Provision planning includes:

- EHCP outcomes
- Individual Education Plans (IEPs)
- Provision Maps
- Behaviour Support Plans
- Therapy targets

### **Do**

Provision may include:

- Small class teaching
- 1:1 intervention
- Speech and Language Therapy
- Occupational Therapy
- Emotional regulation support
- Social communication programmes
- Life skills curriculum
- Community access

### **Review**

Reviews take place through:

- Termly review meetings
- Annual EHCP reviews
- Multi-disciplinary meetings
- Progress reporting

## **9. Expertise and Training of Staff**

Hopebright School maintains a specialist workforce trained in:

- Autism practice
- Team Teach
- Trauma-informed practice
- Speech and language strategies
- Sensory regulation
- Safeguarding
- Positive behaviour support
- Therapeutic approaches

Staff training is monitored through the school CPD programme.

## **10. Links with External Professional Agencies**

Hopebright School works with:

- Speech and Language Therapists (SaLT)
- Occupational Therapists (OT)
- Educational Psychologists
- Clinical Psychologists
- CAMHS
- Social Care
- School Nursing Teams
- Local Authority SEND Teams
- Early Help Services

This ensures multi-agency support for pupils and families.

## **11. Admissions and Accessibility Arrangements**

Admissions are managed in line with the school's Admissions Policy.

Hopebright School considers whether it can meet need safely and effectively before offering a placement.

The school maintains an Accessibility Plan covering:

- Physical environment
- Curriculum accessibility
- Information accessibility

Hopebright School does not unlawfully discriminate in admissions.

## **12. Complaints About SEND Provision**

Complaints about SEND provision should follow the Hopebright School Complaints Policy.

Parents may contact:

**Headteacher / Complaints Lead**

[complaints@hopebrightschool.co.uk](mailto:complaints@hopebrightschool.co.uk)

Formal complaints relating to SEND will be managed in accordance with the school's formal complaints procedure, which complies with the Independent School Standards Regulations.

## **13. Monitoring and Evaluation Arrangements**

The Headteacher and SENCO monitor:

- Quality of provision
- Progress against EHCP outcomes
- Intervention effectiveness
- Attendance
- Behaviour and wellbeing
- Safeguarding trends
- Staff training needs

This policy is reviewed annually.

## **14. Links with Other Policies and Documents**

This policy should be read alongside:

- SEND Information Report
- Accessibility Plan
- Admissions Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Equality Policy
- Attendance Policy
- Complaints Policy
- Medical Needs Policy

## **Appendix A – Hopebright SEND Provision Map**

Hopebright School maintains a live SEND Provision Map detailing universal, targeted and specialist interventions across:

- Cognition and Learning
- Communication and Interaction
- SEMH
- Physical and Sensory Needs
- Pastoral Support

This provision map is reviewed termly by the SENCO, Headteacher and therapy team to ensure provision remains effective, responsive and compliant with EHCP outcomes and Independent School Standards.