
Lamledge School – Special Educational Needs and Disabilities (SEND) Policy

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School Arrangements

This policy should be read in conjunction with the Equality Statement and Accessibility Plan.

At Lamledge School, we value the abilities and achievements of all our students and are committed to providing each student with the best possible environment for learning. As a specialist school for young people with Social, Emotional and Mental Health (SEMH) difficulties, all students are on the SEND register, and the majority have an Education, Health and Care Plan (EHCP).

This policy recognises the entitlement of all students to a balanced, broadly based curriculum, relevant to their needs. Our SEND policy reinforces the need for teaching that is sensitive to, and takes account of, the complex needs of our students, whilst providing an appropriately modified, robust, and challenging curriculum tailored to the individual child. The Governors, Headteacher and Senior Leadership Team will ensure that appropriate provision is made for all students.

The SEND Aims of the School

- To ensure that all students have access to a broad, balanced curriculum, modified as appropriate.
- To provide a differentiated curriculum suited to individual needs and abilities.
- To ensure the identification of all students requiring SEND provision as early as possible, usually upon entry, based on information from previous schools.
- To ensure that parents and carers are kept fully informed of their child's progress and attainment.
- To ensure that students with SEND are actively involved in decisions affecting their education.
- To contribute to a clear pathway of support for students with SEND up to the age of 25.

- To demonstrate a commitment to an inclusive culture where all our young people are valued, can participate fully in school life and are supported to achieve positive educational, social, emotional and preparation for adulthood outcomes.
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Definitions

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

A child of compulsory school age or a young person 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 facilities generally provided for others of the same age in mainstream schools or post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to, or different from, that made generally for others of the same age by mainstream schools, maintained nursery schools, post-16 institutions, or relevant early years providers.

A child under compulsory school age has SEND if they are likely to fall within the above definition when they reach compulsory school age or would do so if special educational provision were not made (Section 20, Children and Families Act 2014).

Disabled children and young people

Many children and young people with SEND may also have a disability under the Equality Act 2010 – defined as:

“...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.”

- *Long-term* is defined as a year or more.
- *Substantial* is defined as more than minor or trivial.

This includes sensory impairments (e.g. sight or hearing loss) and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is significant overlap. Where a disabled child requires special educational provision, they are also covered by the SEND definition.

Roles and Responsibilities

The Role of the SENDCo

The SENDCo plays a crucial role in SEND provision, working with the Local Authority and Leadership Teams to determine the strategic development of policy.

Responsibilities include:

- Overseeing day-to-day implementation of policy.
- Coordinating provision for students with SEND.
- Advising and supporting teachers and support staff.
- Managing classroom support.
- Overseeing student records.
- Liaising with parents and carers.
- Contributing to staff training.
- Liaising with schools, external agencies, LA support services, health and social services, and voluntary bodies.

The SEND Code of Practice states: *“All teachers are teachers of SEND.”* All staff are responsible for planning and making provision for SEND students in their classes, supported by the SENDCo.

The Role of the Senior Leadership Team (with support from our Clinical Team).

Responsibilities include:

- Ensuring provision is of high quality.

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- Ensuring a 'responsible person' informs all staff working with students with EHCPs.
 - Ensuring inclusion of students with SEND in all school activities.
 - Having regard to the Code of Practice.
 - Developing, monitoring and reviewing the SEND Policy.
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The Role of the Class Teacher and Support Staff

Responsibilities include:

- Following school procedures for identifying, assessing, and supporting students with SEND.
 - Being accountable for the progress of SEND students in their classes.
 - Collaborating with the SENDCo on actions and support required.
 - Sharing relevant student information with the SENDCo.
 - Developing individual learning targets with the SENDCo.
 - Delivering learning targets daily within differentiated plans.
 - Building positive relationships with parents and carers.
 - Contributing to the development and review of the SEND Policy.
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The Role of the Headteacher

Responsibilities include:

- Managing all aspects of the School, including SEND provision.
- Keeping the Senior Management Team updated on SEND.
- Working closely with the SENDCo.
- Informing parents and carers when SEND provision is in place for their child.

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- Ensuring strategies are in place to encourage parent/carers involvement.
- Ensuring full implementation of the SEND Code of Practice (2014).

Admissions

Admission arrangements do not discriminate against students with SEND, in line with the Equality Act 2010 and the SEND Code of Practice.

Identification, Assessment and Review

Children's needs fall into four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

All teachers are responsible for identifying students with SEND and working with the SENDCo to ensure early intervention.

Early Identification

The School uses information from Local Authorities, previous schools, assessments, and parents/carers, alongside:

- Educational Psychologist assessments.
 - Teacher observations.
 - Screening and diagnostic tests.
 - National Curriculum results.
 - Student portfolios.
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Intervention and Provision

Nature of Intervention

Actions may include:

- Additional staff support.
- Provision of alternative learning materials or equipment.
- Group support.
- Extra adult time for planning and monitoring interventions.
- Staff training.
- Access to specialist advice.

SEND Provision

Student data and assessments inform differentiated programmes. Records are used to:

- Provide curriculum starting points.
- Identify support needs.
- Monitor learning difficulties.
- Involve parents/carers in a joint approach.

Range of Provision

- Full-time class education with differentiated curriculum.
- Support within Student Support Services.
- Targeted 1:1 support.

Monitoring Student Progress

Adequate progress is defined as progress which:

- Narrows or prevents the attainment gap.
- Matches or betters peer progress from the same baseline.
- Improves upon previous rates of progress.
- Ensures curricular access.
- Improves self-help, social or behavioural skills.

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Where additional support is required, the SENDCo works with staff, parents and the Clinical Team (including SALT, OT, psychologists, therapists).

If a student does not already have an EHCP, the School will liaise with parents/carers and the Local Authority about statutory assessment.

Record Keeping

The SENDCo maintains records including:

- Parental input.
- Progress and behaviour data.
- Student views.
- Health/social service information.
- Agency reports.

Progress is reviewed through assessments, reviews (PEPs, Annual Reviews, CLA Reviews), and termly meetings with tutors, keyworkers and parents.

Individual Learning Plan (ILP)

Reviewed formally twice yearly (and informally ongoing), the ILP includes:

- Three short-term targets (linked to EHCP if relevant).
- Strategies for students and teachers.
- Provision and methods of teaching/behaviour management.
- Review date and success criteria.
- Recorded outcomes.

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The School may request an assessment from the Local Authority when sustained intervention has not resolved concerns. Supporting information includes IPPs, reviews, assessments, health data, parental and student views, and professional reports.

Where granted, an EHCP outlines learning objectives, which inform IPP targets.

Annual Reviews

EHCPs are reviewed annually. Reviews involve parents/carers, students (where appropriate), staff, Local Authority representatives, and relevant professionals.

The review assesses progress, provision, and the continuing suitability of the EHCP. Reports are submitted to the Local Authority.

Curriculum Access

The School promotes inclusion through:

- An inclusive ethos.
- A broad and balanced curriculum.
- Early identification of barriers.
- High expectations and targets.

Students with SEND are fully integrated into classes and school life.

Evaluating Success

Success is measured through:

- Monitoring of classroom practice.
- Data analysis.
- Achievement of ILP targets.
- Self-evaluation and review.

- Feedback from staff, parents, students and professionals.

Staff Development and Appraisal

All staff receive ongoing professional development relating to SEND, inclusion, adaptive teaching, trauma-informed practice and safeguarding. Some of our CPD delivered by the SENDCo provides INSET, resources and ongoing support, have included;

- Attachment disorder
- Adaptive Practise
- Neurodiversity and diagnosis
- Emotion coaching
- Positive behaviour support
- EHCP navigation and pupil planning

New staff receive SEND training during induction.

Links with External Agencies and Outside Support

The School works with:

- Educational Psychologists.
- CAMHS
- Clinical Multi-disciplinary Team (SALT, OT, therapists).
- Medical officers.
- Sensory impairment services.
- Physiotherapists.
- Local Authority and Social Services.
- Local Authority Virtual schools
- Specialist Services.

- Careers and transition services (Future Focus).

Partnership with Parents and Carers

Strong partnerships with parents and carers are central to student success. Parents/carers bring unique insight into their child's needs and are fully involved in decision-making.

The School provides access to the Local Authority's Parent Partnership Service for impartial advice and support.

Voice of the Child

Students are involved in decisions about their education from the earliest opportunity. They are encouraged to share their views, make choices, and pupil participation in EHCP reviews, PEPs and TAC meetings if relevant. These views are collected termly across the whole school cohort. This is personalised to the young person depending on their learning need. This may be done using written questions or collected using visuals to record views

Students over 16 are consulted directly about their education and provision.

Preparation for Adulthood (PfA)

Preparation for Adulthood is embedded throughout the curriculum and wider school experience. We aim to develop pupils' independence, resilience, self-advocacy and confidence, enabling them to achieve positive outcomes in adulthood. Planning is centred around each pupil's strengths, aspirations and long-term goals, particularly from Year 9 onwards.

Our PfA provision focuses on four key areas:

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Employment and Further Education: Pupils are supported to develop career aspirations, employability skills, decision-making, and an understanding of future education, training and employment opportunities.

Independent Living: Pupils develop practical life skills, personal responsibility, independence, safety awareness and the confidence to manage everyday challenges.

Community Inclusion: Pupils are encouraged to build positive relationships, take part in community activities, develop social communication skills and contribute meaningfully to society.

Health and Wellbeing: We support pupils to develop emotional resilience, self-regulation, healthy lifestyles and the confidence to access support when needed.

As a specialist SEMH setting, we place particular emphasis on emotional wellbeing, attendance, engagement, positive relationships, safe decision-making and successful transitions into further education, employment and adult life. A trauma-informed and person-centred approach underpins all Preparation for Adulthood planning.

References

- SEND Code of Practice (2014)
 - Children and Families Act (2014)
 - Equality Act (2010)
 - Care Act (2014)
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