

Special Educational Needs and Disability Policy



Approved by:

Local Governing Board

Date: November 2024

A handwritten signature in black ink, which appears to read "Maureen O'Hara", is written on a white rectangular background.

Next review due by: November 2025

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1.0 Principles and Aims

1.1 Our SEND policy follows the Lynch Hill Enterprise Academy principles of:

A commitment to being at the cornerstone of new educational reforms and to delivering outstanding provision for young people.

A belief that the vast majority of learning needs can be supported through high quality teaching, which engages and motivates students using adaptations and adjustments as required. We recognise that to meet their potential, some students may require support in addition to that which is available through high quality teaching and adaptation.

Inclusive provision for all students. This requires the participation and support of everybody at Lynch Hill Enterprise Academy. Whilst responsibilities are allocated in this policy, it is everyone's responsibility to ensure students are treated fairly and that their individual needs are met.

Providing a safe and supportive environment, focused on realising academic potential and developing happy, confident, well-rounded young people who can go on to be successful in higher education, training and the working world.

1.2 At Lynch Hill Enterprise Academy, our mission is to:

Aspire: To be the best you can be

Achieve: High achievement is the shared responsibility of all.

Succeed: To aim for success in academic, personal and future work life, and for this aim to be a personal and collective endeavour.

1.3 The aim of this Special Educational Needs and Disability Policy is to ensure consistency in a whole school approach to:

1. The definition and identification of Special Educational Needs and Disability.
2. The provision for students with Special Educational Needs and Disabilities.
3. The responsibility of teachers for their students with Special Educational Needs and Disabilities.

1.4 Through the application of this policy, we wish to:

- a) Ensure compliance with Children and Families Act 2014 and SEND Code of Practice 2015.
- b) Work closely with the Slough Borough Council's SEND team and comply with locally agreed policies and procedures.

- c) Ensure all staff implement the school's SEND policy consistently – fully endorsing our belief that every teacher is a teacher of every child or young person including those with SEND.
- d) Ensure any discrimination or prejudice is eradicated.
- e) Ensure all students have access to an appropriately differentiated curriculum.
- f) Recognise, value and celebrate students' achievements at all levels.
- g) Work in partnership with parents /carers in supporting their child's education.
- h) Guide and support all school staff, governors and parents in SEND issues.
- i) Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- j) Provide appropriate resources to ensure their maximum and proper use.
- k) Involve the student in the process of identification, assessment and provision and to ensure that the student is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.
- l) To provide a Special Educational Needs and Disability Co-coordinator (SENDCO) who will work with the SEND Policy.
- m) To provide support and advice for all staff working with special educational needs students.
- n) Provide SEND students with opportunities to pursue their career of interest, by ensuring they choose the correct curriculum pathway and liaising with their SEND Advisor, parents and career advisor.
- o) Ensure SEND students are provided with high quality teaching, differentiated for individual pupils. The majority of pupils can make progress thorough such teaching. Where a pupil is not making adequate progress, teachers will work with the SENDCo on planning support and teaching strategies.

2.0 Legislation and Guidance

This policy complies with the statutory requirement in the SEND Code of Practice 0-25 years (2015) and has been written with reference to the following guidance and legislation.

- Equality Act (2010)
- SEND Code of Practice 0 – 25 Years (January 2015)
- Children and Families Act (2014)

- Statutory Guidance on Supporting students at school with medical conditions
- December 2015.

3.0 Definitions

A child or young person has SEND if they have a learning difficulty or disability which calls for special education 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 or mainstream post-16 institutions.

Special education provision is that which is additional to, or different from, that provided for others of the same age in mainstream schools.

Sometimes, students need to be supported for a short period of time to help them overcome a particular, transitory difficulty. Other students need continuous support throughout their whole time at school.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...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’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition 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 such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

SEN Code of Practice, January 2015, p.15 – 16 (Department for Education).

4.0 Roles and Responsibilities

4.1 The SENDCO

The SEND coordinator (SENDCO) Simon Calvert, is responsible for:

- a) Working with the Head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- b) Assessing the specific needs of students with SEND (this includes application for Statutory Assessment), leading to the issue of an Education and Health Care Plan as deemed necessary and in agreement with the school's Educational Psychologist.
- c) Liaising with partner primary schools to aid transition for students with SEND and to ensure continuity of support.
- d) Liaising directly with the Local Authority from Year 9 regarding transition at the end of Year 11 to further education opportunities including 6th Form, College and apprenticeships for those students with an EHCP.
- e) Ensuring that additional targeted support is mapped to and provided for students who need it through Provision Mapping.
- f) The day-to-day operation of the school's SEND policy.
- g) Leading and managing the team of teaching assistants.
- h) Liaising with and advising class teachers, heads of year and heads of department.
- i) Maintaining the SEND register and the records of all students with SEND.
- j) Working with parents of students with SEND.
- k) Liaising with staff in school to ensure that provision for students with SEND is effective and well-coordinated.
- l) Liaising with external agencies including the Educational Psychology Service, medical authorities, Social Care and voluntary bodies.
- m) Contributing to CPD training for all staff.
- n) Attending/holding review meetings of SEND students where appropriate, including those students with an Education and Health Care Plan.

- o) Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

4.2 The SEND Governor

The SEND Governor, Patricia Turner, has regard to the SEND Code of Practice when carrying out duties towards all students with SEND. Consequently, it is her responsibility to:

- Meet regularly with The SENDCO to ensure the necessary provision is made for students with SEND.
- Determine the Academy's general policy and approach to students with SEND in Cooperation with the Head teacher and SENDCO.
- Ensure that the teachers are aware of the importance of identifying and providing for those students with SEND.
- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents.
- Ensure that the school's progress in implementing the policy and its impact on students are regularly reported to the Governing Body.
- Ensure that parents are notified of a decision by the school to make SEND provision for their child.
- Ensure that students with SEND are included as far as possible into the activities of the school.
- Consult with the LA and the governing bodies of other schools, when appropriate, in the interests of coordinated SEND provision in the area.

4.3 Class Teachers

Each class teacher is responsible for:

- The progress and development of every student in their class.
- Working closely with learning support assistants, specialist staff or the SENDCO to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review student progress / development and to identify changes to provision.

4.4 Learning Support Assistants

There are a number of Learning Support Assistants (LSAs) who work within the classroom with targeted students or small groups of students outside the classroom, as directed by the SENDCO.

All Learning Support Assistants are line-managed by the SENDCO.

5.0 Monitoring Arrangements

This policy will be reviewed annually. It will also be updated if any changes to the information are made during the year.

All changes and updates will be approved by the governing board.