

Part of the Slough and East Berkshire CofE Multi Academy Trust
Lynch Hill School Primary Academy

SEND Policy

We Aim High, Work Hard, Care Deeply



Member(s) of Staff Responsible	Mrs L. Tomlinson and Mrs C Seaman
Position	Headteacher and SENDCo
Overviewed by LGB	Mrs D. Fletcher (Chair of Governors)
Updated	September 2025
Date of next review	September 2026

1. Aims

Our SEND policy aims to:

- Set out our vision and principles for how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles, responsibilities and expectations of all members of staff involved in providing for pupils with SEND

Rationale:

- At Lynch Hill we have a consistent whole school approach to meeting the educational needs of our children. All teachers are teachers of pupils with special educational needs
- The principles of this policy are based on equal access of opportunity to the national curricula, including the early years foundation stage Statutory framework, the code of practice and all other aspects of school life. This is irrespective of a pupil's abilities or individual differences, and they are encouraged to develop to their full potential
- Lynch Hill is committed to meeting the individual needs of all children, recognising that some of our children will need special provision during their time in school. The type of provision will vary greatly from child to child and may be of a temporary nature or a more permanent need
- At Lynch Hill we follow a policy of early identification and early intervention of any special needs, following the SEN Code of Practice (2015) and working through the different stages of support as appropriate
- we recognise the importance of identifying a child's strengths and building on these, often using their strengths to support development in their areas of need
- We work collaboratively with parents and carers of children with special educational needs who are fully involved in the identification of the needs of their child and encouraged to play an active part in supporting their child's development and progress
- We work in close partnership with other professional agencies that can support both the school and the family in the work with the individual child

2. Legislation and guidance:

- This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation: Eton Porny C. of E. First School SEND POLICY Page 2 of 10 SEND Policy 2024
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEND 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

3. Inclusion and Opportunities

At Lynch Hill we are committed to creating an inclusive teaching environment that offers all pupils, regardless of their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

4. Definitions

DfE (2017) definition of special educational needs

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

- behaviour or ability to socialise, for example they struggle to make friends
- reading and writing, for example because they have dyslexia
- ability to understand things
- concentration levels, for example because they have ADHD
- physical ability

This is the definition used in the most recent SEN code of practice, which was published in 2014.

It says:

A child or young person 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 most 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

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 other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Children must not be regarded as having difficulty learning solely because the language or form of language of their home is different from the language in which they will be taught.

Legal definition of Disability

You're disabled under the [Equality Act 2010](#) if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The DfE and the SEND Code of Practice identify four main areas of SEND which are:

- Social, emotional and mental health needs (SEMH)
- Communication and interaction needs (SCLN)
- Physical and sensory needs
- Learning and cognition

5. Roles and responsibilities

5.1 The SENDCo

The SENDCo is Mrs C Seaman and the assistant SENDCo is Miss Stacey Dean.

They, with the support of the wider Inclusion team will:

- Work with the headteacher and SEND governor to plan the strategic development of the SEND policy and the provision in 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 SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options, and a smooth transition is planned
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

5.2 The SEND Governor

The SEND Governor will:

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

5.3 The Governing Body:

School Governing Bodies have statutory responsibilities to ensure that the special educational needs of all children in their school are met. Under Section 157 of the 1993 Education Act, LEA and Governing Body must, by law, have regard to the provisions of the "Code of Practice on the Identification and Assessment of Special Educational Needs" all are elements from paragraph 2.6 of the Code of Practice.

The Governing Body must:

- Do their best to secure that the necessary provision is made for any pupil who has SEND.

- Secure that, where the “responsible person” - the head teacher or the appropriate governor - has been informed by the local authority that a pupil has special needs, those needs are made known to all who are likely to teach him or her.
- Consult the authorities, as appropriate, the Funding Authority, and the governing bodies of other schools when it seems to them necessary or desirable in the interests of coordinated SEND provision in the area as a whole.
- Ensure that the pupil joins in the activities of the school together with pupils who do not have disabilities or special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources (Code of Practice 1994, section 2.6).

5.4 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

5.5 Class teachers

Every class teacher is responsible for:

- 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 how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil’s progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5.6 Parents and 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:

- Asked to provide information about the impact of SEN support outside school and any changes in the pupil’s needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

5.7 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
- Attending review meetings
- Giving feedback on what works best for them in the classroom

The pupil’s views will be considered in making decisions that affect them, whenever possible.

6. SEND Information Report

6.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder (ASC) and speech, language and communication difficulties (SLCN)
- Cognition and learning including but not limited to moderate and specific learning difficulties.
- Social, emotional and mental health difficulties, for example attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and physical disabilities

6.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special education provision is required, then teachers will follow the school's **graduated response**. This is in order to allow us to provide focussed interventions as part of a tiered response. Using an '**Assess, Plan, Do, Review**' approach the provision offered to pupils is regularly reviewed to ensure it remains appropriate and involves the views and the wishes of the pupil and their parents. This may also include involvement from external professionals where additional support is required.

6.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parents' views and concerns are considered
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

6.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle as outlined below:

Graduated Response

The graduated approach has four stages of action:

- assess

- plan
- do and
- review

The **assess** stage is used to identify a child's needs, this may include the teachers' assessment and experience of the pupil, their previous progress and attainment or behaviour, the individual's development in comparison to their peers, the views of the pupil and parents. The initial assessment is reviewed and where a professional assessment is required a referral will be made. The **plan** stage is where outcomes and steps are planned, and these will consider the views of the child. Interventions are selected to best meet the identified outcomes. During the **do** stage, the SENDCo oversees the implementation of interventions or programmes. The effectiveness of the intervention or support on the child's learning is **reviewed** and evaluated. Changes to outcomes are agreed with parents and the next steps are planned.

6.5 Supporting pupils moving between phases and preparing for adulthood

For children starting our Nursery, our staff conducts a home visit. The visit is a very useful way of identifying with the parent if there are any concerns about the child starting school. It provides a very effective method of putting into place interventions at a very early stage in the child's life if appropriate and necessary.

Transition is important in every year group at Lynch Hill School and as soon as Term 3 begins, staff meet to discuss, plan and write transition plans for individual children. These meetings are often overseen by a member of the inclusion team who will pass on any records or other information.

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible. This includes a 'meet the teacher' afternoon as part of a whole class as well as visits to the new class with a familiar adult either on a one to one basis or as part of small group. Children may also be provided with social stories or a transition booklet with details and photos of their new class and teaching staff.

If your child is moving to another school:

- We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- Where possible we will attempt to arrange visits.

6.6 Our approach to teaching pupils with SEN

The atmosphere within the school will promote a happy, sensitive, secure and stimulating learning environment ensuring the most effective learning. We as a school understand that children learn best when they feel happy, secure and can access the support they need. The school will ensure there is quality teaching throughout the school. We believe in the principle that good practice for SEND pupils is good practice for all pupils. Adopting this ideal across the school ensures that children are not made to feel singled out for receiving additional provision. Instead, there is a focus on Quality First Teaching.

Approach to SEND: Lynch Hill is a mainstream school and will make SEND provision for children who need support which is additional to or different from other children of the same age to enable them to learn.

- Children with SEND will receive support that is tailored to their individual need, although the following support is common practice within Lynch Hill Primary School:
- Children with Speech and Language Therapy programmes may receive direct 1:1 or small group support from a suitably trained staff member;
- Children may receive small group support in-class from a teaching assistant;
- Children with difficulties in specific areas (for example, reading) may receive small group support outside class from a teaching assistant;
- Children with Physiotherapy or Occupational Therapy programmes may receive 1:1 or small group support from a suitably trained staff member;
- Children with advice from the Educational Psychologist may receive differentiated learning tasks from the class teacher;
- Children with social, emotional or mental health difficulties may receive direct work 1:1 or in a small group from a teaching assistant or outreach worker, or 1:1 with a drama therapist.
- Children with visual or hearing impairment may receive differentiated learning tasks from the class teacher or direct work from a specialist teacher.

Individual learning styles: The school will promote a happy atmosphere where developing independence is vital to accessing the curriculum and experiencing success in the classroom. The Inclusion Team and class teachers are all committed to finding out how individual children learn best and applying this creatively. This ensures the delivery of an appropriate, engaging and relevant curriculum which meets the needs of the child.

Quality first teaching: The school will endeavour to ensure SEND pupils are making progress at a similar rate to their peers. They will receive quality first teaching, appropriately differentiated to their needs and additional provisions as required, considering professional recommendations. There is no stigma or assumption associated with receiving additional support, instead the focus is on all children making progress to fulfil their potential.

Early identification and sharing best practice: Teachers will meet at least weekly to discuss their year group and share good practice. This is an opportunity to share the successes the children have had, and which strategies are working well. If a child is still struggling to make progress despite all the efforts of the class teacher, then an observation will be undertaken. This early identification allows for us to respond to individual's needs in a timely manner. We will actively seek the pupil's and parents' thoughts about their learning and try to establish how they feel we can best support them.

SEND monitoring: The SEND monitoring process ensures that the Inclusion Team maintains a list of children who are currently receiving SEND support. This list is checked and adjusted regularly so that children are correctly identified. Teaching staff contribute to this list, and other professional and parental views are always taken into account. The school recognises the importance of early identification of need. The SEND alert system is a formal way of logging concerns and tracking the pupil's support so far and these are reviewed weekly. Data and the SEND register are reviewed termly in conjunction with teachers.

SEND register: The Inclusion Team will review the SEND register in conjunction with staff teams termly. Children can be added or removed any point throughout the year, following a discussion with parents or carers. All children on the SEN register will receive provision which will be recorded on the whole school provision map and shared with parents via their Individual Provision Map (IPM). In addition to the SEN register, the Inclusion Team monitors the progress of children who may need support in the future.

Provisions: Support will be offered to children to respond to their needs. Provisions offered to children are varied and can include in class, small group, 1:1, after school clubs or with external professionals. The provision offered is based on the observed needs. This can be from the school-based observations or from those detailed in professional reports. Support is graduated so that it is appropriate and ensures that previous interventions/provisions have been delivered effectively and reviewed before additional provision or involvement is sought. i.e. It is not appropriate to involve an Educational Psychologist or refer to CAMHS when concerns are first raised. This is because:

- a. these processes take time and in the meantime the child is without support
- b. earlier school-based intervention may be effective and therefore Educational Psychologist or CAMHs involvement may not be required
- c. these agencies expect the school to have responded to the needs and evidenced what has already been put in place to support the child and that it has not been effective and therefore further involvement is required
- d. agencies become overwhelmed with referrals, slowing response times

Additional provision is part of a continual assessment and review process which includes the views of parents and the child at each stage.

Working together: The SEND team will maintain excellent relationships with outside agencies. Where necessary and possible, the school is always willing to seek advice from other professionals and is committed to gathering evidence regarding a child's needs and making timely referrals.

Educational Health Care Plan (EHCP) applications: The school will follow the guidelines issued by the local authority when taking decisions about whether to apply for an Educational Health Care Plan. An Educational Health Care Plan application can only be made by the school when it can be evidenced that all other options have been exhausted. Parents will be involved in this process throughout.

The code of practice states:

9.14 In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to:

- evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress
- information about the nature, extent and context of the child or young person's SEN

- evidence of the action already being taken by the early years provider, school or post-16 institution to meet the child or young person's SEN
- evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies

Further information can be found in the local offer:

<https://www.sloughfamilyservices.org.uk>

Applications for children with EHCPs must go through the Local Authority, rather than normal admissions, to allow for a consultation process to take place. The school will consider each pupil with an EHCP on an individual basis, reviewing the plan to determine whether we would be able to meet the child's needs.

The involvement of the governing body in the SEND process and policy is to ensure the consistent and effective delivery of our aims and objectives. This is a continual monitoring and consultation process, designed to hold the Inclusion team to account and ensure that children receive the best possible support and care while at Lynch Hill.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

6.7 Expertise and training of staff

The SENCO Mrs Charley Seaman is an experienced teacher and has acquired the national award for SEN Coordination (NASENCO) qualification. They are allocated three days per week to manage SEND provision with the assistance of Ms Stacey Dean for two days per week. Ms Cathy Dyde our Early Years Inclusion Lead oversees the SEN provision for our early years pupils.

In school, we have staff who are trained Nurture practitioners and are able to support children with a range of social, emotional and behavioural needs. Staff throughout the school have undertaken a Level 2 qualification in understanding Autism. Although there is no commissioned speech and language therapy service for children and young people attending Slough mainstream primary schools, as a school, we have an Early Years toolkit 'WellComm' which allows Early Years staff to provide individual assessment and unique interventions to suit the child's current communication and understanding. In addition to this, we have staff who provide Speech Links interventions. We currently have drama therapy, play therapy, Lego therapy, counselling and Emotional Literacy Support Assistants offering therapeutic emotional and social interventions.

6.8 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after six weeks
- Using pupil and parent questionnaires
- Monitoring by the inclusion team

- Using provision maps to measure progress
- Termly meetings to discuss individual provision maps, support plans and annual reviews for pupils with EHC plans

6.9 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

1. All children will be able to access and enjoy a rich, creative, broad and relevant education regardless of age, gender, race or creed.
2. We aim to encourage independence, responsibility, self-esteem and respect by allowing children to realise the contributions that they make to their learning, the school and the local community.
3. We aim to ensure that every child accesses the National Curriculum and are committed to delivering effective provision according to each child's individual needs.
4. We aim to meet Special Educational Needs and Disability (SEND) through an inclusive whole school approach.
5. We aim to embed an understanding in all staff members that Special Educational Needs and Disabilities may arise at any time during a pupil's school career.
6. We aim to ensure that all children receive provision through 'quality first teaching' and a graduated response to identify needs.
7. We aim to work efficiently and effectively with families and outside agencies to provide the necessary support, information and specialist help.
8. The Governors aim to ensure that all children have access to all elements of the curriculum and are committed to the effective implementation of the policy.
9. All of our extra-curricular activities and school visits are available to all our pupils, including our before and after school clubs.
10. All pupils are encouraged to go on our residential trips and participate in sports days, learning presentations and festivals.
11. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

6.10 Working with other agencies

The role of external agencies is broad and varied. They have a crucial part to play in the full integration of pupils into mainstream education. Such services may include:

- Educational Psychologist
- Physiotherapist
- School nurse
- Specialist teacher of children with hearing, visual, speech and language impairments. (as provided by Sensory Consortium)
- Attendance officer

- Occupational Therapist
- Social Care
- Specialist teachers from the Teaching and Support Service
- Services Supporting Behaviour (SEBDOS)
- Child Mental Health / Paediatricians, etc.

Information about a child may be passed on to other agencies involved with the child. It is important to ensure that all professionals working with a child regularly meet to share information and review the work they are doing.

6.11 Admissions and inclusions

Pupils with SEN are admitted to the school on the same basis as any other child as per the admissions policy. A parent, of a child with an EHCP, that wishes to send a pupil to Lynch Hill School Primary Academy, must alert the Local Authority before an application can be considered. On receiving the plan, the Inclusion Team must consider whether the school is able to meet the needs of the pupil. Pupils with an Education Health Care Plan (EHCP) have a priority of admission, as per the Admissions Policy.

6.12 Complaints about SEN provision

Guidelines have been laid down with respect to complaints procedures within the school and the school will always try to adhere to these. Lynch Hill School Primary Academy will make its best endeavours to meet the requirements of pupils with special educational needs. Should parents of children with Special Educational Needs and Disability have a complaint about the school's provision it is envisaged that, in most cases, it should be possible to resolve the matter through informal discussion with the class teacher or the Inclusion Team. Parents are welcome to speak to the Inclusion Team, by telephone or to make an appointment at a mutually convenient time.

If parents are dissatisfied with the outcome, the complaint should be addressed to the Headteacher. If parents still feel the matter has not been resolved to their satisfaction, the Governing Body may be contacted. A copy of the curriculum complaints procedure is available from the school.

6.13 Contact details of support services for parents of pupils with SEN

Special Education Needs & Disability Team
 Slough Borough Council
 Observatory House
 25 Windsor Road
 Slough
 SL1 2EL
 01753 787676
sendteam@slough.gov.uk

Slough SEND Information Advice and Support Service (SENDIAS)
 01753 787693 sediass@slough.gov.uk

Parent Partnership Service 01753787693

6.14 Further Information

Special educational needs and disability Code of practice 0:25 years
[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/send-code-of-practice-0-to-25-years)

A guide on the support system for children and young people with special educational needs and disability (SEND).

[SEND: guide for parents and carers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/send-guide-for-parents-and-carers)

Supporting pupils with medical conditions at school

[Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/supporting-pupils-with-medical-conditions-at-school)

Keeping children safe in education

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/keeping-children-safe-in-education)

6. Monitoring arrangements

This policy and information report will be reviewed by the schools SENCO and inclusion team annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility
- Behaviour
- Equality

Last reviewed: September 2025