Special Educational Needs and Disability (SEND)

Approved by: Mr C Thomas (Headteacher)	**Date:** March 2026
SENDCo: Raquel Robles	
Next review due by: March 2026	

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Principles

Lynch Hill Enterprise Academy is committed to providing an inclusive, ambitious and supportive learning environment in which all students are enabled to achieve their full potential. We recognise that students have diverse needs and that, at different points in their school journey, some may require additional provision in order to access learning successfully.

We believe that high-quality teaching is the foundation of inclusive practice. The vast majority of learning needs can be met through adaptive, well-planned classroom teaching. However, where students require provision that is additional to or different from that ordinarily available, the school will implement a structured and graduated response to ensure that barriers to learning are identified and addressed.

Inclusion at LHEA is a shared responsibility. While specific roles are outlined within this policy, all staff are accountable for ensuring that students with SEND are supported effectively, treated with dignity and respect, and provided with equal access to opportunities within school life.

Aims

The purpose of this policy is to ensure a consistent and rigorous whole-school approach to the identification, assessment and support of students with Special Educational Needs and Disabilities. The school aims to secure positive academic, social and personal outcomes for students with SEND through high expectations, early identification and evidence-informed provision.

Through a structured graduated approach, the school seeks to remove barriers to learning, promote independence, and prepare students for successful transition into further education, employment and adulthood. This policy also aims to clarify roles and responsibilities, ensure statutory compliance, and embed accountability for the progress and wellbeing of students with SEND across all levels of the organisation.

Legislation and statutory guidance

This policy complies with:

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

- Special Educational Needs and Disability Regulations 2014
- Teachers' Standards (2012)
- Supporting Pupils with Medical Conditions (DfE)
- Keeping Children Safe in Education

The school will use its "best endeavours" to secure appropriate provision for students with SEND.

This policy should be read in conjunction with:

- SEND Information Report
- Behaviour Policy and Statement of Behaviour Principles
- Child Protection & Safeguarding Policy
- Equality Information & Objectives Policy
- Accessibility Plan
- Admissions Policy

Definition of SEND

A student is identified as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made.

A student 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 educational facilities generally provided for others of the same age in mainstream schools.

SEND is categorised into four broad areas of need:

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

These categories are not fixed labels but provide a framework for understanding and responding to individual need.

Identification of SEND

Identification of SEND is a dynamic and ongoing process. The school uses a range of qualitative and quantitative information to identify potential barriers to learning.

This may include:

- Transition information from primary schools
- Baseline assessments and reading age data
- Ongoing assessment and progress monitoring
- Behaviour and attendance data
- Teacher referral
- Parental concerns
- Student voice
- Advice from external professionals

Slow progress alone does not automatically indicate SEND. Before identifying a student as requiring SEND support, the school will consider whether high-quality teaching has been appropriately implemented.

Where evidence demonstrates that provision additional to or different from that ordinarily available is required, the student will be placed on the SEND register following consultation with parents.

Students may be removed from the SEND register where evidence indicates that additional provision is no longer required to secure progress.

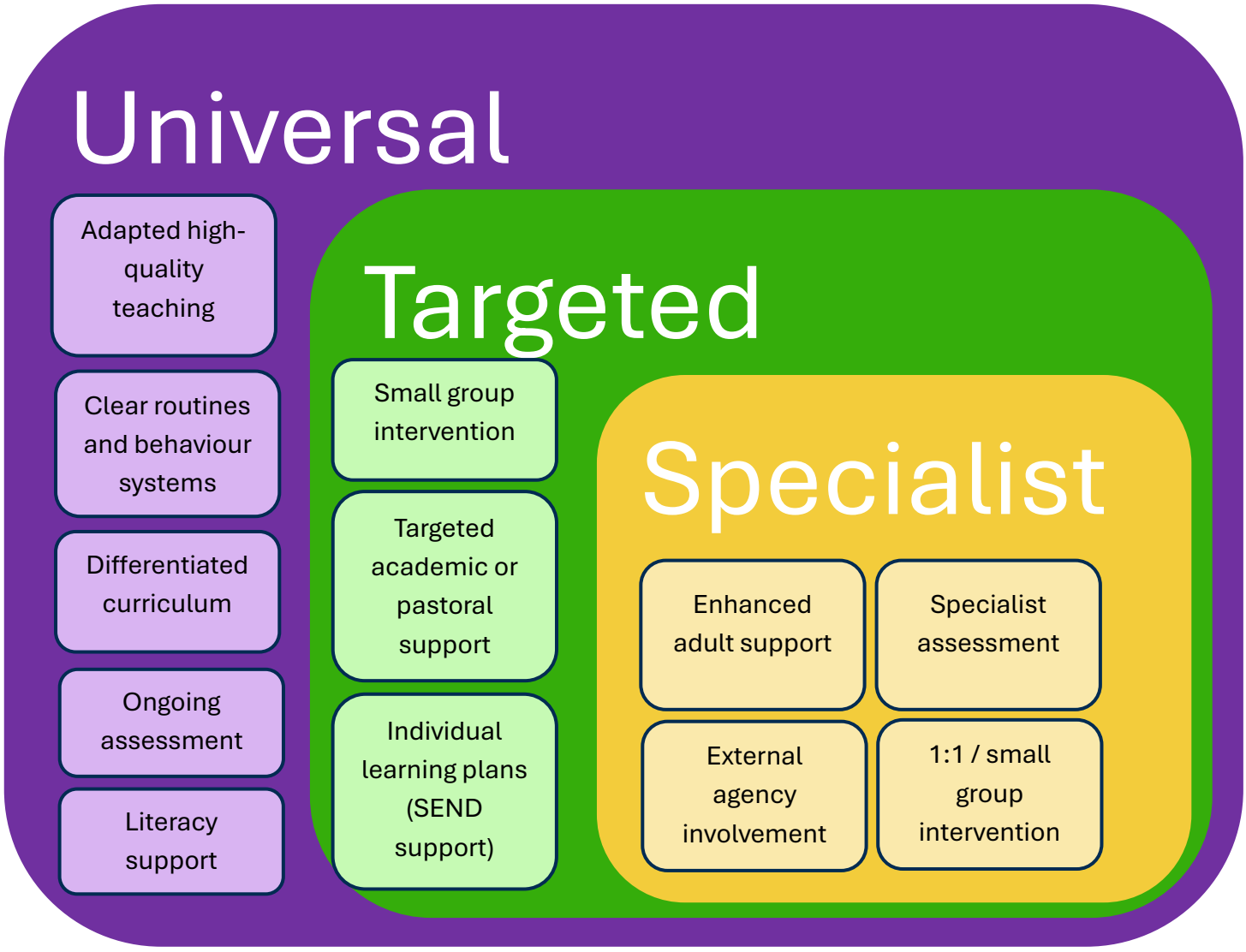
The graduated approach

LHEA follows a structured graduated approach in line with the SEND Code of Practice. This ensures provision is proportionate, responsive and regularly reviewed.

Provision is delivered through a three-tiered model:

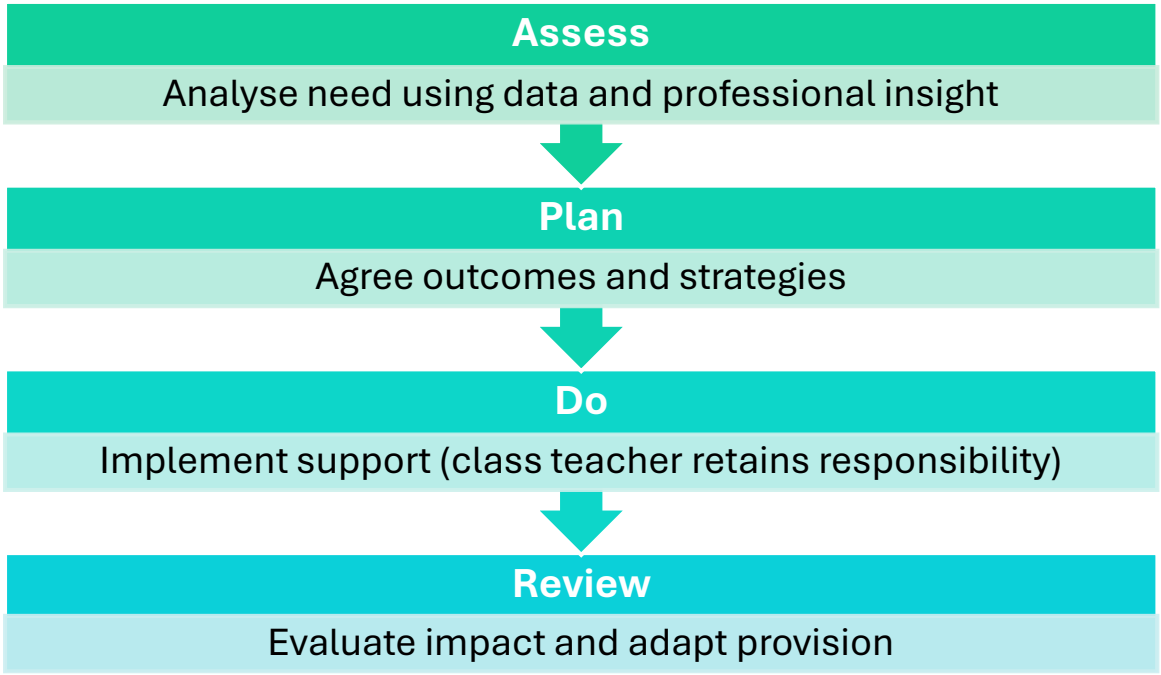
- **Wave 1: Universal Provision (High Quality Teaching)**
    - All students receive inclusive, adaptive teaching. This represents the school's normally available provision.
- **Wave 2: Targeted Provision**
    - Where a student does not make expected progress despite high-quality teaching, additional targeted support may be implemented. This provision is time-limited and outcome-focused.

- **Wave 3: Specialist Provision**
    - Where needs are significant and persistent, more personalised and sustained support may be required. Where appropriate, students may access short-term structured internal support to address specific barriers and enable successful engagement with mainstream learning.



Assess–Plan–Do–Review

Provision is delivered through a cyclical process:



Education, Health and Care Plans (EHCPs)

Where a student demonstrates significant and sustained need despite graduated support, the school may request an Education, Health and Care Needs Assessment.

Applications will demonstrate:

- Evidence of graduated response
- Impact of interventions
- Consultation with parents
- Professional advice

Students with EHCPs will receive provision in line with Section F of their plan and will have their progress reviewed annually.

Roles and responsibilities

The Governing body	Ensure compliance with statutory duties Monitor SEND provision and outcomes Appoint a governor with responsibility for SEND
The Headteacher	•Overall responsibility for SEND provision •Ensures that appropriate resources and staffing are in place
The SENDCo	Overseeing day-to-day implementation of SEND policy Maintaining the SEND register Coordinating provision and external referrals Supporting staff Monitoring impact Reporting to senior leaders and governors
Teaching staff	Delivering high-quality inclusive teaching Implementing agreed strategies Monitoring student progress Engaging in review processes

Monitoring and evaluation

The effectiveness of SEND provision is evaluated through:

- Termly analysis of progress data
- Attendance and behaviour monitoring
- Review of intervention impact
- Annual Reviews for EHCP students
- Learning walks and quality assurance processes
- Feedback from students and parents

The SENDCo reports regularly to the Senior Leadership Team and the Governing Body.

Provision is adapted where evidence indicates limited impact.

Staff development

The school prioritises continuous professional development in relation to SEND. Training is informed by:

- Monitoring outcomes
- Emerging student needs
- National guidance
- School development priorities

Whole-school and targeted training ensures that staff are equipped to deliver inclusive teaching.

Admissions

The school is inclusive and admits students in accordance with its Admissions Policy.

Where a student has an EHCP, the school will work collaboratively with the Local Authority to determine whether it can meet the student's needs.

Partnership with parents and external egencies

The school values strong partnerships with families and external agencies.

Parents are involved in:

- Review meetings
- Target setting
- Annual Reviews
- Ongoing communication

The school works collaboratively with:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- CAMHS
- Local Authority SEND services

Complaints

Concerns regarding SEND provision should initially be raised with the SENDCo.

If unresolved, complaints should follow the school's formal complaints procedure.

Review of policy

This policy will be reviewed annually and approved by the Governing Body.