

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 2026
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1. Aims

Our Special Educational Needs and Disabilities 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 are based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice (2015)** and comply fully with the following legal frameworks:

- **The Children and Families Act 2014 (Part 3):** Sets out the school's statutory responsibilities for pupils with SEND and disabilities.
- **The Special Educational Needs and Disability Regulations 2014:** Sets out the school's obligations regarding Education, Health and Care (EHC) plans, the role of the Special Educational Needs Co-ordinator (SENCO), and the publication of the SEND Information Report.
- **The Equality Act 2010 (Section 20):** Outlines the school's legal duty to make reasonable adjustments for pupils with disabilities to ensure they are not disadvantaged.
- **The Public Sector Equality Duty (Section 149 of the Equality Act 2010):** Requires the school to eliminate discrimination, advance equality of opportunity, and foster good relations between individuals who share a protected characteristic (including disability) and those who do not.

- **The School Admissions Code:** Enforces the school's statutory obligation to admit all pupils whose EHC plan names Lynch Hill School Primary Academy, ensuring no child is unfairly disadvantaged due to their additional needs.
- **The Governance Handbook:** Outlines the specific oversight and accountability roles expected of the school governors regarding SEND provision.

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

Statutory Definition of Special Educational Needs (SEN)

In accordance with the statutory **Special Educational Needs and Disability (SEND) Code of Practice (2015)**, 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 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.
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

For children aged two or older, special educational provision means educational or training provision that is additional to, or different from, that made generally for other children of the same age in mainstream schools. For a child under two years of age, it means educational provision of any kind.

Statutory Definition of Disability

Under the **Equality Act 2010**, pupils are considered to have a disability if they have a physical or mental impairment that has a **substantial and long-term adverse effect** on their ability to carry out normal daily activities.

The school will make **reasonable adjustments** for pupils with disabilities to ensure they are not placed at a substantial disadvantage compared to their peers.

The Four areas of Need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that span across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	DESCRIPTION
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum (ASC) and those with Speech, Language, and Communication Needs (SLCN) typically fall into this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties (SpLD) Affecting one or more specific aspects of learning, such as dyslexia, dyscalculia, and dyspraxia • Moderate learning difficulties (MLD) • Severe learning difficulties (SLD) • Profound and multiple learning difficulties (PMLD) Where pupils have severe, complex learning difficulties alongside physical disabilities or sensory impairments
Social, emotional and mental health (SEMH)	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example challenging, disruptive or disturbing behaviours, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

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 under **Section 69 of the Children and Families Act 2014** to ensure that the special educational needs of all children in their school are met. The Governing Body must have clear regard to the provisions of the statutory **SEND Code of Practice (2015)**.

The Governing Body must:

- **Secure Necessary Provision:** Do their best to ensure that the necessary special educational provision is made for any pupil who has SEND.
- **Share Critical Information:** Ensure that where a pupil has been identified as having SEND, those needs are made known to all staff who are likely to teach or support them.
- **Promote Collaboration:** Consult with the Local Authority, the Multi-Academy Trust, and the governing bodies of other local schools when necessary to ensure coordinated SEND provision across the area.
- **Ensure Full Inclusion:** Ensure that pupils with SEND join in all school activities together with pupils who do not have additional needs, as far as is reasonably practical and compatible with the child receiving the necessary provision, the efficient education of others, and the efficient use of resources.
- **Publish Statutory Data:** Ensure the school publishes and annually updates the SEN Information Report on the school website, as required by the SEND Regulations 2014.

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

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains. All information on this page and any other policies are available as a printed hard copy **free of charge upon request** from the school reception.

7. Our Approach to SEND Support

7.1 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

7.2 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 on a half-termly basis 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, 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.

7.3 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.

7.4 The Graduated Approach to SEND Support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded using Insight Tracker, and will be made accessible to staff in an individual provision map and or support plan where required.

Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home as part of IPM meetings.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date on a termly basis.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support considering the pupil's progress and development, and in consultation with the pupil and their parents/carers.

7.5 Levels of Support

SEND Support (SEND K)

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan (EHCP)

Pupils who need more support than is ordinarily available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the Local Authority (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

7.6 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including the use of provision map data
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

8. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

9. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support, we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

10. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. Specialist training will also be arranged for pupils with specific needs.

11. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Specialist teachers
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services
- The Integrated Support Service (SEND teacher advisors)
- Social, Emotional, Behavioral Difficulties Outreach Service (SEBDOS)

12. Admission and Accessibility Arrangements

12.1 Admission Arrangements

Lynch Hill Primary Academy manages all standard and in-year admissions directly. We are an inclusive school and welcome applications from all children. Pupils with SEND are evaluated using the exact same fair, non-discriminatory oversubscription criteria as all other applicants. No child will be disadvantaged or penalized during the admissions process due to an identified special educational need or disability.

Pupils with SEND but without an EHC Plan

For children who have special educational needs or disabilities but do not hold an EHC plan, applications must be made **directly to the academy** using our own application forms. These applications will be processed by our internal admissions team and assessed strictly against our published oversubscription criteria.

Pupils with an EHC Plan:

The statutory admission process for children with an Education, Health and Care (EHC) plan is separate from the school's standard direct application process. If a parent requests that our school is named in their child's plan, the **Slough Borough Council SEND Team** (or the child's home Local Authority) will issue a formal consultation to the Academy Trust. In accordance with Section 39 of the Children and Families Act 2014, if our academy is formally named on the EHC plan following this consultation, we have a statutory duty to admit the child. These pupils are allocated places before any other children are considered from our standard waiting list.

12.2 Accessibility Arrangements

The school publishes an Accessibility plan on its website, which sets out the steps taken to prevent disabled pupils from being treated less favourably than other pupils and the facilities provided to help disabled pupils access the school, including the provision of auxiliary aids and services.

The plan will be updated annually and as soon as possible after any changes to the information it contains.

13. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher, SENCO or headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

14. Monitoring and evaluation arrangements

14.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

14.2 Monitoring the policy

This policy will be reviewed by C. Seaman (SENDCo) **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

15. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

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