



**SEND Policy  
Lilford Centre**

2021/2022


## Policy issue and updates

<b>Pages</b>	<b>Issue No.</b>	<b>Date</b>
Whole Document – new format and template used.	1	January 2016
Cover Page - logo	2	February 2016
Whole document – checked and revised where necessary	3	August 2016
Whole document – annual review and revision where necessary	4	September 2017
Whole document – annual review	5	August 2018
Whole document – annual review	6	August 2019
Whole document – logo change and annual review	7	August 2020
Whole document – annual review	8	August 2021

The following policy has been approved by the Senior Leadership Team and the Executive Team.

The policy will be reviewed on an annual basis unless circumstances arise requiring the policy to be reviewed earlier.

Approved by Executive Team: August 2021

Board signatory: 

Planned review: August 2022

## 1. Policy overview

- 1.1 We aim to enable equality of access to the whole curriculum and to all of the opportunities and experiences provided by the school. The aims and objectives of the education offered by the school are the same for all students.
- 1.2 We are committed to the principles of inclusive education, in that all students regardless of special educational needs and/or disabilities (SEND) have the right to access the whole school curriculum.
- 1.3 We consider the education of all students, including those with SEND, to be the responsibility of all members of staff and aims to promote greater understanding of SEND.
- 1.4 We aim to provide a learning environment in which all students feel equally valued and staff will actively promote such a positive climate throughout the school.
- 1.5 Students with SEND will be educated alongside their peers, where this is compatible with their needs, the education of other students and the efficient use of resources. Where withdrawal from the usual classes is necessary, it will be done for short term or specific reasons.
- 1.6 We aim to ensure appropriate provision for all students with SEND as necessary, to enable each student to develop to his or her maximum potential. Where necessary, Special Arrangements for Public Examinations may be applied for.
- 1.7 We encourage and support the involvement of parents of students with SEND in their child's education and to work in partnership with them.

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## **2. Definition of special educational needs and/or disability (SEND)**

- 2.1 A student is considered to have Special Educational Need or Disability (SEND) if he or she has a learning, emotional, behavioural or physical difficulty or need, which calls for special educational provision to be made for him or her.
- 2.2 A student is considered to have such a need if he or she has significantly greater difficulty in accessing learning than the majority of children of the same age, or has a disability, which either prevents or hinders him or her from making use of the educational facilities generally available for students of the same age.
- 2.3 Our SEND Policy covers students with a statutory statement of Special Needs or Education, Health & Care Plan (EHCP).

## **3. Responsibilities of the Head Teacher and Head of**

- 3.1 To promote the effective management, implementation and review of the SEND policy in accordance with all relevant statutory requirements.
- 3.2 To provide reports for the Executive Team to include;
  - the number of students currently at each stage on the register;
  - the gender and year groups to which students belong;
  - objective data, where available, about students' test scores;
  - significant developments and problems affecting the operation of the SEND policy.
- 3.3 We will be responsible, through a designated member of the Executive Team, for the day to day operation of the procedures necessary to implement the SEND policy. This will include;
  - The co-ordination of the provision for students with SEND including deployment of specialist teacher support and mentor time;
  - Maintenance of the SEND register and associated record keeping requirements from the Code of Practice;
  - The organisation and conduct of annual reviews for students with Education, Health and Care Plans (EHCP);

- Advice and support to the schools examination officer on special arrangements for public examinations and to apply these arrangements accordingly;
- Liaison with parents/carers and those of prospective students with SEND;
- Liaison with external agencies, schools and LA advisors as appropriate and any other agencies concerned with the SEND of individual students;
- Liaison, advice and support for staff on SEND matters and contribution to in-service training of staff as appropriate. Ensuring that each Head of School assists effective liaison with the National SEND Coordinator and dissemination of ideas and information;
- Attendance at conferences on implementation of the Code of Practice and current legislation as necessary;
- Advice to the leadership team on the deployment of learning support staff and responding to the developing role of the mentor.

3.4 The Head Teacher, Head of School and National SEND coordinator are responsible to the Executive Team for the effective management of the SEND policy by;

- Ensuring that arrangements to meet the policy's objectives are in place and working satisfactorily.
- Ensuring regular reporting to the Executive Team on the implementation of the policy, to include:
  - o The nature of SEND within the school
  - o The general responses of the students on the register to the SEND provision
  - o The nature of the work of the designated person and members of the learning support team and the results of the coordinating and monitoring activities of the designated person.
  - o The communication and record keeping systems within the school which keeps members of staff informed of individual needs of students.
  - o The adequacy and effectiveness of the resources devoted to SEND by the school and of those provided by outside agencies.
  - o Any general issue arising from the operation of the SEND policy.

## **4. Responsibilities of the Executive team, governance board and proprietor**

4.1 The statutory duties of the Group Board of Directors, Proprietor and the Executive Team towards students with SED include:

- The appointment of a SEND executive to provide governance

- The opportunity for SEND issues to be reported to the whole local governing board at each full board meeting. Such reporting may be through the appropriate sub-committee.

## 5. Review Procedures

- 5.1 The SEND register will be reviewed annually and updated as and when new students start. This is based on an update of the student review sheet by all teaching staff. Students may be added to or taken from the register at any time during the following consultation between the appropriate staff as well as following the SEND register review. Students without a diagnosed need may be placed on the SEND register if they are receiving any additional support outside of the normal school offer which enables them to access the curriculum.
- 5.2 The school recognises that parents/carers may choose to approach external assessment centres at their own expense and will endeavour to respond sympathetically to such assessments where resources allow.
- 5.3 Information and guidance about all students on the SEND register is provided for all staff. Parents/carers will be kept informed of where students are on the register and when the school is making special educational provision for their child.
- 5.4 The SEND register shows students at different stages of concern, in accordance with the criteria. Those students with a significant level of SEND and meeting specific criteria will have an Individual Education Development Plan (IEDP) drawn up, formulated by the designated person in cooperation with the relevant staff and support agencies where appropriate. The IEDP will be reviewed termly and parents/carers will be consulted as part of the review process.
- 5.5 If the LA considers that a student 's SEND may be such that he/she may need to have an EHCP, it makes an assessment of the student's SEND to which the school contributes educational advice. Such an assessment may be requested by the school or parents/carers. If the LA concludes that an EHCP is needed it must specify both the student's SEND and the provision required to meet those needs.
- 5.6 Students with an EHCP provided before coming to us will have an annual review of that plan. If the student is on roll at Progress Schools, we will organise and lead on the review with support from the SEN Coordinator at the LA.

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- 5.7 The school values communication with all parents/carers and contact with the designated person is welcomed should any particular concerns arise. The designated person will also initiate contact with parents/carers should the need arise.
- 5.8 The school will respond professionally and fully to any questions or complaints from parents relating to the school's responsibility for meeting the child's SEND needs. The response will come in the first instance from the student's form teacher and the designated person. If the matter is not resolved, the school complaints policy and procedure will be followed.

## **6. Links with other education institutions**

- 6.1 The purpose of such links is to facilitate the smooth transfer of students from one educational establishment to another and where practicable to share resources and expertise. The school will seek to identify and use possibilities for cooperating with other schools or units by sharing SEND expertise, information or resources, as appropriate.
- 6.2 All referring schools are required to forward to the school records of each students, including details of any SEND provision which the school have made. All referring schools are visited/communicated with by a member of staff as part of the student's induction programme and SEND information about future students will be noted at this time.

## **7. Parental support**

- 7.1 Occasionally we use external speakers to enhance our delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures.