



# SEND Policy

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| Written                     | September 2026         |
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| Ratified by Governing Board |                        |
| Date of review              | September 2027         |
| Signed - Chair of Governors | A Hicken<br>C Chandler |

## Special Educational Needs & Disability Policy

### Introduction.

The Governing body are required to publish information about how provision is made to meet the special educational needs of pupils and this policy contains the necessary information. Lindens Academy operates its policy, provision and practice in accordance with the Special Educational Needs and Disability (SEND) Regulations 2015.

Lindens Academy places great importance on striving to meet needs of all children and fully recognises that some children will require additional help to access the curriculum and fully participate in learning. Every effort is made to ensure that children with SEND engage in the activities of the academy alongside pupils who do not have SEND. However, in exceptional cases alternative provision may be implemented.

We will always ensure that children and parents are actively involved in decision-making with regards to the provision provided for their child.

### Aims and Objectives for SEND provision.

All Staff and the Governing body at Lindens will endeavor to meet the Special Educational Needs of all pupils at the academy. This will be achieved by:

- Admitting pupils to Lindens according to the Admission Policy and welcoming all pupils, including those with SEND.
- Enabling all pupils to be offered access to a broad, balanced and relevant curriculum with the appropriate degree of social and educational inclusion.
- Enabling **teachers** to make appropriate provision for all their pupils through the provision of appropriate support, information and advice.
- Monitoring all pupils' progress to ensure SEND are identified as early as possible.
- Providing an Individual Support Plan (ISP), through a graduated response process when required, with targets that are additional to or different from the adapted curriculum lesson planning that is part of mainstream classroom provision.
- Developing a partnership between parents, pupils and the Academy, in which each has an active role to play in the education of special or additional needs.
- Developing a wide community involvement for pupils with special educational needs through multi agency partnerships and initiatives to the benefit of pupils.

### This policy will identify how the Academy will:

- Implement procedures for assessment, identification and provision for pupils with special educational needs according to the Special Educational Needs and Disability Regulations 2015.
- Communicate the procedures identified in this policy to all those involved in the process.
- Review the provision at least termly

### **The role of the Governing Body**

The Governing body has important statutory duties towards pupils with SEND.

- The Governing body, working in partnership with the Executive Headteacher, have responsibility for the Academy's policy and approach to meet the needs of SEND pupils.
- Through the performance management process, the governing body will ensure that objectives for leadership and the Academy Development Plan include SEND.
- Through the Academy's self-review procedures and the SEND governor Lead, the Governing body will monitor the effectiveness of the Academies SEND policy and provision.
- The governors will have knowledge of the Academy's SEND provision, but a Governor will be designated to have specific roles for SEND.

The Governing body will publish information about the SEND provision and policy. The information will be published annually and changes/updates made as soon as possible. The information published will comply with the advice set out in the Special Educational Needs and Disability Regulations 2015.

### **The Executive Headteacher.**

The Executive Headteacher has responsibility for:

- Day to day management of all aspects of the Academies work including provision for pupils with SEND.
- Keeping the Governing Body informed as appropriate.
- Working closely with the SENDCo

### **The SENDCo.**

- The SENDCo is responsible for the operation of the Academies SEND policy, including efficient use of resources in making the appropriate provision for pupils with special educational needs, and they co-ordinate all special needs activity within the academy, including the liaison with other stakeholders within the SEND team.

The job description for the SENDCo's includes:

- The staffing arrangements for SEND support staff.
- Disseminating SEND information to support teaching staff and Learning Support Assistants.
- The management of SEND provision through the devolved SEND budget.
- Co-coordinating provision for pupils with SEND particularly through
  - **Assess - Plan - Do -Review approach**
- Liaising with and advising teachers and support staff.
- Contributing to in-service training.
- Liaising with external agencies and other schools/academies.

### **Teachers.**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants or specialist staff. Following the Quality First Teaching (QFT) approach

All teachers at Lindens Academy our teachers of pupils with **SEND** and have full responsibility for learning and progress of pupils in their classes. Responsibilities include:

- devising strategies and identifying appropriate methods of access to the curriculum by adapted lesson planning.
- delivering high quality teaching that is adapted for individual pupils.
- working with SEND pupils and providing further help on a daily basis.
- planning and delivering individual programmes particularly those identified in the IEPs
- complete 'Lindens Academy' termly reviews for all pupils with an ISP
- evidences individual programmes advised/recommended by outside agencies and reporting on the impact of the programmes/strategies
- In collaboration with Gemstones staff, the class teachers will ensure adapted work is accessible when returning to whole class learning.

### **Learning Support Assistants/Teaching Assistants**

Learning Support Assistants support the teaching and learning of individuals and groups of pupils. LSAs have responsibility for:

- supporting pupils in achieving targets identified in ISPs and Education Health Care Plan (EHCP)
- Adapted provision for groups of pupils
- preparing additional resources and materials to support learning where appropriate
- planning, with the class teacher as far as possible, their role in lessons which can best support SEND pupils.

- planning and evaluation of individual and group programmes.
- supporting the assessment of pupil progress
- reporting progress, alongside the class teacher, of pupil's who have identified SEND at least termly

### **Parents and Carers.**

Parents and Carers have a responsibility to communicate regularly with staff at the Academy and alert them to any concerns they may have about their child's learning, provision or any problems which may be affecting their child's learning. At Lindens we offer an informal parent group and workshop termly. This will give parents the opportunity to share experiences and meet with the SENDCo and her team and outside agencies who work with your children. In addition to workshops, alternative ways of communicating ISP targets will be discussed on individual basis if requested.

### **Pupils**

All pupils have a right to receive information about their provision, to express an opinion and to have that opinion taken into account in any matters affecting them. Pupils will then be encouraged to engage with any provision or arrangements made for them.

### **What is Special Educational Needs?**

Pupils have Special Educational Needs if they have additional needs or requirements which calls for Special Educational Provision being made for them.

Children make progress at different rates and in different areas throughout life. This may be affected by their health, attendance, difficulties in home circumstances, emotional well-being or other reasons. These reasons alone would not mean that a child has Special Educational Needs.

Pupils will not be regarded as having Special Educational Needs solely because their first language is not English.

### **Pupils will be identified with having a Special Educational Need if they:**

- have a significantly greater difficulty in learning than the majority of pupils the same age.
- have a disability which prevents or hinders them from making use of educational facilities provided for pupils of the same age.

### Identifying pupils who have SEND.

The first response to concerns raised about a pupil's progress will be high quality teaching targeted at their areas of need. This will be addressed through **QFT - Additional Needs**. Where the progress continues to be less than expected and an Assess - Plan - Do - Review process has been carried out, the teacher will liaise with the SENDco and any other identified external service to assess whether the child has SEND.

All pupils progress at different rates, but where pupils do not achieve adequate progress, despite having access to an adapted programme, then their parents and teachers will be informed that the pupil has special educational or additional needs. Appropriate provision to meet the pupil's needs will be identified and discussed with the pupil and parent.

### Lack of adequate progress may be identified by:

- Little or no progress despite the use of targeted teaching approaches.
- Significantly slower progress than that of their peers starting from the same baseline.
- Working at levels significantly below age expectations, particularly in
  - English or Maths.
- presenting with persistent emotional, Social or Mental Health difficulties, where numerous interventions have been deployed by the pastoral support team.
- Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment.
- Information received from a child's previous school/academy if the child transfers to Lindens from another school.
- Considering information and assessments received from other professionals eg, Health Service, Speech and Language Service, Educational Psychology Service, Occupational Health Service, Reflexions, CAMHS.
- Monitoring information of pupil progress in subjects or by class teachers, which may raise concern.
- Referral by class teacher/s who may have specific concerns (this is done via cause for concern paperwork, found on the staff drive. Information sharing regarding a specific concern can also be communicated through CPOMS and termly data progress meetings

*Lindens Academy follows a robust referral process - 'Waves of Intervention' (See Appendix One) which allows us to give the right intervention at the right time for all the pupils in our care. It provides us with a graduated approach to intervention with adequate support when necessary to ensure our pupils are receiving the best possible outcomes.*

### **Provision for pupils with Special Educational Needs.**

Provision is 'educational provision, which is additional and different to, or otherwise different from, the educational provision made for other pupils of the same age.' This may include.

- Access to specialist or adapted equipment or learning materials especially for Physically Impaired pupils or pupils with Hearing or Visual impairments.
- Additional regular individual or small group support (specifically for pupils with general learning difficulties and those with specific learning difficulties eg. Dyslexia/Dyspraxia.
- Access and referrals to specialist support from other agencies

This additional provision will be provided through an Assess - Plan - Do - Review - approach, providing a level and a type of support which will enable the pupil to achieve adequate progress. This provision will be identified and managed by the SENDCo and staff but will be planned and delivered by **teachers** and **support staff**

### **Identification and differentiated support.**

Prior to identification of SEND, a pupil will have had access to a adapted programme for at least 2 terms which may include:

- Targeted support by the class teacher within the classroom environment
- Access to support programmes outside the classroom

Most children respond to the additional help given and the plan is successful and is concluded. However, where a child is unable to make adequate progress, against targets set within a two term period, the SENDco and any other appropriate outside agencies will consider further intervention and identify the pupil as having special educational needs.

### **Only in exceptional circumstances will a child be placed on the SEND register without previous interventions.**

When a child has been identified as having a special educational need their primary need will be identified according to the four categories of need identified in the new SEND Regulations 2015:

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

### **Planning and reviewing provision for pupils.**

The strategies that will be employed for pupils identified as having SEND will be recorded on an ISP reflecting provision that is additional and different from normal adapted provision. Contents of the ISP include:

- Short term targets for the child
- Teaching strategies to be used
- Additional provision to be put in place
- When the plan is to be reviewed and evaluated, with the outcomes of the targets
- Pupil voice
- Parent voice

The ISP will be communicated to all staff who support the pupil's learning as well as parents, the pupil and other professionals. ISPs will be reviewed at least termly.

### **SEND Support.**

Pupils who have been unable to make adequate progress will be identified by the class teacher, who may consult with staff and parents and the SENDCo, as well as the pupil. There will need to be evidence of at least 2 terms of Assess - Plan - Do - Review. Such interventions may include:

- Additional planning of learning programmes/lessons with class teachers
- Provision of different learning environment, materials or specialist equipment
- Additional staff training
- Group support on a regular basis or possible 1:1 sessions with the class teacher

### **SEND Academy Support.**

Where pupils are still unable to make adequate progress, despite additional provision at QFT, the SENDCo may seek the advice and involvement of external support services. Support services may:

- provide specialist assessments
- give advice on teaching strategies or materials
- provide short term support or training for staff
- referral to Educational Psychologist/ Speech and Language Therapy/Occupational Therapists/Physiotherapists.

At this stage, parents and the pupil will be involved and as a result of this, an ISP will be revised and new strategies put in place. Should the assessments identify that the pupil requires additional provision/resources on a regular basis for an extended period of time, then the academy may apply for additional resources via the Local Authority.

### **Educational Health Care Plan (EHCP)**

If a pupil is unable to make adequate progress and has demonstrated significant cause for concern, and outside agencies have been fully involved, the academy may decide to request a formal assessment for an Educational Health Care Plan.

If parents feel there should be an EHCP referral and the academy do not share the same concerns, then the academy will inform the parents of the 'Parental Referral Process'. The local authority which the child resides in, through their Educational Psychology Service can also offer 'Solution Circles' to mediate between academy and parents.

The Education Health Care Plans will be reviewed at least annually. Parents or the academy can call an early annual review if:

- there are significant changes in the child's needs
- additional funding is required
- the outcomes have all been achieved
- the child requires a change of placement

### **Monitoring and evaluating provision**

As part of the evaluation of the Academy's effectiveness, the SENDco and the SEND Team will monitor the effectiveness of the policy and procedures in meeting the needs of pupils with SEND. Success factors will include:

- Early identification of pupils with SEND
- Pupils views and opinions are taken into account
- The degree to which the academy and parents work in a partnership
- Interventions and provision are regularly reviewed and evaluated via individual progress and data collection
- The degree to which the academy works in close co-operation with other agencies and fosters multi agency working

The criteria that will be used in evaluating effectiveness include:

- Review of the Academy Development Plan objectives
- Individual pupils attainment against targets included in ISPs
- Annual tests/assessment to measure progress and attainment
- Achievement in standardised assessments for all pupils and identified SEND pupils in particular
- Individual transition meetings for SEND pupils leaving the academy will be offered
- Invites into the Academy each September before the academy is fully re-opened
- to help support a smooth transition

- Provision of specialist or adapted equipment or learning materials
- Additional regular individual or small group support
- Access to specialist support from other agencies (additional response will be provided through a graduated response) providing a level of and type of support which will enable the pupil to achieve adequate progress

### **Resources for SEND**

Lindens is funded to meet the needs of all their pupils through its core budget but is additionally funded to support provision for SEND. All physical and human resources will be employed effectively to meet the needs of individuals and groups.

The SENDCO, in conjunction with the Trust Financial Officer and Executive Headteacher, allocate the SEND budget to meet the requirements of pupils with EHCPs, SEND Green Support/Blue Support and QFT.

### **Partnership with parents**

Lindens actively seeks to work with parents and values the contribution they make.

The Academy aims to support parental partnership by:

- Ensuring positive attitudes towards them
- Effective communication
- Acknowledgment of the parent's role as a partner in the education of their child
- Recording parental views as part of any review procedure

The parents of pupils with SEND are welcome to contact the academy to discuss their concerns with the appropriate member of staff. We also offer an informal parent group and workshop termly. This will give parents the opportunity to share experiences and meet with the SENDCO, the SEND team and outside agencies who work with your children.

### **Partnership with Pupils.**

Lindens acknowledges the pupil's role as a partner in their own education and developing their participation in the decision making process by:

- Listening and valuing their views
- Involving pupils in Review meetings to discuss their progress and future provision
- Inviting pupils in targets setting and formation of ISP's
- Recording pupil's views as part of any review procedures

### **Partnership with other agencies.**

Lindens Academy aims to work with other agencies in order to provide integrated support based on the needs of the pupil. Co-operation between the Academy, Local Authority providers, the Health Services and children's services is vital to achieve and secure the most effective assessment, intervention and deployment of resources for pupils with SEND.

Statutory and non-statutory agencies include:

- Other schools and educational providers
- The Lighthouse Multi Academy Trust
- Speech and Language Therapists (NHS and Private)
- Educational Psychology Service
- School Health Service
- Educational Welfare
- Early Years SEND Team
- Social Services
- CAMHS
- Occupational Therapists (NHS and Private)
- Physiotherapists (NHS and Private)
- Specialist Teachers and Support Services (Visual Impaired and Hearing Impaired Services)

### **Staff Development.**

Lindens is committed to developing the expertise of all staff in SEND to enable them to meet the needs of all pupils. Regular information updates on related issues are provided and updated information is placed in staffdocs a shared area of the intranet. Training opportunities are planned as part of the Academy Training Plan.

### **Meeting with relevant staff.**

By appointment, complex concerns may be better discussed face to face. Parents are encouraged to telephone to make an appointment with the relevant member of staff. This can be done via the main school telephone number 0121 353 9273 or via email to [send@lindens.lhmat.com](mailto:send@lindens.lhmat.com)

If parents wish to make a complaint about the educational provision for a SEND pupil they are invited to discuss their concerns with the SENDCo.

If parents are still dissatisfied they will be referred to the Academy Complaints Policy of which is a referral to the:

**Executive Head Teacher - Mrs C Chandler**

**SEND Governor Lead- Mrs D Howell-Smith**