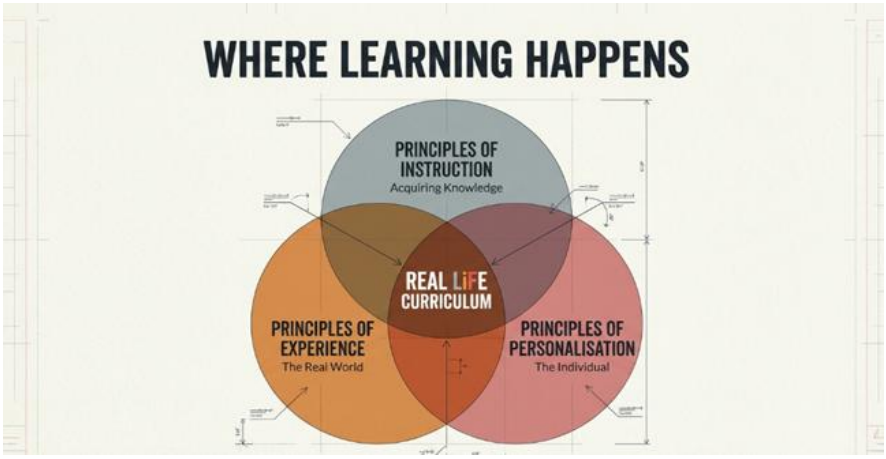
| SEND POLICY | | | |
|---|---|---|---|
| **CURRENT POLICY REDRAFT/ AMENDMENTS** | **No** | ***If Yes please provide brief details of changes below and highlight changes in yellow.*** | |
| **NEW POLICY** | **No** | **AUTHOR** | **Lorna Croucher & Vicky Johnson** |
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| | | **TO BE RATIFIED BY THE LGB** | **No, to be noted by the LGB** |
| **DATE APPROVED BY TRUSTEES** | **July 2026** | | |
| **LiFE MAT school adopting this policy:** | **Ivanhoe School** | | |

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**LIFE MAT APPROACH**

At LiFE MAT, our policies are anchored in our vision where every learner is empowered to thrive and develop agency through a steadfast commitment to equity. Our approach is operationalised through our Real LiFE Curriculum, which integrates the Principles of Instruction, Experience, and Personalisation to cultivate the diverse strengths and passions of each learner.




This SEND policy sets out our approach to SEN across LiFE Multi-Academy Trust. Please see the SEN Information Report on the school's website for further information.

## 1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure the schools in our trust fully implement national legislation and guidance regarding pupils with SEND
- Set out how our trust will, across all of our schools:
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Help pupils with SEND make a successful transition into adulthood
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

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## 2. Vision and values

We have a compelling desire to provide high quality, personalised and rounded education for everyone, right in the heart of our local community. We believe that no school can be deemed successful unless all those around it are also successful, popular and flourishing. Hence we believe that dynamic, mutually accountable collaboration and challenge between local schools as members of the LiFE MAT is the cornerstone of our future success.

Each of our schools needs to be seen as a leader of, and vital to, its local community; each school is regarded as fundamental to the identity of its surrounding community. In this capacity we will relentlessly promote the values of inclusion and the celebration of diversity, alongside personal responsibility and respect.

**Values**

- Ensuring that every student achieves positive, life changing outcomes
- Providing a whole education: academic excellence co-existing with an exceptional commitment to contributing to our communities and leading beyond the school gate
- **The relentless pursuit of excellence by;** expecting this of every person, every day; recognising and celebrating behaviours that lead to great progress and promoting and celebrating exceptional performance and contributions inside school and in the wider world

- Valuing and promoting the celebration and understanding of equity, diversity and the qualities of our staff and students
- Ensuring that all students and staff feel known, appreciated and supported
- Committing whole-heartedly to collaboration within, between and beyond our academies
- Ensuring our curricula are agents for the promotion of our values

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**3. Legislation and guidance**

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out schools' duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out schools' 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 those with a disability) and those who don't share it
- The Governance Handbook, which sets out governors' and trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out schools' obligation to admit all pupils whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly children with a disability or with special education needs.

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**4. Inclusion and equal opportunities**

In our trust we strive to create an inclusive teaching environment that offers all pupils, no matter 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.

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## 5. Definitions

### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- 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

**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.

### 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities.

All schools in our trust will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 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 | |
|---|---|
| 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 do not understand or use the social rules of communication.<br>Pupils who are on the autism spectrum often have needs that fall in 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:<br>● Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia<br>● Moderate learning difficulties<br>● Severe learning difficulties<br>● Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment |

| AREA OF NEED | |
|---|---|
| Social, emotional and mental health | These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:<br>● Mental health difficulties such as anxiety, depression or an eating disorder<br>● Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder<br>● Suffered adverse childhood experiences<br>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, 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.<br>Pupils may have:<br>● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment<br>● A physical impairment<br>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers. |

## 6. Roles and responsibilities

### 6.1 The SENCO

The SENCO of each school in the trust will:

- principal leader of **personalised** pedagogy for children with SEND and complex needs
- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils

- 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 (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution, in a timely manner
- Work with the headteacher and governing board to make sure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

**6.2 The Trust Directors of SEND will:**

- Develop an annual strategic plan for the provision of SEND across all schools.
- Monitor the quality and impact of SEND provision across Trust schools.
- Provide support and challenge to Trust schools' SEND provision.
- Analyse school performance, diagnosing issues, brokering support, monitoring impact and facilitating the sharing best practice.
- Build leadership capacity and coaching for SEND leaders within identified schools. Keeping abreast of national agendas.
- Lead on research and development in the area of SEND.
- Coordinate and lead the cross-Trust SEND network group.

**6.3 Board of Trustees**

The LiFE Trust Board of Trustees recognises that, in order to meet its commitment to ensuring that all children receive their entitlement to a high-quality education, children with SEND need both whole school systems and approaches that have inclusion built in from the outset and high quality, timely, and regularly reviewed individualised provision.

Therefore all schools in the Trust will:

- Cooperate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND

- Inform parents when their child's school is making special educational provision for the child
- Make sure that arrangements are in place in schools to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date records of the provision made for pupils with SEND
- Publish information on each school's website about how the schools are implementing their SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the schools' accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for each school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Ensure that all pupils from year 8 until year 13 are provided with independent careers advice

The progress towards these will be reported to and monitored by the Local Governing Body.

**6.3 Lead Governors for SEND will:**

- Help to raise awareness of SEND issues at local governing body meetings
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in their school
- Attend planned and agreed school visits to meet key staff and leaders (agreed in advance) to support monitoring and reporting to the School Governing Body.
- Support the SENDCo and the school leaders to complete monitoring activities which may include opportunities to meet with families to gather Parent/Carer, student or staff voice,
- analysing internal and external reports and data.
- Attend network meetings with Lead Trustee and other Lead Governors where appropriate or applicable.

The LGB is responsible for having awareness of how the school supports the welfare of looked after children, and provision for children with Special Educational Needs and Disabilities.

**6.4 The headteacher**

The headteacher will:

- Work with the SENCO and SEND local governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and local governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND in their school, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register

- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review (see 8.4 below)
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

**6.5 Class teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach (see 8.3 below).
- 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 consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents' concerns and agree their aspirations for the pupil

**6.6 Parents or 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 invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings to review the provision that is in place for their child where appropriate and reasonable
- 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
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

**6.7 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
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

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**7. SEN information report**

Every school in the trust publishes a SEN 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.

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**8. Our approach to SEND support**

**8.1 Identifying pupils with SEND and assessing their needs**

Staff will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. They will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the 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 their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

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

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adaptive high-quality teaching. If progress does not improve the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. The school will use the graduated approach framework to consider the learner's needs, ensuring information is gathered from family and any external agencies as appropriate.

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

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, school staff will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. They will use this to determine the support that is needed and whether the school can provide it by adapting its core offer, or whether something different or additional is needed.

If a pupil is new to the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

The school will then work in a multi-agency way to make sure it gets relevant information before the pupil starts at the school, so support can be put in place as early as possible.

### 8.2 Consulting and involving pupils and parents

Our schools will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- 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 recorded.

We will formally notify parents when it is decided that a pupil will receive special educational provision.

### 8.3 The graduated approach to SEN 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 will be taken into account. 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 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 on our management information system, ARBOR, and will be made accessible to staff in a Universal Support Plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

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 regularly.

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

- The views of the parents 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 in light of the pupil's progress and development, and in consultation with the pupil and their parents.

**8.4 Levels of support**

**What is the SEND Register?**

The SEND Register is an internal school record which identifies students with Special Educational Needs. It is a list of students who are receiving additional intervention or support alongside their everyday classroom teaching. All staff have access to the SEND register so they are fully aware of the needs of their students.

**What qualifies a student being placed on the SEND Register?**

If a student is on the SEND Register, they will be given a specific code (category) depending on the level of support and adaptations required within the setting. Each category is clearly explained below. Previously all students on the register would be coded as 'K Code' or 'E' code if in receipt of an EHCP. Students will continue to be marked accordingly on the census, however, having a clear internal coding system, allows the school to implement The Graduated Approach for all students, fairly and consistently.

**M – Monitoring**

- A concern has been identified through assessment, observation or parental feedback.
- The student is not currently on the SEND Register.
- School is gathering evidence through the graduated approach.
- Needs are met primarily through Ordinarily Available Provision and Adaptive Teaching
- Additional assessment or advice may be being sought.
- Review period agreed and recorded.

**K – SEND Register**

- The student meets SEND criteria and is placed on the SEND Register.
- Universal Learning Plan or equivalent shared with staff.
- Needs are met primarily through personalised strategies and access to specific approaches/ adaptions in the classroom.
- Students may access short term targeted small group interventions

- Progress reviewed through Assess-Plan-Do-Review cycles.

**K2 – SEND Register + SENIF/ Element Three**

- The student requires provision that is **additional to and different from** that ordinarily available.
- In receipt of SENIF funding (or equivalent threshold agreed by the trust).
- Access to sustained targeted intervention and/or specialist support as appropriate
- May involve external agencies and access to additional adult support in some lessons– this will not be 1:1 support

**EHCP**

- The student is in receipt of an Education, Health and Care Plan.
- Provision is delivered in line with the statutory requirements of the EHCP.
- Access to sustained targeted intervention and/or specialist support as appropriate
- Outcomes are reviewed through local authority annual review processes.
- Multi-agency planning and support may be in place.
- Access to additional adult support in some lessons– this will not be 1:1 support

### 8.5 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including by using provision maps
- Following the graduated approach
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

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## 9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCOs will continuously monitor to identify any staff in their school who have specific training needs and will incorporate this into the school's plan for continuous professional development.

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## 10. Links with external professional agencies

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

- Speech and language therapists

- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

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## 11. Admission and accessibility arrangements

### 11.1 Admission arrangements

Please see LiFE Multi-Academy Trust Admissions Policy.

### 11.2 Accessibility arrangements

Please see LiFE Multi-Academy Trust Accessibility Policy.

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## 12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the relevant member of staff. 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.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy, which can be accessed at:

https://www.lifemultiacademytrust.org.uk/governance/policies/

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

To find out about disagreement resolution and mediation services in our local area, click here.

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## 13. Monitoring and evaluation arrangements

### 13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not 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

### 13.2 Monitoring the policy

This policy will be reviewed by a member of the Trust Central School Improvement Team **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 board of trustees.

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## 14. Links with other policies and documents

This policy links to the following documents:

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