Special Educational Needs and Disability Policy

Lord Grey Academy

Approved by:	LGB	**Date:** July 2025	
Last reviewed on:	June 2024	**Policy Owner:** SENCO/ AP Inclusive Learning	
Next review due by:	July 2026		

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1. Aims

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

- Make sure we fully implement national legislation and guidance regarding pupils with identified SEND and disabilities.
- 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
- Provide the definition of SEND and explain the 4 areas of SEND
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

2. Vision and Values

We will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on 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 academy trust governance guide which sets out 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

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

At our school 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. Each student is encouraged to take responsibility for their own learning, and they are taught in an environment which gives them the confidence to challenge themselves.

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.

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.

We will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

What 'substantial' and 'long-term' mean

- **'substantial'** is more than minor or trivial, for example it takes much longer than it usually would to complete a daily task like getting dressed
- **'long-term'** means 12 months or more, for example a breathing condition that develops as a result of a lung infection

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	**Condition**
Communication and Interaction Needs	Pupils with needs in this area have difficulty communicating with others. They may have difficulties understanding what is being said to them, have difficulty expressing themselves, or do not understand or use the social rules of communication Pupils who are on the Autistic spectrum, may have needs that fall into this category. Speech and language difficulties
Cognition and Learning needs	Pupils with learning difficulties usually learn at a slower pace than their peers due to various a variety of cognitive learning difficulties. A wide range of needs are grouped in this area, including: Specific learning difficulties such as dyslexia, developmental coordination disorder, dyscalculia Moderate learning difficulties Severe learning difficulties Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex difficulties as well as a physical disability or sensory impairment
Social emotional and mental health needs	These needs may reflect a wide range of underlying difficulties or disorders. It is important to remember the definition of SEN and Disability (long term) for it to be classed as special educational needs. Pupils may have: Attention deficit hyperactivity disorder (ADHD), Attention deficit disorder (ADD) or attachment disorder A mental health diagnosis which may be related to anxiety or an eating disorder. Suffered adverse childhood experiences
Sensory and physical needs	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/ resources to access learning, the environment and activities.

6. Roles and responsibilities

6.1 The SENDCo Team

The Assistant Principal for Inclusive Learning is Becky Reynolds

The SENDCo is Annie McMillan

The 2 Assistant SENDCos are:

- Mrs Denise Clark (Assistant SENDCo Key Stage 4 and 5)
- Mrs Liz Murphy (Assistant SENDCo Key Stage 3)

The SEND team can be contacted via: 01908 626110 and sendadmin@lordgrey.org.uk

They will:

- Work with the Principal, Senior Leadership Team and SEND 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 coordination of specific provision made to support individual students with SEND, including those who have Education, Health and Care Plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students 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 students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with the relevant local authorities, primary schools and identified families to ensure the smooth transition of students from year 6 into year 7
- Liaise with the Career's Team at Lord Grey Academy and potential Post 16 providers of education to ensure students and their parents are informed about options and a smooth transition is planned, where needed
- Make sure that all relevant information about a pupil's SEN and the provision for them is sent to the appropriate authority, school or institution in a timely manner, when a pupil moves to a different school or setting
- Work with the Headteacher, School Improvement Director for SEND & Inclusion, Senior Leadership Team and teaching staff to identify any patterns in the school's identification of SEN, both within the school and in comparison to national data, and use these to reflect on and reinforce the quality of teaching and learning
- Work with the Principal, Assistant Principal of Inclusive Learning, SpLD Assessment Coordinator, school governors and relevant school staff to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Work with Tove Learning Trust, the Principal and Governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

6.2 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 Principal and Governors on this as required
- Work with the Principal, Assistant Principal of Inclusive Learning and SENDCO to determine the strategic development of the SEND policy and provision in the school

6.3 The Principal

The Principal will:

- Work with the Assistant Principal for Inclusive Learning, the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

6.4 Subject teachers

Each subject teacher is responsible for:

- Planning and providing teaching that is inclusive and adaptive
- The progress and development of every pupil in their class
- Ensuring they follow the SEND policy and the SEND information report
- And accountable for the progress and development of all pupils in their class, including where pupils access support from learning support assistants or specialist staff
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and faculty led interventions and how they can be linked to classroom teaching
- Working with the SEND team to review each student's progress and development and decide on any changes to provision
- Using the recommended strategies from the SEND register and for following the Lord Grey focus on universal provision to ensure that teaching and learning is inclusive and adaptive

7. SEND information report

7.1 The kinds of SEND that are provided for

Lord Grey Academy provides additional and/ or different provision for students whose needs may fall into one, or more of the following four areas of need:

- Communication and interaction, for example, autistic spectrum condition and, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) and attachment
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Some students may also require additional support for Neurological and Medical disabilities, such as, but not limited to, Diabetes and Epilepsy. This support will be unique to the young person's condition and whether their condition impacts their access to learning.

7.2 How will the school identify if my child has SEN?

7.2.1. Before deciding whether a child or young person has SEN, other information will need to be considered. Needs that may affect progress and attainment, but are not classified as Special Educational Needs are listed below. Provision may be made for these needs however, students may not be placed onto the SEN register or be subject to the stipulations outlined in this policy. This will depend on whether their difficulty impacts their learning on a long term basis.

- Persistently low attendance or late attendance
- Being looked after or previously looked after by the local authority
- Health and medical needs
- Adverse childhood experiences
- Behaviour for learning
- Being a disadvantaged pupil
- Prior low attainment
- Being a young carer

7.2.2. The progress of students at Lord Grey Academy is monitored on a regular basis. Student progress is expected to build on progress in previous settings and Key Stages, where appropriate.

Subject teachers will make regular assessments of progress for all students 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 in multiple subjects, over a sustained period of time
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

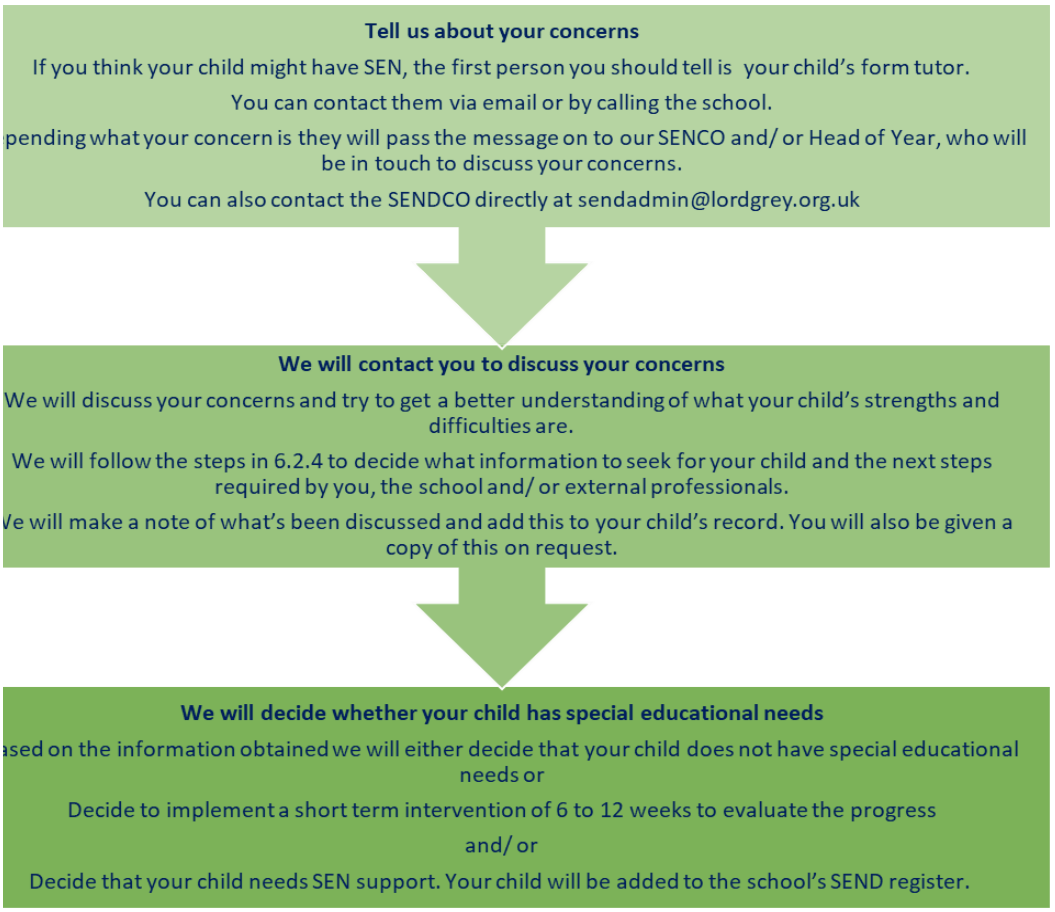
This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

7.2.3. All our class teachers are aware of SEN and monitor pupils who aren't making the expected level of progress academically or socially. This might include in class assessments or book work, interactions with friends or an overall difficulty with aspects of school.
If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will provide support and/or guidance to try to address the gap. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

7.2.4. If the pupil is still struggling to make the expected progress:

- Staff will first raise their concerns to the SEND team via the completion of referral form.
- Feedback will then be collated from teaching / support staff to identify any common patterns/ difficulties, the desired outcomes, expected progress and attainment.
- The SEND team will gather and consider historical information such as attendance and progress
- The SEND team will consider the provision that is already in place and the impact of this
- The SENDCo team will request information from parents/ carers about the child/ young person and use this to gain a broader understanding
- The SEND team may conduct observations
- Where appropriate, a member of the SEND team may ask for the opinion of external professionals such as the Local authority specialist teaching team, a speech and language therapist, Children Social Care team, CAMHs or a paediatrician, etc.
- The SENDCo team may ask the parent or carer to provide more information before deciding if there are special educational needs, e.g. asking the parent to see a GP, optometrist or providing some specific support at home over a period of time.
- The SENDCo team will use all of the information obtained to determine the support that is needed and whether this can be provided by teacher support, quality first teaching (adaptive teaching strategies), a short term intervention or whether something different is needed.
- The SEND team may also ask the parents/ carers to implement support at home
- After all of this information has been considered, the SENDCo Team will decide whether your child has special educational needs. You will be informed about the outcome of the decision.

7.3. What should I do if I think my child has SEN?



7.4. Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are for the school and parents/ carers
- Parents and carers are invited to attend parent meetings to discuss how their child is progressing and what can be done to improve things
- We will formally notify parents when it is decided that a student will receive SEND support.

How will my child be involved in decisions made about their education?

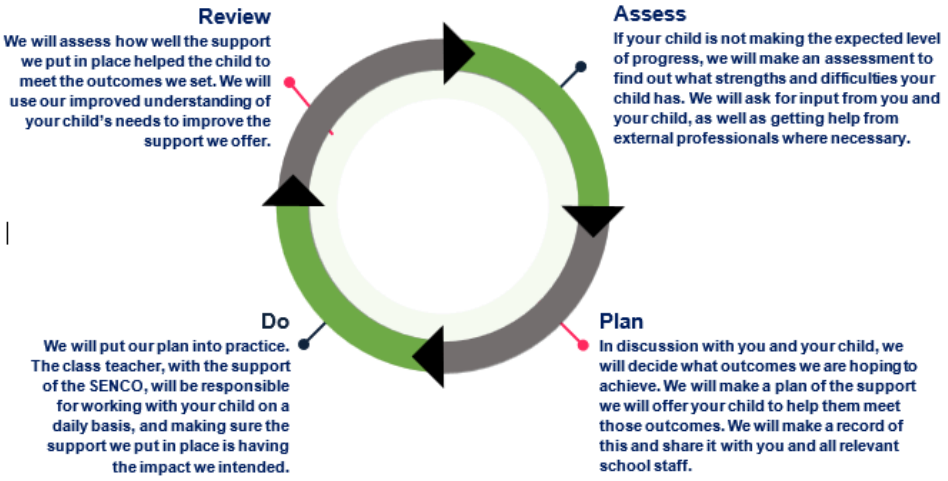
The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide this on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey
- Support us in writing a One Page Profile and/or Student Voice Passport

7.5. Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.



We will track your child's progress towards the outcomes we set over time and review our offer as we learn what your child responds to best.
This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

7.6 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

The Assistant Principal for Inclusive Learning, the Assistant Sendco KS3 and the SENDCO are involved in visiting the relevant primary schools and ensuring that all information is received from primary schools before a student joins the Academy. Additional transition sessions are organised for students with complex SEND needs and EHCPs, as well any other students that the schools decide are at risk of not making a successful transition to Lord Grey Academy.

The SENDCO, The Assistant Sendco KS4, the Careers Team, Form Tutors, Heads of Year, the Ethos Team and the Sixth Form team all work together to ensure that students are supported when they decide to move on at the end of Year 11, 12 and 13, whatever their destination.

7.7 Our approach to teaching students with SEND

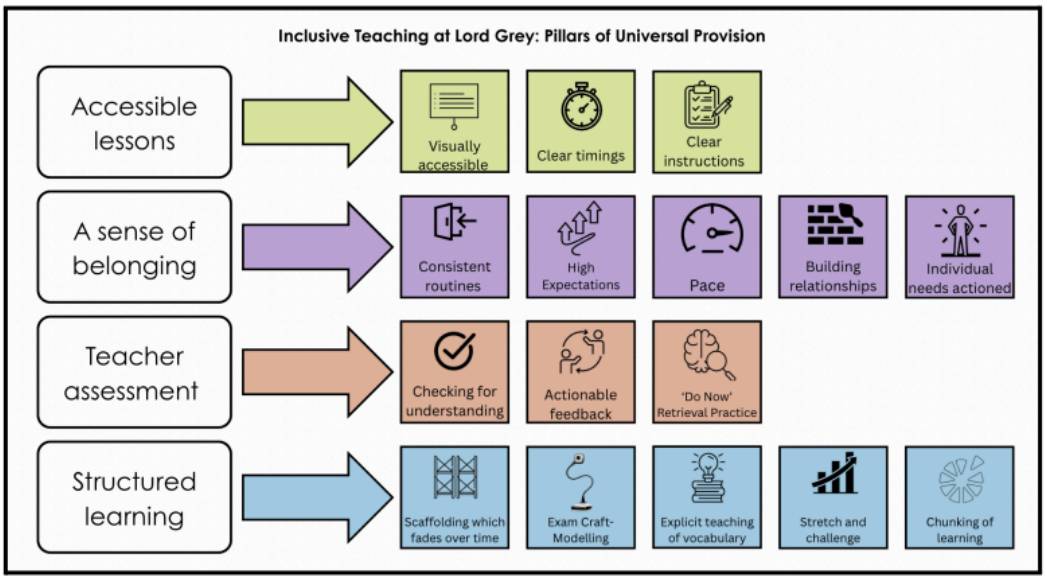
First and foremost, as per the SEND Code of Practice (6.36), all teachers are responsible and accountable for the progress and development of all the students in their class.

6.37 of the SEND Code of Practice states that High quality teaching is our first step in responding to students who have SEND. At Lord Grey Academy, our focus is to provide quality first teaching, which is inclusive and accessible.

To ensure this, teachers follow a structured approach in their lessons. Every lesson has the same structure to ensure consistency and routine.

Universal Provision

Teachers plan and deliver lessons by adhering to basic required elements so that they not only support SEND students, but benefit all students in the lesson. We believe that the best place for the learner is in the classroom, taught by subject experts.



Adaptations to the curriculum, lessons and learning environment.

We make the following adaptations to ensure all students' needs are met:

● Adapting our lessons to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

● Adapting our resources and staffing

● Using recommended resources and equipment, such as laptops, coloured overlays, coloured paper, visual timetables, reader pens, etc.

● Adapting our teaching using the Pillars of Universal provision which is shown in the illustration above. Many of the strategies in the diagram above are elements of targeted support but by including this as a universal offer, it means that a high level of adaptive support strategies are available in lessons, which improves access to learning for all students

Targeted Provision

- Teaching assistants will be deployed to support learners with EHCPs, however, they will help learners that need support in the lesson if required or directed by the teacher to do so. Where practically possible they will also be put in classes where there are learners with significant needs.
- Teachers will implement appropriate provision in lessons to address any gaps that students may have
- Heads of Faculty may implement short term interventions to address any gaps in learning. This may need to occur after school so that students do not miss learning time in lessons
- Heads of Year or the safeguarding team may identify provision that helps to address a difficulty or need
- The SEND team may consider short term support or interventions to support the student. This will be determined by the needs identified. Examples of the support may include but are not limited to the following:
    - Small group intervention in numeracy, literacy, speech and language and social and emotional skills
    - Lexia Power Up literacy programme
    - Mentoring and key worker sessions
    - Daily after school homework club
    - Therapeutic support (including sourcing provision from external agencies such as MHST)
    - 1:1 Short term interventions for SEMH/ Communication & interaction diagnoses

Personalised provision

Some children may have special educational needs that require a personalised level of support to meet their additional needs. The type of support or provision will be determined by the school. Many of these children may have an EHCP which outlines the provision required. Below is a list of support that may be in place, depending on the needs of the child:

- Small group or 1:1 intervention in numeracy, literacy, speech and language and social & emotional skills
- Lexia Power Up literacy programme
- Mentoring
- Therapeutic Support (including sourcing provision from external agencies such as MHST)
- Counselling
- Zones of Regulation
- 1:1 weekly keyworker session
- Specialist support to meet specific needs such as autism, ADHD, mental health diagnoses

7.8 Support for improving emotional and social development

The tutoring system ensures that all students develop a good relationship in school with their Form Tutors and Head of Year team. The Head of Year and Assistant Head of Year and Form Tutor provide pastoral support.

Learning mentors, who are based in the Inclusive Learning Centre are also available to support students if extra help is needed with social, behavioural or emotional difficulties. Learning and behaviour mentors also deliver after school clubs.

The Inclusion area is fully staffed at break and lunchtime and students are provided with support to develop their social skills at these times. Learning Support Assistants provide a crucial role in listening to students both in and out of lessons and are a key contact for students with SEND who may want to share safeguarding concerns.

The school has a Health Advisor who supports students with medical and emotional issues. More comprehensive information about the Health Advisor is available in the policy for Supporting Students with Medical Conditions.

7.9 External agencies and specialists

In addition to using our staff expertise, we work closely with a range of external agencies from education, health and social services to support a wide range of special educational needs. The academy's Safeguarding Team meets weekly to discuss support for students and families. The Pastoral and Safeguarding teams liaise with families, Children and Family Practice, Children's Social Care, as well as other agencies, to ensure that students and families are receiving the support they need.

Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. Below is a list of professionals and organisations we collaborate with in your school:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Mental Health Support Team (MHST)
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

8. How will the school evaluate whether the provision in place is helping my child?

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing the impact of interventions
- Through student voice and student surveys
- Monitoring by the SENDCo team and the staff delivering the intervention
- Subject leads share information with the SENDCO and all staff are invited to contribute feedback
- Holding annual reviews for students with EHC Plans

9. Expertise and training of staff

The Assistant Principal of the ILF has worked at the academy since 2006 and holds the qualification required for a SENDCo

The SENDCO has many years experience in this role and also holds the qualification required for a SENDCo

We have two assistant SENDCos with a wealth of experience of working with children with SEND.

We have a team of Learning Support Assistants in the ILF team.

We also have four higher level teaching assistants (HLTAs).

We also have 3 Learning and behaviour Mentors that are based in the Learning Support Centre to support any student that needs their support

School staff receive training and information on different types of Special Educational Needs and Disabilities through a planned programme of Continuing Professional Development.

10. Contact details of support services for parents of students with SEND

Parents are always welcome to bring external support to school meetings. This can be a friend, relative, or a member of the SEND Information Advice and Support Service (SENDIAS). SENDIAS is a statutory service providing confidential and impartial information advice and support to children and young people with additional needs and their carers. Details on how to contact the service can be found here:

https://mksendias.org.uk/

The local authority local offer

Information, support and services are also available to parents and carers on the local authority website via the local offer which can be accessed using this link

Milton Keynes Local offer

Buckinghamshire SEN local offer

11. Complaints about SEND provision

- If parents/carers are concerned about their child's progress then they can contact the Form Tutor, the Head of Year or the relevant subject teacher
- If parents/ carers are concerned about their child's SEN needs they should email sendadmin@lordgrey.org.uk
- If there are any complaints relating to the provision for students with SEND or EAL these will be dealt with in line with the Tove Learning Trust Complaints Procedure, which can be found here: https://www.lordgrey.org.uk/general-info/policies-statements-notices/policies/

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

12. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

13. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Admissions policy Access arrangements policy
- Access arrangements policy
- Curriculum Policy
- Behaviour Policy
- Word Processor policy
- Equality information and objectives
- Supporting students with medical conditions.
  - How to raise a FACT Plus How-to-request-a-FACT-Plus-2024-25.pdf (lordgrey.org.uk)
  - Request for external agency forms
  - Request-for-the-completion-of-external-professional-forms-2024-25.pdf (lordgrey.org.uk)
  - A guide to access arrangements for parents

Glossary

Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams

Adaptive Teaching – when teachers adapt how they teach in response to a pupil's needs

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages