

Lark Hall Infant & Nursery Academy and Flax Hill Junior Academy



Special Educational Needs and Disability Policy

Policy status and review

Date:	November 2025
Review Date:	November 2026
Signed by governor:	Richard Lane
Date signed:	17/11/2025

Overview

This policy outlines the framework for Lark Hall Infant and Nursery Academy and Flax Hill Junior Academy to meet their duty and obligation to provide a high-quality education to all of its pupils, including pupils with special educational needs and disabilities (SEND), and to do everything it can to meet the needs of pupils with SEND. It will also outline and explain the roles and responsibilities of those involved in providing for pupils with SEND.

This policy reflects the SEND code of practice and aims to outline clearly the way in which staff and governors will deliver the code of practice within the context of Lark Hall Infant and Nursery Academy and Flax Hill Junior Academy. At both academy schools, we are passionate about being an inclusive school that values each child's individual needs. We believe that building good relationships with our young people and their families is essential and that by working together, we can achieve the best outcomes possible for our children.

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years' https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- DfE (2024) 'Keeping children safe in education' <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

All children at Lark Hall and Flax Hill, regardless of SEND, are given access to all learning and wider school opportunities that are on offer.

SEND children receive individual termly targets and are supported in achieving these through carefully planned and implemented interventions, support strategies and work with outside agencies where needed. This impact is measured through the progress the pupils make within their school - based assessments, teacher observations and feedback from outside agencies.

Principles

- To identify pupils' special educational needs as early as possible.
- To plan an effective curriculum in order to meet the special educational needs of each pupil.
- To assess and monitor progress.
- To work in partnership with parents of pupils with special educational needs.
- To involve parents and pupils in the identification and review of targets set out in their Individual Education Plan.
- To ensure that all staff are aware of the procedures for identifying, monitoring, teaching and supporting pupils with special educational needs.

Roles and Responsibilities

Any enquiries regarding a child's progress or provision should be directed to the class teacher in the first instance. If a parent or carer should require further assistance, appointments with the SENDCo can be made by contacting the school office:

office@larkhall.staffs.sch.uk

office@flaxhill.staffs.sch.uk

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

The SENDCo

The SENDCo at Lark Hall Infant and Nursery Academy is Miss Katie Wellings.
The SENDCo's at Flax Hill Junior Academy are Mrs Emma Coleman and Miss Katie Wellings.

The SENDCo's will:

- Work with the head-teacher 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 pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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 pupils with SEND up to date

The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the head-teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Additional information about SEND at Lark Hall Infant and Nursery Academy and Flax Hill Junior Academy

Please see our SEND information reports:

Lark Hall Infant and Nursery Academy

<https://apps2.staffordshire.gov.uk/scc/schooldetails/sendetails.aspx?SchoolID=140522>

Flax Hill Junior Academy

<https://apps2.staffordshire.gov.uk/scc/schooldetails/sendetails.aspx?SchoolID=140523&Results=20>

What do we mean by SEN? Defining the Child with Special Educational Needs

The 2014 Code of Practice: 0 to 25 years defines SEN as:

‘A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.’

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of children of the same age.

- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 settings.

Initial concerns may be raised by any one of the following: staff, parents and outside agencies.

The following may be used to aid identification of a child with special educational needs:

- Baseline assessment
- Ongoing assessment by the class teacher
- National assessment results e.g. the EYFS profile, phonics check, multiplication check and KS2 SATS
- Star reading and maths assessments
- Observation by SENDCo
- Assessment by outside agencies
- Little Wandle phonics assessments

Once identified the school follows the guidance as set in the Code of Practice, with a **personalised graduated response**.

The graduated response at Lark Hall Infant and Nursery Academy and Flax Hill Junior Academy

As a school, we are using a **graduated response** to support children with additional needs. If we have concerns about a child in one or more of the four areas of SEND, we will begin by holding a parent discussion and moving the children onto a monitoring register. Similarly, if a parent has concerns regarding their child, the class teacher will have a discussion and begin to monitor the child. The children will have targets outlined and their progress will be reviewed every term with reasonable adjustments being made in class as a starting point. The areas of need are as follows:

- *Communication and interaction*
- *Cognition and learning*
- *Social, mental and emotional health*
- *Sensory and physical*

SEND Monitoring

The triggers for SEND monitoring may include:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of need.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.

- Has sensory or physical problems which severely impact learning/progress, and continues to make little or no progress despite the provision of specialist intervention.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

This is characterised by the gathering of information and increased support within the child's normal classroom work. The class teacher will:

- Keep the SENDCo updated.
- Consult with parents and child to inform of intervention and monitoring of progress.
- Identify the nature of the child's difficulties and adapt their teaching to suit the child's needs.

SEND Register

This is characterised by the involvement of specialists from outside the school. A child who is still continuing to experience difficulty with learning may need support from outside school. This will be decided upon during a review involving parents, class teacher and SENDCo. If this is the case then the following will happen:

- Parental permission will be requested to add the child to the SEND register.
- Referral to outside agencies.
- Educational Psychologist referral may be made.
- A referral to the local 'SEND and Inclusion Hub' may be considered.

The teacher will:

- Continue to monitor and update the Assess Plan Do and Review document.
- Ensure that the resources in the Assess Plan Do and Review document are in place.
- Track the children's learning through the interventions in place.
- Make adaptations to support the need of the child.

Education, Health and Care Plan (EHCP)

In certain cases, it may be decided that an Education, Health and Care Plan should be considered. The SENDCo's will liaise with parents, teachers and outside agencies in order to collate and submit an Education, Health and Care Needs Assessment to the local authority.

Should a plan be agreed by the local authority, they will send out a draft EHCP to the headteacher, SENDCo and parent for consideration. Once returned and issued by the local authority as a final plan, the SENDCo and class teacher will:

- Ensure the Assess, Plan, Do and Review document reflect the outcomes of the EHCP.
- Consult with outside agencies as necessary for advice in implementing the provision.
- Discuss the Assess, Plan, Do and Review document with pupil, parents and any outside agency that are involved with supporting the young person.
- Be involved in the annual review of the EHCP alongside parents and any outside agencies.

Co-ordinating Provision

The needs of the majority of pupils will be met in the classroom through a differentiated curriculum. Other children may work in small groups either in or away from the classroom for small periods of time. An EHCP may result in the provision of a teaching assistant to assist with delivering the targets as outlined on their EHCP objectives. Nature of support varies from child to child. Provision may be provided by the class teacher, teaching assistant, outside agencies or a combination of these. This provision will be evaluated and monitored by Assess Plan Do and Review documents to ensure effectiveness. The headteacher and SENDCo are aware of all SEND provision through liaison with all staff involved. The SENDCo will monitor the progress and provision. Class teachers will provide activities, targets and objectives for the teaching assistant or themselves to deliver and evaluate. Class teachers will continue to monitor and assess children in their class.

Partnership with Parents/Carers

Parents are fully involved in the identification, assessment and monitoring of their child's progress at school. Parents' contribution to their child's education is highly valued by all staff.

If parents or carers have a concern about the provision for their child they should attempt to resolve it in the following order:

- With the class teacher.
- With the SENDCo.
- With senior management.
- With the governing body.

In the event of this being unsuccessfully resolved there is a complaints procedure within the local authority.

Admissions

Please refer to the Admissions Policy.

Staffordshire SEND Family Partnership

School will inform parents of the role of the Staffordshire SEND Family Partnership and signpost to their website.

Staff Expertise

Miss Wellings and Mrs Coleman (SENDCo's) have achieved the National Award for SEND. All of our staff are trained to work with children with SEND. Regular up to date training about the four areas of SEN is provided for all staff. Where children require specialised individual support (such as those with hearing, visual impairment or medical needs) the whole staff of that school receive training from outside agencies that is

specifically linked to the individual child's needs. The SEND Link Governor will have completed the SEN Governor training.

Advice will also be sought from external agencies regarding strategies to best meet specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Behaviour Support Service
- SEND HUB
- Autism Inclusion Team
- Children and Young person's Autism Service
- Hearing Impairment team
- Speech and Language Therapists (SALT)
- Educational Psychologist Service
- Educational Welfare Officers
- Social Services
- CAMHS (Child Adolescent Mental Health Service)
- Malachi
- School Nurse
- Paediatrics

Transition Arrangements between classes

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible.

This may include, for example:

- Additional meetings for the child with their new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to a new school

The new school's SENCO, together with any agencies already involved, are invited to attend any meetings linked to individual children during the transition window. Additional transition support such as extra visits, transition projects etc will be discussed and a transition timetable will be drawn up in conjunction with parents and outside agencies to ensure the child feels safe and supported throughout their transition to a new educational setting.

Admissions

Please refer to the Admissions Policy.

Governors

It is the statutory duty of the governors to ensure that the schools in the trust follow their responsibilities to meet the needs of children with SEND following in line with the requirements of the Code of Practice 2014.

The SEN link governor is Ms. Caroline Fisher.

Staffordshire's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth Special Educational Needs and Disability Policy to 25, across education, health and social care. Staffordshire's Local Offer is available from the website www.staffordshiremarketplace.co.uk

Staffordshire SEND Family Partnership

School will inform parents of the role of the Staffordshire SEND Family Partnership and signpost to their website.

Equal Opportunities

This information can be made available in a range of formats and languages, including Braille and large print. If this would be useful to you or someone you know, please contact your Directorate HR Unit.

A signed copy of this document is available from the school office.

Reviewed annually.

Version	Date approved	Changes	Reasons for alteration
1	January 2024	Document created	
2		New reference to KCSIE 2024	New annual guidance.
3	November 2025	Change of SENDCo at LH	Change of SENDCo at LH Changed to joint policy between LH

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