SEND POLICY

(PART 2)

DOCUMENT CONTROL

Author/Contact Document Path & Filename	SENCO Tel: 01900 812264 Email: humesl@fli.changinglives.education	
Document Reference	Special Educational Needs and Disabilities (SEND) Policy (Part 2)	
Version	02	
Status		
Publication Date		
Related Policies	Each academy in the trust will have: Inclusion and SEND Policy – Part 1 SEND Policy – Part 3: Accessibility Plan SEND Information Report	
Review Date	16/09/2027	
Approved / Ratified by	Governing Board	

Distribution:

All academy staff

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Version	Date	Comments	Author
2	16/09/2026	ASC – Autism pg.6 IEP (Individual Education Plan) – ISP (Individual Support Plan) SEND Flow Chart	E. Humes

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This policy complies with the statutory requirements laid out in the SEND Code of practice (January 2015) and has been written with reference to the following guidance and documents:

• Equality Act 2010: advice for schools DfE (Feb 2013)

• SEND Code of Practice 0-25 (January 2015)

• School SEN Information Report Regulations (2014)

• DfE (2015) 'Supporting pupils at school with medical conditions'

• DfE (2018) 'Working Together to Safeguard Children 2018'

• DfE (2023) 'Keeping children safe in education 2023'

• Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

Definitions:

The Code of Practice (January 2015) p15 states;

• A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her.

• Has a significantly greater difficulty in learning than the majority of others of the same age, or

• Has 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 institution

Four Broad Areas of Need

• Communication and interaction

• Cognition and learning

• Social, emotional and mental health difficulties

• Sensory and/or physical impairment

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. We consider the needs of the whole child- not just their special educational need.

1.Introduction

Flimby School adheres to the Changing Lives Learning Trust Inclusion and SEND Policy. All aims, objectives, intentions and policy statements of the Changing Lives Learning Trust's Part 1 of this policy. It is the intention of Flimby School to meet the aims and objectives outlined in Part 1 of the Trust Policy, through the Flimby School's SEND Policy Part 2 & 3.

We aim to ensure that our LEARN vision and values are embedded within our school and the wider community. Children and parents will know about these values, and this will be reflected on and promoted in everyday practice to encourage inclusivity.
"On our journey to success we want everyone to LEARN"
L ove
E njoy
A chieve
R espect
N urture

2. Roles and Responsibilities:

The SENCO at our school is Mrs Elizabeth Humes (NASENCo)
Mrs Humes is on the school leadership team
You can contact Mrs Humes by emailing humesl@fli.changinglives.education

School's governing board

The governor with particular responsibility for SEND is Ann Farish.

The school's Governing board has a responsibility, though these duties can be delegated to a committee or individual, to:

- Fully engage parents and / or young people with SEND when drawing up policies that affect them.
- Identify, assess and make SEND provision for all children and young people with SEN, whether or not they have an EHC plan.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEND.
- Designate an appropriate member of staff (the SEND co-ordinator or SENDCO) as having responsibility for co-ordinating provision for students with SEND.
- Make reasonable adjustments for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that students with disabilities are not discriminated against, harassed or victimised.
- Publish accessibility plans setting how they plan to increase access for students with disabilities to the curriculum, the physical environment and to information, reviewable every 3

years.

Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and students through a single point of access.

- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a student with SEND, in line with their EHC Plan.

The Headteacher

- Ensure that the SENDCO has sufficient time and resources to carry out their functions.
- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Work with 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

The SEND Coordinator (SENDCo)

- Be a qualified teacher and hold the NASENCo or attain the NPQ SEN within three years of appointment.
- Collaborate with the governing board and head teacher to determine the strategic development of SEND policy and provision in the school as well as ensuring that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC Plans.
- Advise on a graduated approach, the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Liaise with
    - the parents of students with SEND.
    - the designated teacher where a student who is looked after has SEND.
    - schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
    - previous and potential future providers of education to ensure that the student and their parents are informed about options and that a smooth transition is planned.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.

- Ensure that the school keeps the records of all students with SEND up-to-date.

Class / subject teachers

- Provide quality teaching first in response to SEND.
- Plan and review support for their students with SEND, on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the student themselves.
- Set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every student achieving.

3. SEND Information Report

The school publishes a SEND 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.

4. Our approach to SEND support

Identifying students with SEND and assessing their needs

Class teachers are continually monitoring the progress of all children. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

1. Is significantly slower than that of their peers starting from the same baseline.
2. Fails to match or better the child's previous rate of progress.
3. Fails to close the attainment gap between the child and their peers.

Where children are identified as not making sufficient progress this is discussed with the SENDCo and a plan of action is agreed.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have Autism, ADHD or some other disability. School can also make a referral to some medical services on parent's behalf. All children are closely monitored, and their progress tracked each term.
If a student is joining 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)

Then the school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.

School-based SEN provision

Students receiving SEN provision will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the child's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.
The provision for these students is funded through the school's notional SEND budget.
On the census these students will be marked with the code K.

Education, health and care (EHC) plan

Students who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought. The provision for these students will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).
On the census these students will be marked with the code E.

As part of the EHC needs assessment, the school will meet its duty by:

• Responding to any request for information as part of the EHC needs assessment process.
• Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
• Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

Reviewing EHC

The school is committed to ensuring that all pupils with an Education, Health and Care (EHC) Plan receive appropriate provision and support that is regularly monitored and reviewed. Teachers will track and evaluate the pupil's progress throughout the year, and the EHC Plan will be formally reviewed at least annually.
The school will:

- Work in partnership with the Local Authority (LA), parents/carers, the pupil, and other relevant professionals to ensure that annual reviews are completed within statutory timescales.
- Convene and coordinate annual review meetings on behalf of the LA where requested.
- Provide all relevant stakeholders, including LA representatives, health professionals, and social care services, with at least two weeks' notice of the review meeting.

- Gather advice, reports, and updated information from all professionals involved with the pupil and distribute this information to attendees at least two weeks before the review meeting.
- Ensure suitable arrangements are in place to facilitate effective and meaningful review meetings.
- Actively involve parents/carers and pupils in the review process, ensuring their views, aspirations, and concerns are central to discussions.
- Provide the Local Authority with recommendations arising from the review, including any proposed amendments to the EHC Plan.
- Chair and lead annual review meetings in a way that promotes collaborative decision-making and positive outcomes for the pupil.
- Ensure parents/carers and young people are informed of their rights, including the right to appeal decisions relating to the EHC Plan.
- Support pupils to contribute their views and, where appropriate, arrange advocacy support to ensure their voice is heard and represented.

Where a pupil's needs change significantly, the school may request that the Local Authority conducts an early review or reassessment of the EHC Plan. Requests for reassessment will be made where evidence indicates that the pupil's needs, provision, or outcomes have changed substantially and a reassessment is considered necessary to ensure appropriate support is in place.
The school will work closely with the Local Authority, parents/carers, and relevant professionals throughout this process to ensure that provision continues to meet the pupil's identified needs and supports them to achieve their desired outcomes.

Working with parents and children

We aim to have good and informative relationships with all our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or an informal meeting will be arranged to discuss the child's progress. These conversations will make sure that:

- Everyone develops a good understanding of the student'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

We will formally notify parents if it is decided that a student will receive special educational provision.

Teaching and learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, to achieve their potential. Children with SEND are entitled to be taught by their teacher. Teachers and or Teaching Assistants aim to spend time each day working with all children with SEND, individually or as part of a group.

The school has a range of interventions available, which are listed and costed on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention, which is best matched to the child.

Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher, who monitors progress towards the targets during the Intervention, and by the SENDCo who monitors overall progress after the intervention. The SENDCo monitors interventions to identify which are most effective.

Adaptations to the curriculum teaching and learning environment

All our classrooms are inclusion-friendly: we aim to teach in a way that will support children who have tendencies towards dyslexia, dyspraxia, autism etc. by ensuring classrooms are uncluttered and tidy with a neutral backdrop. This is good practice to support all children but is vital for those with specific sensory difficulties. Daily visual timetables are embedded in each classroom and discussed with the children daily.

All our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Digital accessibility features are often used to support learner's needs. These may include:
- text-to-speech and dictation
- caption settings
- zoom and adjustment settings
- translation and language tools

Access to extra-curricular activities

All our children have equal access to after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. School trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND or medical needs. Class teachers along with the SENDCo plan trips taking into account the additional needs of children and ensure they are accessible for all.

The graduated approach

Once a student has been identified as having SEN, we will take action to remove any barriers to learning. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Assess

The student's teacher(s) and the SENCO will carry out a clear analysis of the student's needs. The views of the child 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 student's need.

Plan

In consultation with the parents and the child, 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 student will be made aware of their needs, the outcomes sought, the support provided and any adapted teaching, provision or approaches that are needed.

Do

The child'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. 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 particular strengths, challenges and barriers, in problem solving and advising on how to implement support effectively.

Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date. We will evaluate the impact and quality of the support and interventions. The outcomes and support will be reviewed in light of the student's progress and development.

Evaluating the effectiveness of SEN provision

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

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after each cycle (dependent on intervention or outcome set)
- Observing the student and looking at their recorded work (books)
- Discussing progress, with parents, both at home and in school
- Holding an annual review (if they have an education, health and care (EHC) plan)

5. Transfer/transition arrangements

Transfer within school

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 parents and child with the new teacher
Additional visits to the classroom environment in order to familiarise children with their new environment.

Transition to secondary school

Enhanced transition arrangements are tailored to meet individual needs. Transition reviews for Year 6 students with EHCP's are held, where possible, in the Summer Term of Year 5. The secondary school SENDCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel, training etc.

6. Accessibility arrangements

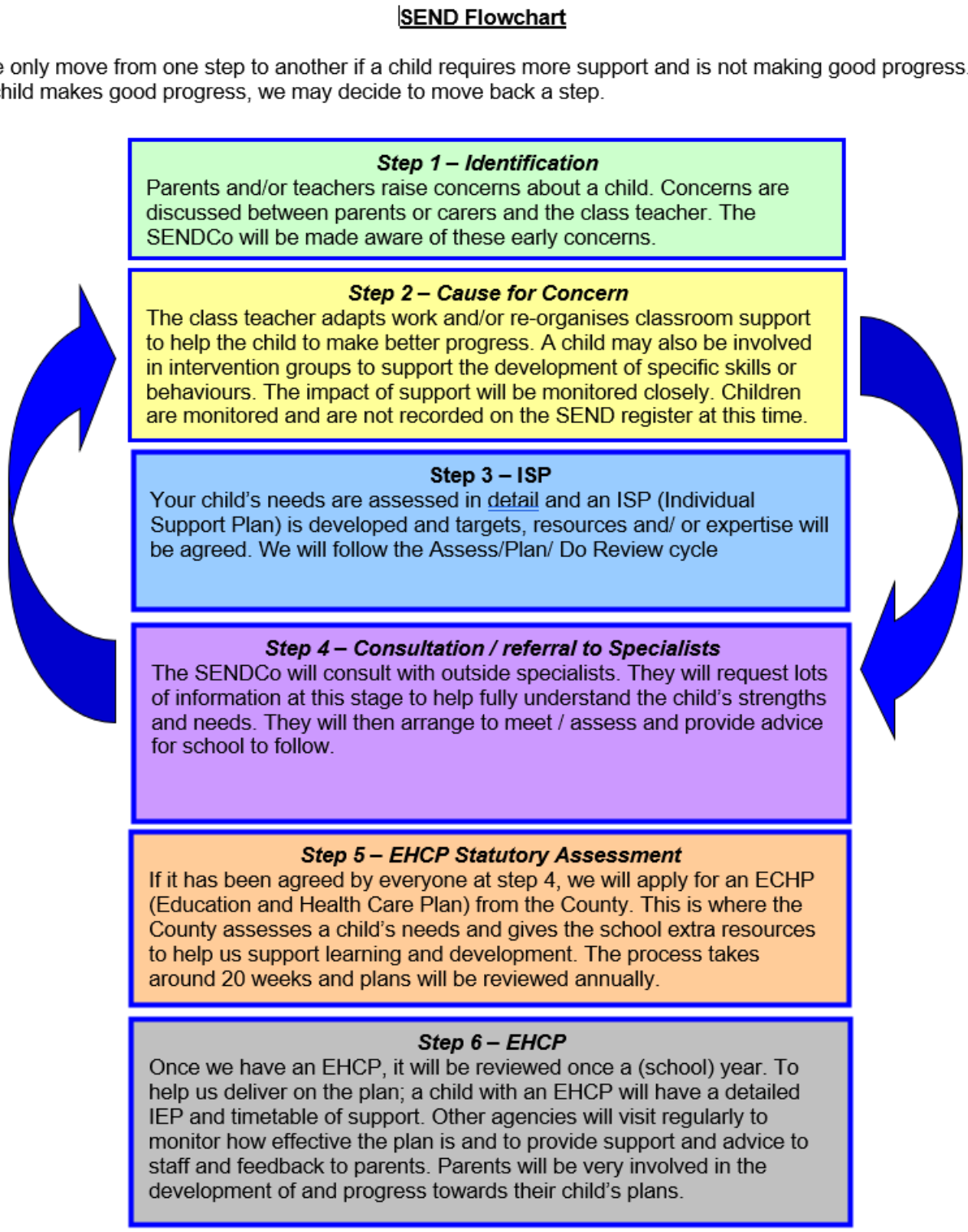
We are committed to making our school, both the curriculum and wider school life, fully accessible for all.

Please see our SEND Policy - Part 3: Accessibility Plan for details of how our school is accessible and any measures we are taking to improve its accessibility.

If a student were to join us with specific needs, we would make our best endeavours to adapt the site to best suit their needs.

7. Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting students' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

8. SEND Flow Chart

We only move from one step to another if a child requires more support and is not making good progress. If a child makes good progress, we may decide to move back a step.