



# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY 2025



**Approved by:** Mica Coleman Jones

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**Signed by Chair of  
Trustees**

*DM Costley*

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## FOREWORD

Lilya's Clarendon School and Lilya's Goldsmith School are both sites for Alternative Provision. Whilst neither site holds school status, they are often referred to as schools for the benefit of students.

## 1. AIMS AND OBJECTIVES

This policy aims to:

- Ensure our provision fully implements national legislation and guidance regarding students with SEND
- Set out how our provision will:
  - Ensure that all students have access to a broad and balanced curriculum
  - Support and make provision for students with special educational needs and disabilities
  - Provide learning which is personalized according to individual needs and abilities
  - Provide and encourage students with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND
  - Promote sensitivity, understanding and responsiveness to SEND across the provision
  - Help students with SEND fulfil their aspirations and achieve their best
  - Help students with SEND become confident individuals living fulfilling lives
  - Help students with SEND make a successful transition into adulthood
  - Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
  - Acknowledge and appreciate the essential role parents play in supporting their child's education and wellbeing, fostering strong partnerships to ensure the best outcomes for the student.

- Foster and sustain curiosity, engagement, and enjoyment in learning for students with SEND, encouraging them to take an active role in their education and wellbeing. Support them in setting aspirational personal goals and ensure they are meaningfully involved, wherever possible, in decisions that shape their future.
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

## 2. VISION AND VALUES

At LLET, we are committed to providing all students with access to a broad and balanced curriculum that supports their unique strengths, needs, and aspirations.

Our vision is to celebrate neurodiversity and empower every student to thrive, fostering self-awareness of their capabilities and inspiring them to achieve their full potential. We aim to nurture independence, helping students develop the confidence and skills they need to succeed in education and beyond.

We are dedicated to creating an inclusive and supportive environment where provision is personalised to the diverse needs of each student. By building strong partnerships with families, carers, and mainstream settings, we ensure a collaborative approach that champions the achievements and individuality of every student.

## 3 LEGISLATION AND GUIDANCE

**The SEND Policy takes careful account of the statutory** Special Educational Needs Code of Practice 0-25: 2015 and the following legislation:

- **The Children and Families Act 2014 (Part 3)** which sets out school's responsibilities for students with SEND
- **Special Educational Needs and Disability Regulations 2014** which sets 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 the school's duties to make reasonable adjustments for students with disabilities
- The Public Sector Equality Duty (section 49 of the Equality Act 2010), which sets out the school's 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 having a disability) and those who don't share it
- The Governance Handbook, which sets out governors'/trustees' responsibilities for students with SEND

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

### 3.1 DEFINITIONS

#### SPECIAL EDUCATIONAL NEEDS

This policy draws on the definition of Special Educational Needs and Disabilities (SEND) from the Special educational Needs Code of Practice 0-25 (2015). A student has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A student has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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.

A student **must not** be regarded as having a learning difficulty solely because the language or medium of communication of their home is different from the language in which they are (or will be) taught. We recognise that many students will have additional needs at some time during their educational career, which may not be deemed to be ongoing, and may only be short term. It is also recognised that some students will have long-term additional needs. We believe that by implementing this policy their needs may be appropriately supported for them to achieve to the best of their abilities.

## DISABILITY

The Equality Act 2010 defines **disability** as a ‘physical or mental impairment that has a substantial and long-term effect on the ability to carry out normal day to day activities.’

A **physical or mental impairment** can include sensory impairments, medical conditions, learning disabilities, mental health conditions, autism, speech and language impairments, and more. There is no requirement for a formal diagnosis, though this is likely to help as evidence of the impairment.

**Long term** means a year or more, and **substantial** means more than minor or trivial.

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis, for e.g., are protected by the Disability Act from the point of diagnosis. People with certain visual impairments are automatically deemed to be disabled.

Some conditions are specifically excluded from being defined as a disability, e.g., addictions to non-prescribed substances.

Children and young people who have a disability do not necessarily have SEN, however, it is recognised that there is a significant overlap between disabled children and young people and those with SEN. Under the Equality Act 2010 children and young people who have SEN may have a disability that is a physical or mental impairment, which has a long term and substantial adverse effect on their ability to carry out normal day– day activities.

The Equality Act 2010 underpins how we protect people at The Lilya Lighthouse Education Trust from unfair treatment.

## 3.2 THE 4 AREAS OF NEED

The needs of students with SEND are categorised into four key areas, as detailed in the SEND Code of Practice 2015:

Communication and interaction	Students 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.
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	Students who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> </ul> <p>Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</p>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical needs	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul>

	These students may need ongoing additional support and equipment to access all the opportunities available to their peers.
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Students can have needs that cut across more than one area, and their needs may change over time. Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

#### 4. INCLUSION AND EQUAL OPPORTUNITIES

At our school we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students 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 students with SEND are included in all aspects of school life.

#### 5. ROLES AND RESPONSIBILITIES

##### 5.1 TRUSTEES

The link trustees for SEND will:

- Help to raise awareness of SEND issues at trustee board meetings to ensure high quality education and support for all
- Publish the SEND Information report annually
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the trustee board on this
- Work with the Head Teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school
- Have regard to the requirements of SEND Code of Practice 2015

##### 5.2 THE HEAD OF PROVISION

The head of provision will:



- Work with the SENDCO and trustees to determine the strategic development of the SEND policy and provision in the setting
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Will work with the Local Authority in drawing up and keeping under review the Local Offer (Code of Practice 3.66)

### 5.3 THE SENDCO

The SENDCO will:

- Work with the head of provision and SEND trustee 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 EHC 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 provision'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 parents of students with SEND
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the head of provision and Trustees to ensure that the provision meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Maintain the SEND register
- Ensure the provision keeps the records of all students with SEND up to date
- Manage a range of resources, human and material

#### 5.4 TEACHING AND SUPPORT STAFF

Each class teacher and/ or staff member running interventions is responsible for:

- The progress and development of every student they are working with
- Working closely with specialist staff, including wellbeing mentors, to plan and assess the impact of support and interventions, and how they can be linked to teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Giving feedback to parents/ carers of students with SEND
- Ensuring they follow the SEND policy

#### 5.5 PARENTS AND/OR CARERS

Parents or carers should inform the provision if they have any concerns about their child's progress or development.

Parents or carers of a student 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 termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside the provision and any changes in the student's needs
- Given the opportunity to share their concerns and, with staff, agree their aspirations for the pupil
- Given an annual report on the student's progress

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

#### 5.6 THE STUDENT

Students 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 student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

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

## 6. SEND INFORMATION REPORT

The Provision publishes a SEND information report on its website, which sets out how this policy is implemented in the provision.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 7. OUR APPROACH TO SEND SUPPORT

### 7.1 IDENTIFYING STUDENTS WITH SEND AND ASSESSING THEIR NEEDS

At LLET, we recognise the importance of early identification of needs to provide effective and tailored support for every student. We work closely with students' main settings before they join our Alternative Provision, engaging in thorough discussions about their current skills, levels of attainment, and additional needs. This collaborative approach ensures a smooth transition and a deeper understanding of each student's unique requirements.

In a case where a student is joining our provision and:

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

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

To further individualise our support, we implement an induction period upon the student's arrival. During this time, we conduct personalised baseline assessments designed to identify their specific needs, strengths, and barriers to learning. This process allows us to create a comprehensive and tailored Individual Learning Plan (ILP) that aligns with their goals and abilities.

We also value the student's voice in shaping their own educational journey. As part of the induction, students are encouraged to share their perspectives on their needs and the support they believe will help them succeed. This collaborative, student-centred approach ensures that our provision is both effective and empowering, fostering a positive and inclusive learning experience.

**On admission to LLET, students identified with SEND will:**

- Be placed on the SEND register, with Social, Emotional, and Mental Health (SEMH) identified as the primary need, in addition to any existing categories of need.
- Have their current skills and levels of attainment thoroughly assessed.

Teaching staff will regularly assess all students' progress, including in areas beyond academic attainment, such as social and emotional development. This process will identify students whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or exceed their previous rate of progress.
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

It is important to note that slower progress and low attainment do not automatically indicate an additional SEND need.

When determining whether special educational provision is required, we will begin by identifying the desired outcomes, including expected progress, attainment, and the views and wishes of both the student and their parents. This collaborative approach helps us decide on the necessary support and whether it can be provided through adaptations to our core offer or if additional, specialised provision is needed.

In cases where there is no formal diagnosis, LLET will not make assumptions about a student's disability or medical condition. Instead, we will focus on understanding and addressing the individual's unique needs to provide effective, tailored support.

## 7.2 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 they 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 added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEND support.

## 7.3 THE GRADUATED APPROACH TO SEN SUPPORT

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

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- The student's previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. 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.

## 7.4 LEVELS OF SUPPORT

### **School-based SEN provision**

Students receiving SEN provision will be placed on the provision's SEND register. These students have needs that can be met by the provision through the graduated approach. Where the pupil'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 provision'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 provision-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 provision'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.

## 7.5 EXTRA CURRICULAR ACTIVITIES

All of our extra-curricular activities and school visits are available to all our students. All students are encouraged to take part in sports days, residential visits, special workshops and the school council, etc.

No student is ever excluded from taking part in these activities because of their SEN or disability.

The Provision's Accessibility Plan details provide further detail of how we provide access to the environment, curriculum and written information so that all students can take full advantage of the opportunities at LLET

## 8. EXPERTISE AND TRAINING OF STAFF

Young people with SEND, and their families, have the right to be supported by highly skilled and knowledgeable professionals. As a new provision, LLET is committed to recruiting staff with significant expertise in supporting students with SEND and fostering an inclusive environment.

To uphold this principle, we will ensure all staff have access to a robust professional development program tailored to the specific needs of our provision and our students. This training will be regularly updated and informed by best practices, current research, and the unique challenges our students face.

In line with our commitment, staff will engage in meaningful, specialised training in areas such as SEND provision, inclusive teaching strategies, and the latest developments in supporting neurodiverse learners. This ensures that we maintain the highest standards of support for our students and their families, empowering them to thrive academically, socially, and emotionally.

## 9. LINKS WITH EXTERNAL PROFESSIONAL AGENCIES

At LLET, we recognize and value the expertise of outside agencies in supporting students with SEND. Students may already have external agency support in place upon admission, and we are committed to working collaboratively with these agencies, alongside the referring school, to ensure the best interests of the student are met.

We will liaise closely with all stakeholders to ensure that appropriate provision is in place, in alignment with the Local Authority's *Pathways to Provision document*. This collaborative approach allows us to build on existing support networks and ensure continuity of care for the student within our setting.

Where LLET identifies a need for additional agency involvement, the SENCO, head of provision, or DSL will initiate contact with the relevant agency, always obtaining the consent of the parents and the student. By fostering these partnerships, we aim to deliver a comprehensive, well-rounded support system tailored to the unique needs of each student.

The provision also acknowledges that it may not be able to meet all the needs of every pupil internally. Whenever necessary, LLET will work with external support services, which may include:

- Specialist teachers or support services.

- Educational psychologists.
- Speech and language therapists.
- Occupational therapists or physiotherapists.
- General practitioners or paediatricians.
- School nurses.
- Child and Adolescent Mental Health Services (CAMHS).
- Education welfare officers.
- Social services.

By leveraging the expertise of these professionals, we strive to provide the highest standard of care and support for every student in our setting.

## 10 ADMISSION, EXCLUSION AND ACCESSIBILITY ARRANGMENTS

### 10.1 ADMISSIONS AND EXCLUSIONS

LLET's admission arrangements are detailed in the Admission's Policy. For a student with an EHCP plan, the academy will consider admission unless:

- It would be unsuitable for the age, ability, aptitude or SEND of the student
- The attendance of the student would be incompatible with the efficient education of others, or the effective use of resources.

Students can only be excluded for disciplinary reasons: they cannot be excluded because the academy cannot meet their needs

### 10.2 ACCESS FOR PEOPLE WITH DISABILITIES

Our schools will make reasonable adjustments to ensure disabled people are not discriminated against. Law does not define what is reasonable, and a provision must take into account: cost, practicality, effectiveness of the adjustment, effect on student's health and health and safety considerations.

Lilya's Goldsmith School is accessible to people with mobility issues. For further details, see the Academy's Accessibility Plan.



Reasonable adjustments and exam access arrangements are put in place for students who meet the criteria set out by the Joint Council for Qualifications (JCQ), for further details see the Quality Assurance (including exam arrangements) Policy.

## 11 COMPLAINTS ABOUT SEND PROVISION

Complaints about SEN provision in our setting should be made to the head of provision in the first instance, who will then follow the school's complaints policy.

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

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](#).

## 12 MONITORING AND EVALUATION ARRANGMENTS

### 12.1 EVALUATING THE EFFECTIVENESS OF THE POLICY

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

- Reviewing students' individual progress towards their goals
- Reviewing the impact of interventions after approximately 6 weeks
- Using student, staff and parent questionnaires
- Holding annual reviews for students with EHC plans
- Monitoring the SENCO

### 12.2 MONITORING THE POLICY

This policy will be reviewed by the head of provision and SENDCO **at least annually**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full board of trustees.

This policy will be made available and accessible to all parents/carers and stakeholders.

### 13 LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to the following documents:

- SEND information report
- The Local Offer
- Accessibility Plan
- Understanding and Supporting Behaviours
- Equality and Diversity Information Policy
- Medical Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Complaints Procedure

### CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF STUDENTS WITH SEND

For Nottingham City residents' contact: [special.needs@nottinghamcity.gov.uk](mailto:special.needs@nottinghamcity.gov.uk) or phone 0115 876 4300

For Nottingham County residents contact: [lcds.duty@nottscs.gov.uk](mailto:lcds.duty@nottscs.gov.uk) or phone 0115 8041275

### THE LOCAL OFFER

The SEND Local Offer is a resource, designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of

special educational need. The SEND Local Offer include information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. You can review an animation describing this new pathway on Nottinghamshire's SEND Local Offer website: [www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

The SEND Local Offer will cover public services that are available within:

1. Education: e.g., nurseries, playgroups, schools and colleges as well as support services like educational psychologists, early years and early intervention workers
2. Health: e.g., GP, paediatrician, school nurse and therapists.
3. Social care: e.g., respite services and children's disability services. It should also enable you to find out what support and services are available in the voluntary and private sectors, for example from charities and disability groups, nurseries, youth clubs, etc., both in your immediate area and across Nottinghamshire.

LLET has adopted the Local Offer as part of the Children & Families Act 2014 as set out by the Local Authority. The school supports the Local Authority's offer and this is reflected within the school's own provision and curriculum.