



Lingfield Education Trust

Special Educational Needs & Disabilities Policy

The overarching policy should be read in conjunction with each school's annual **'SEND Information Report' and the School's 'SEND Policy'** which is published on the school's website.

Policy Version Control	
Policy type	Academy Trust
Policy prepared by (name and designation)	Mark Dent Director of Education
Last review date	15 th January 2024
Description of changes	Additional duties for LGB SEND governors in relation to training and monitoring
Date of Board of Trustees approval	1 st February 2024
Date released	1 st February 2024
Next review date	Spring 2025

1. Purpose

- 1.1 This policy sets out Lingfield Education Trust's approach to supporting pupils with special educational needs and disabilities (SEND) in each of its schools, including (where applicable) their nursery provision. The policy should be read in conjunction with each school's annual **'SEND Information Report' and the School's 'SEND Policy'** which is published on the school's website. The policy is based on the SEND Code of Practice and Children and Families Act – both published in July 2014.

2. Aim

- 2.1 The key aim of the trust and each of its schools is to help all pupils – including those with SEND - to achieve their very best and become successful, well-rounded individuals.

3. Objectives

- 3.1 The objectives of the trust in respect of SEND are:
- To identify and provide for pupils who have SEND;
 - To work within the guidance of the SEND Code of Practice;
 - To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND;
 - To provide a SENDCO in each school who will have day to day responsibility for the implementation of the SEND Policy in their school;
 - To provide support and advice for all staff working with pupils with SEND;
 - To develop and maintain a partnership approach and high levels of engagement with parents & carers;
 - To ensure access to the curriculum for all pupils.

4. Roles and responsibilities

- 4.1 Details of the key staff in each school particular responsibilities concerning SEND are provided in the school SEND Information Report.

4.2 Special Educational Needs Co-ordinator (SENDCO)

- 4.2.1 The SENDCO has day to day responsibility for:
- the operation of the SEND Policy in their school;
 - co-ordinating specific provision made to support individual pupils with SEND, including those who have Education, Health and Care (EHC) plans;
 - providing professional guidance to colleagues;
 - working closely with staff, parents and other agencies in connection with pupils with SEND;
 - being aware of the provision in relation to the relevant Local Offer;

- working with professionals to provide a support role to families to ensure that the school's pupils with SEND receive appropriate support and high quality teaching;
- ensuring that the school's SEND Information Report is reviewed and updated annually, involving parents and pupils.

4.3 Executive Head Teacher/ Head Teacher/Head of School

- 4.3.1 The Executive Head Teacher/ Head Teacher/Head of School of each school has overall responsibility for:
- ensuring that policies and procedures are fully implemented;
 - ensuring that sufficient resources and time are allocated to enable staff members to discharge their responsibilities in connection with SEND

4.4 Board of Trustees

- 4.4.1 The trust's Board of Trustees has responsibility for:
- overseeing SEND matters across the trust's schools, including fulfilment of all statutory requirements;
 - monitoring the appropriate implementation of this policy across the trust;

4.5 Local Governing Body

- 4.5.1 Each school's Local Governing Body has responsibility for:
- identifying a member of the local governing body who will have particular responsibility for overseeing SEND provision
 - ensuring that the specified LGB member with responsibility for SEND completes appropriate training in relation to their role
 - ensuring that the specified LGB member with responsibility for SEND undertakes the monitoring activities expected of them
 - ensuring that arrangements are in place in the school to support pupils with SEND;
 - in conjunction with the Executive Head Teacher/Head Teacher/Head of School, ensuring that the SEND Policy is implemented appropriately within the school;
 - ensuring that the school's 'SEND Information Report' is considered and approved annually;
 - working with the Executive Head Teacher/Head Teacher/Head of School and SENDCO to determine the development of SEND policy and provision, including establishing a clear picture of the resources available in the school;
 - ensuring the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements

5. SEND Information Report

5.1 Each school will review and publish annually a **Special Educational Needs & Disability Information Report**. The trust's SEND Information Report template is designed to meet the statutory requirements for the information to be included, as set out in the Children and Families Act 2014 and the SEND Code of Practice. The report explains how each academy meets the needs of children with special educational needs and disabilities. It will be published on the school website and as part of the relevant Council's 'local offer'.

5.2 Specifically, each school's SEND Information Report will address the following:

- Who do I contact about my child's special educational needs?
- Which children does the school provide for?
- Summary of how the school meets the needs of children with SEND and disabilities
- How does the school identify children's special educational needs
- How does the school teach and support children with SEND?
- How will the curriculum and learning environment be matched to my child's/young person's needs?
- How are parents and carers involved in reviewing children's progress and planning support?
- How are children involved in reviewing their progress and planning support?
- How will the school prepare and support my child to transfer to a new school or the next stage of education and life?
- What training do school staff have?
- How does the school measure how well it teaches and supports children with SEND?
- How accessible is the school and how does the school arrange equipment or facilities children need?
- How will my child/young person be included in activities with other children, including school trips?
- What support will there be for my child's/young person's overall well-being, and their emotional, mental and social development?
- What specialist services does the school use to support children and their families?
- Where can I get information, advice and support?
- What do I do if I am not happy or if I want to complain?
- Other relevant policies

6. Funding for SEND

6.1 Each school in the trust has an amount identified within its overall school budget, called the notional SEND budget. This is not a ring-fenced amount. The

school provides high quality appropriate support from the whole of the school budget including any resources targeted at particular groups such as pupil premium.

- 6.2 The relevant Local Authority provides additional top-up funding where the cost of the special education provision required to meet the needs of an individual student/pupil exceeds the nationally prescribed threshold.
- 6.3 In some circumstances, parents may request a Personal Budget. A Personal Budget is an amount of money identified by a Local Authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. Personal budget requests will only be agreed in agreement with school leaders and the funding LA.

7. Data protection

- 7.1 EHC plans will be kept securely so that unauthorised persons do not have access to them. EHC plans will not be disclosed without the consent of the child's parents or young person, except for specified purposes or in the interests of the child or young person. Procedures are in line with wider trust GDPR policies.