



Special Educational Needs and Disability (SEND) Policy

September 2026

(to be reviewed September 2027)

STATEMENT IN RELATION TO EDUCATIONAL NEEDS

Larches High School values the abilities, achievements and differences of all its pupils, and is committed to providing for each pupil the best possible environment for learning. The school is committed to ensuring that all pupils, including those with specific and/or additional educational needs, make positive progress and remain healthy, safe and engaged. To achieve this, it is of paramount importance that the educational needs that pupils experience during their school career are identified swiftly and that appropriate provision is made to ensure that these needs can be met.

Pupils are considered to be at school support if they have a disability as defined in the Equality Act 2010 and require specialist provision that is significantly 'additional to or different from' those available to the majority of their peers within the school's normal curriculum.

OBJECTIVES OF THE SEN POLICY

1. To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEND Inclusion Policy.
2. To identify and provide for pupils who have special educational needs and/or additional needs.
3. To follow the guidance provided in the SEND Code of Practice and adhere to the regulations therein.
4. To operate a child centred approach to the management and provision of support for special educational needs.
5. To provide support and advice for all staff working with pupils who have special educational needs.
6. To develop and maintain partnerships with parents and carers.
7. To ensure effective partnership working with external agencies and professionals in order to meet the needs of staff and pupils.
8. To ensure that all pupils are included in all activities and lessons within the curriculum.

All teachers at Larches High School are teachers of pupils with SEND

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Some pupils are identified as having SEND through communication (prior to admission) with mainstream schools. Pupils and parents / carers are met at an admissions meeting where further information can be shared. During induction the pupils complete a wide range of baseline assessments to identify if additional need have been missed. From the data and information collated, the Larches SEND team will decide if additional support is required. The information is added to the Support Plans so that all staff have access to it.

BROAD AREAS OF NEED

Communication and Interaction
Cognition and Learning
Social, emotional mental health
Sensory and/physical needs

The identification of 'behaviour' as a need is not an acceptable way of describing SEND. Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need which should be recognised and identified by staff in school.

CRITERIA FOR INCLUSION ON THE SEND / ADDITIONAL NEEDS REGISTER

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot always compensate for a lack of good quality teaching.

Pupils are placed on the SEND register as per the school's criteria for provision and in accordance with the SEND Code of Practice. Assessments lead to formal planning of appropriate person-centred intervention in liaison with appropriate staff members.

The school's SEND information is shared with staff at staff meetings and is recorded on the Support Plans.

The information is disseminated for the following categories.

- Those who have an identified Special Educational Need/Disability and/or have an Education, Health and Care Plan, or those who require individual planning and high levels of adaptation at 'School Support' level.
- Those who have an additional need and/or a disability and therefore may require a 'reasonable adjustment'.
- Pupils in Key stage 4 who have approved Access Arrangements granted by the JCQ (Joint Council for Qualifications).

SEND CRITERIA

Pupils must meet specific criteria to access levels of SEND Support as outlined below:

EHCP

Pupils who have been the subject to a statutory assessment undertaken by the Local Authority which has necessitated the issuing of an EHCP (Education Health Care Plan). Schools are legally obliged to ensure that the support provided for the subject is compliant with this document. Larches works proactively with the LA to ensure all EHCP pupils are appropriately placed.

SEND SUPPORT

Pupils supported at this level must have a specific barrier to learning which necessitates their educational provision to be significantly different from or additional to what is normally available to pupils of the same age.

In deciding whether to make special educational provision, information is gathered from within the school about the pupil's progress, alongside national data and expectations of progress. Most of the pupils in this category will have a statutory request submitted to the LA.

Pupils meet one or more of the below quoted criteria:

- Standard Scores of below 84
- Significantly below functional reading and/or spelling age
- Short term barrier to learning based on a specific circumstances
- This includes high quality and accurate formative assessment, using effective tools, well trained staff and early assessment materials.

THE 'ASSESS, PLAN, DO, REVIEW ' CYCLE

Where a pupil is identified as having a SEND, action should be taken to remove barriers to learning and SEND provision should be put in place. This support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as a 'graduated response'.

Following on from in-depth assessments, which are carried out by external professionals, Individual Education Plans (IEP) are created. These plans are personalised to meet the additional needs of each pupil. Short term, achievable targets are created using recommendations from the professional reports. These targets are different from and additional to their cohort targets. Pupils with an IEP are seen for regular sessions each week and progress is monitored. Support and advice from our external professionals are continuously used throughout the timeline of the IEP to ensure success for the pupil. The IEPs are reviewed termly and shared with the pupils and parents so that progress can be celebrated. New IEP targets are created when a new cycle of support begins.

PROVISION AVAILABLE FOR SEND PUPILS

The provision at Larches High School was reviewed and the support offered has been personalised to meet pupils' individual needs and as such is not exhaustive but an indication of the types of SEND in school presently.

Cognition and Learning

- Small group teaching with TA support
- Adapted curriculum approaches
- Specialist intervention programmes
- Specialist subject teacher interventions
- EP support
- Precision teaching

Communication and Interaction

- Visual resources
- Social skills interventions
- Emotional Literacy sessions
- Highly staffed unstructured times
- Speech and Language interventions
- Mentoring

Physical and Sensory Difficulties

- Support and programmes for those pupils with physical and/or sensory difficulties is provided in consultation with specialist staffing
- Speech and Language interventions

Social, Emotional and Mental Health Difficulties

- Specific programmes to address outstanding needs issues
- Access to therapy (e.g. anxiety)
- Personalised timetables
- Access to alternative provision
- Nurture and High Support provision
- CAMHS external support
- ELSA

All pupils have a Support Plan. This is drawn up in consultation with parents, the pupil and any external agencies and professionals who are involved. Each pupil will have targets and strategies to support learning and overall progress. Targets are reviewed on a termly basis. Teaching staff have access to all Support Plans.

In addition to this, if a child has an Education, Health and Care Plan, this will be formally reviewed once a year. The views of the pupil, parents/guardians, teaching staff and other professionals will be requested and form the basis for discussion of progress towards targets and the setting of targets for the coming year. Reviews take place in accordance with the Local Authority's Transition model. Emergency Reviews may take place at any time during the school year if any party is concerned about the progress of a pupil who has an EHCP. As Larches is a Pupil Referral most pupils with EHCPs only remain with us until the LA are able to find a suitable placement.

CURRICULUM

At Larches High School all pupils have full access to the National Curriculum. Any school-based interventions are targeted to address specific difficulties for the minimum time necessary. It is the school's policy that most of the support for pupils with additional needs should be provided and adapted in the classroom alongside their peers.

Care is taken to ensure that the ability of bilingual pupils is recognised and that these pupils are not regarded as having SEND on the basis of language acquisition.

Interventions out of the classroom are sometimes appropriate to facilitate individual progression. Specialist teaching is often skills based, particularly for reading, writing, spelling or numerical programmes of study. Speech and Language, Social Skills, ELSA and 1:1 sessions are delivered where appropriate.

ACCESS TO THE FULL LIFE OF THE SCHOOL

Larches High School is an inclusive school. All pupils, including those with additional needs, have opportunity and are encouraged to take part in all aspects of school life.

To ensure that all pupils have access to and make progress across the curriculum the school provides for all pupils:

- Access to Pupil Premium funding where the pupil has been eligible to Free School Meals within the previous 6 years.
- Literacy and Numeracy strategies embedded across the curriculum.
- Lessons which are planned to meet individual need.
- Highly personalised and specific interventions based on need.
- Access to Nurture, High Support and Alternative provisions.

TRAINING AND RESOURCES

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (SEND Code of Practice). High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The Management Committee will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the SENDCo. The SENDCo will keep fully up to date regarding SEND issues through:

- Incorporating Knowledge gained via the NASENCO Award (National Award for SEND Coordination)
- Access to specialist training

- All staff will develop their skills through attendance at specialist training, discussions with external specialists and any in-house training provided.
- HLTAs who support individual pupils with EHCP will be required to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by attending training courses identified through the appraisal cycle.

Roles and Responsibilities of the SENDCo:

- The SENDCo is responsible for determining the strategic development of SEND policy and provision in school. The SENDCo should be aware of the provision in the Local Offer and be able to work with professionals providing a supportive role to families to ensure pupils with SEND receive appropriate support and high quality teaching.
- To provide professional guidance and support to colleagues.
- To advise on the deployment of the school's delegated budget.
- The day to day operation of the school's SEND policy information sharing with teaching and pastoral staff.
- To monitor and evaluate the impact of in-class support.
- To work directly with pupils who have SEND.
- Coordinating provision for children with SEND and advise on the graduated response approach to providing SEND support.
- Liaison with parents and carers, external agencies, specialists, health professionals etc.
- SENDCo contributions to staff training INSET and Provision Mapping.
- Coordinate, monitor and evaluate individual progress through IEPs.

In accordance with the SEND Code of Practice 'The school should ensure that the SENDCo has sufficient time and resources to carry out such functions. This should include the provision of administrative support'.

Subject teachers are responsible for:

- Awareness of the school's procedures for the identification and assessment of and subsequent provision for pupils with SEND.
- Adaptation of the curriculum where appropriate taking into consideration the additional needs of the students.
- Monitoring the progress of pupils with SEND.
- Contributing to target setting and outcomes for pupils with SEND.
- Liaising with those who provide 'in class support' so that lesson plans and outcomes are effective in ensuring that pupils make good progress.

HLTAs:

- Identify, assess, and monitor the tracking of all SEND pupils.
- Responsible for supporting pupils in the classroom setting, contributing to target setting and outcomes and monitoring and reporting progress in relation to agreed targets and outcomes.
- Pupils with an EHCP are allocated support in accordance with the prescription as set out within the LA documentation with a focus on core subject areas
- Provide structured and planned intervention under the guidance of SENDCo or specialist for individuals or small groups.

USE OF DATA AND RECORD KEEPING

Information in relation to SEND is kept securely in accordance with the requirements of the General Data Protection Act 2018. The provision made for pupils with SEND is recorded accurately and kept up to date.

Provision maps are used as an efficient method of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum.

PUBLISHING INFORMATION

The school must publish information on the website about the implementation of the governing body's policy for pupils with SEND. This information should be updated annually.

COMPLAINTS

Any concerns or complaints raised by parents or carers can be referred initially to the school SENDCo either by telephone, email or in person in the first instance. If concerns cannot be resolved in this way then the school's complaints procedure should be followed.

Mediation aims to help resolve disagreements for children and young people that are being assessed for or have an EHC plan, whilst disagreement resolution arrangements are available for parents of and all children and young people with SEND, not just those who are being assessed for or have an EHC plan, where it has not been possible to resolve those issues through the normal routes such as the school's complaints procedure.

Mediation and disagreement resolution meetings aim to resolve your disagreements in a quick, informal way using a neutral third party, a mediator, to help reach a resolution that is mutually satisfactory.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 and has been written with reference to the following guidance and documents:

- SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- The Equality Act 2010

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

- Children and Families Act

http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf

- Special Educational Needs and Disabilities Act 2014

http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf