Lime Trust
Putting Learners First

Special Educational Needs & Disabilities Policy

Lime Trust 2025

Policy: Special Educational Needs and Disabilities Policy – Lime Academy Larkswood

Date of Policy: September 2025

Date of Renewal: September 2026

LIME Trust Vision & Values

Putting Learners First is our Trust vision.

We aim to create a nurturing and supportive learning environment for all, encouraging our learners to achieve academic excellence and reach their full potential. We set high expectations and build capacity-rich schools through facilitating school-to-school collaboration. The high challenge we put forward is met with equally high support from our team of education experts, so we continue to improve our children's lives and futures – especially for disadvantaged pupils.

Our values are based on R.E.S.P.E.C.T. which means we believe that:

Respect is built on unconditional positive regard for all learners, all employees, and our wider communities.
Equity enables everyone to be treated as individuals. It removes barriers, provides opportunity and celebrates difference.
Self-worth creates a culture where all learners, all employees and our wider community have pride in their contributions and feel confident and valued.
Partnership is working together for the common good, ensuring that our learners are at the heart of all that we do.
Enjoyment is feeling happy, safe and motivated to make a positive contribution.
Communication provides a voice for all, creating a shared understanding through dialogue.
Trust is a partnership which requires us to act with integrity. Be brave, honest and kind.

Governance

Where a policy refers to the responsibility of the Trust Board for monitoring, scrutiny or quality assurance, these may be delegated to one of the teams below through their governance processes:

- School Improvement Team Governance , who directly report to the Education Curriculum and Standards Committee
- Operations Team Governance, who directly report to the Finance Risk and Audit Committee
- External and internal audits reported to the Trust Board

Introduction

Our school is committed to delivering high-quality inclusive education through Ordinarily Available Provision, as defined by our Trust, ensuring that learners with SEND receive appropriate support and reasonable adjustments from within existing school resources.

The person responsible for managing the SEN/D provision in school is Mrs Katie Brewer alongside Michelle Wilshere (SENDCo and SEN Teacher), who can be contacted on 020 8529 4979: or by emailing: larkswoodschool@limetrust.org. The SENDCo is part of the school's Senior Leadership Team (SLT) and is line managed by the Co-Headteachers.

Compliance

This policy complies with our statutory requirement and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0 – 25 (DfE, May 2015)
- Equality Act 2010
- The SEN and Disability Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (DfE, Dec 2015)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Teacher's Standards 2012
- TA Standards 2015
- Lime Academy Larkswood: Safeguarding and Child Protection Policy
- Lime Academy Larkswood: Accessibility Policy and Plan
- Lime Academy Larkswood: Equality and Diversity Policy
- Lime Academy Larkswood: Supporting Pupils with Medical Conditions Policy

Aims

Our overarching aim in Lime Academy Larkswood is to create an atmosphere of encouragement, acceptance, respect and understanding of individual needs, in which all pupils can maximise their potential. We aim to do this by:

- raising the aspirations of and expectations for all pupils with SEN/D
- enabling each pupil to partake in and contribute fully to school life
- enabling each pupil to reach his or her full potential
- endeavouring to understand and meet the individual needs of each child
- providing a focus on outcomes for children rather than hours of provision/support
- working closely with external agencies
- including the views of the child and their parents in the monitoring and reviewing of provision

Definition of Special Educational Needs and/or Disabilities

The SEND Code of Practice 2015 states that a child has special educational needs if he/she has a learning difficulty which requires special educational provision to be made for him or her. In this context, a child has a learning difficulty if he/she has a significantly greater difficulty in learning than the majority of children of his or her age. It

also covers a child who has a disability which hinders or prevents him or her from making use of educational facilities provided in schools for children of the same age.

In school, we also acknowledge higher attaining children as possibly also being in need of additional support, guidance or provision.

When identifying the needs of a pupil with SEND, we refer to the four broad areas of need as detailed in the Code of Practice (2015, p.97). These are as follows:

Communication and Interaction - this includes children with Speech, Language and Communication Needs (SLCN) and those who fall on the Autistic Spectrum (ASD).

Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties, e.g. anxiety, depression. Other children may have features of hyperactivity, concentration difficulties and/or impulsive behaviours or attachment disorder.

Sensory and/or Physical - this includes children with sensory impairment, visual impairment, hearing impairment or multisensory impairments and physical difficulties which may require ongoing support and specialist equipment.

The following are not, in isolation, considered to require SEN/D provision, but may impact on attainment and progress:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for schools provided under the Equality Act)
- Attendance and punctuality
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium grant
- Being a Child in Care (CiC)
- Behavioural difficulties

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010; that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise; 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

- We must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might

require and what adjustments might need to be made to prevent that disadvantage.

For further information, please see the school's Accessibility Policy and Plan which is available on the school website.

Identification, assessment and review of pupils with SEN/D

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies. The school keeps a record of those pupils receiving SEN support as part of a wider provision map.

A graduated approach to SEN/D support

Where a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which provision is revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes.

This is known as the graduated approach or 'assess-plan-do-review' (APDR). It will highlight where the support of more specialist expertise is required.

Assess

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. This includes raising their concerns with the school's SENDCo by completing an Initial Concerns/Referral form.

It is the responsibility of class teachers, under the Teachers' Standards 2012 and the SEND Code of Practice 2015, to put in place strategies that will support and accelerate the progress and development of SEN/D pupils in their class. Differentiation and class-based strategies come under the category of quality first teaching and are the first steps in responding to pupils with additional needs.

If the professional opinion of the class teacher and SENDCo is that a child's needs are more complex or not responding to quality first teaching strategies, then the child is placed higher up the concern ladder into the category 'SEN Support'. At this stage, all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, is brought together to form a profile of the child and plan appropriate support.

The process of assessment will involve:

- carrying out a clear analysis of the pupil's needs drawing on teacher assessment and experience of the pupil
- take into account their previous progress and attainment
- consider the pupil's development in comparison to their peers and national data
- consider the views of parents, the pupil's own views and, if relevant, advice from external support

We take seriously any concerns raised by a parent. These are recorded and compared to the school's own assessment and information on how the pupil is developing.

Academic progress is cause for concern if it:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Additionally, where a pupil is not making progress with their wider development due to social and/or emotional difficulties, SEND provision would be considered to enable the child or young person to make a successful transition to adult life.

Plan

Where it is decided to provide a pupil with SEN support, the parents are notified. The teacher and the SENDCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or social/emotional skills. Support and intervention provided is then selected to match the outcomes identified for the pupil. Where necessary, plans will outline parental involvement to contribute to progress at home. All teachers and support staff who work with the pupil are made aware of their needs, intended outcomes and the support and/or strategies that are required.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They 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 SENDCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses and advising on the most effective form of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed regularly. The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. The teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education and Health Care Plan (EHCP), the Local Authority, in cooperation with the school, must formally review that plan, through the Annual Review cycle, as a minimum every twelve months.

Managing the needs of pupils receiving SEN/D support

Reasonable adjustments and intervention through quality first teaching is part of usual classroom practice. The school uses a class provision map to record any additional intervention which has been put in place for pupils who are causing concern or have been identified as requiring SEN support. This is updated throughout the four-stage APDR cycle.

For children with a higher level of SEN or complex needs, the school may decide to use an Individual Education Plan (IEP) or Assess, Plan, Do, Review (APDR) profile. Where specialist advice has been received, recommendations for support will be incorporated. This outlines our aspirations, aims and outcomes for a pupil with SEN to evidence and monitor the impact of a higher level of support and intervention. Progress towards outcomes is reviewed termly.

The progress of all children receiving SEN support is discussed at termly Pupil Progress meetings and is reviewed by the SENDCo along with the Senior Leadership Team.

For more detailed information of the school's provision for pupils with SEN/D, please see the School SEN Information Report on the school website which is reviewed annually.

Specialist support and external agencies

School may decide to involve specialist advice where a pupil continues to make less than expected progress, despite evidence-based support and interventions. Parents are always consulted before seeking this advice.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress the school will consult the Local Authority threshold document and decide if it is appropriate to pursue an Educational, Health and Care Plan needs assessment. The APDR plan is used to provide evidence of the school's provision and impact on the child's outcomes. Parents also have the right to request an EHCP needs assessment through the Local Authority.

Criteria for existing SEN support

If it is felt that children are making progress which is sustainable, then they may be taken off SEN Support. If this is the case, then the views of the teacher, SENDCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If everyone is in agreement, all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the school's usual monitoring procedures. If it is felt that the pupil requires additional assistance in the future, then the procedures set out in this policy will be followed.

Supporting pupils and families

We strive to work with pupils and their families to meet and agree on their SEN needs and the necessary provision. The school's SEN Information Report provides information for parents about support at various levels.

The London Borough of Waltham Forest Local Authority also publishes on its website a Local Offer to support parents to make informed choices and to signpost them to different services. This sets out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEN/D. It explains the procedures for requesting an assessment for an Education Health and Care Plan (EHCP) – which has replaced the SEN statement.

You will also find information about:

1. Where to go for advice and guidance on SEN and Disability matters
2. Leisure activities for children with SEND
3. Arrangements for resolving disagreements and mediation

The Local Authority employs a SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) Officer to offer impartial advice, advocacy and information to parents about the SEN process and their rights. Contact details can be found on the Waltham Forest website. SENDIASS can also support parents to access independent supporters to help them through the EHCP assessment process

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an EHCP which brings together health and social care needs.

For further information please see 'Supporting Pupils at School with Medical Conditions' Policy which can be found on the school website.

Monitioring and evaluation of SEN/D

The effectiveness of the school's SEND Policy and provision is evaluated through:

- Monitoring the quality of teaching and learning
- Tracking and analysis of pupil progress and intervention data
- Pupil Progress meetings
- Monitoring of procedures and practice by the SEND governor

- The school's Self-Evaluation Framework document
- Regular meetings with parents and staff, both formal and informal

Roles and responsibilities

Provision for pupils with SEN/D is a matter for the school as a whole. The Academy Council, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

The **Trust Board** will ensure that:

- The necessary provision is made for any pupil with SEN/D
- All staff are aware of the need to identify and provide for pupils with SEN/D
- Pupils with SEN/D join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- They have regard to the requirements of the Code of Practice 2014
- Parents are notified if the school decides to make SEN/D provision for their child
- They are fully informed about SEN/D issues, so that they can play a major part in the school self- review
- They set up appropriate staffing and funding arrangements, and oversee the school's work for SEN/D

The **Co-Headteachers** are responsible for:

- The management of all aspects of the school's work, including provision for pupils with Special Educational Needs
- Keeping the Academy Council informed about SEND issues
- Working closely with the SENDCo
- The deployment of all Special Educational Needs personnel within the school
- Monitoring and reporting to governors about the implementation of the schools' SEN/D Policy and the effects of inclusion policies on the school as a whole

The **SENDCo** is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating the provision for pupils with special educational needs and/or disability
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other school staff
- Helping staff to identify pupils with Special Educational Needs and/or Disability
- Carrying out assessments and observations of pupils with specific learning problems
- Supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with Special Educational Needs and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with external agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEN/D register and records
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, tests and SATs
- Contributing to the in-service training of staff
- Liaising with the SENDCos/Inclusion Managers in receiving schools and/or other primary schools to help

provide a smooth transition from one school to the other

- Taking part in SEN/D moderation

Class teachers are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEN/D in the classroom, through providing an appropriately adapted curriculum
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEN/D Policy and procedures for identification, monitoring and supporting pupils with SEN/D
- Directly liaising with parents of children with SEN/D

Storing and managing information

Documents relating to pupils on the SEN/D register will be stored in locked cabinets or a secure online area. SEND records will be passed on to a child's next setting when he or she leaves Lime Academy Larkswood. The school has a Confidentiality Policy which applies to all written pupil records.

Complaints

The school has a complaints procedure which can be found on the school website.

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