



Special Educational Needs and Disabilities (SEND) Policy

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our academy fully implements national legislation and guidance regarding students with SEND
- Set out how Lostock Hall Academy will:
 - Support and make provision for students with special educational needs and disabilities
 - Provide students with SEND access to all aspects of academy life at the academy so they can engage in the activities within the academy alongside students who do not have SEND
 - 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 student
 - 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 student
 - Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

- At our academy we will provide all students with access to a broad and balanced curriculum that provides equality of opportunity and enables high achievement for all students regardless of specific need, disability or academic ability;
- We are committed to making sure all our students have the chance to thrive and support them to meet their full potential;
- We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of students, no matter how varied;
- We ensure that all students with special educational needs and disabilities are identified, assessed and adequately supported;
- We ensure that the academy's statutory duties are met for students with EHCPs and disabilities;
- We ensure that every child achieves their potential regardless of special educational needs or disability;
- We ensure that students are enabled to become independent, resourceful and resilient learners;
- We ensure that there are good links with parents or carers as they play a vital role in supporting their child's special educational needs and disabilities;
- We ensure that the views of the individual student are considered when determining the nature of provision made for the student;
- We ensure that SEND students who are eligible for Pupil Premium funding are supported effectively and in receipt of their full entitlement;
- We ensure that our SENDCO has the time and resources needed to fulfil the demands of the role and the effectiveness of the department;
- We ensure that students are referred for statutory assessment in a timely and efficient way;

- We support all SEND students with guidance regarding post 16 study with appropriate educational providers;
- We ensure that the SEND Code of Practice is given due regard and cross referenced against Guidance on Inclusion and The Disability Rights Code of Practice for Schools;
- We ensure that the delegated budget is allocated in full to staffing within the SEND Team and the use of consultants and external professionals.

3. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) 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 149 of the Equality Act 2010), which set 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 guide for academy trusts which sets out trustees' responsibilities for students with SEND
- The School Admissions Code, which sets out the academy's obligation to admit all students whose education, health and care (EHC) plan names the academy, and its duty not to disadvantage unfairly children with a disability or with special educational needs

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

4. Inclusion and equal opportunities

At Lostock Hall Academy 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 academy environment to make sure that students with SEND are included in all aspects of academy life.

5. Definitions

5.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most 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 an educational or training offering that is additional to, or different from, and that is made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Students are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The academy will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 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.

AREA OF NEED	
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. Students who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • 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

AREA OF NEED	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Students may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.
Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENDCO

The SENDCO at our academy is Miss V Gregson – v.gregson@lostockhallacademy.org.

They will:

- Inform any parents or carers that their child may have SEND and then liaise with them about the student's needs and any provision made
- Work with the principal and SEND trustee to determine the strategic development of the SEND policy and provision in the academy
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provisions made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents or carers, and other agencies to make sure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual students
- Advise on the deployment of the academy's delegated budget and other resources to meet students' needs effectively

- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the student and their parents or carers are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the principal and trustees to make sure the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the academy keeps its records of all students with SEND up to date and accurate
- With the principal, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the academy's plan for continuous professional development
- With the principal, regularly review and evaluate the breadth and impact of the SEND support the academy offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the academy's SEND information report and any updates to this policy
- With the principal and teaching staff, identify any patterns in the academy's identification of SEND, both within the academy and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The Board of Trustees

The Board of Trustees is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need
- Make sure that students with SEND engage in the activities of the academy alongside students who don't have SEND
- Inform parents or carers when the academy is making special educational provision for their child
- Make sure that the academy has arrangements in place to support any students with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents or carers on their child's progress
- Record accurately and keep up to date the provision made for students with SEND
- Publish information on the academy website about how the academy is implementing its SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the academy's accessibility plans

- Make sure that there is a qualified teacher designated as SENDCo for the academy and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of students with SEND
- Make sure that all students from year 7 until year 11 are provided with independent careers advice

6.3 The SEND link trustee

The SEND link trustee is Mrs Sandra Livesey – 01772 336293.

The SEND trustee will:

- Help to raise awareness of SEND issues at trust board meetings
- Monitor the quality and effectiveness of SEND provision within the academy and update the trust board on this
- Work with the principal and SENDCo to determine the strategic development of the SEND policy and provision in the academy

6.4 The principal

The principal is Mrs J. Butterworth – J.Butterworth@lostockhallacademy.org

The principal will:

- Work with the SENDCo and SEND link trustee to determine the strategic development of the SEND policy and provision within the academy
- Work with the SENDCo and trustees to make sure the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the academy's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the academy's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the academy offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo and teaching staff, identify any patterns in the academy's identification of SEND, both within the academy and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated/adapted to meet student needs through a graduated approach
- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCo to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents or carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent or carer, the student and the academy
 - Listen to the parents or carers concerns and agree their aspirations for the student

6.6 Parents or carers

Parents or carers should inform the academy 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 student'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 SEND support outside academy and any changes in the student's needs
- Given the opportunity to share their concerns and, with academy staff, agree their aspirations for the student
- Given an annual report on the student's progress

The academy will take into account the views of the parents or carers in any decisions made about the student.

6.7 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.

7. SEND information report

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

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

8. Our approach to SEND support

8.1 Identifying students with SEND and assessing their needs

Students with SEND (new to the academy) are initially identified by the SENDCo and the Year 7 Transition Lead during the primary transfer process. These students are placed on the academy's monitoring system, and over the course of their first months at the academy, data is collected about them to inform a judgment by the SENDCo about their SEND level. This data includes Key Stage 2 SATS data, assessment data from the first of the academy's termly examination periods and feedback from teachers.

A similar process is employed for students in Years 8 – 11, with the data from periodic assessments being used by the SENDCo to judge SEND level. Identification of students with SEND also takes place by teachers who subsequently inform the SENDCo. The SENDCo is then able to look in detail at individual student cases to make a decision or refer to external professionals for advice.

This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the student may have a disability and if so, what reasonable adjustments the academy may need to make. Class teachers will regularly assess the progress of all students and identify any whose progress:

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

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for students whose first language is not English.

When deciding whether the students needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

- If a student is joining the academy, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)
- Then the academy will work in a multi-agency way to make sure we get relevant information before the student starts at the academy, so support can be put in place as early as possible.

Identification of students with SEND also takes place by teachers who subsequently inform the SENDCo. The SENDCo is then able to look in detail at individual student cases to make a decision, or refer to external professionals for advice.

The SENDCo has a programme for ongoing observation and assessment of students with EHCPs and those with special educational needs and disabilities but who do not have an EHCP. Feedback is provided to teachers, parents and students about student progress and achievement on the outcomes of this programme.

The SENDCo is also available for contact by parents or carers whom are concerned about their child's progress or who may believe their child possesses a SEND need.

Students who have been identified as potentially having a SEND by a teacher, other professional or parent may be tested using standardised reading age tests. These supplement the data set from which the SENDCo makes a judgment about SEND level. The SENDCo may also call on other professionals, such as Educational Psychologists or Occupational Therapists, to assist her in determining a student's needs.

The needs of students with EHCPs are reviewed through the Annual Review Meeting process. Prior to this meeting, information is collected from Teachers and Teaching Assistants to enable the SENDCo to discuss with parents or carers a student's progress.

SEND students are identified as having a SEND status if their progress is inadequate. Adequate progress is defined as progress that, for instance:

- Closes the attainment gap between the student and the student's peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the student's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the student's behaviour.
- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or employment.

If progress is inadequate, action will be taken above and beyond by teachers as part of their everyday practice. The triggers for provision could be the teacher's or other's concern, underpinned by evidence, about a child or young person who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness.
- Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.

- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the academy
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

8.2 Consulting and involving students and parents or carers

When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents or carers. 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 or carers 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 Synergy record and given to their parents or carers.

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

The academy will put the student and their parents or carers at the heart of all decisions made about special educational provision.

The SENDCO endeavours to build positive relationships with the parents or carers of all students with EHCPs and parents or carers are able to contact the academy and speak to the SENDCO at any time.

Each student with an EHCP is assigned a key Teaching Assistant who is responsible for primary contact with parents or carers and they speak with parents or carers on a regular basis, sometimes daily. The SENDCO telephones or meets all parents or carers of students with EHCPs and will support a parental request who wish to speak face-to face at academy. At Annual Review meetings, parents or carers of students with EHCPs are presented with data pertaining to the student's academic progress. Details of the student's provision and any intervention they have received, and its impact, are also provided. Progress against the objectives in the student's EHCP is evaluated and agreed adjustments are recommended to the relevant Local Authority.

8.3 The graduated approach to SEN support

Once a student has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The student's class teacher and the SENDCO will carry out a clear analysis of the student's needs. The views of the student and their parents or carers will be taken into account. The academy 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. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents or carers and the student, the teacher and the SENDCo 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 the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Synergy, and will be made accessible to staff in a named intervention provision and reviewing the provision within an RPR. The RPR document is a 'Referral, Plan and Review' document. This document captures our graduated approach detailing referral planning of provision and reviews for a child.

Parents or carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do The student'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 for the student. 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 SENDCo will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. 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. This evaluation will be based on:

- The views of the parents or carers and student
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The teacher and the SENDCo will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents or carers.

8.4 Levels of support

Academy-based SEND provision

Students receiving SEND provision will be placed on the academy's SEND register. These students have needs that can be met by the academy through the graduated approach. Where the student'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 academy'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 academy's academy-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 academy's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated academies grant).

On the census these students will be marked with the code E.

8.5 Evaluating the effectiveness of SEND provision

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

- Tracking student' progress, identified through data analysis, intervention monitoring and impact reporting.
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using student voice in RPR document and one page profile for EHCP students
- Monitoring by the SENDCo and SEND Team
- Holding annual reviews for students with EHC plans
- Getting feedback from the students and their parents/carers
- Quality Assurance carried out by the SENDCo, subject leaders and the SLT team

9. Attendance

Many students with SEND face complex barriers to attendance. Their right to an education is the same as any other student and therefore the attendance ambition for these students is the same as it is for any other student. However, they may need additional support.

Our approach to supporting students who are absent from the academy due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that students with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer students with SEND, and the support we provide to help students overcome any communication barriers they face, see our safeguarding policy.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The principal and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the academy's plan for continuous professional development.

LHA provides regular SEND CPD throughout the academic calendar year. LHAs SEND Teaching and Learning Lead provides Teaching and Learning strategies and CPD via morning staff briefings and CPD sessions alongside the SENDCo.

Training at LHA covers:

- High-quality and inclusive adaptive teaching
- Autism
- Speech, language and communication needs
- SEMH
- Dyslexia, literacy difficulties and numeracy difficulties
- Use of reasonable adjustments

- Exam access arrangements
- Training on assistive technologies

12. Links with external professional agencies

The academy recognises that it won't be able to meet all the needs of every student. Whenever necessary, the academy will work with external support services such as:

- Lancashire SEND Service
- Educational Psychology Service
- CAMHS
- Speech and Language Therapy
- Occupational Therapy
- School Nurse Team
- Inclusion Hub services
- Social Care
- SEND and EP Networking Meetings

13. Admission and accessibility arrangements

Lostock Hall Academy is committed to providing an inclusive admissions process that is fair, transparent and accessible to all children, including those with Special Educational Needs and Disabilities (SEND). Applications from students with SEND or disabilities are considered in accordance with the Academy's published admission arrangements and oversubscription criteria.

Where a child has exceptional medical, social or welfare needs that make attendance at Lostock Hall Academy particularly important, parents or carers may submit supporting evidence from relevant professional experts. Applications meeting this criterion may be given priority for admission where the Trustees are satisfied that the circumstances are directly relevant to attendance at the Academy.

Children whose Education, Health and Care (EHC) Plan names Lostock Hall Academy will be admitted in accordance with statutory requirements. These admissions are considered separately from the oversubscription process and take precedence before any remaining places are allocated through the Academy's published admission criteria.

The Academy's oversubscription criteria are applied consistently and objectively to all applicants. The inclusion of a criterion for exceptional medical, social or welfare need helps ensure that children with significant SEND or disability-related needs are not disadvantaged in the admissions process.

Where places cannot be allocated using the published criteria, a random draw will be used to determine priority. This helps ensure that the admissions process remains fair and transparent. Parents or carers also have the right to appeal against an admissions decision through an independent appeal panel administered in accordance with the School Admission Appeals Code.

Lostock Hall Academy is committed to complying with the Equality Act 2010 and the SEND Code of Practice and seeks to ensure that no prospective student is disadvantaged in the admissions process because of a disability or special educational need.

13.1 Admission arrangements

Arrangements for the Admission of Prospective Students with a Disability and Prospective Students with SEN

Lostock Hall Academy welcomes applications from all students, including those with disabilities and special educational needs (SEND). The Academy's admission arrangements are applied fairly and consistently to all applicants through the published admissions criteria. Where a child has exceptional medical, social or welfare needs that are directly relevant to attending the Academy, priority may be given where these circumstances are supported by written evidence from appropriate professional experts and accepted by the Trustees. This ensures that individual needs can be properly considered within the admissions process.

The Academy also provides a clear right of appeal through an independent appeal panel for families who are unsuccessful in securing a place, helping to ensure transparency and fairness throughout the admissions process.

How We Ensure that Students with an Education, Health and Care (EHC) Plan Are Admitted Before Other Places Are Allocated

Lostock Hall Academy complies with the requirements of the School Admissions Code and relevant SEND legislation. Children whose Education, Health and Care (EHC) Plan names Lostock Hall Academy are admitted to the academy before any remaining places are allocated through the published oversubscription criteria. Such students are therefore not considered against the oversubscription criteria and their admission takes precedence over other applications. Following the admission of all children whose EHC Plans name the academy, any remaining places are allocated according to the Academy's published admissions arrangements. This approach ensures that the statutory entitlement of children with EHC Plans is fully met.

How the Oversubscription Criteria Avoid Unfairly Disadvantaging Students with a Disability or Special Educational Needs

The Academy's oversubscription criteria are designed to be objective, transparent and equitable. The criteria include specific provision for children with exceptional medical, social or welfare needs, allowing SEND-related circumstances to be taken into account where supported by professional evidence. This helps ensure that children whose disabilities or special educational needs create a particular need for a place at the Academy are not unfairly disadvantaged. [Admissions Arrangements 26/27](#)

The remaining oversubscription criteria are based on clearly defined factors such as looked after status, sibling links, staff children, geographical priority areas and home-to-school distance. These

criteria are applied consistently to all applicants. Where the published criteria cannot distinguish between applicants, places are allocated through a random draw, ensuring that no child is unfairly advantaged or disadvantaged.

The Academy also maintains a waiting list in accordance with its admissions criteria and provides access to an independent appeals process, offering further safeguards to ensure that admissions decisions remain fair, transparent and compliant with admissions legislation.

13.2 Accessibility arrangements

Accessibility for Disabled Students

Lostock Hall Academy is committed to ensuring that disabled students are not treated less favourably than other students and are able to participate fully in all aspects of academy life. In accordance with the Equality Act 2010, the Academy makes reasonable adjustments to policies, practices and provisions to remove barriers to learning and participation.

The Academy promotes inclusion through high-quality teaching, personalised support, staff training, specialist interventions and close partnership working with students, parents, the Local Authority and external agencies. Individual needs are identified and supported through appropriate adjustments, access arrangements and regular review to ensure students can achieve their full potential.

To support access to education and the wider academy environment, the Academy provides a range of facilities, auxiliary aids and services, including accessible routes and facilities, assistive technology, specialist equipment, learning support, nurture provision, examination access arrangements and alternative formats of information where required. Accessibility needs are also considered when planning educational visits, academy events and emergency procedures.

The Academy is committed to continuously improving accessibility, ensuring that disabled students have equitable access to the curriculum, the physical environment, information and the full range of opportunities available within the academy community.

The academy's accessibility plan can be found on the academy website and details planned improvements for access to the curriculum, physical environment and academy communications.

14. Complaints about SEND provision

Where parents or carers have concerns about our academy's SEND provision, they should first raise their concerns informally with the class teacher or SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents or carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in our academy should be made to the principal in the first instance. They will be handled in line with the academy's complaints policy found on the academy's website.

If the parent or carer is not satisfied with the academy's response, they can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, please contact Lancashire County Council (the Local Authority). Their SEND Disagreement Resolution and Mediation Service is provided by Global Mediation.

Contact details:

- Global Mediation SEN Case Manager / Mediation Adviser
- Telephone: 0800 064 4488

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of students with SEND at the start of the autumn term
- How early students are identified as having SEND
- Students' progress and attainment once they have been identified as having SEND
- Whether students with SEND feel safe, valued and included in the academy community
- Comments and feedback from students and their parents/carers

15.2 Monitoring the policy

This policy will be reviewed by the SENDCo and principal every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Board of Trustees.

16. Links with other policies and documents

This policy links to the following documents:

- SEND information report
- [The local offer](#)
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting students with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy
- Admissions Arrangements 26/27