

SEND POLICY

Lytham St Annes High School is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment

Policy owner:	SENCO
Approved by:	SEN Governor
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This policy outlines Lytham St Anne's High School's aims and objectives in meeting the needs of students who have been identified as having special educational needs.

Part 1:

SENCO

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National SENCO Award

1.1 School Values and Ethos

Lytham St Annes (LSA) High School strives to be a school where all students are expected to achieve to the best of their ability. We are "a learning community in pursuit of excellence" (our school mission statement).

It is our mission to ensure all students daily pursue excellence through the schools' core values of *aspiration, endeavour, integrity* and *respect*. This is no different for students with a special educational need and/or disability.

At the heart of ensuring all students achieve their best outcomes is the constant drive of all teachers to meet the needs of students in their classrooms. As a learning community we want all students to have high expectations of themselves and to be able to work towards their goals, ensuring we are providing the support, resources, and challenge to make sure the best outcomes for all students are achieved. The SEND code of practice states:

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training.*

As a school we strive to ensure that for all students the above is worked towards and that the needs of SEND students are monitored, reviewed and planned for in all aspects of school life.

1.2 Definition of Special Educational Needs and Disability (SEND)

Students have special educational needs if they have a *difficulty in accessing the curriculum*, temporary or long-term, which calls for special educational provision to be made for them.

Students have *difficulty accessing the curriculum* if they:

- Have significantly greater difficulty in learning than most others the same age.
- Have a learning difficulty or disability which calls for special educational provision to be made.
- Have a disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

(SEND Code of Practice Published 2014/Updated April 2015;Pg 15-16)

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to high quality teaching, with targeted support. Parents, carers and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and /or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

1.3 SEND Areas of Need

Cognition and learning – Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Communication and interaction – Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Social, emotional and mental health – Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour

Physical/sensory needs - Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

Part 2 Aims of our School Provision

As stated by the SEND code of practice:

6.2 Every school is required to identify and address the SEN of the pupils that they support. Mainstream schools, must

- *use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN*
- *ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.*

As a school we have a whole school approach to achieving the above.

- 2.1** Identifying and assessing individual student's needs, KS2 data, CATS data, progress data.
- 2.2** Reporting of students' needs to all members of school staff- we do this through Pupil Passports, Synergy Updates and teach meets.
- 2.3** Providing an appropriate curriculum, taking into account:

- National Curriculum and examination specifications.
- Continuity and progression.
- Bespoke curriculum – for some students.

2.4 Delivering an appropriate curriculum, taking into account:

- Suitable teaching materials.
- Effective, high quality differentiated teaching strategies.
- A supportive learning environment.
- Encouraging a positive self – image.

2.5 Providing support through ensuring:

- Curriculum development – departments are asked to look at their curriculum and how it meets the needs of SEND students.
- Teaching is supported through CPD – Bespoke training/inset, specialist advice.
- Universal, targeted and specialist interventions – are timely, planned and reviewed.

2.6 Using outside agencies where necessary and appropriate, this can be specialist teachers, Educational Psychologists, CAMHS, Shine Therapy, Barnados etc.

2.7 Assessing individual progress and planning interventions in a timely manner, these may be in class – high-quality teaching, small group – targeted interventions – these are monitored on a 6 week or termly basis, 1:1 - specialist interventions – these are monitored on a 6 week or termly basis.

2.8 Ensuring that parents/carers understand the process and involving them in the support of their child's learning.

2.9 Encouraging students with SEND to actively participate in all decision-making processes and contributing to the assessment of their needs, meetings and transition process.

2.10 Making regular reports to governors regarding SEND issues, to raise awareness and to aid implementation of processes and procedures.

2.11 Teaching assistants and teachers collaborate effectively- time identified on inset days, training sessions on Tuesdays.

Part 3: Identification, Assessment and Provision.

3.1 Identification

The school uses the **graduated response** as outlined in “The Code of Practice (2014)”. To help with this process a variety of procedures are used, which are then disseminated to staff using the Pupil Passports and Synergy.

It is important to remember that it is the teacher's responsibility to meet the needs of all learners in the classroom, they are responsible for the progress of students in their class. As it states in the Code of practice:

6.19 The first response to such progress should be high quality teaching targeted at their areas of weakness.

This shows the importance of the class teachers' role in supporting students with SEND and ensuring they make expected progress.

Identification of new intake students in year 7.

a) Primary Liaison

Feeder primary schools are contacted and visited prior to transfer. Any student who is SEN Support or has an EHCP is referred to the SENCO. The SENCO then visits the schools and the students and where possible parents.

In the spring of their Year 6 the LA will notify school which students are coming who have an EHCP. Where practicable the SENCO attends their Annual Review to ensure a smooth transition is made.

b) Initial Screening

- Ks2 tests.
- Reading, spelling, comprehension tests (Lucid Exact)
- Cats.
- Boxall.

Assessing and screening areas of need in other year groups

Depending on the concerns, this will guide the decision on which type of testing is used. School is however able to use a range of nationally recognised tests that allow us to identify specific needs in handwriting, spelling, reading, comprehension and SpLd. All staff are able to make referrals to the SENCO, using the school's referral system.

It's important to remember that as stated above it is still expected that staff are continuing to use high - quality teaching strategies to meet the needs of learners in their subject areas.

Staff observation

- Members of staff consult with the SENCO using the synergy referral form, which allows the SENCO to see what has already been done by the class teacher, in line with high-quality teaching. Evidence of the concern needs to be produced by the class teacher prior to any testing/additional intervention being undertaken.
- The SENCO may then ask for further testing by other professionals.

Referrals by parents or carers

- As a parent if you have any concerns about your child's ability to access the curriculum then you do not need to seek or pay for private assessments as school are able to provide appropriate advice and assessment from in school specialists, specialist teachers and if needed Educational Psychology team. Once information is gathered, the process is the same as for staff referrals, this can be through the synergy referral form or requesting this support via a class teacher, form tutor or Head of Year.

3.2 Provision

Teaching students with SEND is a whole school responsibility. Central to the work of every teacher and subject there is a continuous process of planning, teaching (Do), assessment and reviewing (evaluation) of the provision that has been implemented.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve expected progress. Provision is identified and managed by the SENCO, Assistant SENCO, HLTA's.

a) **Graduated Response**

Universal – High-quality teaching by all teaching staff.

Targeted – is initiated where students have failed to make adequate progress as identified by the class teacher, head of subject and SENCO through the assessment arrangements as in 3.1

Criteria for targeted

- Low level numeracy/literacy scores
- Not working to expected levels in key stage 2 SATs
- Teacher's observations.
- Primary teachers' comments
- Concerns from staff or parents.
- Failing to make adequate progress.

Provision from within the school's resources is identified to help meet the student's needs.

Interventions may include:

- Additional learning programmes such as literacy and numeracy – the use of IDL and FFT reading Programme.
- Smaller group sessions – social skills – talk about teenager programme/ handwriting skills/guided reading groups/Behaviour for learning Skills, EBSA workshops and Elsa Programme.
- Appropriate teaching groups/sets.
- Group support on a regular basis – TA in class in some subject areas.
- Access to support in being able to attend clubs and extra-curricular activities.

Specialist - Where students fail to make adequate progress, despite additional targeted provision, the school seeks advice and involvement from external support services. They are requested to:

- Provide specialist assessments – specialist teacher, Wellcomm Assessments and EP Assessments.
- Give advice on teaching strategies or materials.
- Provide short term support or training for staff.

The Pupil Passport is revised, and new strategies are put in place following the involvement of student and parents. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources in accordance with the LA processes.

Interventions may include:

- Internal Alternate Provision – Thrive, Aspire Hub, Elsa.
- External Alternate Provision - Myerscough College, Blackpool Skills Academy, Blackpool and Fylde 14-16 programme.
- Modified Curriculum Pathway – Strive cohort.
- Modified timetable – students may access lessons and be supported in Aspire Hub.
- Key adults – In class, time at the start and end of the day, Advocacy (weekly catch ups- with a TA).

b) Statutory Assessment/ ECHP

If a student continues to fail to make adequate progress and has demonstrated a significant cause for concern, the school and/or a parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an ECHP.

The SENCO is responsible, daily for providing the appropriate support and interventions. The process of target setting, monitoring and reviewing remains the same as at targeted support and Teaching Assistants are fully involved.

3.3 Pupil Passports and Reviews

The strategies that will be employed for students who are SEN Support and have an EHCP are recorded on a Pupil Passport. Interventions are recorded on Synergy. These allow us to see what provision is in place that is additional to or different from universal provision. Not all students with SEND will have a Pupil Passport, but they are all monitored and tracked.

Contents of information on a Pupil Passport:

- Basic attainment data
- SEND need
- Teaching strategies to be used
- What the student feels works.
- What additional provision is in place
- Access arrangement information
- Medical Provision – if a student has a medical need then this is highlighted on the pupil passports and information is given to staff so they now about the condition and now what to do to meet the needs of those students. A care plan is also done where needed by the Head of Year.

The profile is communicated to all staff who support the students learning, and to the parents or carers and student.

The Pupil Passports are reviewed and updated, but also form part of the formal review process for students with an EHCP. Staff are requested to make comment on the targets and the progress students are making this allows for new targets to be set. The information requested from staff is:

- An outline of the steps they have taken to help students achieve their targets.
- Current assessment information.
- Observations.
- How well targets have been achieved.
- New concerns/targets.

3.4 Continuous monitoring of individual progress.

The schools Assessment Policy outlines the process of whole school monitoring. This process is for all students, students with SEND are monitored in the same way. Every student is monitored through their class teacher, HOD, form tutor, Head of Year and if they are SEND the SENCO who liaises with Form Tutors and class teachers initially.

Students who are making expected progress are removed from the SEND register, however these students may go onto the Additional Educational Needs Register (AEN- identified as C in our whole school tracking system). This is because though these students may have an area of need i.e Dyslexia – they are making progress and their needs are met through high-quality teaching and reasonable adjustments in the classroom. This means they are no longer SEND but do have needs that teaching staff need to ensure reasonable adjustments are made for.

3.5 Provision of an appropriate curriculum

It is the responsibility of the departments to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the SENCO and TAs.

If students are struggling to access all areas of the curriculum, they are offered a pathway that is best suited to their needs. School works with both students and parents to ensure they have access to the curriculum and are supported in accessing the curriculum, through the steps below.

3.5.1 Provision of Curriculum Support

SENCO and TAs can support subject areas in the following ways:

a) Curriculum Development

- Planning with individual members of staff.
- Selection/design and preparation of suitable materials.
- Selection/design of teaching strategies.
- Devising a modified curriculum to meet the needs of some learners.

b) Support teaching:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials
- Team and individual teaching
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) In- service Training:

- Inset for all staff on the Code of Practice.
- Individual departments can ask for INSET training from the SENCO.
- Whole school inset focussing on specific needs.
- Teaching Assistants – speech and language training, hearing impaired training, ASD and ADHD – led by specialist teacher.

3.6 Admission Arrangements

These are outlined in the school admissions policy, in line with the requirements mentioned in the Children and Family Act 2014.

(See website: <https://www.lythamhigh.lancs.sch.uk/policies>)

Alongside the school policy on admissions, students with SEND, are offered additional visits to school and transition meetings to ensure that their needs are met. This allows us as a school to have planned and prepared for the reasonable adjustments that some students with SEN/D require.

3.7 Allocation of resources

The school is funded to meet the needs of their students through its core budget, but it is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.

Capitation

- The SENCO is allocated a departmental capitation each financial year.
- The SENCO uses the funds to support the needs of students with SEND.

Part 4: Roles and Responsibilities in meeting aims of the school

The role and responsibilities of school personnel with regards to special educational needs are given below. They are in accordance with the Code of Practice (2014) guidelines and school job descriptions.

Governing Body:

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.

The Headteacher:

- Setting objectives and priorities in the school development plan, which includes SEND.
- Line-managing day-to day provision for students, with SEN/D, including setting the budget for supporting students within the schools overall financial resources.
- Informing the Governing body.

SENCO:

- Disseminating information and raising awareness of SEN/D issues throughout the school.
- Is responsible to the Headteacher for the management of SEN/D provision and the day-to-day operation of the policy.
- Managing and developing the roles of Teaching Assistants, through CPD training and line management reviews.
- Screening and identifying students.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEN/D.
- Keeping accurate records of all students with SEN/D.
- Drawing up, reviewing and monitoring Pupil Passports for those with SEN/D and others, as required.
- Monitoring departmental delivery of the SEN/D Policy.
- Recruiting and deploying the School's Teaching Assistants.

Being responsible and accountable for the whole-school SEND resources and sharing with the Headteacher and Business Manager responsible for the allocation of funding devolved directly from the LA.

- Liaising with parents and carers of students with SEN/D.
- Liaising with and advising fellow teachers and support staff.

- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENCO'S, both locally and nationally.
- Liaising with outside agencies.
- Contributing to in-service training and external training (as appropriate)
- Being involved in the SEND report, which the Headteacher sends to the Governors.

Assistant SENCO

- Liaising with parents and carers of students with SEN/D.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with outside agencies.
- Contributing to in-service training and external training (as appropriate)

Teachers:

“All teachers are teachers of special needs”

- Devising strategies and identifying differentiated methods of access to the curriculum, in conjunction with SENCO/Assistant SENCO and Teaching Assistants.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring Pupil Passports are considered in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the schools' procedures for SEND
- Raising individual concerns.

Teaching Assistants:

- Support students with SEND and the wider school population.
- Some will plan and deliver individualised programmes where appropriate.
- Help monitor progress against targets using Pupil Passports.
- Assist with drawing up individual plans for students and supporting information.
- Contribute to review progress, either in person or with written report. Meet with SENCO and discuss provision.
- Work with small groups in or out of the classroom, under direction of the class teacher.
- Jointly plan with teachers where appropriate.

Part 5: Inclusive support for students and Families

“We see all learners and potential learners, and their parents and carers, as of equal value”, irrespective of ability, race, gender or need. This is reflected in the schools' organisation and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education and work experience. Students with SEND are integrated and included fully into the life of the school as a whole, including its cultural and social activities.

In line with what the SEND Code of Practice (2014) states:

“All Children and Young people are entitled to an education that enables them to make progress so that they:

- Achieve their best,
- Become confident individuals living fulfilling lives, and

- Make successful transition into adulthood, whether into employment, further or higher education or training.

The school's accessibility plan outlines the support given to both parents and children with SEND. This outlines changes and support given where this is needed for students with SEND.

Facilities and Equipment

To ensure students with SEND are able to access the curriculum and school facilities we ensure the following:

In class: students may need the following adjustments – seating and seating options, use of hearing devices and voice transmitters, laptop to record work, enlarged worksheets, overlays. Some children have timetabled physiotherapy sessions.

Movement around school: assisted by an adult, leave early pass, use of ramps between some buildings, lifts to get access to second floors.

Facilities: disabled parking and use of the front of school for drop off, disabled toilets and changing facilities, markings on the floor where gradients change and lockers.

As a school we work with the students' parents and medical advisors to ensure we have the necessary equipment, process and facilities available for students with SEND.

Support In Class.

To ensure students are treated fairly in class and their needs are met to allow them to attain their best, we provide teaching staff with information and strategies about the needs of students, this is through Pupil Passports, which are on Synergy and all staff have access to. For some students with SEN/D they will also have a key adult who supports them in the classroom and liaises with teaching staff.

Support at Unstructured Times

Some students with SEN/D require a safe place at unstructured times; this is provided for all year groups. For students who wish to be out with the rest of their peers, we ensure we have risk assessed this, the students will have a safe place to go and all teaching and support staff are made aware of the students' needs and how to support them. Some students will be supported in accessing clubs and trips, this may be by an additional adult being present. The staff running the club are aware of the students' needs and what support maybe needed. Staff running trips will request information from the SENCO to ensure the students' needs are supported appropriately.

Medical Support

Students with medical needs are supported in school with care plans, these are devised and written with the Head of Year and the family. These are then shared with staff:

- SIMs
- Medical Register
- Synergy Updates

(See website: <https://www.lythamhigh.lancs.sch.uk/policies/general-policies>)

External Support

Families and students may need support from other agencies, such as Lancashire SEND, Send Information Support Service, Early Help Support. Here is a link to the school's SEND Information Report which has these agencies on.

See website: <https://www.lythamhigh.lancs.sch.uk/SEN-Provision>

5.1 Complaints

Initially, all complaints from parents or carers about their child's provision are made to the SENCO, who follows this up with the relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure should be followed. See website:

<https://www.lythamhigh.lancs.sch.uk/policies/general-policies>

5.2 Bullying

As a school we are aware of the national statistics that students with SEND are at a greater risk of becoming victims of bullying. As a school through a supportive pastoral system, we aim to ensure that concerns around bullying are dealt with as promptly as possible. Where possible students with SEND who have key adults are supported when having to give information about incidents and further supported with safe places if needed.

See website for policy: <https://www.lythamhigh.lancs.sch.uk/policies/safeguardingpolicies>

Part 6: Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEND.
- The SENCO reviewing procedures in consultation with subject leaders, and outside agencies.
- Feedback from Departments and outside agencies.
- Number of complaints.

In association with SLT, the SENCO reviews SEND Provision and progress of SEND students termly, meets with the SEN Governor and at the end of the year as part of the Quality Assurance process reviews the year and plans accordingly for the forthcoming year.

Part 7: Partnership

7.1 In school:

- The SENCO liaises with HOY and SLT through regularly planned and organised meetings.
- HOD are able to liaise through planned meetings for core subjects and curriculum group meetings for other areas.
- Subject teachers can access the help from the SENCO through the school's referral systems.

7.2 Parents:

- Parents are informed of email contact address for the SEN Team.
- Parental views are recorded as part of the annual review process.
- Parents are encouraged to attend Parents' Evening where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with them either through letters, telephone calls and email.
- New parents can attend Open Evening in the Summer term prior to transfer.

7.3 Students

- Students are actively encouraged to be involved in decision making by attending all reviews and to be involved with negotiating and evaluating their targets.
- Student views are recorded as part of the review process and their views are valued and listened to.
- Some students have SEN Advocacy – where they are supported and seen by a TA on a fortnightly basis.

7.4 External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student.

- The Educational Psychologist
- The Child and Mental Health Service (CAMHS)
- The School Nurse.
- IDSS – Specialist Teacher Service
- Speech and Language Service.
- Children, Family and Wellbeing Service.
- Youth Therapy Service
- Shine
- Barnados
- ADHD Northwest

7.5 Between Schools

- From local secondary schools to discuss local and national SEN/D issues.
- At LA run 'SENCO – network' meetings
- On transfer of a student with SEN/D

7.6 Transfer Arrangements

- All documentation about special needs is transferred between schools.
- The records of students who leave at the end of Year 11 are kept and stored in school.
- Documentation relevant to the last review is forwarded to post 16 placements.

This policy is written in accordance with the:

SEND Code of Practice 2014/updated April 2015,

SEN and Disability Regulations 2014

Children's and Family Act 2014 and

Equality Act 2010.

Approved by Governing Body Spring 2025

Date of next review February 2026.