Lexden Springs School
Attend, Aspire, Achieve

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

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They ensure that Lexden Springs School's Special Educational Needs and Disability (SEND) Policy works within the guidelines and inclusion policies of the SEND Code of Practice (2015), the Local Education Authority and other policies current within the School.

DOCUMENT CONTROL

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Revision History

Version	Date	Change Summary	Changed By
1.0	June 2025	Initial Policy Release approved by Trustees July 10th 25	JG
1.0	June 2026	Policy Reviewed	JG

1. Legislation and Guidance

The policy is based on the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documentation:

- Equality Act 2010: Advice for Schools DfE 2013
- Part 3 of the Children and Families Act 2014
- SEND Code of Practice 0-25 (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions 2015
- The National Curriculum in England; Key Stage 1,2,3,4 and Post-16
- Safeguarding Policy
- Accessibility Policy
- Assessment Policy
- Teacher Standards

2. Our Aims

Our SEND policy aims to set out how our school supports and caters for all our pupils with SEN. We feel it is essential that all our pupils have the right to an education which enables them to achieve their full potential. We aim to meet our pupils' educational, physical, social and emotional and care needs in a supportive environment. We aim to meet every child's needs through bespoke, individualised planning, regular assessment and specialist interventions when needed.

3. Definition of Special Educational Needs (SEN)

A pupil is considered to have a learning disability or disability which calls for 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 hingers them from making use of facilities of a kind of a generally provided of the same age in mainstream schools.

4. SEND at Lexden Springs School

Lexden Springs School is for pupils aged 3-19 with severe, profound and/or complex learning needs. These needs could also be in conjunction with a physical disability, autistic spectrum condition, a significant medical condition or a sensory impairment. All of our pupils are diagnosed as having Special Educational Needs and Disabilities (SEND) and have an Education Health Care Plan (EHCP) which is used to identify their needs. These areas of SEND identified in the EHC Plans relate to four areas with the new code of practice (2014):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory

5. Admissions

The Local Authority (LA) remains the admitting agent to the school, and this is undertaken on a student by student basis in consultation with the Headteacher, Senior Leaders and The Trust.

All pupils need an EHC Plan to access the school unless they are placed here on an assessment place. If they are on an assessment place an appropriate school would be named by the LA at the end of the assessment process.

Once a pupil is offered a place an admissions meeting will take place between Parent/Carers and a member of Senior Leadership Team (SLT), School HCA and Family Liaison (FLO). We will also look at liaising with other settings the pupil may have attended to assist in gathering information and planning a smooth transition. We aim for pupils of statutory school age to attend on a full-time basis, but we understand this is not suitable for all pupils due to their level of needs such as medical or mental health issues.

6. Teaching and Learning Responsibilities

The responsibility of ensuring our students receive the most suitable SEN provision is the responsibility of the whole school. The Trustees, Headteacher, Senior Leadership Team, Class Teachers, Support Staff and Specialist Therapists all have an important part to play in the identification, assessment, delivery and reviewing of each pupil's learning.

Board of Trustees
It is the duty of the Trustees to ensure the school follows its responsibilities to meet the needs of the children with SEND following the requirements of the SEND code of practice (2014).

SENCO & SLT
Our headteacher is the named SENCO however, as a SEN school the delivery and planning of interventions and reviewing of the EHCPs lies with the class teachers. All paperwork is overseen, monitored and reviewed by SLT at set points throughout the year.

Teachers
It is the responsibility of the class teacher to build and collate information on each pupil. Within their first half term a Pen Picture will be developed to give an overview of the pupil's needs. There will also be feeding, toileting, moving and handling and behaviour plans as appropriate. Teachers will initially assess each pupil's needs on entering the school to ensure we are starting their curriculum at an appropriate level. The teacher will then plan the curriculum around the targets they set for the pupil. They will do this with the support of teaching assistants within their class. If a pupil needs specialist equipment or provision the teacher will highlight this to the relevant professionals.

7. The Teaching and Learning Environment

Lexden Springs School has facilities to promote a sense of well-being and provides a therapeutic environment: The is a sensory integration room, 2 soft play areas, Rebound Therapy, Trampoline

Room, 1 Art Room, Cookery Room, Physiotherapy Room, PE Hall, Hydrotherapy Pool and Technology in the classrooms such as touch screen interactive whiteboards, iPads and Learning Pads.

Outside there are a number of enclosed spaces for play; adventure playground, MUGA, a state of the art soft floored Playground, a musical arena, cycle track, forest schools tepee, horticulture areas, sensory garden and outdoor gym and swings. Lower School Class have their own outdoor space.

We also have a residential provision which our pupils may experience in their time out our school.

8. Assessment, Monitoring and Reviewing

Each pupil's progress is regularly reviewed in line with our assessment policy. Classes gather information on each pupil's progress in line with their personalised targets. This is then added to their Evidence for Learning Journal, which are shared with parents termly. Each term, Pupil's targets are reviewed and new targets are set for the following term. SLT review these to ensure targets are robust, bespoke and achievable. All of this information feeds into the annual review of the EHC Plan.

Parents, Pupils and other relevant professionals are invited to attend the annual review and give their input as to the pupil's progress and discuss how to continue to make a suitable provision for them. The review paperwork will then be submitted to the LA. The EHC Plan will be amended if needed in line with the Code of Practice (2014)

9. Health & Therapies

Individualised timetables provide opportunity for health and therapy related input as is appropriate for each pupil. As a school we work closely with Doctors, Occupational therapists, Speech and Language therapists, Physiotherapists, Dieticians, Orthotics, Play Therapists and Music Therapists. We have 2 HCAs on site who coordinates and liaises with many of these health services to ensure we have a close working relationship with them. Class staff are able to follow programmes written by professionals, such as physio plans, to ensure pupils are getting the maximum input with these therapies and interventions.

All staff are trained to meet the health and care needs of pupils they work with and they are required to keep this training up to date.

10. Transition and Preparing for Adulthood

We understand that transition within the school to a new class or moving to another school, college or provider can be difficult time for pupils and their parents/carers. We will make every effort to make transition as smooth as possible for all parties with the following provisions and strategies:

- Meet the new teacher appointments

- Transition visits to the new class
- Phased transition if needed
- Additional meetings with parents and carers as required
- A familiar member of staff to move up with a child where appropriate
- Visits and Experiences to potential provisions with a member of staff to support
- Photo packs of new class or provisions
- Social Stories
- A range of work experience opportunities coordinated by the Careers lead.
- Meetings with the Preparing for Adult Advisors at years 11, 13 and 14
- Meeting with Social Care to look at support needs of pupils
- Travel Training opportunities

11. Access to extra-curricular activities

Our children have access to lunchtime clubs which develop engagement with the wider curriculum. Regular weekly class trips are also part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs. Post 16 pupils experience a wide range of off-site work related learning experiences and tailored to their individual needs and interests. KS5 are offered residential visits on rotation annually.

We have external providers who run an afterschool club twice a week, and a holiday club for our pupils.

12. Continuing Professional Development (CPD)

School staff have access to a wide range of specialist advice, information and resources within school on how to support our pupils. We offer regular in-house training to all our staff on a range of topics and also look to source external trainers on relevant and specialist topics. Our ongoing training includes Safeguarding, Therapeutic Thinking, Behaviour Management, Communication strategies, Manual Handling, and a range of medical training. If a specific piece of training is identified off site then we endeavour to support a member of staff to attend it and feed it back to the whole school. Training needs are also identified through performance management.

13. Complaints

We aim to have positive relationships with all our parents and carers. We work, wherever possible, in partnership with parents/carers to achieve the best outcomes for our pupils. If there are issues that cannot be resolved through discussions with Senior Managers then we refer them to the Trust's Complaints Policy and Procedure.

14. Essex Local Offer

The link to the Essex Local Offer can be found at the website www.essexlocaloffer.org.uk. It sets out provision and services from birth to 25 across education, health and social are. The school's local offer can be found on the School Website and aligns closely with this policy.

15. Equal Opportunities

The School is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect for all through a caring and non-judgemental attitude across the school.

16. Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)