





# Lumen Learning Trust

Learning together for a brighter future

## Special Educational Needs Policy

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<b>SIGNED DEPUTY EXECUTIVE PRINCIPAL</b>	Sarah Kober 	<b>DATE</b>	18/05/2026
<b>SIGNED CHAIR OF DIRECTORS</b>	Jo Roberts 	<b>DATE</b>	18/05/2026

## **Our Vision**

Lumen Learning Trust puts the children's needs at the heart of its provision. Our whole school community is committed to enabling the children to become successful lifelong learners and happy, fulfilled adults who can make positive choices about their future.

## **Equal Opportunities and Inclusive Teaching and Learning at Lumen Learning Trust**

Through the curriculum planning in each year group and across all subjects, we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in our school we meet the diverse needs of children to ensure inclusion for all and that all children are prepared for full participation in a multi-ethnic society. We also measure and assess impact regularly through meetings with our support staff and class teachers to ensure all children have equal access to success across all subjects.

- All children have an entitlement to a broad and balanced curriculum which is adapted to enable children to understand the relevance and purpose of learning activities and to experience levels of understanding and rates of progress that bring feelings of success and achievement.
- Teachers use a range of strategies to meet children's special educational needs and disabilities. Lessons have clear learning objectives, learning is adapted, reasonable adjustments are made to the environment and assessments are used to inform the next stage of learning.
- Steps are taken to try to identify and address any barriers to learning through high quality teaching.
- Access to the curriculum is provided through differentiation, additional adult support, adaptations, specialist equipment, support groups etc.
- Specialist arrangements are made for those who require support with assessments.
- We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Withdrawal from the classroom for additional support only takes place when it is believed that it will help to maximise learning.
- Advice is sought from specialists where appropriate and this information is used to plan provision for individual children.
- Where interventions are used, they are tailored to the needs of the individual and the impact is monitored.

## **What are Special Educational Needs and Disability (SEND)?**

The 2015 Code of Practice says that:

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- has a significantly greater difficulty in learning than the majority of others of the same age, or
  - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- (Taken from 2015 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv).

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

## **SEND aims at Lumen Learning Trust**

- To create an inclusive environment that meets the special educational needs and disabilities of each child in order that they can achieve their learning potential and engage in activities alongside children who do not have SEND.
- Commitment to the inclusion and integration of children with SEND as well as to develop an ethos of care, understanding and empathy which fosters self-esteem and self-worth in all our children.
- Children become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.
- To request, monitor and respond to parents/carers and children's views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process. All staff will clearly understand their responsibilities regarding children with SEND thereby sharing a common vision and understanding.

- To ensure a high level of staff expertise to meet children's needs, through well targeted continuing professional development.
- To ensure support for children with medical conditions and full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs and disabilities.
- To enable all children to have full access to all elements of the school curriculum, through making reasonable adjustments.
- Children with SEND will have their needs identified and responded to as early and as accurately as possible.
- Children with SEND will enjoy the same expectations regarding their progress as their peers.
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies in order to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **Key Objectives for SEND at Lumen Learning Trust**

- To ensure that all children with special educational needs and disabilities make expected progress from individual starting points in reading, writing and maths.
- To monitor the progress of identified children and to review these regularly.
- To ensure that parents/carers and children are active participants in crafting necessary provision, resulting in pupil progress.
- To ensure the use of successful interventions which impact on the progress of identified children.
- To ensure a clear process for assessing, planning, providing and reviewing provision for children who have SEND with appropriate input from parents/carer.
- To ensure that children with SEND engage in all aspects of school life alongside children who do not have SEND.

### **Meeting Special Educational Needs and Disabilities**

This Special Educational Needs and Disability policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Education Authority and other policies current within the Trust.

The Lumen Learning Trust has the belief that all children have an equal right to a full and rounded education, which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for children for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (January 2015):

- 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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- 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. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- 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. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

- Sensory and/or physical 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. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### **Identification of SEND**

The school reflects what the Code of Practice states in that children are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as 'SEN Support'. The progress made by all children is monitored and reviewed regularly throughout the academic year. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of the strategies used.

Some children may join a Lumen school with a Special Education Need or difficulty identified in a previous educational setting or by a range of health professionals. Other children may enter the school with a need that is not yet identified.

We are alert to emerging difficulties which may not be evident at an early age. These concerns may be expressed by parents/carers or the children themselves. Equally, it is not assumed that attainment in line with chronological age means that there are no learning difficulties.

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. The school identifies the needs of children by considering the needs of the whole child which will include not just the special educational needs or disabilities of the child.

The ability to identify SEND and adapt teaching in response to the diverse needs of children is a core requirement of the teachers' standards (2012). Teachers are guided and supported in this by the Inclusion Leader and information is shared appropriately and frequently. Class teachers are responsible and accountable for the progress and development of all children in their class, including where children access support from teaching assistants.

Although the Inclusion Leader has overall responsibility for the identification of children with SEND in the school, it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the Trust.

### **Identifying children at SEN Support**

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all children:

- The progress of every child is monitored regularly throughout the academic year. Where children are identified as not making progress, in spite of quality first inclusive teaching, they are discussed with the Inclusion Leader and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age

and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- 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.
- Parents/carers sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by High Quality Teaching or some parental support.
- Children are placed on the SEND register according to the criteria that they meet in one or more of the four broad areas of need as well as evidence that they require additional or different provision to the High Quality Teaching provided to all children.
- Information is gathered from feeder schools through liaison and sharing of records.
- Observations of the child are made by the teacher, teaching assistant and, where necessary, the Inclusion Leader and/or an outside agency.

### **Moving to an EHCP (Education, Health and Care Plan)**

If children fail to make progress, in spite of high quality, targeted support at SEN Support, we may apply for the child to be assessed for an EHCP. Generally, we apply for an EHCP if:

- The child has a disability which is life long and which means that they will always need support to learn effectively.
- If the child's needs are complex and multifaceted.
- The child's attainment and rate of progress across the curriculum are so far below age related expectations that additional funding will enable on-going support to learn effectively.

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHCP.

Where a child has an EHCP, the school will review the plan every twelve months as a minimum (for children aged below 5 years at the time that the plan is issued, this must take place within six months).

### **Provision**

#### *A Graduated Approach to SEN Support at Lumen Learning Trust*

We offer a graduated response to SEN support which identifies those children who are not making expected progress within one or more of the four SEND categories. Provision for children with special educational needs and disabilities is a matter for each school as a whole. In addition to the governing body, the school's Head Teacher, Inclusion Leader and all other members of staff have important day-to-day responsibilities.

*All teachers are teachers of children with special educational needs and disabilities.*

All children will access High Quality Teaching. Within this offer there is in place a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainment or attainment in specific subjects fall significantly outside the expected range may have special educational needs or disabilities. For these children, teachers will adopt additional strategies known as Ordinarily Available Provision to further supplement the support in place to enable successful learning in the classroom.

SEN support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the children's needs and of what supports the child to make good progress and secure good outcomes. This cycle is known as the graduated approach (Assess, Plan, Do and Review).

#### *The Assess, Plan, Do, Review Cycle*

Where a child is identified as having SEND, we will take action to support effective learning by removing barriers to learning and putting effective special educational provision in place.

**ASSESS:** The school will carry out an analysis of the child's needs which draws on the teacher's assessments and experiences of the child and their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour, including comparison to national data. The child's own views are sought, as are those of parents/carers. Any concerns by parents/carers are actively listened to and recorded. Assessments are

reviewed regularly throughout the academic year. The school also liaises fully with outside agencies (see list in section...).

**PLAN:** The class teacher and Inclusion Leader agree, in consultation with the parent/carer and child, the adjustments, interventions and support to be put in place. As well as outlining the expected impact on progress (outcomes), development or behaviour along with a clear date for review. We recognise that we must notify parents/carers if their child is being provided with SEN support.

**DO:** The school's Inclusion Leader supports the class teacher with the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and for the child's progress. Where interventions involve group or one to one teaching away from the class teacher, they remain responsible for overseeing this and work closely with teaching assistants (or specialist staff involved) to plan and assess the impact of support and how they can be linked to classroom teaching.

**REVIEW:** Reviews are carried out on the agreed date. When we review, we evaluate the impact and quality of the support and take into account the views of the parents/carers and children. This feeds back into the analysis of the child's needs. The class teacher with support from the Inclusion Leader will revise the support and any changes to support and outcomes will be made in consultation with the parent/carers and the child. We strive to provide clear information to parents/carers about the impact of support and interventions provided, enabling them to be involved in planning next steps. Some children have an EHCP (Education, Health and Care Plan). These must be reviewed by the local authority, in partnership with the school, at least annually. The school supports transitions to other settings by inviting relevant professionals to review meetings and by the Inclusion Lead attending reviews in other settings.

#### *Assessment*

- Teacher assessment is continuous and rigorous – it can be either formal or informal.
- A range of whole school assessment procedures are in place including use of the EYFS profile, phonic screening, multiplication tables checks and end of key stage assessments. Children and their progress is assessed using an assessment tracker. This is updated regularly throughout the academic year.
- Additional assessments may be carried out by the Inclusion Leader.
- Assessments can be carried out by outside agencies on the request of the Inclusion Leader or Head Teachers.
- The identification and assessment of the special educational needs or disabilities of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's learning in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs or disabilities.
  - We assess the child's development in both their first language and English, where appropriate, and consider factors such as previous schooling, length of exposure to English, and cultural or linguistic background.
  - We then may choose to implement targeted classroom strategies and interventions and review their impact before seeking additional external support.
  - If suitable, we can also use REMA Ethnic & Language Minority Support services where necessary which focuses on supporting identified children. The type and extent of intervention is negotiated and agreed to reflect the specific requirements of our school and the learning needs of our children.
  - The team also provides language assessments and advises a school on working with parents/carers of bilingual children who have special educational needs or disabilities. Direct teaching support may be provided to enhance bilingual learners' English language acquisition and access to the curriculum.

#### *Resources*

- The provision of additional support is made as appropriate from the delegated SEN budget.
- Support materials and resources are made available and accessible to all children.
- Each school currently employs a number of Teaching Assistants to support implementation of interventions.
- Each school employs an Inclusion Leader.

#### *Provision for Children with Medical Conditions*

- Children with medical conditions are supported so that they have full access to the curriculum, including school trips and physical education.
- The school works closely with health care professionals to ensure a holistic approach is taken to supporting children's medical and educational needs.
- Staff receive training to enable them to support children with medical conditions.
- Each school employs at least one Home School Link Worker who provides full time welfare support.
- Further guidance is contained within our Supporting Children with Medical Conditions policy.

#### *Person Centred Approach for children at SEN support*

Once a child has been identified as needing SEN Support the following pathway plan is completed with the child:

- An Individual Support Plan is created which details the child's strengths, areas of need, child's point of view, the outcomes the child is working towards and the provision in place to enable progress towards these outcomes. Ordinarily Available Provision provided in the classroom is detailed, along with specific interventions which take place in addition to the daily teaching. Any outside professional advice influencing the outcomes and provision in place is also detailed in this document. This is detailed on the provision map and a copy of the child's Individual Support Plan is shared with parents/carers each term.
- For pupils with an EHCP, the same information is gathered along with the long term EHCP outcomes and how school are working towards these through shorter termly outcomes.

#### **Pupil Participation**

- Children have active involvement in the decision-making process and contribute to the review process of the provision they receive.
- Child centred documents allow for the child's views to be shared and targets are written with the child in child friendly language.
- For children with an EHCP, evidence is gathered towards their long-term targets. They have the opportunity to attend their annual review and share their views at the meeting.

#### **Partnership with Parents/Carers**

Partnership with parents/carers plays a key role in enabling children with SEND to achieve their potential.

- The Trust recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.
- All parents/carers have the opportunity to share their views about their child's strengths and how best to support their child's learning.
- Parents/carers are asked for their views regularly through the academic year.
- Parents/carers are kept informed about their child's SEND through Parent/Teacher consultations, Annual Reviews and informal meetings with the class teacher and/or the Inclusion Leader. They are also encouraged to attend Curriculum Information Sessions and Parent Workshops.
- Parent/carers will receive copies of their child's Individual Support Plans when reviewed alongside their end of year report.
- Parents/carers will have access to information, advice and support during assessment and any related decision-making processes about SEND provision.

All parents/carers of children with SEND will be treated as partners and encouraged to play an active part in their child's education.

We expect parents/carers to:

- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Alert the school to any concerns they have about their child's learning or provision.
- Fulfil their obligations under home/school agreements.

#### **Policy Review and Evaluation Procedure**

- SEND is monitored by the Inclusion Leader, SLT, Governors and outside agencies. It is monitored through provision maps, Individual Support Plan, annual reviews, data analysis, staff/child observations and interviews, discussions with parents/carers and children and work sampling.
- This policy is subject to a regular cycle of monitoring, evaluation and review.
- The Inclusion Leader, SLT and Governing body evaluate the effectiveness of the policy against the principles and objectives set out within the policy.

- A termly breakdown of percentages at SEN Support and EHCP are provided by the Inclusion Leader.
- A termly breakdown of progress and attainment at SEN Support and EHCP are provided by the Inclusion Leader.

### **Procedures for Concerns**

The school values good communication and relationships with parents/carers. If any parent has a concern about their child, they are encouraged to discuss it with their child's class teacher, in the first instance. If they feel significantly concerned, they can make an appointment to speak with the Inclusion Leader and/or Head Teacher. If the parent/carer is not satisfied that their concern has been appropriately dealt with, they can make a formal complaint to the Governors.

### **Admissions**

The school provides for children with a wide range of abilities and needs. Places for children with or without a special educational need or disability are allocated in line with the whole school admissions policy of the governing body.

### **Staffing and Partnership with Outside Agencies**

#### **The SEND teams within the Trust:**

- The staff member responsible for co-ordinating the day-to-day provision of education for children with SEND at the school is the Inclusion Leader.
- The people with overall responsibility for the provision of education of children with SEND at each school are the Executive Principal of the Trust and Head Teacher.

#### **The Inclusion Leader is responsible for:**

- Implementing and overseeing systems which identify need and track provision for children with SEND.
- Coordinating the provision for SEND children.
- Devising and/or undertaking assessments of identified children.
- Tracking pupil progress.
- Advising and supporting all staff.
- Contributing to the Continuing Professional Development (CPD) of staff.
- Ensuring that appropriate personalised learning pathways are in place.
- Collate relevant background information about children, ensuring it is collected, recorded, updated and disseminated.
- Ensuring that provision is detailed on the class and individual provision maps and that they are regularly monitored and reviewed.
- Developing Individual Support Plans alongside the class teacher and other professionals involved.
- Liaising with external agencies including but not limited to the Educational Psychology Service, Specialist Teachers for Inclusive Practice (STIP), Occupational Therapy, Speech and Language Therapy, health and social services etc.
- Enabling the full involvement of parents/carers and children.
- Organising annual reviews, gathering the information required and completing and disseminating the information.
- Ensuring that transitions between year groups and key stages are well-managed and appropriate support is being put in place.
- Completing EHCP applications.

#### **Class Teachers are responsible for:**

- Ensuring high quality teaching for all children.
- Ensuring that the needs of all children in their class are met through a broad and balanced curriculum.
- Planning lessons which address potential areas of difficulty and remove barriers to learning.
- Implementing and embedding an effective behaviour management system.
- Effective deployment of support staff to support the needs of all children.
- Supporting children to make progress by implementing appropriate interventions e.g. Occupational Therapy or Speech and Language programmes.
- Familiarising themselves with children's records and information regarding their special educational needs and disabilities.

- Communicating with the Inclusion Leader, sharing changes in needs, concerns from parents/carers or changes in circumstances.
- Providing reports or information about children with SEND for SEND specialists (e.g. Educational Psychologist) and for annual reviews.
- Ensuring a comprehensive handover of information to relevant colleagues.

#### **Governors are responsible for:**

- Ensuring provision is made for children with special educational needs and disabilities.
- Monitoring that the needs of children with SEND are made known to all who are likely to teach them.
- Monitoring teacher's awareness of the importance of identifying and providing for those children with SEND.
- Monitoring the inclusion of children with SEND.
- Monitoring the progress of children with SEND.
- Evaluating the impact of interventions on the progress of children with SEND.
- Reporting to parents/carers on the implementation of the Trust's policy for children with SEND.
- Having regard to the Code of Practice when carrying out their duties to children with special educational needs and disabilities.
- Keeping up to date about the provision, deployment of funding, equipment and personnel resources.
- Taking due regard to the staff structure to ensure the children's needs are met.

#### **Staff Development**

- The Inclusion Leader has regular meetings with all teachers and teaching staff to discuss concerns, strategies and targets.
- The Inclusion Leader and/or Head Teacher lead regular meetings with the Teaching Assistants.
- There are regular staff meetings where SEND issues are discussed.
- The Inclusion Leader and/or outside agencies deliver a regular program of INSET training to teachers and teaching assistants.
- The Inclusion Leader keeps staff informed about available courses and ensures that staff attend those courses that are most relevant.

#### **Specialisms**

- Each Lumen school has experience in supporting children with a variety of needs.
- Each Lumen school has designated intervention areas.
- Lumen Teaching Assistants and Teachers receive training in the interventions they deliver.

#### **Involvement of Support Services**

- We are supported by a range of outside agencies including:
  - Educational Psychology Service
  - Specialist Teachers for Inclusive Practice
  - Speech and Language Therapy Service
  - Occupational Therapy Service
  - Physical and Sensory Support Service
  - Freemantles OUTREACH
  - Mindworks & Mentally Healthy Schools Team
  - School nurse
  - Developmental Paediatrics
  - Health Visitor
- Children are referred to one or more of the agencies when there is significant concern at SEN support. Parental permission is obtained before the child is referred.
- When there are several children who require assessment by a particular agency, they will be put in order of need, after an initial discussion between the Inclusion Leader and the outside agency.
- Reports are shared with class teachers and parents and are used to develop expected outcomes on provision maps.

#### **Links with other Educational Establishments**

- SENCOs from secondary schools are invited to a child's final Annual Review and the child's file is sent on to the school.
- Children attend induction days for their new schools in the Summer Term, with additional transition arrangements put in place where necessary.

- Our Reception year teachers liaise with all of the nurseries that send children to one of our schools and keep the Inclusion Leader informed about any children who may require additional support.
- The Inclusion Leader and any other relevant members of staff attend transition meetings where information about Reception children or Year 6 children is shared and received.