SPECIAL EDUCATIONAL NEEDS / LEARNING SUPPORT STATEMENT & PROCEDURES

Contents

Policy Statement (1)

Policy Statement (2)

Aims and Objectives

Definitions

Identifying and supporting pupils with SEN and disabilities

The Graduated Approach to SEND

SEN Provision

Statutory Assessment of Needs (EHC Plan)

EAL (English as an Additional Language) - Introduction

Monitoring and Evaluation of SEND

Supporting Pupils and Families

Roles and Responsibilities

Training and Development

Recording, Storing and Managing Information

Complaints

Admissions

Transition Arrangements

Bullying and behavioural issues

Access Arrangements

Policy Review

Policy Statement (1)

AKS Lytham in line with the Independent Schools Standards Regulations (ISSRs) Part 1/Paragraph 2), is committed to ensuring that the aptitude and needs of all students within the school are catered for, including those with special educational needs (SEN) or an Educational Health and Care Plan (EHCP). The School is also committed to promoting equality, diversity, and inclusion, and adheres to its legal obligations under the *Equality Act 2010*. We value transparency and partnership with families, and we encourage open dialogue about any concerns regarding your child's development or learning needs. Failure to disclose relevant information may affect the school's ability to provide appropriate support.

Context
This policy was drawn up having regard to the following legislation and guidance (in so far as they apply to AKS Lytham): • The SEND Code of Practice: 0-25 years – 2015 • Part 3 of the Children and Families Act 2014 and associated regulations • Equality Act 2010 • The Education (Independent School Standards) Regulations 2014 • Statutory framework for the early years foundation stage (September 2025)
Headteacher: David Harrow **Head of Nursery and Preparatory School :** Amanda Ilhan
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Head of Learning Support : Cathy Hurst-Endresz **Prep School SENCo :** Nasreen Mirza **Nursery SENCo :** Vicky Reynolds
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Head of Learning Support qualifications: BA Hons, PGCE, PGC Understanding Autism, MLDP, MA in Education
This policy was reviewed annually on: 8th July 2026
Agreed by Governing Body: January 2026
Review date: July 2027

This policy should be read in conjunction with the following policies and guidelines:

- Admissions Policy
- SENDA Plan

- Child Protection and Safeguarding Policy
- EAL Policy
- Equal opportunities policy
- Medical policy
- SEND Financial Charging Policy
- Teaching and learning policy

The responsibility for the management of this policy falls to the Headteacher, the day-to-day operation of the policy is the responsibility of the Head of Learning Support/Special Educational Needs Co-ordinator (SENCO). Oversight of the School's SEND arrangements is led by the named Local Governing Body (LGB) member with responsibility for SEND. All three will work closely to ensure that this policy is working effectively.

Policy Statement (2)

1) This policy applies to all members of the AKS Lytham school community, including those in our EYFS setting.
2) AKS Lytham implements this policy through adherence to the procedures set out in the rest of this document.
3) This policy is made available to all interested parties in accordance with our *Provision of Information* policy and should be read in conjunction with the school's Admissions Policy, SENDA Plan, Child Protection (Safeguarding) Policy, EAL Policy, Equal Opportunities policy, First Aid Policy, SEND Financial Charging Policy, Teaching and learning policy.
4) AKS Lytham is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's *Equal Opportunity* policy document.
5) This policy is reviewed at least annually, or as events or legislation changes require, by the Head of Learning Support, the Whole School Leadership Team and the Local Governing Body. The deadline for the next review is no later than 12 months after the most recent review date indicated above.

Aims and Objectives

Aim

The School aims to provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve, to their full potential, in all areas including their development of knowledge, skills and understanding to equip them for the

next phase of their education, employment or training. By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEN and/or disabilities.

The School will adhere to the principle that 'every teacher is a teacher of SEN' and will use its best endeavours to ensure that the necessary provision is made for any pupil who has SEN and to make reasonable adjustments for pupils with a disability. The School will ensure that all staff are able to identify where a pupil may require additional support so that appropriate steps can be taken with the aim of enabling them to partake in all activities in the School in order to reach their full potential.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEN and/or a disability is therefore a whole school responsibility requiring a whole school response. In order to achieve this, we will work in partnership with parents, pupils, local authorities, specialist providers, and other external agencies required to meet the individual needs of our pupils.

Objectives

The objectives of this policy are to work towards eliminating disadvantages for pupils with SEN and/or disabilities (including pupils with medical conditions) by:

- identifying and providing for pupils who have special educational needs and regularly assessing and reviewing the provision that we offer.
- using our best endeavours to ensure that all pupils get the support they need to access the School's educational provision and those with a SEN and/or disability are able to engage as fully as practicable in the activities of the School alongside pupils who do not have a SEN and/or disability.
- having regard to the statutory guidance the SEND Code of Practice (2015), as far as it applies to the School.
- operating a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.

- implementing a graduated approach to meeting the needs of pupils identified as needing SEN Support.
- appointing a teacher responsible for the coordination of SEN provision (Head of Learning Support/SENCO) and ensuring they have the relevant training and qualification to undertake the role.
- providing training, support and advice for all staff as often as is appropriate and necessary.
- Ensuring that all pupils with SEN are offered full access to a broad, balanced, and appropriate curriculum that sets high expectations for every pupil whatever their prior attainment.
- working in partnership with parents to enable them to make an active, empowered, and informed contribution to their child's education.
- ensuring that parents are informed when special educational provision is made for their child and are kept up to date on their child's progress and development.
- taking the views, wishes and feelings of the young person into account (in light of their age and understanding), and involving them as fully as possible in decision making about their own education.
- working collaboratively with external agencies and specialists including those from Social Care and Health.
- ensuring compliance with the School's Equality Act 2010 duties and not discriminating unlawfully against disabled pupils less favourably than their peers and making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education or access to a benefit, facility of service.
- in conjunction with the Medical Policy, making arrangements to support pupils with medical conditions and where applicable, to have regard to statutory guidance supporting pupils with medical conditions, having regard to any other guidance issued by the United Learning Trust.

Definitions

Special Educational Needs

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. In accordance with the Children and Families Act 2014, 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 generally available in a mainstream school; or
- Are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, emotional, and mental health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action the School needs to take, not to fit the child into a category -we identify the needs of the whole pupil, not only their SEN, in order to establish what provision is required. AKS Lytham will take into account pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

Special educational provision

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.

Disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). It is important to note that a pupil who has a disability may not necessarily have a special educational need and vice versa not all pupils with SEN will have a disability.

Parent

In this document the term 'parent' is to refer to a parent, carer, guardian, or anyone with legal responsibility for the pupil.

Identifying and supporting pupils with SEN and disabilities

The School's curriculum, plan and schemes of work and assessment framework take proper account of the needs of all pupils, including those with SEN and/or disabilities.

The progress made by all pupils is regularly monitored and reviewed as part of high quality, differentiated teaching. Where concerns are raised about a pupil's progress or if they fall behind their peers, additional support will be provided under the guidance of the class/subject teacher. This information will be shared with parents in order that they are kept up to date.

Where concerns are raised about a pupil's progress, despite support and high-quality teaching, the class/subject teacher will seek advice from the Head of Learning Support/SENCO. Slow progress and low attainment will not automatically mean a pupil has SEN. However, where the School reasonably considers that a pupil may have a learning difficulty or disability, for example where there are early indicators that a pupil is not making expected progress, the School will do all that it reasonable to support and consult with the parents and pupil as appropriate, to help determine the action required, including whether any additional support is needed, such as in-class support.

The School may recommend engaging external agencies and professionals to help assess the pupil's needs and advise on appropriate support, the cost of which must be borne by the parents, or by the local authority in the context of an education, health, and care needs assessment. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received.

Where a pupil is identified as having SEN, or there are significant emerging concerns, the Head of Learning Support/SENCO and the class/subject teacher will take action to support

effective learning by removing any barriers and put effective special educational provision in place taking into account any advice from relevant external agencies and professionals. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Due weight will also be given to a pupil's wishes (according to their age, maturity, and capability). Parents will be notified where their child is receiving SEN Support, and the School will share with them the provision that is being put in place. This will be regularly reviewed including termly (three times per year) with the parents, the child and teacher at Pupil Progress Meetings. Pupils' SEN support will be documented in ISAMS.

The Graduated Approach to SEND

Assess: In identifying a pupil as needing SEN support the class/subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on:

the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.

the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

At this stage, following consultation with parents, external agencies and professionals may be engaged to help assess the child's needs and advise on any support needed. Parents will meet the cost of any such assessments. Any specialist advice received will be discussed with the child's parents.

Plan: The School will carry out an analysis of a pupil's needs so that the plan of support can be matched to need. As part of this, parents, with their child, will meet with the class/subject teacher and the Head of Learning Support/SENCO to discuss the adjustments, interventions, teaching strategies, and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced and shared with parents. The date for review will depend on the level of need present but will be a least once per term.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents and the child if appropriate.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with appropriate skills and knowledge.

Where learning support outside the School's universal offer is part of the plan, there may be an additional charge, please refer to School's Terms and Conditions and to the SEND Financial Charging Policy for further information.

Do: The class/subject teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of the targeted plan of support and interventions and how they can be linked to classroom teaching.

The Head of Learnng Support/SENCO will support the class/subject teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review: The review will take place on the date previously agreed to decide if any changes to the support are required. This review will evaluate the impact and quality of the support and interventions in light of the pupil's progress and development and include the views of the pupil (as appropriate) and their parents.

Parents will be given information about the impact of the support and interventions provided, enabling them to be involved with discussing the next steps. Where appropriate other agencies will be asked to contribute to this review.

This review will feedback into the analysis of the pupil's needs, then the class/subject teacher, working with the Head of Learning Support/SENCO, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents and the pupil (where appropriate).

Where there is a sustained period of insufficient or no progress, the School may decide to gain involvement and advice from a specialist or external agency. The School will consult with parents before involving a specialist or external agency and all costs must be agreed and settled directly with the external body.

Identification, Assessment, Reviews

1. MIDYIS tests in Year 7, YELLIS in Year 10, and ALIS in Year 12 will be used to provide baseline assessment data (Ref: *Assessment, Recording & Reporting Policy*). Data from these tests and other assessments will be taken into account when identifying pupils for placement at the monitoring or SEN support stages.

2. Pupils in KS1 and KS2 will take reading and spelling assessments. The cost of school based screening tests (but not the cost of any subsequent assessments or detailed reports) are included in the termly fees. The outcome of these assessments may be used to identify pupils who may benefit from additional support.

3. Parents/carers are informed if school feels there is a need for a more formal assessment to be carried out by an Educational Psychologist or Specialist Assessor. However, the cost for Educational Psychologist assessments and post 16 Specialist Assessor assessments for DSA will not be funded by the school and must be met by the parents.

4. All staff are involved in the review of pupil progress.

5. Where a pupil has a history of need and requires arrangements to access the curriculum as their normal method of working within school, formal assessments will be carried out from Year 9 onwards. The pupils will be assessed by the Head of Learning Support who holds specialist qualifications in this area. The outcomes of these assessments and evidence of normal method of working may be used to support a formal application for access arrangements in external examinations.

Teacher Referral

1. If a teacher has a concern about a pupil they should inform the Head of Learning Support (SS) or the PS/Nursery Learning Support Co-ordinator / SENDCo, using the appropriate 'Learning Support Referral Form'.

2. Information relating to strategies already used by the teacher and the current attainment levels of the pupil must be provided. Further interventions may be suggested and the teacher should implement and evaluate these interventions prior to any additional assessments being carried out.

3. The Head of Learning Support /Learning Support Co-ordinator / SENDCo (PS) or Nursery may carry out class based observations and additional assessments.

4. The outcome of assessments is shared with the teacher and appropriate strategies to meet the needs of the pupil will be discussed. This may involve the pupil being listed on the monitoring register with the provision of a learning profile or being placed at SEN support to access interventions.

Curriculum and Assessment Monitoring

1. Teaching staff and tutors monitor the attainment and progress of pupils with SEND / identified difficulties as part of their role as outlined in the Teachers Standards 2012.

2. They ensure that the Head of Learning Support/Learning Support Co-ordinator/ SENDCo (PS) or Nursery and appropriate Heads of Year are kept fully informed of any concerns.

3. Further assessments may be required.

How a Pupil is placed on the Monitoring Stage

1. A pupil may be placed at a monitoring stage when concerns have been raised by staff and a range of strategies have been employed and evaluated within the class.

2. Additional assessments may be carried out or a pupil may complete a learning profile to assist their subject/class teachers in supporting their learning.

3. Information will be circulated to teaching and support staff and general recommendations made, to enable them to consider the use of additional support strategies or the further differentiation of tasks.

4. In the Prep School identified pupils may also receive some short-term direct support in small groups.

5. Parents will be informed of any concerns and the outcome of any assessments.

Movement between the Monitoring Stage and the full SEN register

1. If a pupil fails to make adequate progress despite the additional support which the subject/class teacher provides, and assessments indicate an underlying special educational need as identified within the categories of the SEND Code of Practice (2014), the pupil may move to the full SEN register with further intervention and support. This support will be additional to and different from that available within the classroom setting. This will be targeted support for the identified needs and will not be additional subject tuition.

2. The Head of Learning Support in the SS and the Learning Support Co-ordinators / SENDCos in the PS and Nursery will take the lead in supporting the pupil.

3. Some pupils come into school with advice and assessments from external agencies, some of which may have been commissioned by their parents. School will take this advice into account when considering the appropriate provision for the pupil. The school may request advice from external agencies. This will be discussed with parents and may be sought to determine how to best meet the needs of the pupil.

These agencies may include, for example, CAHMS, Educational Psychologist, Speech and Language Therapist, EAL specialist teacher or medical professionals.

4. Prep School pupils receive support on a one to one basis or in a small group setting. Ideally children with similar difficulties will be grouped together.

5. Prep School children who attend learning support classes are encouraged to extend their class learning at home through regular practice of reading/spelling/writing and numeracy programmes where applicable.

6. Support in the Senior School is generally within small groups of up to four pupils. The support will be provided for one period each week. The pupil will be monitored and moved back to the Monitoring stage if and when there is evidence of progress which has been maintained over a period of time. Monitoring sessions will be agreed with the pupil and may be timetabled before school, during a lunchtime or after school.

Monitoring Pupil Progress and Reviews

1. Pupils are involved in reviewing their progress during the school's formal written reporting system and will update their learning profile throughout the year.

2. In the Prep School and Nursery, the co-ordinators will meet with parents on request and attend review events as required. The Head of Learning Support may be available to attend meetings and reviews if required.

3. Parents are involved in the review of their child's progress during the Review Evenings and should arrange to meet with the Head of Learning Support// SENDCo (Prep School or Nursery) at these times.

4. The monitoring of individual pupils is an ongoing process and links in with the whole school *Assessment, Recording and Reporting Policy*. Within the context of this policy and the SEND Code of Practice (2014), all staff will monitor progress through an 'assess, plan, do, review' cycle as appropriate.

5. Should any concerns arise throughout the year, parents are consulted.

6. Sixth form students and those pupils for whom the learning support staff maintain a monitoring overview will attend monitoring sessions at least once each half term. Pupils are aware that any concerns between support sessions should be raised with their designated teacher via e mail initially.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the School's SEN register.

The School recognises that some pupils with a SEN may also have a disability and the School will do all that is reasonable in order to meet the needs of pupils with disabilities.

SEN Provision

The provision offered to pupils requiring SEN support will differ from pupil to pupil. A list of non-exhaustive examples include:

- an individual learning profile
- evidence based interventions
- additional support
- different materials, resources or equipment
- working within a small group
- use of assistive technologies
- peer-to-peer support via support ambassadors when required
- a broad and balanced curriculum
- explicit instruction within lessons
- scaffolding on independent tasks
- assess, Plan, Do, Review cycle
- regular formal assessment
- pastoral support
- homework/Study support

Statutory Assessment of Needs (EHC Plan)

A small number of pupils whose needs are complex and long term, may require a greater level of support than the School can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the

local authority to conduct an Education, Health, and Care Needs Assessment. This may result in an Education, Health and Care Plan (EHC Plan) being provided. The School will follow their local authority's guidance for this process and involve parent and the child from the beginning. The School will always consult with parents before exercising this right to ask the local authority to make an assessment.

If the local authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the local authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the local authority if the local authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. Further information can be found in the SEND Financial Charging Policy.

Education Health and Care Plans

There are a small number of pupils in our school who currently have EHC Plans. The School co-operates with the local authority to ensure that relevant annual reviews of EHC plans are carried out as required.

Pupils with medical conditions

The School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children who have medical conditions may be disabled and where this is the case the School will comply with its duties under the Equality Act 2010. Such pupils may have an EHCP which brings together health and social care need, as well as their special educational provision: the School will work in conjunction with the pupil, parents and external agencies and specialists in relation to the pupil's medical needs when at school. Please refer to the First Aid Local Policy for further information.

Accessibility plan

The School's Accessibility Plan sets out our plan to increase the extent to which disabled pupils can participate in our curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

EAL (English as an Additional Language) – Introduction

The term EAL is used when referring to pupils whose main language at home is a language other than English. The school aims to meet the needs within the mainstream of any pupil in the school, including those who have English as an additional language (EAL), whilst recognising that EAL in itself does not constitute a special educational need.

Pupils with EAL needs will be offered full access to a broad, balanced and relevant education which will not discriminate against them. Pupils will be assisted to become more proficient in English and, as their progress develops, the attainment gap between themselves and their peers will diminish.

EAL – Procedure

1) The school admits pupils with EAL needs who fulfil the admission requirements (*Ref: Admissions policy*) and for whom agreed and reasonable arrangements can be put in place.
2) Any information regarding the history of an EAL pupil's English language learning is passed to the appropriate Head of Year and disseminated to staff.
3) There is collaborative working with academic and pastoral staff to support the English needs of a pupil as effectively as possible in order to narrow the attainment gap between EAL pupils and their peers.
4) There is regular monitoring during a pupil's school life to ensure that difficulties in achieving their potential are detected as soon as possible.
5) The importance of the pupil's first language and the additional experience and perspective that this brings to the school is recognised and valued.
6) Parents are kept fully informed about the progress of their child in accordance with school assessment strategies (*Ref: Assessment, Recording & Reporting policy*).
7) The school makes use of all baseline school data (for example MidYIS, YELLIS, ALIS) and internal examination results for screening and diagnostic purposes to monitor pupil progress.
8) Learning Support staff and the EAL teacher ensure that there is an effective system of communication between subject staff and the Examinations Officer on issues concerning Access Arrangements (e.g. the use of a bi-lingual dictionary) for external and internal examinations as appropriate.
9) The school may charge pupils who have a programme of individual EAL specialist teaching. This applies usually to Tier 4 students, who are supported by an enhanced programme of academic and pastoral provision and induction, overseen in the main by members of the Whole School Leadership Team and sectional heads, as most appropriate in each instance.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils, including those with SEN and/or disabilities, follows the School's assessment and monitoring calendar. The School's SEND Governor maintains oversight with termly meetings with the Head of Learning Support/SENCO and discussions and LGB meetings. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEN and/or disabilities have their individual provision reviewed regularly, at least termly. Additional training, advice, and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked half-termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken, as set out in this policy.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the School endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At AKS Lytham we endeavour to support parents/carers so that they are able to:

- Feel supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Parents/carers of a child with SEN support will have the opportunity to meet with the class /subject teacher during parent review meetings and may request additional meetings if required. The Head of Learning Support/SENCO is happy to meet with parents/carers whenever possible.

More information about the support offered to parents/carers from our local authority can be found on their website.

Parents are, in turn, required to disclose to the School any matters which affect, or may affect, their child, including any disabilities, learning difficulties, health or medical conditions (see Admissions Policy and Terms and Conditions of the Parent Contract). Such information will be shared with the Head of Learnign Support/SENCO and relevant staff on a "need to know" basis.

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways appropriate to age, understanding and ability.

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own targets.

Partnership with External Agencies

AKS School staff work co-operatively with and are happy to liaise with external agencies when needed.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the School as a whole. In addition to the Governing Body, Head Teacher and Head of Learning Support and SENCOs, all members of staff have important responsibilities.

Governing Body

The Governing Body is responsible for determining school policy and provision for pupils with SEN and disabilities. The Governing Body will ensure that the School:

- Uses its best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.
- Ensures that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Designates a teacher to be responsible for co-ordinating SEN provision – Head of Learning Support or the Prep School/Nursery SENCO.
- Informs parents/carers when they are making special educational provision for a child.

- Ensures that the School's educational provision (including in relation to admissions) prevents disabled children from being treated less favourably than others
- Has an Accessibility Plan showing how they plan to improve access progressively over time.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the School's work, including provision for pupils with special educational needs and/or disabilities. The Headteacher will keep the Governing Body fully informed on Special Educational Needs matters and the implementation of this policy in practice. The Headteacher, Head of Nursery and Prep school will work closely with the Head of Learning Support and the Governor with responsibility for SEND.

In collaboration with the Headteacher and governing body, the Head of Learning Support determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The Head of Learning Support/Prep School and Nursery SENCOs

The Head of Learning Support/SENCOs takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The Head of Learning Support/SENCOs provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs and/or disabilities.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the Head of Learning Support/SENCOs develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The Head of Learning Support/SENCOs liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principal responsibilities for the Head of Learning Support/SENCOs include:

- Overseeing the day-to-day operation of the SEND policy.

· Co-ordinating provision for children with SEN and/or disabilities (including those who have EHC Plans) and reporting on progress.

· Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review.

· Advising on the deployment of the School's delegated budget and other resources to meet pupils' needs effectively.

· Monitoring relevant SEN CPD for all staff and ensuring all staff understand their responsibilities to children with SEN and/or disabilities and the School's approach to identifying and meeting need.

· Overseeing the records of all pupils with SEN and/or disabilities and ensuring they are up to date and that teachers are given necessary information relating to a child's learning support needs and/or disabilities so that teaching practices are appropriate.

· Liaising with parents/carers of children with special educational needs and/or disabilities.

· Contributing to the in-service training of staff and identifying the need for additional staff training.

· Being a point of contact with external agencies, especially the local authority and its support services.

· Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies as appropriate.

· Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.

· Monitoring the impact of interventions provided for pupils with SEND.

· Leading on the development of high quality SEND provision as an integral part of the school improvement plan.

· Working with the Headteacher and the School governors to ensure that the School meets its responsibilities under the Equality Act 2010, including with regard to reasonable adjustments and access arrangements.

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing, and making provision for pupils with special educational needs and/or disabilities.
- Class/subject teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class/subject teachers are responsible for the progress and development of all pupils including those with SEN and/or disabilities.

- Class/subject teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Class/subject teachers will ensure that any pupil on SEN Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson.
- Teaching assistants will liaise with the class/subject teacher and Head of Learning Support/SENCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

Training and Development

Training needs are identified in response to the needs of all pupils. Staff have access to guidance relating to a full range of special educational needs. Awareness is raised via annual Dyslexia Awareness Week and SEND Awareness days etc. Staff are made aware of any changes to the pupil learning profiles and are provided with details of strategies.

Recording, Storing and Managing Information

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan. This will be recorded by way of a learning profile. This is drawn up in consultation with the pupil's teacher, the pupil and any advice their parents have provided and kept safely on the School's information system.

The Learning profile may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or Head of Learning Support/SENCO.

The pupil (subject to their age and understanding) and teachers, review the plan regularly and the pupil / child is encouraged to take ownership of it and to set their own targets.

The School monitors progress of all pupils in the Early Years Foundation Stage (EYFS). The designated teacher responsible for coordinating SEN provision in the Nursery provision is Vicky Reynolds. The designated member of staff working with the pupil will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

Pupil records and SEN information may be shared on a "need to know" basis with relevant staff working closely with SEN pupils to enable them to better meet the individual pupil's needs.

Pupil SEN files are kept securely in a locked filing cabinet in the Head of Learning Suport/SENCO's office and all electronic information is stored securely and confidentially on the school information management system in the appropriate SEN Pupil file in compliance with our School Data Protection policy.

Complaints

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's subject or class teacher if their child's progress or behaviour gives cause for concern.

Any concerns or complaints about the School's provision or organisation of SEND are managed in accordance with the School's *Complaints Policy*.

Parents/carers have the right to appeal certain decisions about their child's special needs made by their Local Authority. Such an appeal is made to the SEND Tribunal. A decision made by a school cannot be appealed to the SEND Tribunal.

Admissions

The School will treat every application from an SEN and/or disabled pupil in a fair, open-minded way.

The School welcomes all children who can make the most of the opportunities offered, access its curriculum and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities. Refer to the School's Admissions Policy and associated required application forms. The School will meet or comply its obligations under the Equality Act 2010.

Transition Arrangements

Support for pupils with SEN includes the planning and preparation at key transitional phases of education. For students arriving at AKS Lytham we have a comprehensive package of transitional support that is put in. This includes:

- Transition days
- Visits/discussion between Head of Learning Support/SENCOs

- Visits and tours for parents and pupils
- Orientation days

Withdrawal

From time to time the needs of a pupil may significantly change as they progress through the School. We will discuss with parents any such concerns regarding their child. Where, in the professional opinion of the Headteacher, the School is unable to meet the pupil's needs as they progress through the School (including any learning support needs), parents may be asked to withdraw their child. Consideration will always be had to the School's obligations under the Equality Act 2010, when reaching a decision concerning a pupil with a disability.

Bullying and behavioural issues

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum and PSHE lessons and the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's *Behaviour* and *Anti-bullying Policies* make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEN may be particularly vulnerable to being bullied. The School's *Anti-bullying Policy* makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

Safeguarding

The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and

- communication barriers and difficulties in overcoming these barriers.

The School's *Child Protection and Safeguarding Policy* will be followed if there are any safeguarding concerns relating to a child.

Access Arrangements

The school is committed to promoting equality, diversity, inclusion and belonging adheres to its legal obligations under the *Equality Act 2010* . We welcome applications from pupils with Special Educational Needs and Disabilities (SEND) and assess each application individually, considering both the specific needs of the applicant and the school's capacity to meet their needs.

To support a fair and informed admissions process, it is essential that parents/carers provide full and transparent disclosure of any known or suspected SEND, at the point of application using our *SEND Admissions Form* together with setting out any access arrangements that are required in relation to either the admissions process or if the pupil is admitted. This should include up-to-date supporting documentation including professional assessments, medical reports, referrals, any existing Education, Health and Care Plans (EHCPs) and Individualised Education Plan (IEP).

The *SEND Code of Practice* emphasises the importance of early identification and collaborative planning to meet the needs of children and young people effectively. Accurate and timely documentation enables the school to assess whether it can meet the applicant's needs and to plan for any reasonable adjustments or additional support required, under the *Equality Act (2010)*. Where necessary, the school may request further information or consult with external professionals to ensure a thorough and informed decision. Failure to provide relevant information may affect the school's ability to support the pupil appropriately and could impact the outcome of the application, including withdrawing a pupil.

Although Independent settings are not required to comply with the *SEND Code of Practice: 0 to 25 years*, we see this as best practice and use our best endeavours to implement the school's Charter.

If existing pupils require access arrangements following medical or educational diagnostic assessments these are to be submitted to the Head of Learning Support/SENCO where provision can be discussed on a case-by-case basis. Refer to the SEND Financial Policy. Professional educational diagnostic assessments should be undertaken in consultation with the Head of Learning Support/SENCO lead using an agreed assessor.

As part of the admissions process is an entry assessment, it is important to note and evidence if a pupil has previously had additional exam access arrangements and this is the pupil's normal way of working, based on evidence of need. This information and previous history of need will then be taken into consideration on whether this is awarded in the entry test. The school is obliged to follow statutory exam criteria via the Joint council for qualifications (JCQ), which stipulates the Head of Learning Support has the final decision on awarding any exam concessions.

Please read our additional policy on SEND financial charging prior to submitting an admission.

Policy Review

This policy will be reviewed annually. It will be monitored by the Head of Learning Support and updated and revised if necessary, during the annual cycle.

Template Owner	Operations Business Partner – Independent Schools
Department responsible	School Improvement Teams
United Learning Independent Schools/Academies/Both	United Learning Independent Schools
Reviewed	8th July 2026
Date Policy Authorised	29th September 2025
Policy Owner	Allan McKeown and Cathy Hurst-Endresz
Review Date	July 2027
Date Policy agreed by Local Governing Body	January 2026
Next LGB review date:	November 2026