Enabling every young person to learn, flourish & succeed

Lutterworth College

THE CHURCH OF ENGLAND

"Train a child in the way they should go,

and even when they are old they will not turn from it."

Proverbs 22:6

SEND Policy &

Information Report

Administration of Policy	
Last review date	October 2026
Reviewed by	Deputy Headteacher (pastoral)
Approval Level	Trust Board
Review frequency	Annually
Ratified by / date	Trust Directors / Dec 2026
Next review due date	October 2027
Exceptional changes approved (if required)	

Stakeholders			
Trust Leader	**X**	**Directors**	**X**
Headteacher	**X**	**Governors**	**X**
Deputy Headteachers	**X**	**Union Representatives**	**X**
SLT	**X**	**Students**	
ELT	**X**	**Parents**	**X**
Support Staff	**X**	**Others**	

All statutory policies are accessible on the Lutterworth College website (link below)

Lutterworth College - Policies & Documents

Statement of policy application

Lutterworth College is a Church of England (Voluntary Controlled) school and sixth form in South Leicestershire. The school was founded in 1880 to serve the town of Lutterworth and its surrounding communities. All school policies support the school's mission and objective of **'*enabling every young person to learn, flourish and succeed'*.** We enable this objective by having joint strategic aims of having the 'best teachers delivering the best learning' and by embedding the Be Christ values in our young people. The Be Christ values are that we ask our pupils to 'Be' Courageous, Hardworking, Reflective, Inspirational, Supportive and Tenacious.

All school policies have the underlying principle that Lutterworth College is a faith-based school. Our objective centres on the idea of the imitation of Christ and the values that are reflected in his life. As his teaching encourages human flourishing and wisdom so pupils are encouraged to share in that world vision. The courage of Christ underpins the school's motto ***'Dare to be wise'.***

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1. Aims

This policy aims to:

- Set out how the College identifies and supports students with SEND.
- Ensure all students have access to a high-quality education.
- Promote inclusion and equality of opportunity.
- Support students to achieve the best possible educational and wider outcomes.
- Foster independence and preparation for adulthood.
- Develop effective partnerships between students, families, school staff and external agencies.
- Ensure compliance with statutory duties relating to SEND and disability.

The College believes that every teacher is responsible for the progress and achievement of every student, including those with SEND. SEND provision is therefore a whole-school responsibility.

1. Legislation and guidance

This policy is based upon:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice :0- 25 Years (2015)
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- The Equality Act 2010 http://www.legislation.gov.uk/ukpga/2010/15/contents , which sets out schools responsibilities for pupils with disabilities.
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children
- Working Together to Improve School Attendance
- Supporting Pupils at School with Medical Conditions
- Alternative Provision and SEND Improvement Programme guidance
- The Leicestershire Local Offer

The school will continue to review and develop provision in line with emerging national SEND reforms and local authority guidance.

3. Definitions

3. Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A student has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age.

Special educational provision is educational or training provision that is additional to, or different from, that made generally available for other students of the same age.

4. Principles of Inclusion

At Lutterworth College we:

- Value all learners equally.
- Promote participation in every aspect of school life.
- Focus on outcomes rather than labels.
- Work in partnership with parents and carers.
- Listen to and involve students in decisions affecting them.
- Adopt a graduated approach to SEND support.
- Ensure reasonable adjustments are implemented where required.
- Promote independence and resilience.
- Recognise the importance of preparation for adulthood.

The College adopts a co-production approach whereby students and families are central to the planning, delivery and review of support.

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5. Roles and Responsibilities

5.1 SENDCo

The SENDCo is:

Miss Cheryl Teal
Email: c.teal@lutterworthcollege.com

The SENDCo will:

- Provide strategic leadership for SEND.
- Coordinate SEND provision across the school.
- Maintain the SEND register.
- Monitor the impact of interventions.
- Liaise with parents, carers and external professionals.
- Support teachers in meeting the needs of students with SEND.
- Coordinate Annual Reviews for EHCPs.
- Advise leaders on deployment of resources.
- Ensure statutory duties are fulfilled.
- Support transition arrangements.

The SENDCo works closely with the Senior Leadership Team to ensure that inclusion remains a key priority across the College.

5.2 Headteacher

The Headteacher has overall responsibility for:

- SEND provision.
- Student outcomes.
- Allocation of resources.
- Ensuring statutory duties are met.
- Promoting an inclusive school culture.

5.3 SEND Governor

The SEND Governor is:

Mrs Jude Kenney

The Governor will:

- Monitor SEND provision.

- Challenge and support leaders.
- Ensure statutory compliance.
- Report to the Governing Body regarding SEND effectiveness.

5.4 Teachers

Teachers remain responsible and accountable for the progress and development of all students within their classes, including those with SEND. Teachers will:

- Deliver high-quality adaptive teaching.
- Implement reasonable adjustments.
- Follow learning plans and support recommendations.
- Monitor progress and wellbeing.
- Work collaboratively with support staff and the SEND team.

6. SEN Information Report

Identification of SEND

The College identifies SEND through:

- Transition information from primary schools.
- Baseline assessments.
- Academic progress data.
- Attendance and behaviour information.
- Teacher observations.
- Student voice.
- Parent concerns.
- Information provided by external agencies.
- Medical evidence where appropriate.

Identification follows the SEND Code of Practice and reflects the four broad areas of need:

Communication and Interaction

Including Autism, Developmental Language Disorder and Speech, Language and Communication Needs.

Cognition and Learning

Including Dyslexia, Dyspraxia and Moderate Learning Difficulties.

Social, Emotional and Mental Health

Including anxiety, ADHD and emotional regulation difficulties.

Sensory and Physical Needs

Including hearing impairment, visual impairment and physical disabilities.

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7. Graduated Approach

The College follows the cycle of:

Assess

Gather information from school, home, the student and professionals.

Plan

Identify outcomes, provision and review dates.

Do

Implement agreed support.

Review

Evaluate effectiveness and amend provision where necessary.

This cyclical process ensures support remains responsive to changing need and promotes positive outcomes for students.

8. Ordinarily Available Inclusive Provision

All students benefit from:

- High-quality adaptive teaching.
- Explicit instruction and modelling.
- Retrieval practice.
- Visual supports.
- Scaffolded resources.
- Assistive technology.
- Access to laptops where appropriate.
- Reader Pens.
- Movement breaks.
- Flexible seating.
- Modified homework expectations where required.
- Pastoral support.
- Emotional wellbeing interventions.
- Behaviour support strategies.
- Access arrangements where appropriate.

These strategies form part of the College's ordinarily available SEND offer before additional intervention is considered.

9. Consulting and Involving Students and Parents

The College recognises that effective partnerships with students and families are central to successful SEND provision.

Students will be encouraged to:

- Share their views regarding their education and support.
- Contribute to person-centred planning and review meetings.

- Participate in setting targets and identifying strategies that support their learning.
- Develop independence and self-advocacy skills.

Parents and carers will be involved through:

- Transition meetings.
- SEND Review meetings.
- EHCP Annual Reviews.
- Parents' evenings.
- Telephone consultations.
- Email communication.
- Multi-agency meetings where appropriate.

The College seeks to co-produce support with students and families and values their views in all decisions regarding SEND provision.

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10. Monitoring and Reviewing Progress

The progress of students with SEND is carefully monitored through:

- Classroom assessment.
- Whole-school data collection cycles.
- Subject progress reviews.
- Intervention evaluations.
- Attendance monitoring.
- Behaviour and wellbeing monitoring.
- Student voice activities.

SEND Support Plans will be reviewed at least three times annually or more frequently where required.

Education, Health and Care Plans (EHCPs) will be reviewed annually in accordance with statutory requirements.

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11. Additional Support and Intervention

The College provides a graduated range of intervention and support programmes based on identified need.

Provision may include:

Cognition and Learning

- Literacy interventions.
- Reading support.
- Reader Pen training.
- Exam access arrangements.
- Study skills support.

- Small-group interventions.

Communication and Interaction

- Social communication support.
- Autism-friendly adjustments.
- Visual supports.
- Communication strategies.
- Structured transition programmes.

Social, Emotional and Mental Health

- ELSA-informed approaches.
- Emotional regulation support.
- Mentoring.
- Pastoral intervention.
- Referral to external agencies where appropriate.

Sensory and Physical Needs

- Assistive technology.
- Accessible resources.
- Specialist equipment.
- Reasonable adjustments.
- Support from specialist advisory services.

Provision is reviewed regularly to ensure impact and value for students.

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12. Education, Health and Care Plans

Where a student's needs cannot be met through ordinarily available provision and SEND Support, the College may request an Education, Health and Care Needs Assessment from the Local Authority.

The College will:

- Gather evidence of need.
- Involve students and families throughout the process.
- Work collaboratively with professionals.
- Contribute to statutory assessment requests.
- Implement provision specified within EHCPs.

Annual Reviews will be completed within statutory timescales and will focus upon progress, outcomes and preparation for adulthood.

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13. Preparation for Adulthood

Preparing students for successful adult lives is a key priority.

From Year 9 onwards, reviews and support planning will consider the four areas of Preparation for Adulthood:

Employment

Developing skills, qualifications and aspirations for future employment.

Independent Living

Promoting independence, organisation and decision-making skills.

Community Inclusion

Supporting participation in the local community and wider society.

Good Health

Promoting physical, emotional and mental wellbeing.

The College works with students, families, colleges and external agencies to support successful transition beyond Key Stage 4.

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14. Admissions Arrangements

The College welcomes applications from students with SEND.

Admissions are managed in accordance with the School Admissions Code and Equality Act 2010.

The College does not discriminate against applicants on the basis of SEND or disability and will make reasonable adjustments where possible to facilitate access.

Where students have EHCPs, admissions are coordinated through the Local Authority.

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15. Supporting Students During Transition

Successful transition is an important element of SEND provision.

The College supports transition through:

Primary to Secondary Transition

- Information gathering from feeder schools.
- Enhanced transition visits.
- SEND transition days.
- Meetings with parents and carers.
- Individual transition plans where required.

Internal Transitions

- Information sharing between staff.
- Review of support arrangements.
- Student preparation activities.

Post-16 Transition

- Careers guidance.
- College liaison.

- Transition planning meetings.
- EHCP review discussions.
- Support with applications and visits.

Additional support will be provided where required to ensure smooth transitions.

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16. Attendance and SEND

The College recognises the close relationship between attendance, wellbeing and achievement.

Where SEND impacts attendance, the College will:

- Work closely with students and families.
- Identify barriers to attendance.
- Develop support plans.
- Liaise with external agencies where appropriate.
- Implement reasonable adjustments.

Attendance difficulties will be considered on an individual basis and support will be tailored to need.

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17. Mental Health and Emotional Wellbeing

The College understands that mental health needs may co-exist with SEND.

Support may include:

- Pastoral support.
- SEND support.
- Wellbeing interventions.
- Safeguarding processes.
- Early Help referrals.
- CAMHS involvement.
- External counselling services where appropriate.

The College promotes a whole-school approach to emotional wellbeing and seeks to provide an environment where students feel safe, valued and supported.

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18. Careers Education, Information, Advice and Guidance

Students with SEND have access to:

- Careers education through the curriculum.
- Independent careers guidance.
- Workplace experiences.
- Further and higher education information.
- Apprenticeship information.

- Transition support.

Career planning forms part of Preparation for Adulthood discussions and aims to promote positive destinations for all learners.

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19. Working with External Agencies

The College works closely with a range of professionals and services, including:

- Educational Psychology Services.
- Specialist Teaching Services.
- Autism Outreach Services.
- Speech and Language Therapists.
- Occupational Therapists.
- Physiotherapists.
- School Nursing Service.
- Child and Adolescent Mental Health Services (CAMHS).
- Early Help Services.
- Social Care.
- SENDIASS.
- Health professionals and medical practitioners.

External agency involvement is discussed with parents and carers and forms part of the graduated response where appropriate.

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20. Staff Training and Expertise

The College is committed to ongoing professional development.

Training may include:

- Autism.
- ADHD.
- Dyslexia.
- Adaptive teaching.
- Attachment and trauma-informed practice.
- Mental health awareness.
- Emotional regulation.
- Exam access arrangements.
- Assistive technology.
- Safeguarding.
- Speech, language and communication needs.

Training priorities are informed by student needs, local authority guidance and national developments.

5.9 Expertise and training of staff

- The SENDCO is a member of the Senior leadership Team.
- Joined Lutterworth College in May 2022
- SENDCO role in 2 previous schools (Independent and mainstream), Head of RE in 3 schools, also held roles as Head of Year and PGCE mentor, working with the University of Derby.
- She qualified as a SENDCo in 2016 and is also a qualified Access Arrangements assessor (PAPAA 2020).
- All staff have received AET 1 training in January 2023 and ADHD training from ADHD Solutions in January 2024.
- Staff training- individual staff members 'Understanding Your Autism Diagnosis' Training, Zones of Regulation (2025), Double Empathy theory
- Trauma training
- ELSA
- Solihull (Togetherness) Approach

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21. Accessibility

The College is committed to ensuring accessibility for all students.

This includes:

- Accessible learning environments.
- Reasonable adjustments.
- Supportive classroom practice.
- Assistive technology.
- Accessible curriculum materials.
- Equality of opportunity.

The Accessibility Plan details ongoing developments relating to buildings, curriculum access and communication.

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22. Complaints About SEND Provision

The College aims to resolve concerns at the earliest opportunity.

Concerns should initially be raised with:

1. The Class Teacher.
2. The SENDCo.
3. A member of the Senior Leadership Team.
4. The Headteacher.

If concerns remain unresolved, parents may use the College Complaints Procedure.

Parents may also seek advice from SENDIASS or utilise Local Authority mediation services where appropriate.

23. The Local Offer

Information regarding services available to children and young people with SEND can be found through the Leicestershire Local Authority Local Offer.

The College's SEND Information Report forms part of the Local Offer and is published annually on the school website.

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24. Monitoring Arrangements

This policy will be monitored by the SENDCo and Senior Leadership Team.

The effectiveness of SEND provision will be evaluated through:

- Student outcomes.
- Attendance data.
- Behaviour data.
- Student voice.
- Parent feedback.
- Annual Reviews.
- Quality assurance activities.
- Governor monitoring.

The policy will be reviewed annually or sooner if changes to legislation or guidance require revision.

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25. Linked Policies

This policy should be read alongside:

- Accessibility Plan.
- Equality Policy.
- Safeguarding and Child Protection Policy.
- Behaviour Policy.
- Attendance Policy.
- Supporting Students with Medical Conditions Policy.
- Teaching and Learning Policy.
- Careers Education Policy.
- Complaints Policy.

Contact details for raising concerns

Mrs Alison Shore – SEND Administration Support Assistant

Telephone: 01455 554101. Email: a.shore@lutterworthcollege.com

Miss Cheryl Teal – SENDCO
Telephone: 01455 554101. Email: c.teal@lutterworthcollege.com

Mr Dominic Lane - Head of Lutterworth College
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