



RESPECT. RESILIENCE. INTEGRITY.

SEND Policy

DATE APPROVED

24 September 2026

NEXT DOCUMENT REVIEW

July 2027

Policy Owner:	Lindsey Drews, SENDCO and Assessment Lead
Confirmed by	Life Changing Education Ltd, acting through Krystian Liptrot, Chair of the proprietor board and company
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Applies to:	All pupils aged 11-16 within the proposed maximum capacity of 108, staff and those who plan or deliver SEND provision. Registered site: Unit 4, Howarth Court, Oldham Gateway, Gateway Crescent, Chadderton, Oldham, OL9 9XB.

LCE ACADEMY

Contents

1	Policy Statement and Ethos	3	9	Multi-Agency Working	7
2	Legal and Statutory Framework	4	10	Reasonable Adjustments and Accessibility	8
3	Aims of SEND Provision	4	11	Monitoring, Evaluation and Quality Assurance	8
4	Leadership and Governance	5	12	Pupil and Parent Voice	8
5	Identification and Profile of Need	5	13	Transition	9
6	Graduated Approach and Planning	6	14	Complaints	10
7	Education, Health and Care Plans (EHCPs)	6	15	Policy Review	10
8	Curriculum Access and Inclusion	7	16	Key Contacts	10

Policy Statement and Ethos

LCE Academy is a specialist provision for pupils with Education, Health and Care Plans (EHCPs), primarily for Social, Emotional and Mental Health (SEMH) needs, often alongside co-occurring needs. We are committed to ensuring that every pupil receives a high-quality, ambitious education that meets their individual needs and prepares them for successful next steps.

Belonging: safety, trust, connection, communication and access. Mattering: voice, agency, identity, purpose and contribution. Progression: increasing knowledge, independence, application and preparation for next steps. The three responses may operate together and vary by subject or strand. Teachers record subject attainment and qualification decisions separately. Every response supports ambitious learning from the pupil's assessed starting point. Provision removes barriers, builds strengths and supports independence and resilience.

LCE Academy recognises that Speech, Language and Communication Needs (SLCN) are common, and often under-diagnosed, within SEMH populations and may influence learning, behaviour, emotional regulation, relationships and engagement. Communication is therefore considered throughout assessment, planning, teaching, intervention and review.

SEND provision at LCE Academy is inseparable from safeguarding, behaviour, attendance and curriculum design. This policy therefore operates in conjunction with those policies and should be read alongside them.

Definition of Special Educational Needs and Disabilities (SEND)

Special educational needs and disabilities (SEND) refers to a child or young person who has a learning difficulty or disability that calls for special educational provision to be made for them. For pupils of compulsory school age, special educational provision is educational or training provision that is additional to, or different from, that made generally for others of the same age.

A child or young person has a learning difficulty or disability if they: have a 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 of a kind generally provided for others of the same age.

SEND may affect a child or young person's learning, communication and interaction, cognition and learning, social, emotional and mental health, or sensory and/or physical development. A child or young person may have needs in one or more of these areas; these areas may interact and overlap, and needs may change over time.

At LCE Academy, we recognise that children and young people with Social, Emotional and Mental Health (SEMH) needs may experience barriers to learning arising from difficulties with emotional regulation, relationships, communication, behaviour, anxiety, mental health, attachment, or other factors. These needs may occur alongside other special educational needs and disabilities. We also recognise that speech, language and communication needs (SLCN) may be previously unidentified in our young people and can affect access to learning, emotional expression, wellbeing, social understanding and participation.

We adopt an individualised and strengths-based approach to SEND. We recognise that every pupil is different and that a diagnosis is not required for a pupil to receive appropriate support. The school will seek to understand a pupil's individual strengths, needs and barriers to learning and will provide appropriate support and reasonable adjustments to enable them to access education, develop independence and achieve positive outcomes.

English as an additional language (EAL) is assessed separately from SEND and from subject attainment. Staff establish proficiency in listening, speaking, reading and writing, consider prior education and literacy in other languages, and use an interpreter or translated information where needed. Teachers pre-teach essential vocabulary, chunk and model language, use visuals and structured talk, check understanding and offer accessible ways to respond while retaining the intended subject ambition. The in-house SaLT practitioner strengthens universal communication-friendly practice and contributes where evidence indicates speech, language and communication need; EAL alone is not treated as SEND. English proficiency and subject knowledge are reviewed separately.

The school will work in partnership with pupils, parents/carers, relevant professionals and other agencies to identify needs at the earliest opportunity, plan appropriate provision, monitor its effectiveness and review support regularly.

2 Legal and Statutory Framework

This policy is informed by and supports compliance with:

- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 years (2015, updated September 2024)
- Equality Act 2010: advice for schools (2013)
- Education Act 2002
- Education (Independent School Standards) Regulations 2014 (Part 3)
- Keeping Children Safe in Education 2026
- Behaviour in Schools (DfE, 2022)
- Working Together to Improve School Attendance (DfE, updated July 2026)
- Special Educational Needs and Disability Regulations 2014 (as amended)
- Teachers' Standards (2012)

3 Aims of SEND Provision

SEND provision at LCE Academy aims to:

- identify needs accurately and early
- deliver personalised, evidence-informed support
- ensure access to a broad, balanced and aspirational curriculum
- support emotional regulation, wellbeing and engagement

- involve pupils and families meaningfully in decision-making
- work effectively with local authorities and external professionals
- prepare pupils for adulthood, further education, training or employment

Progress is defined as sustained improvement from individual starting points across academic, social and emotional domains.

4 Leadership and Governance

4.1 Roles and Responsibilities

- **Headteacher:** overall strategic responsibility for SEND, compliance and inclusion
- **SENDCO and Assessment Lead – Lindsey Drews:** operational leadership of SEND provision, EHCP implementation and review, assessment quality assurance and reporting
- **DSL Team:** ensures safeguarding and SEND systems are integrated and concerns escalated appropriately
- Full-time in-house SaLT practitioner – Helen Potts: provides assessment, advice, intervention, staff training and support for communication-inclusive practice within verified professional registration, competence and scope
- **Teachers:** responsible for adaptive teaching, progress monitoring and relational support
- **Support staff:** implement planned support and targeted interventions under the direction of teachers and the SENDCO; record delivery and impact; and support regulation and access
- **Proprietor body, advised by the governing body:** Krystian Liptrot provides challenge, oversight and annual review of SEND effectiveness
- **Local authorities:** publish and maintain a Local Offer; conduct EHC needs assessments; issue and maintain EHCPs; secure the special educational provision specified in Section F; and review plans. As LCE Academy may admit pupils commissioned by more than one local authority, the relevant Local Offer and commissioning contacts will be signposted to each family.

SEND provision and outcomes are reported termly to Krystian Liptrot as Chair of the proprietor board and company acting on behalf of Life Changing Education Ltd, with the governing body providing recorded advice and challenge.

5 Identification and Profile of Need

The Academy's intended admissions model is for pupils with an EHCP. SEMH will typically be the primary area of need, often alongside needs within one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical Needs

Identification and understanding of need is informed by:

- transition information from previous settings
- EHCP documentation and professional advice
- baseline academic assessments
- SEMH and wellbeing tools (e.g. Boxall Profile, SDQ)
- Communication profiling, SaLT assessment and observations of functional communication
- ongoing observation and review

6

Graduated Approach and Planning

LCE Academy follows the graduated cycle of **Assess** → **Plan** → **Do** → **Review**, adapted to our relational SEMH context.

- **Assess:** barriers, strengths and risks are identified using assessment data and professional insight
- **Plan:** EHCP outcomes are translated into clear, practical support strategies
- **Do:** personalised provision is delivered through curriculum adaptation, key adult support and interventions
- **Review:** impact is evaluated regularly, including at each termly formal review, and provision is adjusted accordingly.

This cycle underpins all SEND planning and aligns with the school's interlocking curriculum model.

Each pupil will have an individual SEND Support Plan that translates relevant EHCP outcomes and provision into practical classroom, communication, regulation and intervention strategies. The plan will identify strengths, barriers, successful approaches, named responsibilities and review measures, including advice from the Speech and Language Therapist where relevant. Teachers remain accountable for day-to-day implementation; the SENDCO quality-assures the plan and its review with the pupil, parents/carers and staff who know the pupil well.

7

Education, Health and Care Plans (EHCPs)

For each admitted pupil, LCE Academy will deliver the special educational provision in Section F for which it is responsible and will work with the commissioning local authority and relevant health and social care partners so that the plan is implemented. The SENDCO ensures that:

- outcomes are clear, specific and measurable
- provision is delivered as specified
- progress is reviewed termly
- statutory annual reviews are completed on time

Parents, pupils and relevant professionals are invited to contribute to reviews. Reports are shared securely with the commissioning local authority.

Following the statutory consultation and admission decision, each pupil will receive a bespoke induction package. Information from the EHCP, transition records, baseline assessment and the views of the pupil, parents/carers and relevant professionals will be used to agree short-, medium- and long-term priorities. These will be recorded in the individual SEND Support Plan, reviewed regularly by staff who know the pupil well, and used to evidence progress and inform the statutory annual review.

8 Curriculum Access and Inclusion

All pupils access a personalised curriculum that balances academic learning, therapeutic support and preparation for adulthood.

Curriculum provision:

- is adapted for pace, presentation and outcome
- prioritises literacy, numeracy and communication
- recognises communication development as a shared responsibility across all curriculum areas
- incorporates vocational, practical and enrichment opportunities
- is delivered in small groups with high levels of adult support

Assistive technology and adaptive resources are used where appropriate to remove barriers to learning and promote independence.

9 Multi-Agency Working

LCE Academy works collaboratively with:

- Local Authority SEND and Virtual School teams
- Educational Psychologists
- Full-time in-house SaLT practitioner and, where required, commissioned specialist speech and language services
- Occupational Therapists
- CAMHS and Early Help services
- Other involved professionals and agencies, including health and social care services

Multi-agency input informs planning, risk management and review.

The full-time in-house SaLT practitioner, Helen Potts, leads a staged pathway. Information from EHCPs, previous professionals and settings, health and social care, the pupil, parents or carers and LCE staff informs transition observation and universal screening. Informal assessment considers functional communication, social interaction and emotional literacy. Formal assessment is selected and undertaken only where the practitioner is appropriately registered, qualified and authorised, the tool is valid for the pupil's age and presenting need, and the publisher's current licensing, administration and interpretation

requirements are met. Outcomes are shared appropriately with the pupil, parents or carers, SENDCO and teaching staff and inform EHCP implementation, curriculum access, intervention planning and, where applicable, examination-access evidence.

Provision then moves through universal communication-friendly practice, staff training and assessed targeted support. Universal strategies include visual routines, chunked instructions, vocabulary pre-teaching and processing time. Integrated or direct interventions are chosen from assessed need and may include Word Aware, Colourful Semantics, social-communication, DLD and SEMH-communication approaches. Every intervention records its purpose, dosage, responsible trained adult, fidelity, generalisation, review and exit or change criteria. Named programmes are not automatic and do not replace specialist judgement or teacher accountability.

10 Reasonable Adjustments and Accessibility

In line with the Equality Act (2010), reasonable adjustments are made to ensure access and participation. This includes:

- environmental and sensory adjustments
- adapted teaching materials
- flexible timetables or transitions
- communication supports including visual supports and AAC where appropriate

The school's Accessibility Plan sets out longer-term adjustments and is reviewed annually.

11 Monitoring, Evaluation and Quality Assurance

SEND provision is monitored through:

- pupil progress and attendance data
- behaviour and safeguarding information
- EHCP review outcomes
- staff supervision and professional dialogue

The Headteacher and SENDCO evaluate effectiveness at least termly using the provision map, EHCP outcomes, academic and wider starting points, attendance, behaviour and safeguarding information, intervention fidelity, pupil and parent/carers voice, and destinations. Findings, decisions and actions are recorded, reported to the proprietor body and used to amend provision and the School Development Plan.

12 Pupil and Parent Voice

Pupils are supported to contribute to decisions about their learning and support in ways appropriate to their communication needs. Alternative and supported methods of participation will be used where required to ensure communication needs do not act as a barrier to pupil voice.

Parents and carers are partners in SEND provision and are engaged through:

- regular review meetings
- ongoing communication with key staff
- clear routes for feedback and complaint

13 Transition

Pupils for whom LCE Academy is named in their Education, Health and Care Plan (EHCP) by the local authority will be considered through the statutory consultation process. The school will review the pupil's needs, provision and outcomes outlined within their EHCP to determine whether the school can appropriately meet their needs.

Where a pupil is accepted for admission, they will receive a bespoke induction process tailored to their individual needs. This will include consideration of their EHCP, appropriate screening and assessment, and gathering information from the pupil, parents/carers and relevant professionals. This may include assessment of communication strengths and needs to ensure appropriate support and access arrangements are in place from the point of entry.

The pupil will be supported to integrate into the school through a carefully planned transition and will receive overlapping curriculum responses and an individual learning programme based on their strengths, needs and barriers to learning. This process will be undertaken collaboratively with the pupil, parents/carers and key school staff to ensure that provision is appropriate from the point of entry.

At LCE Academy, we recognise the importance of effective transition planning for pupils with SEND. We will support pupils to prepare for their next stage of education, employment, training and adult life, with planning linked to their individual needs, strengths and aspirations.

Transition planning will form part of the EHCP annual review process, with the pupil's views and aspirations at the centre. We will work closely with pupils, parents/carers, the local authority and relevant professionals and post-16 providers to identify appropriate pathways and support.

As part of our Preparation for Adulthood (PfA) approach, we will support pupils to develop skills and aspirations relating to:

- education, employment and training;
- independent living;
- health and wellbeing; and
- friendships, relationships and participation in the community.
- Where appropriate, pupils will be supported through visits, taster sessions, work experience, careers guidance and direct liaison with their next setting. We will ensure that agreed transition actions are recorded through the EHCP annual review process and followed up to support a successful transition.

14 Complaints

Concerns relating to SEND provision should be raised initially with the SENDCO or Headteacher. Formal complaints are managed under the Academy's Complaints Policy. A concern about a local authority decision on an EHC needs assessment or an EHCP follows the local authority's mediation and First-tier Tribunal (Special Educational Needs and Disability) appeal route; the Academy will provide relevant information but does not decide that appeal. A disability discrimination claim against the Academy may be made to the First-tier Tribunal (Special Educational Needs and Disability), normally within six months of the alleged discrimination. Using the Academy's complaints process does not remove any statutory right of appeal or claim.

15 Policy Review

This policy is reviewed annually in July by Krystian Liptrot as Chair of the proprietor board and company acting on behalf of Life Changing Education Ltd, advised by the governing body, and sooner if statutory guidance, provision or identified risk changes.

16 Key Contacts

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