

# SEND POLICY

2026 - 2027



# Policy Statement & Ethos



## Our 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.

Our approach to SEND is rooted in **belonging, structure and progression**. We recognise that pupils learn best when they feel safe, regulated and understood. Difference is not viewed as a deficit. Instead, provision is designed to remove barriers, build strengths and support pupils to develop independence and resilience over time. 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.

## SEND Principles & Commitment

- ◉ **Specialist, Individualised Provision**
- ◉ **Belonging, Structure and Progression**
- ◉ **Integrated and Whole-School Approach**

# Legal Framework

This policy is written in accordance with:

- SEND Code of Practice: 0–25 years (2015)
- Children and Families Act 2014
- Equality Act 2010
- Education Act 2002
- Education (Independent School Standards) Regulations 2014 (Part 3)
- Behaviour in Schools (DfE, 2022)
- Keeping Children Safe in Education 2025
- Working Together to Improve School Attendance (DfE, 2024)

## Important Note



This policy should be read alongside the Academy's Safeguarding and Child Protection Policy, Behaviour Policy, Attendance Policy and Curriculum Policy. Together, these documents ensure that SEND provision at LCE Academy is delivered within a coherent, legally compliant and safeguarding-led framework.

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# 01

## Aims of SEND Provision

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## 1.1 Our Aims

SEND provision at LCE Academy aims to:

- **Identify Needs** Identify needs accurately and early
- **Personalised Support** Deliver personalised, evidence-informed support
- **Curriculum** Ensure access to a broad, balanced and aspirational curriculum
- **Wellbeing** Support emotional regulation, wellbeing and engagement
- **Family Participation** Involve pupils and families meaningfully in decision-making
- **Local Authorities** Work effectively with local authorities and external professionals

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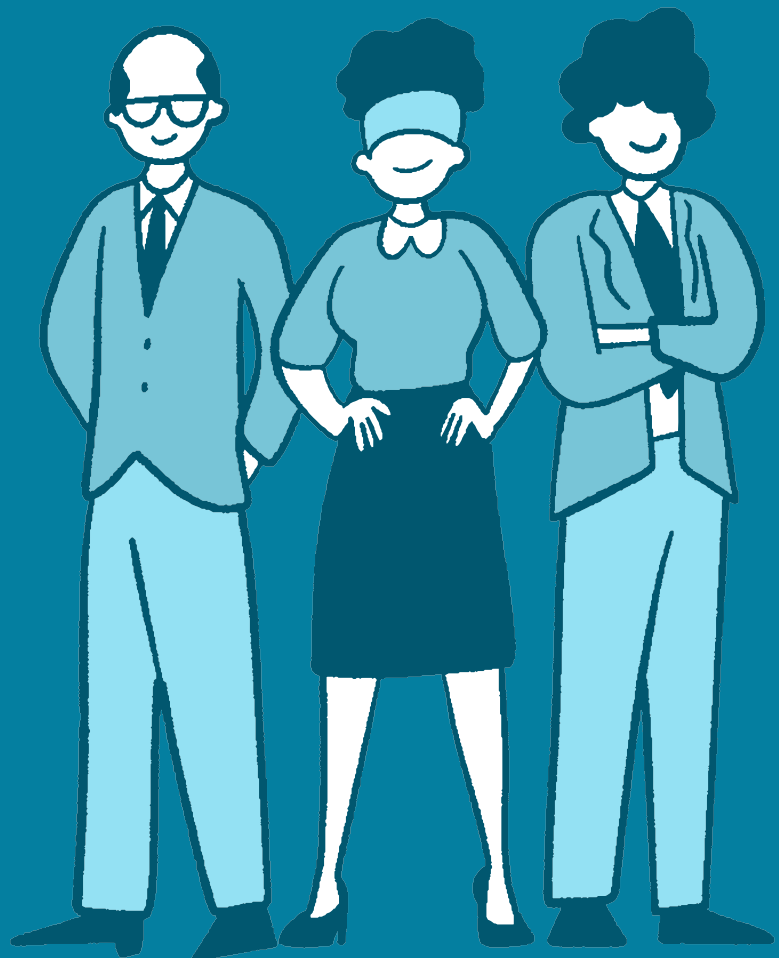
## 1.2 Preparing for Adulthood & Measuring Progress

LCE Academy is committed to preparing pupils for adulthood, further education, training or employment. From the point of admission, provision is designed to develop not only academic achievement, but also the personal, social and emotional skills required for independence. This includes building resilience, self-regulation, communication skills, employability awareness and the confidence to engage positively with future pathways.

Progress is defined as sustained improvement from individual starting points across academic, social and emotional domains. Success is measured through a combination of attainment, engagement, attendance, behaviour, personal development and movement towards EHCP outcomes. Recognising that pupils join the school at different stages of development, progress is individualised, carefully tracked and regularly reviewed to ensure it remains ambitious, realistic and meaningful.

# 02

## Leadership & Governance



## 2.1 ROLES & RESPONSIBILITIES

SEND provision and outcomes are reported termly to the Proprietor Board.

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### HEADTEACHER:

Overall strategic responsibility for SEND, compliance and inclusion

2

### ASSISTANT HEADTEACHER (SENDCO):

Operational leadership of SEND provision, EHCP implementation and review

3

### DSL TEAM:

Ensures safeguarding and SEND systems are integrated and concerns escalated appropriately

4

### TEACHERS:

Responsible for adaptive teaching, progress monitoring and relational support

5

### SUPPORT STAFF:

Deliver targeted interventions and support regulation and access

6

### PROPRIETORS / GOVERNORS:

Provide challenge, oversight and annual review of SEND effectiveness

# 03

## Identification & Profile Need



## 3.1 Identification & Profile of Need

All pupils at LCE Academy have an EHCP. SEMH is typically 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**
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## 3.2 Assessment of Need

Identification and understanding of need is informed by:

- **EHCP documentation and professional advice**
- **Baseline academic assessments**
- **SEMH and wellbeing tools (e.g. Boxall Profile, SDQ)**
- **Ongoing observation and review**

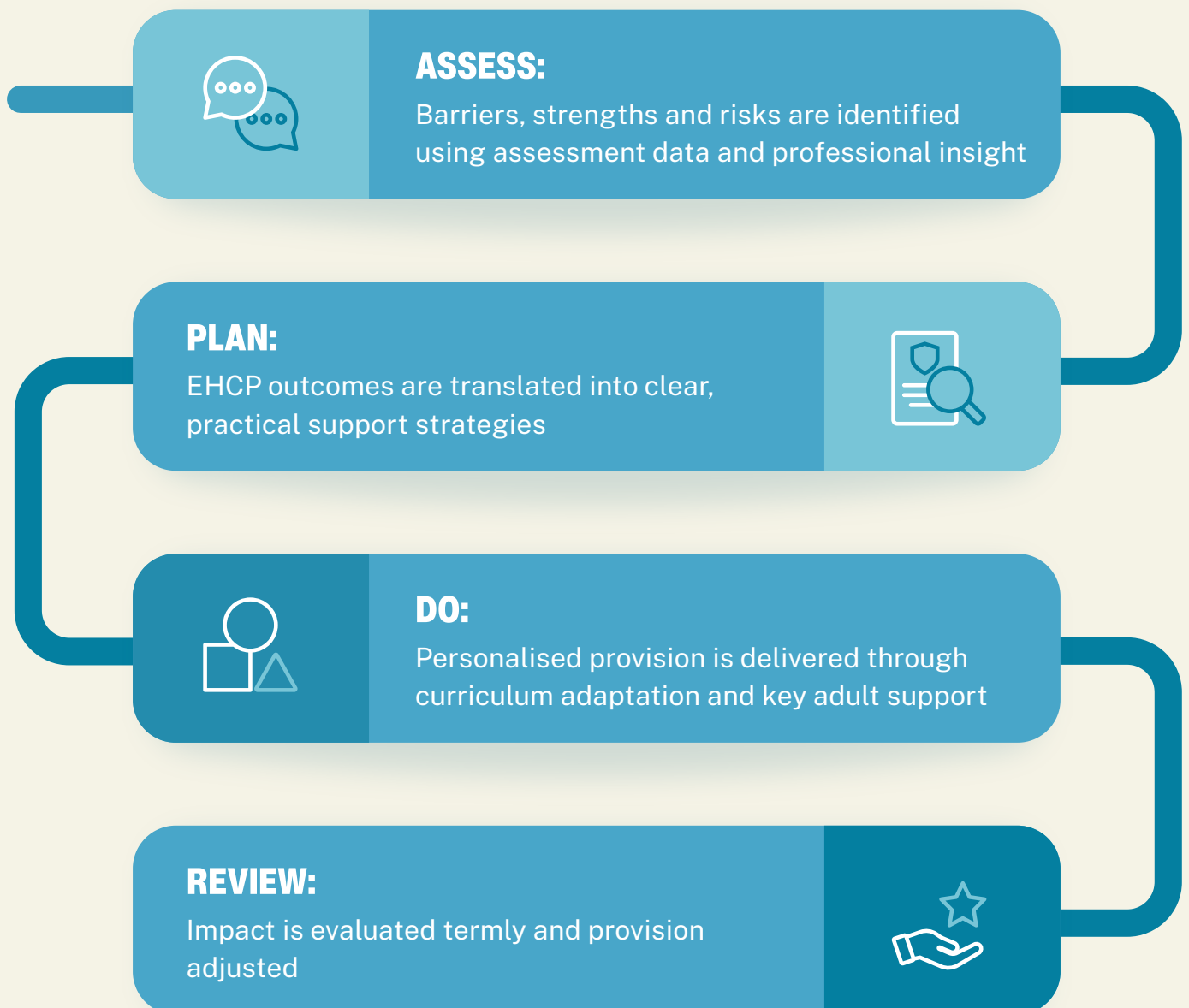


# 04

## Graduated Approach & Planning

## 4.1 GRADUATED APPROACH AND PLANNING

LCE Academy follows the graduated cycle, adapted to our relational SEMH context.



**THIS CYCLE UNDERPINS ALL SEND PLANNING AND ALIGNS WITH THE SCHOOL'S TIERED CURRICULUM MODEL.**

# 05

## Education, Health & Care Plans





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## 5.1 EHCP

Each pupil's EHCP is implemented in full. 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.

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## 5.2 Adjustments & 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**

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

# 06

## Curriculum Access & Inclusion





## 6.1 Curriculum Access

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
- 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.

# 07

## Multi-Agency Working & Quality Assurance



## 7.1 Multi-Agency Working

LCE Academy works collaboratively with:

- **Local Authority SEND and Virtual School teams**
- **Educational Psychologists**
- **Speech and Language Therapists**
- **Occupational Therapists**
- **CAMHS and Early Help services**

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

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## 7.2 Monitoring, Evaluation & Quality Assurance

SEND provision is monitored through:

- **Data** Pupil progress and attendance data
- **Safeguarding** Behaviour and safeguarding information
- **EHCP** EHCP review outcomes
- **LCE Staff** staff supervision and professional dialogue

The Headteacher and SENDCo evaluate effectiveness termly. Findings inform the School Development Plan.

# 08

## Pupil & Parent Voice





## 8.1 Pupil and Parent Voice

Pupils are supported to contribute to decisions about their learning and support in ways appropriate to their communication needs. 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**

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## 8.2 Complaints

Concerns relating to SEND provision should be raised initially with the SENDCo or Headteacher. Formal complaints are managed in line with the Complaints Policy.



# CONCLUSION

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LCE Academy is committed to ensuring that special educational needs provision is delivered consistently, effectively and in line with statutory guidance. Through careful assessment, structured planning and regular review, the school ensures that each pupil's Education, Health and Care Plan is implemented with clarity, ambition and accountability.

This policy reflects the Academy's commitment to inclusion, safeguarding and high standards of professional practice. SEND provision is designed to promote stability, meaningful progress and positive preparation for adulthood, ensuring that every pupil is supported to achieve their individual potential.

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