



## Langtree School Trustees

### Special Educational Needs and Disability Policy

LANGTREE SCHOOL ACADEMY TRUST COMPANY

AN EXEMPT CHARITY LIMITED BY GUARANTEE

COMPANY NUMBER 7980335

In this policy as in all documents of The Langtree School Academy Trust Company ("TLSATC") any reference to Langtree School, School, Trustees of Langtree School or Trustees of Langtree School Academy Trust Company is a reference to The Board of Directors of The Langtree School Academy Trust Company and any reference to the Head Teacher of Langtree School is a reference to the Chief Executive Officer of TLSATC.

STATUS:			
RECOMMENDED		STATUTORY	✓
REVIEW FREQUENCY		ANNUAL	
DATE OF POLICY		May 2025	
DATE OF LAST REVIEW		May 2025	
REVIEW DUE		May 2026	
Executive Lead		Assistant Head Teacher (Vulnerable Learners)	
COMMITTEE		Pastoral and Community, Curriculum and Standards,	
Signed: Chair of Trustees			

## 1. Aims

Our policy and information report for students with Special Educational Needs and Disabilities (SEND) aims to:

- Make sure our school fully implements national legislation and guidance regarding students with SEND
- Set out how our school will:
  - Support and make provision for students with special educational needs and disabilities
  - Provide students with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND
  - Help students with SEND to fulfil their aspirations and achieve their best
  - Help students with SEND to become confident individuals living fulfilling lives
  - Help students with SEND to make a successful transition into adulthood
  - Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student
- Explain the roles and responsibilities of everyone involved in providing support for students with special educational needs and/or disabilities
- Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about and provision for the student
- Make sure the SEND policy is understood and implemented consistently by all staff

## 2. The school's mission statement

When a student arrives at Langtree School, they will be welcomed by a community which prioritises learning, celebrates achievement and nurtures the individual.

Staff and students are challenged to be the very best they can be; everyone at Langtree School is expected to embrace the core values of Courtesy, Respect and Integrity. We strive to build excellent links with all members of our community. We believe that creative thinking and wider collaboration will deliver the best opportunities for learning.

When a student leaves Langtree School they are prepared and empowered to face the challenges and opportunities of learning, working and living that lie ahead of them.

## 3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [Working together to improve school attendance](#).

and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND and disabilities
- [The Special Educational Needs and Disability Regulation 2014](#), which outlines the responsibilities of local authorities and schools in England regarding education, health and care (EHC) plans, SEND coordinators (SENDCos), and the SEND information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out Trustees' responsibilities for students with SEND

- The School Admissions Code, which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

#### **4. Inclusion and equal opportunities**

At our school we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to ensure that students with SEND are included in all aspects of school life.

#### **5. Definitions**

##### **5.1 Special educational needs**

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

Underachievement and special educational needs are not synonymous, even though they may overlap in some cases. While underachievement can arise from various factors such as inadequate early learning opportunities or other external influences, it does not automatically indicate a special educational need. The responsibility lies in the school promptly identifying whether a learner requires tailored support to address gaps in their progress or if additional interventions are necessary to meet SEND.

##### **5.2 Disability**

Students are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

##### **5.3 The four areas of need**

The needs of students with SEND are grouped into four broad areas. Students can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or may not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>

Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties that impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and responsibilities

### 6.1 The SENDCo

The SENDCo will:

- Inform any parents/carers that their child may have SEND and then liaise with them about the student's needs and any provision made
- Work with the Head Teacher and SEND Trustee to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues, and liaise and work with staff, parents/carers and other agencies to make sure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual students
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided

- Liaise with potential next providers of education to make sure that the student and their parents/carers are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution, to ensure that all relevant information about a student's SEND and the provision made for them is sent to the appropriate authority, school or institution in a timely manner
- Work with the Head Teacher and school trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all students with SEND up to date and accurate
- With the Head Teacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this information into the school's plan for continuous professional development
- With the Head Teacher, regularly review and evaluate the breadth and impact of the SEND support that the school offers or can access, and cooperate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the Head Teacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use this information to reflect on and reinforce the quality of teaching

## **6.2 The Trustees**

The trustees are responsible for making sure the following duties are carried out, although the duties can be delegated to a committee or an individual:

- Cooperate with the LA in reviewing the provision that is available locally and in developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need
- Monitor that students with SEND engage in the activities of the school alongside students who don't have SEND
- Make sure that the school has arrangements in place to support any students with medical conditions
- Ensure that the school provides access to a broad and balanced curriculum
- Support the school's process for identifying and responding to SEND, as well as informing parents/carers
- Ensure that the school keeps the provision made for students with SEND up to date
- Publish information on the school website about how the school is implementing its SEND policy via a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to support disabled children, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Make sure that all students from year 8 until year 11 are provided with independent careers advice

## **6.3 The SEND link Trustee**

The SEND Trustee will:

- Help to raise awareness of SEND issues at trustee board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the trustee board on this
- Work with the Head Teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

## 6.4 The Head Teacher

The Head Teacher will:

- Work with the SENDCo and SEND link trustee to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCo and school trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support that the school offers or can access, and cooperate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use this information to reflect on and reinforce the quality of teaching

## 6.5 Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet students' needs through a graduated approach
- The progress and development of every student in their class
- Working closely with any teaching assistants to discuss the impact of departmental support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCo to review student progress and development within their department, and decide on any changes to provision
- Providing feedback on progress and attitude to learning when requested by the SENDCo, Tutor or Head of Year
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the student and the school
  - Listen to the parents'/carers' concerns and agree aspirations for the student

## 6.6 Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to a Parents' evening
- Given the opportunity to share their concerns and, together with school staff (such as SENDCo, Head of Year and subject teachers), agree their aspirations for the student
- Given a Progress Report three times a year

The school will take into account the views of the parent or carer in any decisions made about the student.

## **6.7 The Student**

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The student's views will be taken into account in making decisions that affect them, whenever possible.

## **7. SEND information report**

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **8. Our approach to SEND Support**

### **8.1 Identifying students with SEN or disabilities and assessing their needs**

We will assess each student's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the student may have a disability and, if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all students and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or improve on their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When a teacher identifies an area where a student is making slow progress, they will target the student's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for students whose first language is not English.

When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a student is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies

- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.

## **8.2 Consulting and Involving students and parents**

The school will put the student and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are

We will formally notify parents/carers if it is decided that a student will receive special educational provision.

## **8.3 The graduated approach to SEND support**

Once a student has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a four-part cycle known as the 'graduated approach'.

### **1. Assess**

Class teachers and the SENDCo will carry out a clear analysis of the student's needs. The views of the student and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **2. Plan**

In consultation with the parent/carers and the student, the teacher and the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on the student's SEND profile. Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

### **3. Do**

The student's subject teacher retains overall responsibility for their progress, including interventions provided by the department. They will work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### **4. Review**

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and student
- The level of progress the student has made towards their outcomes



- The views of teaching staff who work with the student

The teacher and the SENDCo will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents/carers.

## **8.4 Levels of support**

### **School-based SEND provision**

Students receiving SEND provision will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these students is funded through the school's notional SEND budget.

On the census these students will be marked with the code K.

### **Education, health and care (EHC) plan**

Students who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

The provision for these students will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the @dedicated school's grant).

On the census these students will be marked with the code E.

## **8.5 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for students with SEND by:

- Tracking students' progress, including by using provision maps
- Carrying out the review stage of the graduated approach
- Student reviews
- Monitoring by the SENDCo
- Holding annual reviews for students with EHC plans
- Getting feedback from the student and their parents/carers, as well as teachers and TAs

## **9. Attendance**

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other students and therefore the attendance ambition for these students is the same as it is for any other student. However, they may need additional support.

Please see Attendance Policy for more information.

## **10. Safeguarding**

We recognise that students with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

Please see Safeguarding Policy for more information.

## **11. Expertise and training of staff**

Regular training will be provided for both teaching and support staff. We continuously assess staff to identify specific training needs and integrate them into the school's ongoing professional development plan.

## **12. Links with external professional agencies**

The school recognises that it won't be able to meet all the needs of every student. Whenever necessary the school will work with external support services such as:

The SEND Support Service (SENDSS) who are responsible for early intervention and statutory duties in relation to SEND, this includes

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Autism Service
- Occupational therapists, speech and language therapists or physiotherapists

In addition to the above, we may work closely with:

- General practitioners or paediatricians
- School nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Education welfare officers
- Social services

Information about these services and what they offer can be found on the County Council SEND web pages:

- Special educational needs and disability: The local offer
- West Berkshire Directory
- Special Educational Needs & Disabilities - Reading's Local Offer | Reading

## **13. Admission and accessibility arrangements**

### **13.1 Admission arrangements**

Please refer to our Admission Arrangements for Year 7 Entry in September 2025

### **13.2 Accessibility arrangements**

Please refer to the school's accessibility plan.

### **13.3 Access to school trips and extracurricular activities**

School will endeavour to ensure that all students have equal access to extracurricular clubs and activities. Reasonable adjustments will always be sought to try and make a trip or visit accessible for all. However, a risk assessment may need to be carried out to ascertain that trips and activities do not have a detrimental effect on the young person's mental health or physical wellbeing, as well as that of their peers. The risk assessment will also include the impact of the additional costs incurred of running the trip or activity.

If at any time you are concerned about your child's inclusion in extracurricular activities or school trips please in the first instance see the class teacher - and then if appropriate, a discussion with the school SENDCo will be arranged.

### **13.4 SEND and behaviour (including sanctions)**

We will always take into account a student's SEND and the circumstances of other vulnerable students in implementing any aspect of the Behaviour Policy. We will always try to make reasonable adjustments to accommodate a student's specific needs and the specifics of any Education Health Care Plan (EHCP). We are committed to working in partnership with the student, parents/carers and other services where it is recognised that a child's behaviour places them at risk of exclusion. In the case of students with an EHCP, we will consider requesting an early annual review or interim/emergency review. However, we expect all students to be able to uphold our core values and comply with our code of

conduct, and reserve the right to sanction students in breach of our behaviour code and apply reasonable sanctions as detailed in our Behaviour and Exclusions policies.

#### **14. Complaints about SEND provision**

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or SENDCo. We will try to resolve the complaint informally in the first instance, but if this does not resolve their concerns, parents/carers may then submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Head Teacher in the first instance. These will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you would like support with disagreement resolution and mediation, please refer to SENDIASS Oxfordshire who works within the bounds of the legislation, guidance and quality standards to ensure it provides impartial information, advice and support to parents and carers of children with SEND, and to children and young people themselves through the CHYPSS (Children and Young People's Partnership Service) element of SENDIASS.

#### **15. Financing SEND Provision**

Funding for SEND provision is primarily drawn from the school's main budget. Schools receive a notional SEND budget to support students with additional needs, but this does not cover the full cost of provision.

For students with an EHCP, additional funding may be available, but it is not automatic. Local authorities assess individual needs and allocate High Needs Funding where the school has already spent a significant amount of money. However, smaller rural schools, such as Langtree, may face challenges in providing Alternative Provision due to budget constraints and location.

The final decision regarding funding of support and the nature of any additional provision remains the decision of the Head Teacher in consultation with the SENDCo and other senior staff. Transport to an alternative venue can never be funded by the school.

#### **16. Monitoring and evaluation arrangements**

##### **16.1 Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of students with SEND at the start of the autumn term
- How early students are identified as having SEND
- Students' progress and attainment once they have been identified as having SEND
- Whether students with SEND feel safe, valued and included in the school community
- Comments and feedback from students and their parents

##### **16.2 Monitoring the policy**

This policy will be reviewed by the SENDCo every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full Trustee Board.

#### **17. Links with other policies and documents**

This policy links to the following documents:

- SEND information report
- The local offer
- Accessibility plan
- Admissions arrangements
- Behaviour policy
- Equality information and objectives
- Supporting students with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy