Lightcliffe Academy

A member of Abbey Multi Academy Trust

Lightcliffe Academy

Policies & Procedures

Inclusion SEND Policy

Approved on	1st September 2026
Approved by	Abbey MAT Board of Trustees

Last reviewed on	1st September 2026
Next review due	1st September 2027

In Partnership to
Educate, Nurture and Empower

This policy complies with the statutory requirement laid out in the SEND Code of Practice (January 2015) and has been written in consultation with the Head of School and the SENDCo with reference to the following guidance and documents:

- SEND Code of Practice 0-25 years (2015)
- The Equality Act 2010 (Advice for schools DFE- 2013)
- Children and families Act (2014)
- Statutory guidance on supporting Students with medical Conditions (December 2015)
- Teacher Standards (2011)

We firmly believe that every child has the right to access a full and varied curriculum and that their needs will be met by Quality First Teaching (QFT) along with specific adaptations where required. These may include intervention and/class support which would be set out in a child's Education, Health and Care Plan (EHCP). We have high expectations of all our young people and set aspirational targets which are reviewed and monitored regularly.

Some students within school will have one of the following additional needs:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

Achieving maximum access and subsequent progress for students with SEND will, therefore, require the co-operation, understanding and planning skills of students, teachers, parents, governors, support services and many other associated with education - a whole academy approach.

Lightcliffe Academy is firmly committed to a whole academy approach to dealing with learning difficulties. We recognise that this will make great demands on staff and students alike. It is our intention to provide as much support as possible in order to ensure full access to the curriculum wherever and however possible.

We consider that a percentage of our students may have a special need at some point in their school career, whether it be a learning difficulty or a behaviour problem, and we bear in mind that not all of these difficulties are a reflection of student's inherent personal limitations. (They may also be related to factors within the academy curriculum or organisation). It is crucial, therefore, that we not only support one another but, when necessary, call on the assistance of outside agencies and the local authority.

Developing positive attitudes towards the recognition of students' needs and the rights of students to an appropriate education are fundamental if the academy is going to develop a truly whole academy inclusive approach. Similarly, it has to be

accepted that the expertise of many people will be needed if students' needs are to be met and, if appropriate, curricula are to be presented.

We want to achieve support for the development of each student, taught within a curriculum that is appropriate using suitable and relevant methods by teachers operating within an organisation and environment that fosters the development of all.

The support, therefore, needs to be used, monitored and evaluated effectively. We are constantly assessing our attitudes, skills and experience in supporting colleagues and students.

a) By regular support in identified lessons.
b) By training, regular updates and refresher training for support staff.
c) By inset for support teachers together with staff being supported.
d) By having a clear structure for support.

Lightcliffe Academy has a great number of feeder schools spread throughout Bradford, Calderdale and Kirklees and the task of liaising with them all at the time of transfer is a great one. Although it would be ideal to visit all the schools and discuss the new intake, this, in reality, is not practical. The most manageable way to accomplish this task is for the SENDCo, Assistant SENDCo and Assistant Principal to work closely with Year Leaders during the course of the visits, and whenever specific children with difficulties are identified, a member of the SEND team will endeavour to visit the school and meet with the appropriate members of staff.

It is expected that all students who now arrive at Lightcliffe will have a record outlining teacher assessment and KS2 SATS results. This, along with a SEND liaison sheet and pupil passport, should give an initial profile of the incoming SEND students. Assessments take place early in the first term to elicit other useful data on the students.

The school continues to use outside agencies where appropriate and where there is a statutory obligation. For SEND students, there is provision from within the school budget and additional top up funding for students with an EHCP to meet the varying needs. Outside agency support is an important ingredient in the education of SEND students and should always be utilised.

Parents of children with special needs are now much more aware of their entitlement for education and are generally more informed about the area of special needs. The success or otherwise of SEND provision in a school, as far as parents are concerned, is one of trust. Do they believe that the school, given all the constraints placed on it, are endeavouring to deliver a quality education for their child? It is important from the outset that they have a point of reference for Special Needs and feel that they have the encouragement to communicate with or visit the

school when they feel it is appropriate. The school should continue the policy of visiting parents to discuss SEND matters at any pre-transfer meetings, as this helps to make both parties comfortable from the outset.

Complaints can be referred directly to the SENDCo who will involve their line manager or the Head of School if necessary.

The issue of assessment/diagnosis is a problematic one in the sense that there are arguments for and against wholesale assessment. Any type of wholesale assessment never gives the complete picture but there is value in some form of assessment. The school uses information gleaned from Accelerated Reader Assessments and the baseline assessment tests in Year 7.

Within this system, student's records include teacher assessment and SATS as part of the overall assessment. Some students may have more detailed records particularly the statement for students with an EHCP and those with a report for a Specific Learning Difficulty. In this way specific strengths and weaknesses should be identified.

Assessment for access arrangements for exams can be carried out at the SENDCo and Assistant Principal's discretion where they feel there is a need for adaptations to be made during assessments. This may include extra time in exams/readers/separate room/rest breaks. These modifications are also dependent upon an application being granted by the examination board (JCQ)

Any assessment and diagnosis system will fail to pick up all SEND students. Therefore, there has to be a system of teacher referral. The Key Stage Coordinator from each department will be the first point of contact. With their specific subject skills, it may be possible that the problem can be addressed departmentally.

There is a file for each student who has been referred to the school for SEND. Confidential material is not generally available to all staff. All students with an EHCP, and some other students with particular difficulties, have individual pupil passports and provision maps prepared by the SENDCo /Assistant SENDCo. The SENDCo is responsible for assessments, i.e. on individual students and for access arrangements. Additional confidential files will be kept by the pastoral team with regard to CP/CIN issues.

The link between the subject specialist and the support teacher or teaching assistant is extremely useful. It creates continuity for the student and the staff particularly in subjects that have a high level of technical vocabulary. This system is feasible if groupings allow for several children needing support to be in one group, otherwise, it becomes expensive and difficult to co-ordinate. A support teacher or teaching assistant allocated to an individual student breeds its own difficulties. The relationship becomes too intense and both stigma and a lack of independence may

result. The academy will promote independence in the first instance whilst ensuring sufficient support is given.

Withdrawal from lessons should be kept to a minimum. However, in order to address certain specific difficulties effectively, some withdrawal is necessary. Reading, spelling, handwriting and some emotional and behavioural difficulties, if severe, may need to be tackled in this way. This will be decided on an individual basis. Withdrawal lessons are taken from a variety of lessons ensuring continuity when the students return to class. These will be led by a member of the SEND team or a subject specific support worker.

Many students with SEND experience difficulty throughout all areas of the curriculum at some time in their schooling and, therefore, some modifications have to be made in terms of teaching methods, materials and timetable. It is the responsibility of every teacher to ensure that lessons are adapted appropriately in order for them to meet the needs of every student. Quality First Teaching is the single most important effective mechanism in ensuring that students make smooth and continuous progress.

It is important that SEND support staff liaise with subject staff in order that work can be planned and effective help delivered. This does require time and should be under constant review.

Inset is on-going and develops as experience of SEND in the school increases. Staff have had inset on a variety of provision including strategies for developing inclusive classrooms. Some inset is provided within school by means of briefings, discussions or through documentation such as - Support/Adaptation Strategies/Dealing with children with emotional/mental health issues and Specific Learning Difficulties. Inset is also given to TAs by the SENDCo and outside sources.

All SEN finance except a minimal amount is kept within the SEND department as this is best placed to ensure that resources and interventions suit the needs of the students, making the department more accountable for SEN provision. Most money comes into the school via the notional budget and top up funding through Educational Health Care Plans.

Evaluation is crucial to the provision made for SEND students. This will be done within departments through marking and feedback and teacher assessments recorded which can chart progress, through liaison with departments and pastoral staff, progress monitoring and provision mapping can all give an overview of the situation. Parents who have monitored their child's progress throughout their schooling can judge accurately changes. Students themselves can, through their actions and target setting, demonstrate improvements.

Improvements can be in a number of areas and should not just be restricted to academic progress, which is only one area of development. Initial accurate assessments are vital when students enter the academy in order that evaluation is based on distance travelled and not just a direct comparison with their peers. SEN will also fit into the academy's policy for assessment, recording and target setting.

As a result of the Green Paper in 2022, schools are now more accountable to parents, LEAs and the students themselves for quality help in special needs. There needs to be a whole academy approach in recognising the difficulties and a commitment to solving them. In doing this, we will help students with SEND face the future with hope and confidence, in the knowledge that they are respected and have a contribution to make in society.

APPENDIX 1

Basic Information Re Schools SEND Provision Year 2026/27

Staffing

Laura Futers – SENDCo

Teaching Assistants – 8 full time

The academy caters for children who have a range of SEN including:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

The academy at the moment has no special units. The academy does have some adaptations to help children with physical difficulties: ramps, lifts and toilet facilities. The academy has an access plan and a Disability Equality Policy (which forms part of the Single Equality Scheme).

Admission Arrangements re: SEND Students will be admitted at age 11 + without reference to ability of aptitude. All students with an EHCP will be admitted if Lightcliffe Academy is named and is deemed a suitable place of learning for the individual.

Looked after students (SEN) will be admitted if Lightcliffe Academy is named.

Addendum to Special Needs Policy

Careers IAG-Aims

- To provide students with SEND with a quality careers service during their school life.

- To assist the Careers Advisor in providing a comprehensive careers package to all SEND
- students.

- To be flexible and adapt to the increased range of Special Needs students as addressed in Better Choices.

Formal Structure

Transitional Review during the year of the student's 14th Birthday

Careers staff (in and out of school) to be notified of students with EHCP who require a careers input. Information concerning the student's strengths and weaknesses will be discussed. The Careers Advisor will meet with each of the students with an EHCP to discuss possible options Post 16 and prepare a summary of the discussion for the annual review. Caseworkers from the relevant authority will be invited to attend the annual review and will contribute to the post 16 transition process. If possible, the Careers Advisor will attend the annual review to discuss issues arising for the interview with SENDCo, parents and student.

At Year 11

SENDCo will assist the Careers Advisor on Special Needs students who may require a different approach. SENDCo to attend any Careers interview if requested by the Careers Advisor, students or parents. Careers Advisor to be asked to contribute to the SENDCo, if appropriate, to link with school Careers staff and to assist in placing students Post 16. School to liaise with the local authority on appropriate placements.