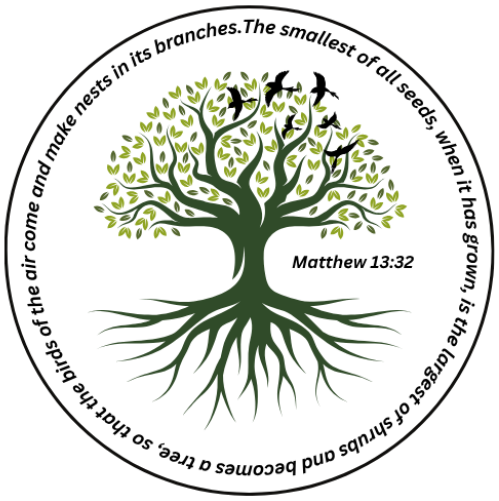
Excellence Growth Responsibility

This is our William Lovell Legacy



William Lovell

Church of England Academy

SEND Policy

Policy owner(s)	Mrs J Rose
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Approved	Headteacher, Mrs E Bennett

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William Lovell Church of England Academy Vision and Values

Everyone has the potential to flourish. Rooted in our Christian foundation, we are an inclusive school that nurtures academically, morally, and spiritually. We commit to offering rich opportunities that prepare our students for life's journey.

We pursue excellence by planting seeds of curiosity, inspiring a love of learning, and cultivating high expectations through challenge and support. We nourish strong roots of resilience, encouraging responsibility and empowering everyone to grow, confident and ready to make positive differences to society.

The light in our community helps us to grow, responsibility is the compass that guides us, and excellence is the path we walk to reach a brighter future.

This is our William Lovell Legacy.

Our Values:

- **Excellence**
- **Growth**
- **Responsibility**

"The smallest of all seeds, when it has grown, is the greatest of shrubs and becomes a tree, so that the birds of the air come and make nests in its branches."

Matthew 13:32

Our Key Drivers

Excellence is a habit: We deliver the highest standards and never settle for less.

Everyone is valued: Diversity is celebrated, we see the best in everyone.

Invest to achieve: No excuses. We care about our learning, and we build for the future.

Cultivate your character: Qualifications open doors, stewardship and character get you through them.

Never give up: Resilience breeds success, be relentless and work hard.

Aim

The vision of the Lincoln Anglican Academy Trust is that schools within the Trust family will serve their communities through excellence, exploration and encouragement through the love of God.

Therefore, William Lovell C of E Academy is committed to delivering an inclusive, high-quality education for all students, including those with special educational needs and/or disabilities (SEND). We believe every student is entitled to a broad and balanced academic and social curriculum that is fully accessible and responsive to their individual needs. Our aim is to ensure that all students are fully included in every aspect of academy life, enabling them to thrive and achieve their full potential.

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) Plans, SEND Coordinators (SENDCo) and the SEN information report

Definitions

A child or young person has SEND if they have a learning difficulty or disability which 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

• Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

Roles and Responsibilities

The SENDCo is Mrs J Rose. The SENDCo assistant is Mrs H Kelly.

The SENDCo and SENDCo assistant will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources, such as staffing, to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Prepare pupils for post-16 destinations to ensure that they are in appropriate education or training depending on their needs

The SEND governor is David Esmond. He will:

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

The Headteacher is Mrs E Bennett. She will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Each subject teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Subject leaders are responsible for:

- Quality assuring the provision for SEND students in their departmental areas
- Co-ordinating and providing evidence for access arrangements and feedback to the SENDCo and SENDCo assistant in a timely manner
- Coaching and supporting members of their department to meet expectations outlined in the SEND code of practice and the Teacher Standards

Teaching Assistants will:

- Support students to access the curriculum
- Help with the implementation of differentiation and any specialist support strategies in the classroom
- Deliver specific SEND programmes outside the classroom and may also provide support during social time and unstructured parts of the day
- Help students to develop effective ways of becoming independent learners
- Pass on any concerns regarding progress/emotional and social development to the SEND/Wellbeing team or relevant teaching staff

Other members of academy staff who support students with SEND include:

- Aspirational Leads
- Form Tutors
- First Aid Staff
- Designated Safeguarding Leads
- Student Services staff
- Wellbeing staff
- Education Welfare Officer

Closing statement

William Lovell Church of England Academy upholds the belief that every person is made in God's image*, deserving equal respect, opportunity, and care. Guided by our values and love for creation, we educate with excellence, grow in understanding, and take responsibility for each other.*