LACON CHILDE SCHOOL
PART OF FOUR STONES GATEWAY

LACON CHILDE SCHOOL

SEND POLICY AND INFORMATION REPORT

DATE POLICY WAS APPROVED	AUTUMN 2026
DATE POLICY WILL BE REVIEWED	AUTUMN 2027
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW	HEADTEACHER

Key Definitions

All policies incorporate the following schools or organisations, unless specified otherwise, within Four Stones Gateway Trust ('the Trust'):

- Clee Hill Community Academy
- Cleobury Mortimer Primary School
- Haybridge High School and Sixth Form
- Haybridge Teaching School Hub
- Haybridge SCITT
- King Charles I School
- Lacon Childe School
- SHaW (Shropshire, Herefordshire and Wolverhampton) Maths Hub
- Stottesdon CofE Primary School
- TDMS (The De Montfort School)
- Any other schools or organisations that may join the Trust from time to time and not listed above.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this policy the term:

"CEO" includes the Chief Executive Officer

"CFOO" includes the Chief Financial Officer

"Trust Senior Leadership Team" includes Executive Headteachers, Headteachers, strategic operational leads and Teaching School/SCITT Directors.

"Headteacher" includes the appropriate School Headteacher.

"Trustees or Trust Board" are appointed Trustees who oversee the business of Four Stones Gateway Trust, agreeing the overarching strategic direction and ensuring robust governance.

"Local Academy Boards (LAB)" are appointed Governors at a local level. Governors act as advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

"Chair" responsible for leading the board and ensuring its effectiveness

"Stakeholders" are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents, community members, LAB or Trust members, trade unions, local business leaders etc.

Aims
Our SEND Policy and Information Report aims to set out how Lacon Childe will support and make provision for pupils with Special Educational Needs and Disabilities (SEND) and explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Legislation and guidance
This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice, Part 3 of the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014. These documents set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.

Definitions
What is SEND?

A student 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 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.

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

SEN information report

What kinds of SEND are provided for in school?
The SEND Code of Practice identifies 4 broad areas of need, and we support students across all four areas:

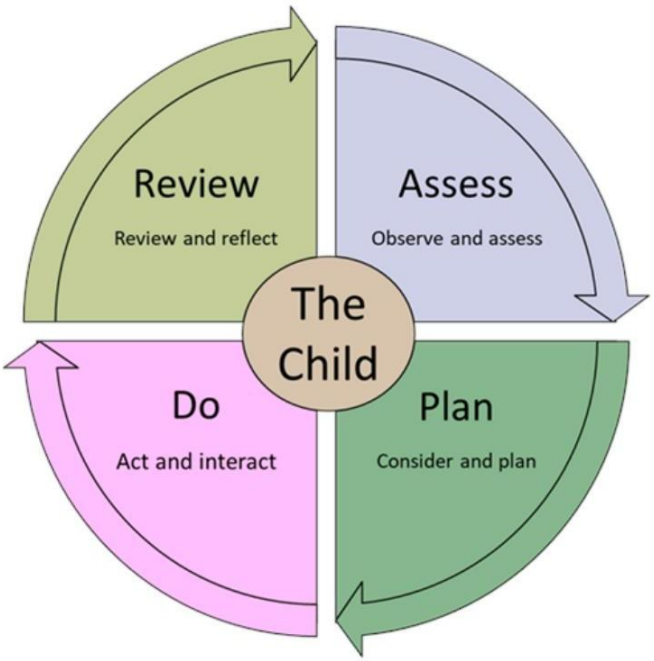
- Cognition and Learning (e.g. Specific Learning Difficulty – dyslexia, dyscalculia, Moderate Learning Difficulties
- Social, Emotional and Mental Health (e.g. Anxiety, depression, Attention Deficit Hyperactivity Disorder, Mental Health disorders
- Communication and Interaction (e.g. Autistic Spectrum Condition, Speech, Language and Communication Needs
- Sensory and/or Physical (e.g. Visual Impairment, Hearing Impairment, Physical Disability)

We recognise that students may have SEND that are multiple and overlapping.

My child has a need(s) will they be on the SEND register?
Our school's Universal Offer, including High Quality Teaching, is the first step in responding to students who have or may have SEND. High Quality Teaching includes strategies, resources, adaptations to teaching and the curriculum, and adaptations to the learning environment. This Universal Offer is available to all students and a student whose needs are met by this provision will not be registered as SEND.

What is the difference between SEN Support (K) and Education, Health and Care Plans (EHCPs)?
SEN Support (K) is the first stage of additional support available for students with SEND. This support is described as 'different from or additional to' the provision made for all pupils (the High-Quality Teaching mentioned above). Students on the SEND register may have an EHCP if the Local Authority recognises that the student's needs are greater than can be managed by the normal resources available to school.

How do you identify, assess and monitor students who have SEND?
Student's needs are assessed on entry to the school in dialogue with parents/carers, previous settings and any other supporting professionals. Students' progress, on a range of measures (attainment, attendance and behaviour) is monitored throughout their time with us. If necessary, external advice and support may be sought at any time during the process from a variety of professionals. The student's and parent's views are sought throughout this process.
This support is monitored through the four-part cycle of Assess, Plan, Do and Review.



Who can I contact in school?
The SENDCo is Stuart Weston (stuart.weston@laconchildeschool.co.uk).
The Operational SENDCo is Amber Taylor and there is a specific email address for SEND queries SEN@laconchildeschool.co.uk.

Additionally, each Friday between 9.00am and 10.00am we welcome any parent to a drop-in to discuss support and any concerns.

Further to SENDCo and Operational SENDCo there is an experienced group of staff that you may meet to support students. We have a team of eight teaching assistants and three Higher Level Teaching Assistants (HLTAs) who are trained to deliver a variety of SEN provision.

How often will I meet a member of the SEND team at Lacon Childe?
The parents/carers of each student on the SEND register are invited into school three times per year to discuss the students' progress and review the plan that has been agreed for your child. We do not want you to wait until one of these meetings if you have a question or are worried about your child; please contact us or drop in.

What is the Resourced Provision or Hub?
On site, we have a Resourced Provision which caters for students with an increased level of need. Students are placed in this provision by the Local Authority and Lacon Childe school is unable to allocate places directly. All students must have an Education, Health and Care Plan to be considered by the Local Authority for this type of placement. Students are likely to access 80% of their learning with all other Lacon Childe students and 20% of their time in interventions or small group classes. All students are students at Lacon Childe school no matter the admission process and are treated as such.

Who can my child talk to?
In addition to their form tutor and Head of Year, each child on the SEND register has an identified Key Worker from the SEND team that supports them. Within school there are a number of staff that are available to students, and it is important to us that every child has someone they feel they can talk to in school.

Who else has responsibility for SEND?

Class teachers
Each class teacher is responsible for: the progress and development of every student in their class. They work 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. All teaching staff work with the SENDCo to review each student's progress and development and inform any changes to support.

SEND Governor
The SEND governor (samantha.wenlock@laconchildeschool.co.uk) helps to raise awareness of SEND issues at governing board meetings, monitors the quality and effectiveness of SEND provision within the school and updates the governing board on this. She works with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

Executive Headteacher and Headteacher
They work with the Operational SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school and have overall responsibility for the provision and progress of learners with SEND.

How do class teachers know my child's needs?
We create a plan for each student on the SEND register. Among other information, it is a record of the specific differences and/or challenges a student experiences, and the support that is to be put in place. It also includes the student's view of their strengths and things they find more challenging in school.

How do you teach students with SEND?
Teachers are responsible and accountable for the progress and development of all the students in their class. As already mentioned, high-quality teaching is our first step in responding to students who have SEND.

Examples of adaptations that are available for all learners include: differentiating our curriculum to ensure all students are able to access it (by grouping, 1:1 work, teaching style or content of the lesson), adapting our resources and staffing, using recommended aids (such as laptops, reading pens, coloured overlays, larger font, etc.) and adapting our teaching (giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.).

We also offer interventions to support student progress such as: Direct Instruction and Read Write Inc Fresh Start for reading support, White Rose maths, Talk About for Teenagers and Think Good Feel Good for Social, Emotional and Mental Health Support.

We will discuss possible interventions to support your student before programmes are started.

How can my child be supported in their examinations?
A number of arrangements are available to students who need support in their exams. These arrangements need to be a students' normal way of working and include (among others): extra time, rest breaks, prompts, use of technology (such as a laptop), a reader and a scribe.

At the end of Year 9, following staff feedback, students' processing ability is tested as this helps us to identify if a student may benefit from, and be entitled to, extra time. Students' reading ability has been assessed throughout their time in Key Stage 3 and this information identifies those who are entitled to and benefit from a reader.

How are pupils with SEND enabled to engage in the whole curriculum, including extra-curricular activities?
We feel inclusion at all levels is important and so we ensure students with SEND have the same opportunities to engage in all activities across the school. Where there may be barriers, we discuss these with the students and their parents/carers to arrive at solutions that allow for reasonable adjustments.

How is Lacon Childe school accessible to children and young people with SEND?
There is a disabled toilet and changing facility within school. We ensure, wherever possible, that equipment used is accessible to all children and young people regardless of their needs. For more information, please refer to our Accessibility Plan.

What training have staff received?
In the last three academic years, staff have been trained in Autism Spectrum Condition (ASC) Awareness, MAPAA Training, Behaviour Management Techniques, Specific Learning Difficulties (SpLD) Awareness, ADHD awareness and Processing difficulties.
We use specialist staff for various interventions who are trained and / or experienced in delivering them.

How do you evaluate the effectiveness of SEND provision?
We evaluate the effectiveness of provision for students with SEND by monitoring learning, reviewing students' individual progress towards their goals, reviewing the impact of interventions termly and annually, using student questionnaires and holding annual reviews for students with EHC plans.

How are students supported to improve emotional and social development?
We provide support for students to improve their emotional and social development in the following ways:

- Specific interventions for social communication, such as Talkabout for Teens, and self-esteem such as Think Good Feel Good.
- Zones of Regulation model to support students emotional regulation.
- Students can access safe accessible spaces during free time with adults to manage and model appropriate interactions.
- Social Prescriber who works in school two days per week.

How can my child be diagnosed as having ADHD, ASC or a Specific Learning Difficulty such as dyslexia?
According to your Local Authority, we support with a referral to request an assessment of ADHD or ASC. We use a variety of assessments to look at the probability of a student having a Specific Learning Difficulty.
We work with teachers to support learners and adapt the learning environment for students with a diagnosis or without.

What external agencies do Lacon Childe work with?
We are supported by a variety of external professionals from different Local Authorities and agencies who we have support with contracts. These include:

- Shropshire Educational Psychology Service
- Shropshire Sensory Inclusion Service
- Mental Health Support Team

How are students supported as they move to, and leave, Lacon Childe?
Moving school is a big decision and we are here to support you with this.

If you are thinking of moving your child to Lacon Childe please get in touch. Your child's primary school will provide key information, but you are the expert on your child, and we would like to hear from you. The Head of Year 7 will speak to your child before they join us in Year 7, and we can arrange additional visits to Lacon Childe if this is helpful.

When students are ready to leave, with your permission, we will share information with the school, college, or other setting the student is moving to.

What do I do if I want to complain about SEND provision?
Complaints about SEND provision in our school should be discussed with the Operational SENDCo in the first instance and then referred to the Headteacher/SENDCo. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Which other agencies can support me?
The following agencies have provided support for students and families:

- Information, Advice and Support Service
- Shropshire Information Advice and Support Service – Citizens Advice Shropshire (cabshropshire.org.uk)
- Autism West Midlands – Supporting the Autistic Community

Monitoring arrangements
This policy and information report will be reviewed by SENDCo, Stuart Weston every year. It will also be updated if any changes to the information are made during the year.

It was reviewed for 2022 – 23 by the SEND Parent Steering group and will be approved by the governing board. This policy links to our Accessibility plan, Behaviour Policy, Equality information and objectives and Supporting pupils with medical conditions policy. These policies are all available on our website.

Shropshire Local Authority's local offer is published here: The SEND local offer | Shropshire Council
Worcestershire Local Authority's local offer is published here: SEND Local Offer | Worcestershire County Council

Links with other policies and documents
This policy links to the following policies:

Accessibility plan
Behaviour
Equality information and objectives
Supporting students with medical conditions