LATHOM HIGH SCHOOL
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Lancashire WN8 6JN
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Headteacher: Mr P. W. Livesley (BA Hons, NPQH)
Ofsted Good Provider

Lathom High School SEND Policy

Date of Policy	**September 2025**
Date of Review	**September 2026**
SIP Priority	**1. Excellence in Teaching and Learning Through the ethos of work hard, be kind, deliver a high-quality, ambitious, and well-sequenced curriculum that equips all students (with a particular focus on those students who are disadvantaged) with the knowledge and skills needed for success at Lathom and beyond.** **2. A Positive and Inclusive School Culture that enriches lives Create a strong culture of Achievement and Belonging, maintaining high standards of behaviour, engagement, and well-being for all students and staff.** **3. Holistic Personal Excellence Ensure all stakeholders uphold PROUD values as part of their intrinsic character through our Personal Development Curriculum to build the skills and confidence for success in school and beyond, fostering pride in themselves and their community.**

1. Introduction and Purpose

Statement of Intent

At Lathom High School, we believe that every student should be PROUD of their learning journey. Our inclusive ethos, 'Work hard, be kind', underpins our commitment to providing a high-quality education that enables all students, including those with Special Educational Needs and Disabilities (SEND), to thrive academically, socially, and emotionally.

Legal Framework

This policy complies with all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Equality Act 2010
- SEND Code of Practice 2015
- Health and Care Act 2022
- Data Protection Act 2018
- Education Acts 1996 & 2002
- Local Government Act 1974
- All relevant statutory and non-statutory guidance from the DfE

Objectives

Every school is required to identify and address the SEND of the students that they support. Through the implementation of this policy, Lathom will:

- Designate a teacher to be responsible for the coordination of the SEND provision.
- Fulfil its statutory duties towards students with SEND in line with the SEND Code of Practice (2015) and promote disability equality fulfilling its duties under the Equality Act (2010).
- Ensure a trauma-informed approach is adopted.
- Ensure all students with SEND have access to a broad, balanced, and ambitious curriculum that meets the individual needs of students with SEND, with specific focus on inclusive practice and removing barriers to learning with reasonable adjustments.
- Identify and support students with SEND at the earliest opportunity through a robust transition processes and regular data analysis.
- Inform parents/carers that special educational provision is being made for their child and involve the students and their families in decision-making and planning.
- Employ the graduated approach of 'Assess, Plan, Do, Review' cycles for all students identified with SEND.
- Work collaboratively with external agencies to enhance provision for students with complex needs.
- Monitor and evaluate the effectiveness of SEND provision.
- Prepare students for life after Lathom: adulthood, independent living, and employment.

2. Definition of SEND

Lathom High School follows the SEND Code of Practice (2015), defining SEND as a learning difficulty or disability that requires special educational provision that is 'additional to and/or different from' that normally available to students of the same age. SEND is categorised into four broad areas:

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

3. Identification and Assessment of Needs

Lathom recognises that early identification and effective provision improve long-term outcomes for students with SEND. Transition data from primary schools and baseline assessments are used to support the early identification of needs. As part of the overall approach to monitoring the progress and development of all students, there is a clear approach to identifying and responding to SEND as outlined fully in the school's SEND Information Report.

Lathom High School uses a graduated approach to identify and assess SEND:

- **Assess**: Observations, data analysis, screening tools.
- **Plan**: Individual Support Plans (ISPs) or Student Passports created with input from students, staff, parents/carers and external advice if appropriate.
- **Do**: Implementation of targeted interventions and support, appropriate referrals.
- **Review**: Regular monitoring and reviews to ISPs, passports and provision in place.

Referrals can be made by staff, parents/carers, or external agencies for SEND monitoring.

4. Provision and Support

Lathom offers a wide range of tailored support and provision for students with SEND, ensuring inclusive access to education. Quality First Teaching is the foundation of our SEND support ensuring all students can equitably access the broad, balanced and aspirational curriculum on offer at Lathom. Support is also delivered through targeted interventions, specialist resources, and collaboration with external agencies. Students are supported academically, socially, and emotionally through structured plans, trained staff, and accessible facilities. Lathom also provides additional help during transitions and ensures students are included in all aspects of school life. Specific interventions include, but are not limited to:

- Specialist interventions in small groups or 1-1 for literacy, numeracy, touch-typing, and specific needs (e.g., dyslexia, emotional literacy, social communication).
- Use of specialist equipment and assistive technology as required.
- Tailored access arrangements for student formal examinations as required.
- Additional LSA support in line with the provision for individual Educational Health and Care Plans.
- Consultation with outside agencies for tailored strategies and support where needed.

5. Roles & Responsibilities

At Lathom all staff are responsible for the progress of all students including students with SEND. The responsibilities are as follows:

- Governing Body: Ensures fair implementation and compliance with SEND duties.
- Headteacher: Oversees inclusive curriculum and ensures SENDCo has adequate resources.
- Senior Leadership: Monitor effectiveness of provision and compliance with statutory requirements.
- SENDCo (Mrs Catherine Carter): Leads strategic development, coordinates provision, liaises with external agencies, and ensures compliance with statutory duties.
- Assistant SENDCo (Miss Sarah Voce): Supports SENDCo in operational duties.
- Teachers: Plan and deliver inclusive lessons, monitor individual student progress, and collaborate with SENDCo.
- LSA and Coaching Teams: Provide targeted interventions and additional support.
- Wider School Admin and Support Staff: Support the operational and organisational provision.

6. Staff Training and Expertise

Lathom ensures that staff are well-equipped to support students with SEND through regular and targeted training. The school has a qualified SENDCO and Assistant SENDCO, and all staff receive ongoing professional development in SEND-related areas. Specialist training is provided for interventions, safeguarding, medical needs, and behaviour management. The school also works with external professionals to enhance staff expertise and ensure students' needs are met effectively. Individual teachers with a particular interest in SEND are supported to embark on external training and then disseminate it to the wider staff as appropriate.

To ensure that staff are aware of medical conditions, training is offered to the whole staff body each year. If a student joins us, with us having no prior understanding of their condition, we will engage with relevant agencies and professionals to ensure the relevant training is provided.

Safeguarding Training

Staff are trained to recognise the increased vulnerability of SEND students to abuse, bullying, and online risks. Safeguarding policies reflect these risks, and close collaboration between the DSL, DDSL and SENDCo ensures concerns are addressed promptly.

7. Monitoring Progress and Evaluation

The effectiveness of the provision for SEND students is reviewed termly, and appropriate strategies are put in place to ensure the provision for students remains strong within their ISP. A review will evaluate the impact of the intervention given to the students with SEND and is completed with the student and a member of the SEND team to ensure student voice remains central to this process. In addition, ISP targets are tracked by class teachers and this data forms part of the target setting process for each student on the SEND register.

For students with an EHCP, a formal review is conducted annually with documentation sent to Lancashire County Council. This meeting is student focussed and involves the student, parents/careers, relevant school staffing and any external agencies that may be involved. Paperwork is shared concerning the strengths and the needs of their child. Student voice is a central part to this review.

All students have a progress report which is sent out to parents/carers. There are opportunities for parents to communicate with school during parent evenings and

parent drop-ins (face to face or virtually) as well as pre-arranging meetings with the SEND team and/or pastoral team to discuss needs of students.

KS4 GCSE data is scrutinised at the beginning of each academic year and is shared with all teaching staff so that progress for students with SEND can be maximised. After every data input, including GCSE examinations, the SENDCO and SLT conduct a progress meeting to analyse the progress of SEND students and evaluate the effectiveness of provision.

9. Transition Support

At Lathom we proudly work closely to form strong professional relationships with both primary schools and colleges. We appreciate that moving on from primary school or high school is something which needs to be carefully planned, especially for our learners with SEND. We ensure:

- Close liaison with primary schools and post 16 providers.
- Extended transition sessions for Year 6 students with SEND.
- Summer school offer.
- A transition class (627) for vulnerable Year 7 students with complex SEND.
- Careers guidance and work experience planning for KS4 students.
- Support for post-16 transitions including college visits and interviews.
- Support additional college visits on a 1:1 basis.

10. Working with External agencies

Lathom maintains strong collaborative relationships with a wide range of external agencies to ensure that students with SEND receive comprehensive and tailored support. These partnerships enhance the school's ability to assess, plan, and deliver effective interventions and services. We use formal processes such as the Early Help Assessment and Team Around the Family (TAF) meetings to coordinate multi-agency support. External professionals are also involved in Education, Health and Care Plan (EHCP) reviews and contribute to the development and implementation of support strategies.

Regular engagement with external professionals includes but is not limited to:

- Educational Psychologists
- Specialist Teachers

- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- CAMHS (Child and Adolescent Mental Health Services)
- Compass Bloom (mental health support agency)
- ADHD Northwest
- School Nurse Team and Specialist Nurses
- Children's Social Care
- Local Children's Centres
- SENDIAS (SEND Information, Advice and Support Service)
- Inclusion Team at Lancashire County Council

11. Arrangements for Consulting and Involving Parents & Carers

Lathom is committed to working in partnership with all parents and carers in the best interests of their child. We value the role of parents and carers and ensure regular communication through:

- Keeping parents/carers informed and involved in all stages of SEND identification, support, and review.
- Annual reviews for EHCP students which includes active parental participation.
- Accessing our synergy parental portal, progress reports and termly ISP/Passport sharing to facilitate transparent communication.
- Opportunities to meet at parents' evenings and other prearranged review meetings as required over the academic year.
- Our parents' forum available for further involvement and school development discussions.
- Respond to additional communication from parents within a working week.

12. Arrangements for Consulting and Involving Students

Student voice is vital to providing our effective SEND support provision. Students are actively involved in:

- Contributing to their ISPs or Passports by identifying their strengths, aspirations, and needs.

- Sharing their views during annual reviews and regular monitoring meetings.
- Opportunities for self-assessment, attending meetings, and feeding back on their own progress.
- Participation in school life, including extracurricular activities.

13. Accessibility

At Lathom the school building is fully accessible with a lift, ramps, and accessible toilets. Adjustments are made for students with sensory or physical needs, and Lathom CALM routines are implemented during transition and social time with safe movement strategies implemented when necessary, during busy times. Reasonable adjustments are made to accommodate individual requirements. Students with SEND are encouraged and supported to participate in all extracurricular activities and trips. Additional guidance and risk assessments are made to ensure accessibility.

14. Complaints Procedure

If you should have any comments, requests, concerns or complaints regarding the treatment of your child or the provision available, you should contact school immediately. We aim to support at every level so year teams (form tutor, head of year or assistant head of year) can be contacted as well as Mrs Catherine Carter (SENDCO).

All complaints will be dealt with seriously and sensitively in order to support the needs of the child and their family. For more information on this process, you can find the school's complaints policy on the school's website.

15. Policy Review

The SEND Policy and Information Report are reviewed annually by the SENDCO.

Contact Details

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