



The Lloyd Williamson Schools Foundation

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

2025

Updated by	Aaron Williams	September 2025
Due for update		September 2026

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This is a whole-school policy which includes the Early Years Foundation Stage.

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Compliance Statement

This policy complies with the statutory requirements outlined in:

- **SEND Code of Practice: 0–25 years (updated 2024)**
- **Children and Families Act 2014**
- **Equality Act 2010**
- **KCSiE 2025**
- **Working Together to Improve School Attendance (2024)**
- **Independent School Standards (ISS) Regulations 2014**
- **ISI Inspection Framework (2025–2026)**
- **Supporting Pupils at School with Medical Conditions (DfE, updated 2023)**

- **Lloyd Williamson Schools Safeguarding Policy 2025–2026**
- **Accessibility Plan**
- **Teacher Standards (2012)**

Inclusion and Ethos

Lloyd Williamson Schools Foundation (LWSF) is committed to fostering an inclusive learning environment where every pupil is valued and supported. We recognise that inclusion is not simply about placement, but about ensuring meaningful participation, achievement, and wellbeing for all pupils, including those with Special Educational Needs and Disabilities (SEND).

We uphold the principle that **“every teacher is a teacher of SEND”** (SEND Code of Practice, 2024), and we expect all staff to take responsibility for identifying and addressing barriers to learning. Our ethos is rooted in respect, equity, and high expectations for all learners.

In line with **KCSiE 2025**, we recognise that unmet SEND needs may be linked to safeguarding concerns. Staff are trained to identify signs of vulnerability and report concerns to the Designated Safeguarding Lead (DSL) and SENDCo collaboratively.

Our inclusive ethos is evidenced through:

- Differentiated teaching and personalised learning.
- Positive behaviour support and emotional wellbeing strategies.
- Staff training on neurodiversity, trauma-informed practice, and inclusive pedagogy.
- Pupil voice and participation in decision-making.

Aims and Objectives

Aims:

- To ensure that all pupils, regardless of need, have access to high-quality education and make progress in line with their potential.
- To promote independence, resilience, and self-advocacy among pupils with SEND.

- To foster strong partnerships with parents, carers, and external professionals.
- To ensure compliance with statutory duties under the **Children and Families Act 2014**, **Equality Act 2010**, and **SEND Code of Practice**.

Objectives:

- Deliver a curriculum that is ambitious, accessible, and responsive to individual needs.
- Embed SEND planning into whole-school development and classroom practice.
- Use data and pupil feedback to inform provision mapping and intervention planning.
- Maintain robust systems for tracking progress, evaluating impact, and reviewing provision.
- Ensure that pupils with SEND are prepared for transitions and life beyond school.

These aims and objectives are monitored through internal audits, SEND reviews, and feedback from pupils, families, and inspections.

Identification of Need

We follow the **graduated response model** as outlined in the SEND Code of Practice (2024), ensuring early identification and intervention. Identification is based on a holistic understanding of the pupil, including:

- Teacher observations and formative assessments.
- Pupil voice and self-reflection.
- Parental concerns and insights.
- Emotional, social, and behavioural indicators.
- Academic attainment and progress over time.

SEND is defined as a need that requires **provision that is additional to or different from** that made generally for other pupils of the same age. This includes cognition and learning, communication and interaction, social, emotional and mental health (SEMH), and sensory or physical needs.

Temporary or fluctuating needs (e.g. injury, bereavement, trauma) are also recognised, and appropriate short-term adaptations are made, including risk assessments and pastoral support.

All staff are trained to recognise potential SEND indicators and refer concerns to the SENDCo promptly.

Graduated Approach to SEN Support

LWS adopts a structured, evidence-based **graduated approach** to SEND support, as outlined in the SEND Code of Practice (2024). This model ensures that interventions are proportionate, targeted, and responsive to pupil needs.

Stage 1: Quality First Teaching (QFT)

All pupils benefit from high-quality, inclusive teaching that is differentiated to meet individual needs. Teachers use adaptive strategies, scaffolding, and formative assessment to ensure access and progress.

Stage 2: Targeted Support

Where concerns persist, pupils may receive additional support through:

- **Individual Education Plans (IEPs):** These are co-produced with pupils and parents, reviewed termly, and include SMART targets.
- **Provision Mapping:** Used to track interventions, resources, and outcomes.
- **Half-termly SENDCo reviews:** Collaborative meetings with teachers to monitor progress and adjust provision.

Stage 3: Specialist Support

If further support is needed, the SENDCo may recommend:

- **External assessments** (e.g. Educational Psychologist, Speech and Language Therapist).
- **Referrals to CAMHS or other health services.**
- **Applications for Education, Health and Care Plans (EHCPs)**, supported by robust evidence and parental engagement.

All stages involve **parental involvement**, pupil voice, and regular evaluation of impact.

SEND Register Management

The SEND Register is a dynamic document maintained by the SENDCo and reviewed termly.

Pupils may be added to or removed from the register based on sustained progress, professional advice, and consultation with families. Removal does not mean the pupil's needs are no longer recognised—it reflects that they are being met within universal provision.

This register informs whole-school planning, resource allocation,

Supporting Pupils and Families

We recognise that effective SEND provision is built on strong partnerships with families. LWS offers:

- **Regular communication** through review meetings, email updates, and informal check-ins.
- **Transition planning** for pupils moving between phases or settings, including enhanced visits, social stories, and multi-agency meetings.
- **Access to external support** such as Early Help, and external agency support when necessary.

We ensure that families are informed, empowered, and involved in all decisions.

Medical Conditions

In accordance with the **Equality Act 2010** and DfE guidance on **Supporting Pupils with Medical Conditions (2023)**, we ensure that pupils with health needs are fully included in school life.

- Staff receive training in relevant medical procedures (e.g. EpiPen, diabetes care).
- Emergency protocols are clearly displayed and rehearsed.
- Reasonable adjustments are made to ensure access to learning, trips, and extracurricular activities.

Medical needs are treated with the same rigour and sensitivity as SEND needs, and safeguarding considerations are always prioritised.

Safeguarding and Attendance

In line with **KCSiE 2025**, we recognise that poor attendance may be a sign of unmet SEND needs or safeguarding concerns. The **Designated Safeguarding Lead (DSL)** and **SENDCo** work closely to:

- Monitor attendance patterns.

- Identify pupils at risk of disengagement or harm.
- Liaise with families and external agencies.
- Ensure that pupils in **alternative provision** remain under the safeguarding responsibility of LWS.

Attendance is tracked alongside wellbeing and academic data to ensure a holistic view of pupil needs. This supports ISI inspection criteria around “safeguarding effectiveness” and “pupil welfare”.

Record Keeping and Confidentiality

Lloyd Williamson Schools maintains rigorous standards for the recording, storing, and sharing of SEND-related information. Accurate and timely documentation is essential for safeguarding, continuity of provision, and accountability.

SEND Documentation Includes:

- **Individual Education Plans (IEPs):** Reviewed termly, co-produced with pupils and families, and stored securely.
- **Education, Health and Care Plans (EHCPs):** Maintained in full, with annual reviews and interim updates as needed.
- **Provision Maps:** Used to track interventions, resources, and pupil outcomes.
- **External Reports:** Including assessments from Educational Psychologists, Speech and Language Therapists, Occupational Therapists, and CAMHS.
- **Meeting Notes:** From SEND reviews, multi-agency meetings, and parental consultations.

All records are stored in accordance with **UK GDPR** and the school’s **Data Protection Policy**, ensuring confidentiality and controlled access. Only staff with a legitimate educational or safeguarding need may access SEND records.

Complaints

Lloyd Williamson Schools is committed to working in partnership with families and ensuring that concerns are addressed promptly, transparently, and constructively. We recognise that parents and carers of children with SEND may have specific concerns

regarding provision, progress, or communication, and we aim to resolve these through open dialogue and collaborative problem-solving.

Complaints Procedure:

Complaints relating to SEND provision follow the school's formal **Complaints Policy**, which is available from the school office and on request. The process includes:

- 1. Informal Resolution**

Initial concerns should be raised with the class teacher or SENDCo. Most issues can be resolved through discussion, clarification, and adjustment of provision.

- 2. Formal Complaint**

If concerns persist, parents may submit a formal complaint in writing to the Headteacher. The complaint will be acknowledged, investigated, and responded to within the timeframes outlined in the policy.

- 3. Further Escalation**

If the matter remains unresolved, it may be referred to the school's governing body or proprietor, in accordance with Independent School Standards (ISS) regulations.

Throughout the process, we ensure:

- **Respectful communication** and a focus on pupil wellbeing.
- **Documentation of concerns and actions taken.**
- **Involvement of external professionals**, where appropriate.
- **Safeguarding oversight**, if concerns relate to pupil safety or wellbeing.