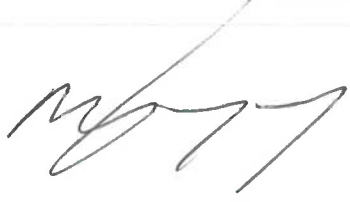



# SEND POLICY

Lakenheath Community Primary School



Version Number	8
Date of Policy	September 2025
Review Date	September 2026
Head Teacher's Signature	
Chair of Governors' Signature	

## Document Change History

Version	Date	Change Details
1	February 2018	N/A
2	January 2019	Content review.
3	January 2020	Content review to reflect procedures.
4	January 2021	No changes required.
5	February 2022	No changes required.
6	June 2023	Amendments to section 2 and 11
7	October 2025	Complete re-write + addition of appendix 1 for SEND Unit

*Lakenheath Community Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our Safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.*

*This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010 and 'Keeping Children Safe in Education 2022'. The purpose of this policy is to set down the procedures by which the school provides support for pupils with Special Educational Needs and disabilities.*

*At Lakenheath we embrace the fundamental principles of the SEN Code of Practice 2015. These principles make up our aims:*

- *to meet the educational needs of all pupils and encourage each one to develop their full potential*
- *to give all pupils individual consideration, providing special provision where necessary with support from other agencies*
- *to facilitate full participation in the Curriculum and all school activities, giving equal access to a broad and balanced curriculum for children as far as they are able.*
- *to encourage pupils to become independent and take responsibility within the school*

## **1. Roles and Responsibilities**

Everyone has a part to play in achieving these aims:

### **Parent/Carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

### **Class teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

## **The SEND Governor**

The SEND governor 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 SENCO to determine the strategic development of the SEND policy and provision in the school

## **The Board of Governors**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

## **All Staff**

By maintaining a positive approach to supporting all children including those with SEND, implementing the principle that every member of staff is directly responsible for meeting the needs of all pupils, by working with the SENCO (Special Educational Needs Co-ordinator), pupil, parents and other agencies and by participating in appropriate training.

## **Pupils**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## **Local Authority**

The local authority must consult parents of children with SEND in the development of its policies. Where a child requires an EHC needs assessment, it must ensure that the child's parents are fully included in the process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

## **The SEND Team at Lakenheath Community Primary School**

We very much view our work for children with SEND as a team approach and there are multiple people that are part of this team working together to support your child and the whole family.

Here are a few key members of that team and their roles:

Mrs Christa Page



Deputy Headteacher and SENDCo

[Christa.page@lakenheath.suffolk.sch.uk](mailto:Christa.page@lakenheath.suffolk.sch.uk)

01842 860256

Miss Molly Mullings



SENDCo and Specialist Unit Lead

[Molly.mullings@lakenheath.suffolk.sch.uk](mailto:Molly.mullings@lakenheath.suffolk.sch.uk)

01842 860256

As SENDCo's at Lakenheath, we are responsible for:

- Coordinating provision for children with SEND and developing the school's SEND policy.
- Ensuring that parents are:
- Involved in supporting their child's learning and access.
- Kept informed about the range and level of support offered to their child.
- Included in reviewing how their child is doing
- Consulted about planning successful movement (transition) to a new group or school
- Liaising with a range of agencies outside school who can offer advice and support to help students overcome any difficulties.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and
- confident about meeting a range of needs.

We work alongside an amazing team of staff who will journey with you and your child at Lakenheath

Mr Michael Tingey



Headteacher

[Michael.tingey@lakenheath.suffolk.sch.uk](mailto:Michael.tingey@lakenheath.suffolk.sch.uk)

Miss Rachel Bacon



SEND Governor

[rachel.bacon@lakenheath.suffolk.sch.uk](mailto:rachel.bacon@lakenheath.suffolk.sch.uk)

Any of these individuals can be contacted through the school office who would be happy to make an appointment for you.

## 2. Definition of Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

**Slow progress and low attainment do not necessarily mean that a child has SEND and will not automatically result in a child being identified as SEND.** On the other hand, additional support is not limited to children identified as SEND but we recognise that many children need additional support and will always do our very best to ensure appropriate provision is in place.

## 3. Definition of Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## 4. The 4 Areas of Need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>

Area of need	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 5. SEND at Lakenheath Community Primary School

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils



- This school will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. We will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, adapted learning for individual pupils, is the first step in responding to pupils who have or may have SEND.
- The school will take a graduated approach: the majority of children with SEND will have their needs met within the school. Some children may require an Educational Health and Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.
- The purpose of an EHC plan is to make specific and/or additional provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.
- The school will maintain a record of those pupils who are currently receiving SEND support or who have previously received support. This is called the SEND register.

## 6. Implementation

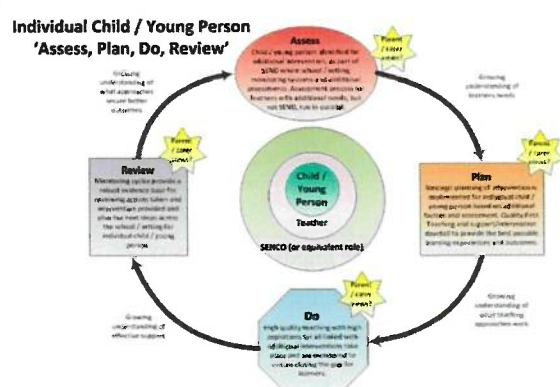
### Admissions

This school follows the Suffolk County Council Co-ordinated Admissions Policy. Places will be offered to those children with an EHC Needs Plan that names the school as the appropriate school for the child, even if it is not the catchment school. In making the decision to name a school, parents' views will be considered carefully by local authority staff.

Parents who wish to see if this school is suitable for their child can find details of our local offer for pupils with SEND on our website <https://www.lakenheath.suffolk.sch.uk/web/>. The best way to find out if this school will meet your child's needs is to visit the school. Please contact us to arrange an appointment. Parents will be responsible for transporting their child to the school if they do not qualify for free or discretionary transport under the Suffolk County Council home to school transport policy. Please contact SCC for further information: 0845 606 6173.

### Identification and assessment of children with send

As set out in the SEND Code of Practice, the school follows the **Graduated Approach to Assessment**, which follows the four stages of Assess, Plan, Do and Review. This allows for a more personalised approach to the identification, planning and assessment of SEND provision.



**Suffolk County Council** Supporting CYP\* with SEND in Suffolk: A Graduated Response to support Schools and Settings

**Stage 1: Initiate Assess, Plan, Do, Review (APDR)**  
A whole setting approach to identifying need and removing barriers to learning

- Assess**
  - Discussion with key staff in the educational setting to build profile of need
  - Gather and analyse assessment information, based on observations, current attainment, formal and informal assessments
- Plan**
  - Work together to create a time-limited support plan, utilising whole school approaches, high quality inclusive teaching, and differentiation
  - Use the [Suffolk County Council's SEND Support Plan](#) to help inform planning
- Do**
  - Put in place the agreed adjustments, support and intervention, with the SENCO supporting teachers with implementation, taking note of progress to classroom learning
  - Agree date of review
- Review**
  - Review the quality, effectiveness and impact of the provision, involving the CYP and their parent/carer

The APDR cycle then starts again with the updated information.

**Stage 2: CYP making less than expected progress despite evidence based support and intervention**

- Seek support from the [Suffolk County Council's SEND Support Plan](#)
- Seek support for CYP and whole school approaches through a SEND Support Consultation. This could lead to a SEND Support visit to your school and/or involvement from the PALS e.g. Inclusion Facilitation support or an EIP
- Explore the [Suffolk County Council's SEND Support Plan](#) for training and additional support
- Refer to external agencies e.g. Health, Mental Health, Early Help, Social Care
- Consider an application for [Early Help](#)

The APDR cycle then starts again with the updated information.

**Stage 3: CYP needs a higher level of support and intervention**

- Review the impact of interventions, continuing the cycle of APDR and involving the CYP and their parent/carer
- Review the impact of the SEND funding in place
- Consider a request for an [Education, Health and Care Needs Assessment](#)

For more information and resources, visit:

[www.suffolkcouncil.gov.uk](http://www.suffolkcouncil.gov.uk) [www.suffolkcouncil.gov.uk/SEND](http://www.suffolkcouncil.gov.uk/SEND) [www.suffolkcouncil.gov.uk/SEND/CodeofPractice](http://www.suffolkcouncil.gov.uk/SEND/CodeofPractice)

\*We have used CYP to indicate children and young people aged 0-25. Updated September 2022

If you are worried your child may be struggling,

**PLEASE TALK TO US**

Check in with your child's class teacher, they know your child best. E mail them or call and ask for a mutually convenient appointment to discuss your concerns.



#### **a. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

#### **b. Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on a / school-based support plan].

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home. Support plans will be shared with parents and a copy sent home.

#### **c. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### **d. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

## **7. Levels of Support**

### **School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

At any point on the SEND journey and in consultation with parents/ carers, a child may be considered for removal from the SEND register where they have made sustained good progress that:

- better the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age.
- or where a child's wider development and/or social needs have improved and progress in the targeted area is considered to be sustained and SEND support is no longer required to ensure that

All children are regularly monitored and can begin the SEND journey again if required.

Alternatively it may be that a child has a significant, long-term SEND. If this is the case then school and family will meet to discuss whether it is going to be necessary to apply for an Educational Health Care Needs Assessment (EHCNA)

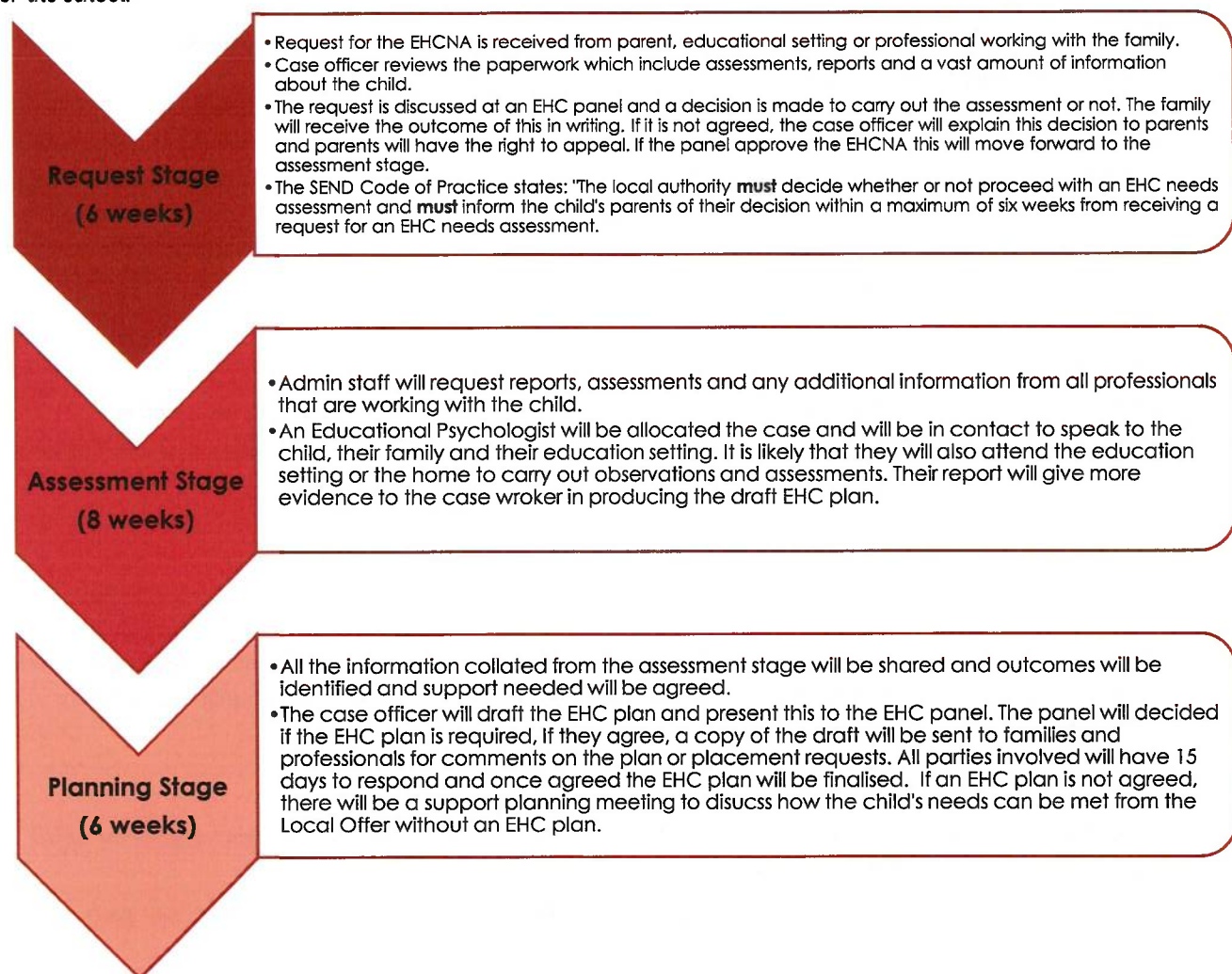
## 8. Education & Health Care Plan (EHCP)

The percentage of pupils with an EHC Plan in England is currently around 4%.

Please bear in mind that Parents can apply for an EHC needs assessment (often referred to as an EHCNA) or the school can. It will take the school a significant amount of time to put together the referral paperwork and evidence required for this before the 20-week process will begin.

Please note that if you submit a parental request for an EHC, the local authority will then contact the school to request information from them. We are usually given a 14-day deadline in which to do this. Therefore, please may we encourage you to notify the school of your intention to apply for an EHC plan. If your request is sent to the local authority during a period of school closure eg: summer holidays, it may be difficult for the school to meet this deadline which may result in the local authority refusing to assess and then a resubmission of the paperwork may need to occur again once the school has reopened. Please remember this if you are going to submit a parental request. If you contact the SENDCo to discuss your intentions to submit a parental request for an EHCP she can further explain the dates and the process to you.

This diagram may also help to explain the 20-week process following the local authority receiving an EHC request either from parents or the school:



Children whom we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans.

Having a diagnosis (eg of ASD, ADHD or Dyslexia) does not mean that a child needs an EHC Plan. Equally, a child does not need to have a diagnosis to obtain a plan. They are based on the needs the child presents.

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Having a diagnosis (eg of ASD, ADHD or Dyslexia) does not mean that a child needs an EHC Plan. Equally, a child does not need to have a diagnosis to obtain a plan. They are based on the needs the child presents.

## 9. Diagnosis

At Lakenheath, we aim to meet the identified needs of children and young people, irrespective of their diagnosis.

It is important to understand that just because a child has a diagnosis, this does not mean that a child has to be on the SEND register if they are making progress in school through our universal offer or ordinarily available provision.

If you are concerned that your child may have neurodevelopmental challenges, you may wish to discuss getting them diagnosed with the school. We can access support through the NDD Pathway. More information about this can be found by visiting,

<https://www.suffolklocaloffer.org.uk/health-and-wellbeing/autism-adhd-and-neurodevelopment/the-east-west-suffolk-ndd-pathway>

We also acknowledge that some families choose not to have their child diagnosed and wish to emphasise that provision at Lakenheath school is needs led rather than diagnosis based.

## 10. Private Assessments

We recognise that the wait to be seen by medical professionals when seeking a diagnosis can be significant.

Some families may choose to have their children assessed privately. **We would strongly encourage you to speak to school staff before pursuing this route.**

Private assessments will be dealt with and considered on a case-by-case basis.

Various private companies will probably wish to speak to the school regarding the child's needs and usually request various pieces of paperwork are completed including questionnaires. We will endeavour to do this within a reasonable time frame, however please be aware that this may not be within the time-frames given by these companies particularly at busy periods of the academic year.

If a diagnosis is given, there is no reason why a diagnosis should be ignored simply because it was obtained privately. You are more than welcome to share a copy of the report and diagnosis with the school should you choose to.

It is important to understand that some of the recommendations suggested by private professionals are not always reasonable and within our remit to provide as a local authority-maintained school but we can discuss the content of the report with families and plan next steps forward in line with this policy and our graduated response.

If seeking a private assessment please ensure that processes and diagnoses meet the same standards as those expected of the NHS.

If an assessment completed by a privately funded provider or practitioner complies with National Institute of Clinical Excellence (NICE) guidelines, then it should be considered equivalent to an NHS assessment and should be treated as such. NICE guidelines can be found here:

### Autism Spectrum Condition Diagnosis in under 19s

<https://www.nice.org.uk/guidance/cg128>

### Attention Deficit Hyperactivity Diagnosis in under 19s

<https://www.nice.org.uk/guidance/ng87>

It is important to note that not all assessments carried out privately meet the suggested criteria. Please check before proceeding with any private assessment that it will meet the necessary standards:

- Autism assessments must be conducted by a multidisciplinary team of appropriately trained and qualified clinicians. In practice, this means that at least two clinicians from different professional backgrounds must be directly involved in the assessment. This may be a Practitioner Psychologist (Clinical or Educational), Paediatrician, Psychiatrist, Speech and Language Therapist, or Occupational Therapist.
- Whilst it is often beneficial for ADHD assessments to be conducted by a multidisciplinary team, this is not essential as one appropriately trained and qualified clinician is considered sufficient for the diagnosis of ADHD.
- The clinician(s) involved in an Autism or ADHD assessment must be registered with an appropriate professional body [e.g. Health and Care Professions Council (HCPC) or General Medical Council (GMC)].

- All Autism and ADHD assessments must gather a comprehensive history of general development. This must have included gathering information about biological, social, environmental and psychological factors that might have impacted the young person's development.
- All Autism and ADHD assessments must have gathered information from multiple sources about a young person's possible areas of difference across their lifespan. This should involve in-depth discussions with the young person if they are able to engage in these conversations, in addition to their parent carer and others who know the young person well (e.g. teachers, practitioners from other settings, other key people in the young person's life).
- All Autism and ADHD assessments must have involved at least some interactional and/or observational assessment with the young person directly. Whilst this can in some circumstances be via online video assessment, information from other sources must be sufficient to compensate for this.
- Any appropriate alternative or additional explanations for a young person's experiences or areas of difference have been adequately considered and assessed. This might include considering whether a young person's needs are better understood in terms of other diagnoses including a Learning Disability Developmental Language Disorder, or Fetal Alcohol Spectrum Disorder.
- It might also include considering whether a young person's experiences may be better understood as a response to difficult or traumatic life events, a mental health concern, relational or attachment-based concerns, or developmental trauma. It is important to remember that young people with needs relating to these areas can appear similar to those who are Autistic or have ADHD.

Please be aware that the school is unable to recommend private companies for you to use

## 11. Alternative Provision

In some cases, where a pupil's needs cannot be fully met within the mainstream classroom despite targeted support and reasonable adjustments, the school may consider the use of alternative provision. Alternative provision offers a tailored educational experience in a different setting, designed to meet the specific needs of the pupil and help them make progress both academically and emotionally.

Any decision to explore alternative provision will be made collaboratively with parents or carers, the pupil (where appropriate), and relevant external agencies, ensuring the provision is suitable, safe, and in the best interests of the child. The aim will always be to support the pupil's development and, where possible, reintegration into mainstream education. Lakenheath will work closely with an alternative provisions and visits will be made prior to a child starting to attend and throughout their time there. Regular communication will happen between school and the providers and they will contact school to let them know that the child has attended this provision and this will be marked on our registers.

## 12. Working with Parents

At Lakenheath, we are committed to working with parents in the best interests of the child. Parents will be involved in the identification of SEN and informed when the school makes special education provision for the child. Thereafter, parents will be involved in any reviews of provision and the school will ensure that parents are kept regularly informed about their child's progress. Should parents wish to make a meeting with the SENDCo, they are more than welcome to send her an e mail directly and this can be arranged.

## 13. Links with External Support Services

As a school we recognise that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists

- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

## 14. Funding

The school will provide resources to support children with SEND as appropriate within the schools delegated budget. Children who have particularly complex needs may qualify for high needs funding in order to provide specific support for their needs.

The SENDCo will apply for this funding with support from Class Teachers. The Headteacher with the Senior Leadership Team (SLT) manages the allocation of funding and resources.

## 15. Transition and Transfer

When a child moves school at the normal age of transition, we will engage in thorough liaison with the receiving school to share information and familiarise the pupil with the new environment and provide opportunities for them to meet key members of staff at the new school. Depending on the receiving school and the needs of the child, this will include visits to the school by special needs staff, visits to the receiving school by the pupil, meetings between staff and parents and the sharing of information between the schools. Where transition takes place at other times, we will use our best endeavours to engage in the same way.

## 16. Suffolk's Local Offer

Lakenheath Community Primary School is a Suffolk School and therefore we are supported by the local authority of Suffolk.

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth-25, across education, health and social care. Suffolk's local offer is available from the website:

<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/home.page>

In addition to this,

<https://www.access-unlimited.co.uk>

is the One Stop Shop for Suffolk children and young people with additional needs and disabilities.

It includes information about activities and breaks available for Suffolk children with SEND as well as information for parents about benefits and how Suffolk aim to support children through education, health and social care. Our school offer and more information on our provision for children with SEND and their families can be found on the school website,

<https://www.lakenheath.suffolk.sch.uk/web/>

## 17. Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

## **18. Safeguarding and SEND**

As a school, we are aware that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. We recognise the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These could include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEND can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

## **19. Complaint Procedure**

The governing body will ensure that anyone who wishes to make a complaint in relation to children with SEND, whether they have an EHC plan or not, is treated fairly, given the chance to state their case, provided with a written response (including the rationale for any decisions) and informed of their appeal rights in line with the school's complaints procedure.

In the first instance, any parent or carer with a concern about the implementation of the SEND policy should speak to their child's class teacher or the SENDCo. If they wish to pursue a complaint they should contact the headteacher and follow the school's complaints procedure.

## **20. Evaluating the Effectiveness of the Policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

## **21. Monitoring the Policy**

This policy will be reviewed by Lakenheath Governors every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.



### SEND Specialist Provision Unit Policy

This policy should be read alongside the school's overarching SEND Policy. It outlines the aims, practices, and provision within the Specialist Provision Unit (SPU), which offers bespoke support for pupils with complex additional needs.

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#### Aims of the Specialist Provision Unit

- To provide a highly structured and nurturing environment tailored to individual needs.
- To deliver high-quality, evidence-based teaching and learning approaches that enable pupils to make progress socially, emotionally, academically, and in communication.
- To work in partnership with parents, external professionals, and the wider school community to ensure the best outcomes for every pupil.
- To ensure every child has access to a personalised curriculum that builds independence, communication, and life skills.

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#### Leadership and Staffing

- The SPU is overseen by Molly Mullings, a qualified SENCo who also teaches within the unit. Molly provides strategic leadership, ensures statutory compliance, and coordinates with external agencies, while contributing directly to teaching and learning.



- Helen and Lana are highly experienced Teaching Assistants who lead the teaching and learning within the unit. They bring specialist knowledge in working with pupils with complex SEND and ensure lessons are well structured, engaging, and adapted to individual needs.



- The staffing ratio is 4 adults to 12 pupils, enabling personalised support, small group teaching, and targeted interventions.

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#### Teaching and Learning Approaches

The curriculum and practice within the SPU are designed around individual need, using evidence-based approaches:

- **Assessment:**
  - We use Cherry Garden Branch Maps on Tapestry, linked to the Engagement Model, to assess and track progress in a meaningful and child-centred way.
  - Assessment informs individualised planning and next steps.
- **Structured Learning:**
  - Pupils engage in work station tasks to develop independence, problem-solving, and focus.
  - Activities are carefully differentiated to match developmental levels and strengths.
- **Communication and Attention:**
  - We follow Attention Autism practices to build shared attention, listening, and communication skills.
  - Signing is used to support understanding, expression, and inclusive communication.

- **Therapeutic and Sensory Approaches:**
  - We use TACPAC (music and movement therapy) to support sensory integration, emotional regulation, and communication through rhythm and interaction.
  - Staff implement strategies and targets set by the Specialist Speech and Language Therapist.
  - Communication aids, visuals, and personalised resources are used consistently.
- **Literacy and Phonics:**
  - Pupils access the Bertha Bus part of the SEND Little Wandle Program, a phonics-based approach that supports early reading and communication skills in a multisensory way.
- **Play and Continuous Provision:**
  - A rich continuous provision environment allows pupils to explore, rehearse, and develop skills through play-based learning opportunities.
  - Provision is carefully planned to encourage independence, interaction, and problem-solving.

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### **Inclusion and Wider School Links**

- Pupils are supported to access wider school activities where possible and appropriate, fostering inclusion and social opportunities.
  - Staff collaborate closely with class teachers, therapists, and external agencies to ensure a holistic approach.
  - Families are partners in their child's learning journey, with regular communication, updates, and shared goals.
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### **Monitoring and Review**

- The SPU policy is reviewed annually as part of the school's SEND provision review.
- Pupil progress is monitored through assessment systems, termly reviews, and annual EHCP reviews.
- Leadership ensures that practice remains aligned with statutory guidance, the SEND Code of Practice, and best practice in specialist education.