



SEND Policy

The Lodestar Academy

Contents

1.	What is this Policy About?	2
2.	Who Does this Policy Apply to?	3
3.	Roles and Responsibilities	4
4.	Related Policies	5

This policy will be reviewed annually.

The Lodestar Academy reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Steven Hulme (Headteacher)
Queries to:	Steven Hulme (Headteacher)
Date created:	September 2025
Date of last review:	n/a
Date of next review:	September 2026

1. What is this Policy About?

This policy outlines the requirement and expectation of all members of staff at the Lodestar Academy for the provision of education for pupils with Special Educational Needs and Disabilities. It complies with the following:

- The statutory requirements set out in the [SEND Code of Practice 0-25](#)
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

We define pupils with Special Educational Needs & Disability (SEND) as those who have

'A significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools' (Code of Practice 0-25).

These difficulties may be physical, emotional, psychological or medical. The definition of learning difficulty does not apply to pupils who face barriers to learning due solely to having English as an additional language.

The Lodestar Academy is committed to supporting pupils and helping them to develop the skills they need to progress to the next stage of their life and learning. This is achieved through identification of need and providing appropriate support in areas and at a pace, which is unique to the pupils, whilst maintaining an inclusive philosophy.

Objectives:

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice.
3. To ensure that all pupils reach their potential through the implementation of this policy.
4. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
5. To provide support, advice and training for all staff working with SEND pupils.
6. To promote positive attitudes to learning.
7. To provide pupils with equality of opportunity and promote social inclusion.
8. To identify and overcome specific barriers to learning.
9. To monitor and review EHCPs regularly.
10. To raise educational achievement especially in relation to literacy and numeracy.

11. To promote pupils' personal, spiritual, moral, cultural and social development as an integral part of their experience.
12. To foster positive relationships based on trust.
13. To develop pupils' self-esteem and self-worth.
14. To prepare for the next stage of their career e.g. reintegration, college placements, work experience;
15. To work in partnership with parents/carers and all relevant support agencies.
16. To assess, apply and provide access arrangements for examinations where necessary.

2. Who Does this Policy Apply to?

All pupils, staff, parents, external agencies, commissioners.

3. Roles and responsibilities

The SENDCo

The SENDCo of the Lodestar Academy will:

- 1.1 Work with the Senior Leadership Team and SEND local governor to determine the strategic development of the SEND policy and provision in the school.
- 1.2 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.
- 1.3 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.
- 1.4 Advise on the graduated approach to providing SEND support.
- 1.5 Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- 1.6 Be the point of contact for external agencies, especially the local authority and its support services.
- 1.7 Liaise with potential next providers of education to ensure pupils and their parents are informed about options, and a smooth transition is planned.
- 1.8 Work with the Senior Leadership Team and governing board to ensure that the school meets its responsibilities under the Equality Act 2010, with regard to reasonable adjustments and access arrangements.
- 1.9 Ensure the school keeps the records of all pupils with SEND up to date.

3.2 The SEND Local Governor

The SEND local governor will:

- ✎ Help to raise awareness of SEND issues at local governing body meetings.
- ✎ Monitor the quality and effectiveness of SEND and disability provision within their school and update the board on this.
- ✎ Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in their school.

3.3 The Headteacher

The headteacher will:

- ✎ Work with the SENDCO and SEND Local Governor to determine the strategic development of the SEND policy and provision in the school.
- ✎ Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

3.4 Class Teachers

Each class 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.

4. Monitoring Arrangements

This policy will be reviewed by Katherine Tanner (SENDCo) every year. The information report will be:

- Reviewed every year by Katherine Tanner (SENDCo).
- Updated, if any changes to the information are made during the year.
- Both documents will be approved by the LGB and Trust Board.

5. Related Policies

- Lodestar Academy Equality Policy
- Curriculum Policy
- Medical Needs Policy
- Personal Care Policy
- SEND Information Report