

Lighthouse Education Trust

SEND Policy

2026-2027

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1. Policy Statement

Lighthouse Learning Trust provides specialist education for students aged 11-19 with Education, Health and Care (EHC) Plans whose primary need is Autism Spectrum Condition (ASC), including those with associated communication and interaction needs.

The Trust is committed to ensuring that every student receives a high-quality education that meets their individual needs, develops independence, promotes wellbeing and prepares them successfully for adulthood.

Across all Trust schools we promote an inclusive culture and are committed to ensuring that students with SEND are supported through high-quality specialist provision, evidence-informed practice and strong partnerships with families and professionals.

Our vision is to deliver transformative experiences that are destination-led for all students and their families.

We are committed to inspiring and enabling our students, delivering meaningful skills for life in a holistic, nurturing and stimulating learning environment. This is achieved through exceptional teaching, unwavering support, positive relationships and preparation for adulthood.

Our core values of ambition, versatility, compassion, innovation, happiness, devotion, optimism and respect underpin all aspects of Trust practice.

2. Aims

The Trust aims to:

- Ensure compliance with the Children and Families Act 2014, the SEND Code of Practice (2015), the Equality Act 2010 and associated statutory guidance.
- Promote high aspirations and positive outcomes for all students.
- Support schools to assess, understand and meet the individual needs of autistic pupils and those with communication and interaction needs through a graduated approach.
- Promote the full participation, engagement and achievement of all students across all aspects of school life.
- Work in partnership with parents, carers, local authorities, health professionals and other agencies.
- Develop staff expertise in autism education and SEND through ongoing professional development.

- Monitor and continuously improve the quality of SEND provision across the Trust.
- Ensure students are prepared for adulthood, employment, further education and independent living wherever appropriate.
- Set out how the Trust will support and make provision for pupils with SEND.
- Explain the roles and responsibilities of everyone involved in providing support for pupils with SEND.

3. Legislation and Guidance

This policy is based on the [Special Educational Needs and Disability \(SEND\) Code of Practice \(COP\) 2014](#) and the following legislation:

- [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)
- [Part 3 of the Children and Families Act 2014](#), which sets out school's responsibilities for pupils with SEN and disabilities: <https://www.legislation.gov.uk/ukpga/2014/6/part/3>
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care (EHC) Plans, SEN Coordinators (SENCOs) and the SEN information report: <https://www.legislation.gov.uk/uksi/2014/1530/contents/made>

This policy also complies with our funding agreement and articles of association.

4. Definition of SEND

A pupil 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 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 children or young people of the same age.

5. Trust Context and Specialist Provision

The Trust's schools cater for students who have a primary diagnosis of Autism Spectrum Condition (ASC) and associated communication and interaction needs.

Students will typically:

- Have an Education, Health and Care Plan (EHCP).
- Experience difficulties in social communication and social interaction.
- Present with varying profiles of cognition and learning.
- Experience sensory processing differences.
- Experience anxiety and emotional regulation needs.
- Require specialist approaches to learning, communication and wellbeing.

The Trust recognises that every student is unique and provision will be tailored to individual strengths, needs and aspirations.

6. Graduated Approach

All Trust schools will use the graduated approach of:

Assess

Identifying barriers to learning and understanding a student's strengths and individual needs.

Plan

Agreeing outcomes and provision with the student, family and professionals.

Do

Implementing high-quality teaching, reasonable adjustments and targeted support.

Review

Evaluating impact and identifying next steps.

7. Provision

7.1 Universal Provision

All students have access to high-quality teaching delivered within a structured school environment.

Across the Trust:

- Students access a broad, balanced and ambitious curriculum.
- Learning is delivered by appropriately trained staff.
- Students are supported to achieve accredited qualifications where appropriate.
- Preparation for adulthood, independence and future destinations is embedded throughout the curriculum.
- Appropriate adult support is available to enable students to access learning and achieve positive outcomes.
- Speech and Language Therapy support is available where identified as part of a student's assessed needs or EHCP provision.

English as an alternative language is addressed across the curriculum by subject teachers. Students with little English will receive additional support and intervention from a member of the SEND Team whilst following the school curriculum. All students with EAL are included in classes as quickly as possible. In-class support will be provided if required.

7.2 Additional and Specialist Provision

Where students are not making expected progress, or are presenting with behaviours associated with distress, anxiety or unmet need, additional support may be implemented through the graduated approach.

The Trust will work collaboratively with students, families and professionals to identify effective strategies and provision.

Where attendance is impacted by SEND, schools will use their best endeavours to co-produce appropriate support and reintegration arrangements with students and families.

7.3 School Processes

Across the Trust:

- EHCP outcomes will inform planning, support and provision.
- Progress towards EHCP outcomes will be reviewed regularly.
- Parents and carers will be involved in planning and reviewing provision.
- Students will be supported to contribute to decisions about their education.
- No student will be seen by external professionals without appropriate parental knowledge and consent, unless otherwise required by law.
- Open and positive communication with families will be promoted.

8. Working with Parents, Carers and Students

Parents and carers are key partners in their child's education.

The Trust will:

- Provide opportunities for regular communication.
- Involve families in planning and reviewing provision.
- Seek the views of parents and carers.
- Work collaboratively to support the generalisation of skills across home, school and community settings.

The Trust recognises the rights of young people to participate in decisions affecting them. Student voice will be actively sought and reflected within EHCP planning, annual reviews and provision planning.

9. Education, Health and Care Plans

The Trust will ensure schools meet their statutory duties in relation to EHCPs, including:

- Delivery of specified provision.
- Monitoring progress towards outcomes.
- Annual reviews.
- Multi-agency collaboration.
- Transition planning.
- Effective communication with local authorities and families.

10. Roles and Responsibilities

10.1 Trust Board

The Trust Board is responsible for:

- Ensuring that the Trust fulfils its statutory SEND duties.
- Monitoring the effectiveness of provision across all schools.
- Ensuring adequate resources are available.
- Holding leaders accountable for SEND outcomes.

10.2 Executive Principal

The Executive Principal will:

- Provide strategic leadership for SEND across the Trust.
- Ensure SEND remains a strategic priority.
- Monitor compliance and quality assurance.
- Support Principals and SENDCOs.
- Promote consistency across Trust schools.
- Coordinate SEND development and professional learning.

10.3 Principals

Principals will:

- Implement this policy in their school.
- Ensure effective SEND provision is in place.
- Support and challenge SEND leaders.
- Have overall responsibility for provision and student progress.

10.4 SENDCOs

SENDCOs will:

- Coordinate day-to-day SEND provision.
- Support the implementation of EHCP provision.
- Work with families and external agencies.
- Provide professional guidance to staff.
- Monitor progress towards EHCP outcomes.
- Support annual review processes.
- Maintain accurate records.
- Contribute to admissions and consultation processes.
- Ensure compliance with the Equality Act 2010.
- Support transition planning.

10.5 Teachers and Support Staff

Teachers and support staff are responsible for:

- The progress and development of all students they work with.
- Delivering provision identified within EHCPs.
- Monitoring and recording progress.
- Working collaboratively with SENDCOs and specialist staff.
- Engaging with parents and carers.
- Attending review meetings where appropriate.
- Identify students not making progress towards EHCP outcomes and put in place a plan of action.
- Following this policy.

11. Trust SEND Governance and Accountability

The Trust will maintain robust systems for monitoring the quality and effectiveness of SEND provision through:

- School reviews and audits.
- Analysis of attendance, progress and destination outcomes.
- Quality assurance activities.
- SENDCO network meetings.

- Feedback from students and families.
- Reporting to Trustees.

12. Monitoring and Evaluation

The Trust will evaluate the effectiveness of SEND provision through:

- Achievement of EHCP outcomes.
- Student progress and attainment.
- Attendance and engagement.
- Destination outcomes.
- Family and student feedback.
- Internal and external quality assurance.

13. Complaints

Concerns regarding SEND provision should initially be raised with the relevant school. Where concerns remain unresolved, the Trust Complaints Policy should be followed.

14. Related Policies

This policy should be read alongside:

- Accessibility Plan
- Admissions Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Supporting Students with Medical Conditions Policy
- Attendance Policy
- Complaints Policy
- Equality, Diversity and Inclusion Policy
- School Local Offer(s)

1. Policy Links

This Policy links to the following information and other school policies:

- Access Policy
- Admissions Policy
- Positive Behaviour Policy
- Child Protection and Safeguarding Policy
- Children with health needs who cannot attend school policy
- Complaints Policy
- Equality and Diversity Policy
- Leeds Local Offer
- North Yorkshire Local Offer
- School Local Offer
- SEND report
- Supporting Students with Medical Conditions Policy