



Lumen Academy

Embrace

Educate

Empower

SEN Policy & Information Report

Policy Date: August 2024

Review Date: September 2027

Document History

Version	Status		Date	Author	Summary Changes
V1			Aug 24	M Sethi	
V2			Sep 25	M Sethi	SENCO replaced by the Principal and other senior leaders.

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1 Aims

Lumen Academy is the Alternative Provision that has been opened for pupils who: are excluded from mainstream education but seeking an alternative to the city-based Pupil Referral Unit (PRU); are at risk of exclusion or come from out of area and are hard to place. As a result, mainstream education was unsuccessful and so this provision is to be offered to redirect a focus in education. We will aim to enrol students that are identified as requiring SEN Support. The main reason for this is a result of behavioural, social and emotional difficulties where often, the underlying cause has yet to be identified. Lumen Academy is an inclusive academy where diversity is celebrated.

Our SEN policy and information report aims to:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement.
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum.
- To better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parents/carers and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all the academy’s activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multiprofessional approach to meeting the needs of all vulnerable learners.

2 Admission

As an Alternative Provision, the admission arrangements differ from those of mainstream schools.

Applications for places at Lumen Academy will originate from a number of sources:

Direct from local authorities – permanently excluded students or those at risk of permanent exclusion from schools may be referred under section 10 of the Education Act 1996.

Mainstream schools and academies may refer students at risk of permanent exclusion or students who they feel would benefit from their education being directed to the academy (section 29 of the Education Act 2002).

Pupils with EHCPs cannot have Lumen Academy named as the school within their EHCP. Alternative provision academies and pupil referral units should not be named on any EHCP as long-term single roll schools as this is not their purpose and they are not set up to meet the longer-term needs of pupils with SEN who require specialist placements. In exceptional circumstances where a KS4 pupil is assessed and gains an EHCP but is settled and achieving well at Lumen Academy and a place can be offered at the Academy, the pupil may be placed on the roll of Lumen Academy.

2 Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- 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

3 Definitions

A pupil has SEN 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 of a kind generally provided for others of the same age in mainstream school.

Special educational provision is educational or training provision that is additional to, or different from, the provision generally made for other children or young people of the same age by mainstream schools.

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all their time in education.

5 Roles and responsibilities

5.1 The SENCO

The SENCO is Monika Sethi

SENCO Contact details are:

M Sethi

Telephone: 024 7509 4179, 07814495809

E mail; monika.sethi@lumenacademy.co.uk

They will:

- Work with the leadership team to determine the strategic development of the SEN policy and provision in the academy
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the academy's budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options, and a smooth transition is planned
- Work with the Principal to ensure that the academy meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all pupils with SEN up to date

5.2 The Principal

The principal will:

- Help to raise awareness of SEN issues in all meetings

- Monitor the quality and effectiveness of SEN and disability provision within the academy
- Work with the leadership team to determine the strategic development of the SEN policy and provision in the academy.

5.3 Class teachers/Tutors

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 leadership team to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

6. SEN information report

6.1 The kinds of SEN that are provided for

Our academy currently provides additional and/or different provision for a range of needs, including:

- Social, emotional and mental health difficulties
- Cognition and learning
- Communication and interaction
- Sensory and/or physical needs

6.2 Identifying pupils with SEN and assessing their needs

The emphasis at Lumen Academy is on the early identification of learning difficulties, thus permitting prompt assessment and appropriate provision. The leaders consider:

- Pre-transfer information from commissioning schools including SEMH profiles and risk assessment for each pupil
- Comprehensive induction package to include baseline assessments across various curriculum areas as well as pupil portraits, reading tests and "getting to know you"
- Concerns and/or Behaviour expressed by subject teachers and/or teaching assistants
- Parental concerns
- Access arrangement testing

Additionally, subject/class teachers and teaching assistants make regular assessments of progress for all pupils. From this, the academy is able to identify pupils making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of pupils, for example those who are in Care and/or eligible for the Pupil Premium.

When deciding whether to make special educational provision, a meeting will be arranged between the principal, subject/class teacher, and teaching assistant to consider all the information gathered from within the academy.

Parents/carers will be notified by a telephone call/letter/email of the meeting, when the following will be discussed:

- the pupil's areas of strengths and difficulties
- any parent/carer concerns
- plan any additional support your child may receive
- discuss with you, any referrals to outside professionals, to support your child's learning.

We aim to work with the pupils and parents through this process.

6.3 Consulting and involving pupils and parents

If you have concerns about your child's progress you should, in the first instance, speak to your child's mentor, who will liaise with the subject teachers and the principal.

At Lumen Academy, we are committed to working in partnership with parents and carers to meet the needs of the pupils in our provision. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the academy.

Parents and carers are contacted on a twice weekly basis as a minimum to inform them of the pupil's day. If you were to have a query or question regarding the provision offered to your child with SEND, in the first instance, we would encourage you to contact your child's mentor. Should you wish to discuss your concerns further, you could contact the principal or one of the Senior Leadership Team (SLT). If you are still not satisfied with how your concern has been dealt with then our members of Advisory Board will investigate.

If you have concerns that your child has an unmet special educational need after speaking to one of the above staff, you should contact the principal.

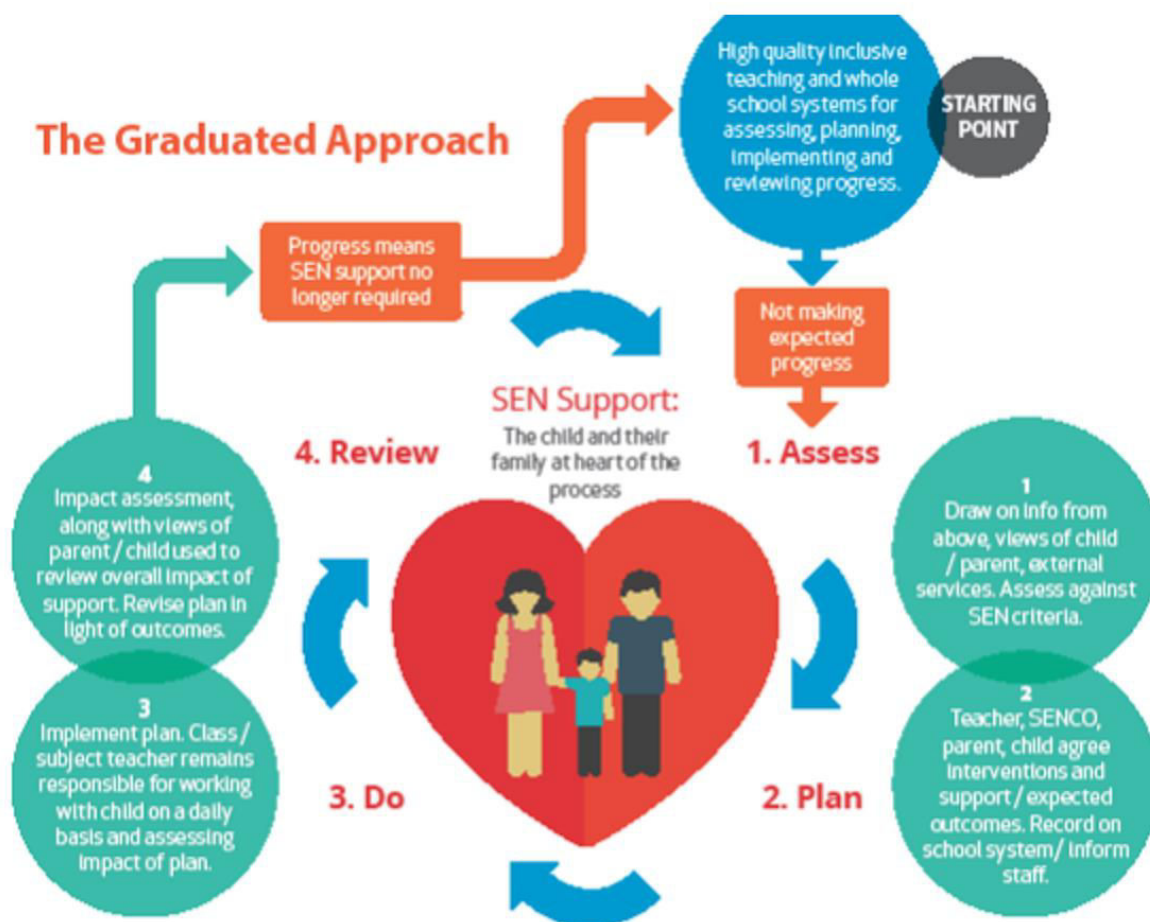
6.4 Assessing and reviewing pupils' progress towards outcomes

At Lumen Academy we endeavour to ensure each student with SEN gets the support they need. Subject teachers are responsible for the progress and development of students in their class, including the support given by teaching assistants or external agencies. High-quality teaching, adapted for student's needs, is the first way we respond to students who have SEN.

Additional intervention and support cannot make-up for a lack of good teaching. To support this, teaching at Lumen Academy is regularly reviewed through a process of learning walks and formal lesson observations. We have a thorough

professional development program to ensure teachers understanding of strategies to support and identify vulnerable students and their knowledge of

SEND is up to date. When a student is identified as having SEN, we use a four-step process to ensure barriers to learning are removed and effective provision is put in place. This process is known as the ‘Graduated Approach’ and ensures that parents and students needs are at the center of all provision provided.



6.5 Supporting pupils moving between phases and preparing for adulthood

The academy recognises that transitions can be difficult for pupils with SEND and their families and so take steps to ensure any transition is as smooth as possible. If your child is moving to another school:

- We will contact the school’s SENCO and ensure they know about any special arrangements and support that needs to be made for your child
- All records about your child are passed on as soon as possible.

Access Arrangements:

- Access arrangements for examinations are organised jointly by the Principal and Examinations Officer, TBA. Pupils must always have a

history of need, and any special arrangements must reflect the pupil's usual way of working. The document 'Access Arrangements and Reasonable Adjustment- General and Vocational Qualifications' (JCQ), sets out procedure and guidelines for applying for special arrangements. Not all pupils with SEND will qualify for access arrangements.

Transition from Key Stage 4 to Key Stage 5/and liaison with alternative provider:

All pupils in year 11 receive careers guidance sessions on a weekly basis. This will involve:

- Work with Luminate Careers to offer 1:1 advice session from a qualified Careers Advisor
- Mock interviews
- Students will be taken to the local College's Transition Programme, designed to help them choose the most appropriate course and remain on the course. They will have the opportunity to visit the various college sites and speak to course leaders.
- Careers events from external providers
- Work experience within the academy
- Support with drafting CVs
- Support with application forms for post-16 provisions
- Support with visiting post-16 provisions

Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages, <https://nationalcareers.service.gov.uk/> or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job. Where a pupil has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

6.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. The teachers and teaching assistants have the highest possible expectations for your child and all pupils in their group.

High-quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils. All pupils have a pen portrait to inform all subject teachers of the specific learning challenges so that they can adapt their work accordingly.

We will also provide the following interventions:

- Teachers adapt planning to support the needs of pupils with SEND.

- Teachers use a variety of teaching styles and cater for different learning styles to allow pupils with SEN(D) to access the curriculum.
- Teachers and the teaching assistants in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the principal or other professionals working with your child are in place to support your child to learn.
- Reading and numeracy interventions
- Behavioural interventions
- Bespoke SEMH interventions according to need
- Mentoring
- External agency referrals

Specific group work intervention.

Pupils are identified through data and the class teacher to undertake interventions. This could be for reading, reading comprehension, spelling, numeracy, subject specific or behaviour, emotional or social skills. These will be delivered by a teaching assistant and/or or outside agencies

Targeted support: Where appropriate, pupils may receive additional support to target specific needs such as Literacy, and numeracy.

Area of need	Communication and Integration	Cognition and Learning	Social emotional and Mental Health	Sensory and/or physical needs
R E S P O N S E	• Flexible teaching arrangements • Help in literacy skills • Help in acquiring language • Help in articulation • Help in organising written language	• Flexible teaching arrangements • Help in literacy skills/interventions • Help in pronouncing language • Help in sequencing and organisational skills • Help in organising written language	• Flexible teaching arrangements • Help in adjustment to academy routine • Help in development of social skills • Help in acquiring positive integration skills • Class and academy systems which control difficult behaviour	• Flexible teaching arrangements • Appropriate seating and lighting • Adaptation to physical environment • Alternative forms of communication e.g. lap tops • Specialised aids and equipment

	• Help in alternative forms of communication	• Help in problem solving and developing concept	and encourage positive behaviour • Self-regulation • Rewards/enrichment • Educational psychology assessments	• Modified learning materials
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6.7 Adaptations to the curriculum and learning environment

Adaptations to curriculum or learning environment may be made to remove barriers to learning. Things such as:

- Sitting at the front of the classroom
- The temperature of the classroom
- Using enlarged resources
- Use of ICT
- Leaving lessons early
- Use of colour overlays
- Having someone scribe your work/laptop

There are many more that may be put in place depending on the individual pupils needs. You may also be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the academy and you to understand your child's needs better and so support them more effectively. The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in the academy.

6.8 Expertise and training of staff

The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. There is an on-going professional development programme throughout the academic year which addresses areas of SEN(D) within the academy:

- Adaptive teaching,
- Graduated response
- behaviour management
- de-escalation techniques
- intervention
- restorative approaches to behaviour management
- Safeguarding

There is also a trained safeguarding officer on sites to ensure that pupils are effectively protected from harm. The safeguarding officer ensures all other staff are aware of their duty of care to keep children safe.

Knowledge, skills and practice is shared within Lumen Academy, and the academy is closely involved with special schools across the region so that we keep abreast of ideas and practice that we could use.

6.9 Securing equipment and facilities

The academy uses its own budget to provide the majority of resources and facilities that are needed to provide for the pupils. The Principal and SLT decide on the budget allocation for SEND on the basis of needs within Lumen Academy.

The Principal and SLT discuss information they have about SEND including:

- Pupils already receiving extra support
- Pupils needing extra support
- Pupils who have been identified as not making as much progress as expected

All resources/training and support are reviewed regularly and changes made as necessary.

Pupils will return back to their commissioning school once all targets have been met. Should the evidence suggest, a pupil would benefit from an EHCP, the Principal will coordinate the process with the commissioning school and the pupil will move to a more appropriate setting.

6.10 Evaluating the effectiveness of SEN provision

The academy evaluates its own effectiveness, and this is monitored through a variety of processes including:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after a predetermined number of weeks
- Monitoring by the Principal
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHCP plans

6.11 Support for improving emotional and social development

We have many strategies and interventions embedded within our everyday practise to assist pupils to become aware of how they are feeling and how their choices impact on the emotional well-being of others. Every pupil participates in personal development every day.

Each of our pupils has mentoring time with their mentor. This enables them to talk openly and share any personal issues. This may also be about problems in lesson time, or attendance issues and behavioural points.

During social times some of our young people need extra emotional support. This can be given via any member of staff who can accompany the pupil through social times or via an older pupil. The pupils at the academy are also monitored to ensure they are eating at social times.

There are clubs available at lunchtimes where pupils may wish to spend their time. The school nurse can be made available for weekly drop in sessions or we can refer the pupil directly.

6.12 Complaints about SEN provision

Complaints about SEN provision in our academy should be made to the pupil's mentor in the first instance. Should you wish to discuss your concerns further, you could contact one of the SLT team. If you are still not satisfied with how your concern has been dealt with then our principal will investigate.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6.13 Contact details of support services for parents of pupils with SEN

At Lumen Academy when a student continues to make less than expected progress, despite support and interventions that are matched to their area of need, we will consider involving specialists or external agencies. Whenever we think specialists should be involved, we seek parents' permission first.

Following a meeting or an assessment with a specialist we will share what was discussed and/or agreed with the parents and teachers of the student. If we feel a student needs more specialists help, we can work with the agencies on the following page to get this.

Agency	Who they work with
Educational Psychology	Educational Psychology provides professional psychological services for children, young people and families in a wide range of educational and community settings. They use the expertise of psychological theory and research to develop an understanding of even the most complex situations, addressing a wide range of child and adolescent developmental issues, including special educational needs.
Communication Autism Team	The Communication and Autism Team are an educational service, part of Access to Education, working in schools and

	settings to support children and young people on the Autistic Spectrum (AS) and its associated difficulties, including the reduction of stress and anxiety amongst children and families with an AS Concern.
Hearing & Visual Impairment Advisory Teachers	Visual and Hearing Impairment Advisory Teachers are a team of specialist staff working with children and young people with hearing or visual impairment at all stages of their educational development; in homes, early years settings, mainstream schools, special schools and colleges. Their purpose is to minimise the impact of a sensory impairment on a pupil's learning and development and to raise attainment
Speech & Language Therapist	The Children's Speech and Language Therapist provide a service to children and young people with communication difficulties. They are there to: - Assess the communication skills of the child to identify areas in which they need help - Work with families to identify how best to help the children communicate to their full potential - Work with the child individually or in groups, dependent upon their needs. - Support parents or Academy staff where there is a need to communicate more effectively with children, by helping them to adapt the way in which they give information
CAMHS	Nuneaton is a town with a range of Child and Adolescent Mental Health Services that aim to support, help and intervene with children and young people who are experiencing emotional and mental health problems. Services are provided by a range of staff including Social Workers, Psychiatrists, Mental Health Nurses, Primary Care Mental Health Workers, Psychologists and other therapists.
Children's Social Services	Concerns about student's wellbeing and safety

6.14 The local authority local offer

Our local authority's local offer is published here: -

<https://www.warwickshire.gov.uk/send>

7. Monitoring arrangements

It will also be updated if any changes to the information are made during the year. It will be approved by the principal.

8. Links with other policies and documents

This policy links to our policies on:

- Admission
- Accessibility
- Promoting Positive Behaviour
- Diversity and Equality Scheme
- Supporting pupils with medical conditions in the academy.

Reviewed By:	Summer Clark	September 2026
Next Review Date:		September 2027
Approved by Director:		1 st September 2026
Signed:		



Monika Sethi
Principal and Director