



Lawrence House School

Special Educational Needs Policy

Document Reference	LHS 1.10 Special Educational Needs Policy
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Approved Headteacher	Fay Donnelly
Approved Chair of Governors	Tony Nolan
Related policies	LHS 1.1 Curriculum Policy LHS 1.7 Admissions Policy LHS 3.7 Disability Discrimination Act Policy

INTRODUCTION

The purpose of this Special Educational Needs (SEN) policy is to describe the school's provision for pupils with SEN, particularly how the school will:

- identify
- make provision
- monitor and evaluate

This is a practical document which communicates school procedures to staff, carers/parents and pupils. The policy reflects key structures and will be reviewed on an annual basis. (See also the school's Curriculum Policy 1.1, Admissions Policy 1.7 and Disability Discrimination Act Policy 3.7).

WRITING AND REVIEWING THE POLICY

- The SENCo will lead the process as an integral part of the school's development and INSET programme.
- The Education Coordinator and other teaching staff will support the process by auditing current policy and procedures to identify issues that need to be addressed and recommending changes to both policy and practice.

Contributions to the process will be sought from:

- all staff groups, including care staff from the homes and the therapy team
- pupils, wherever possible
- social workers and any other appropriate professionals

AIMS OF THE SEN POLICY

Objectives for SEN Provision:

All staff at the school will do their best to meet the Special Educational Needs of all pupils. This will be achieved by:

- admitting all pupils to the school on the basis of the school's admissions procedures and welcoming all pupils, including those with SEN;
- enabling all pupils to be offered access to a broad, balanced and relevant curriculum;
- identifying as part of its School Development Plan resources to implement the identified policy and to evaluate the implementation;
- enabling teachers to make appropriate provision for all their pupils through appropriate support, information and advice;
- to use assessment to help clarify the nature of a difficulty and to monitor progress;
- to collate informative records and advice about pupils with SEN and to disseminate it effectively;
- to develop a partnership between carers/parents, pupils and the school, in which each has an active role to play in the education of special needs pupils.

This policy will identify how the school will:

- implement procedures for assessment, identification and provision for pupils with special needs within the framework of the 2015 SEND Code of Practice: 0-25 years;
- communicate the procedures identified in this policy to all those involved in the process;
- review the provision and policy.

WHO HAS SPECIAL EDUCATIONAL NEEDS?

An individual can be identified as having a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age;
- Have a disability, which prevents or hinders them from making use of educational facilities provided for pupils of the same age;
- A pupil will not be regarded as having a learning difficulty solely because their language is different from the language in which they are taught.

IDENTIFYING PUPILS WHO HAVE SEN

All young people progress at different rates, but where they fail to achieve adequate progress, despite having access to a differentiated programme, then appropriate provision will be identified to try to meet their needs.

Lack of adequate progress may be indicated by:

- little or no progress despite the use of targeted teaching approaches;
- working at levels significantly below age expectations, particularly in literacy or numeracy;
- presenting persistent emotional and/or behavioural difficulties, which have not been managed by behavioural strategies usually employed;
- sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment;
- poor communication or interaction, requiring specific interactions to access learning.

MANAGING SEN PROVISION

The Education Coordinator

The Education Coordinator has responsibility for:

- the day to day management of all aspects of the school's work including provision for pupils with SEN
- working closely with the SENCO

SENCO

The SENCO is responsible for the operation of the school's SEN policy, which includes:

- efficient use of resources in making the appropriate provision for pupils with special needs;
- coordinating all special needs activity within the school, including coordination with other staff;
- collating information on the young person's needs on admission to the school, including Education, Health and Care (EHC) Plans and any other information from previous settings, and using this as a starting point for their Individual Education Plan (IEP);
- working with the Education Coordinator and other teaching staff to formulate a personalised curriculum based on the young person's ability, needs and interests;
- ensuring that teachers' plans incorporate information from the EHC Plan (as noted in the IEP), alongside strategies to support students to overcome barriers to learning, through termly planning audits.

Teachers

Teachers have responsibility for:

- taking note of IEPs for pupils when planning lessons and when interacting with pupils about the school;

- planning and delivering an individualised programme;
- devising strategies and identifying appropriate methods of access to the curriculum;
- working with the pupil and providing further help on a daily basis;
- keeping records to inform the assessment process;
- providing information for the SEN Lead Teacher/SENCo where pupils are giving cause for concern;
- seeking information from the SEN Lead Teacher/SENCo where pupils are giving cause for concern;
- supporting pupils in achieving targets identified in IEPs and EHC Plans.

Staff Development

The school is committed to developing the expertise of all staff in SEN to enable them to meet the needs of pupils through a programme of training and CPD sessions specifically tailored to meet the needs of our students.

Resources for SEN

The school is funded to meet the needs of all their pupils through its core budget but is additionally funded to support provision for SEN through funding for specific pupils to meet their assessed needs. All resources will be employed effectively to meet the needs of individuals on the basis of plans within the School Development Plan and needs as identified in the young person's EHC Plan.

Where a child fails to make adequate progress despite provision then the school will consider further intervention and identify the pupil as having special educational needs.

They will be identified by the SENCo, who will consult with all staff and carers/parents, as well as the pupil. Following evaluation of the school's interventions and assessment of the child, the SENCo will identify provision from within the school's resources that are designed to meet the pupil's needs.

Such interventions may include:

- additional planning of learning programmes;
- provision of different learning materials or specialist equipment;
- additional staff training;
- provide specialist assessments;
- give advice on teaching strategies or materials.

Carers/parents and the child will also be involved and as a result of this the IEP will be revised and new strategies put in place.

Planning and Reviewing the Provision for Individual Pupils

The strategies that will be employed for pupils identified as having SEN will be recorded in an Individual Plan (IEP), reflecting provision that is additional to, or different from, normal differentiated provision. Contents of the IEP will include:

- short, medium and long term targets for the child;
- teaching strategies to be used;
- additional provision to be put in place;

The IEP will be communicated to all staff, who support the child's learning, as well as parents, the child and other professionals. IEPs will be kept under review, but will be formally reviewed every half term, following consultation with the child, carers/parents and staff. New targets will be identified with strategies for achieving them. On a bi-annual basis, at PEP (Personal Education Plan) Meetings, there will be a formal review in which all staff, carers/parents and the child will be invited to participate.

PARTNERSHIP

Partnership with carers/parents

The school actively seeks to work with carers/parents and values the contribution they make.

We aim to support the carer/parental partnership by:

- ensuring positive attitudes towards carer/parent needs;
- effective communication;
- acknowledgement of the carer/parents' role as a partner in the education of the young person;
- recording carer/parental views as part of any Review procedure.

The carers/parents of any pupil with either special educational needs or concerns regarding the young person's progress, are welcome to visit the school to discuss their concerns with the Education Coordinator and any other teaching staff.

Pupil Participation

The school acknowledges the pupil's role as a partner in their own education, developing their participation in the decision making process by:

- listening to and valuing their views;
- involving pupils in Review Meetings to discuss progress and future provision;
- involving pupils in targets setting and formation of IEPs;
- record pupils' views as part of any review procedure;
- enabling students to air their views and opinions through the termly 'Student Voice';
- effective communication.

Partnership with other Bodies

The school aims to work with other agencies in order to provide an integrated support, based on the needs of the pupil. Co-operation between the school, the LA, the health services and social services is vital if we are to secure the most effective assessment, intervention and deployment of resources for pupils with SEN.

MONITORING AND EVALUATING PROVISION

As part of their evaluation of school effectiveness the SENCo and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of pupils with SEN. Success factors will include:

- early identification of pupils with SEN;
- pupil views and opinions are taken into account;
- the school and carers/parents work in a partnership;
- interventions and provision are regularly reviewed and evaluated via individual progress and data collection;

- the school works in close co-operation with other agencies and fosters multi-agency working;
- that EHC Plans and IEPs are regularly reviewed;
- that students with SEN will make good academic progress in relation to their attainment on entry to the school.

Arrangements for considering complaints

If carers/parents wish to make a complaint about the educational provision, they are invited to discuss their concerns with the Education Coordinator. If they are still dissatisfied they should make a formal complaint, following the complaints procedure as laid out in the Complaints Policy:

Monitoring, Evaluation and Review

The SENCo or Education Coordinator will review this policy annually and assess its implementation and effectiveness.

To be reviewed September 2019