



# Lawrence House School

## SEND Policy

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Approved Headteacher	Martyn Deakin
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

Special educational needs and disabilities are not labels; they are the real needs of real people. We recognise that everyone is different, that our approach, services and care must be suitably planned and flexible to meet demand effectively and efficiently.

At Lawrence House School, we believe that the journey through education should be fulfilling, enjoyable, and valuable. We believe that all students should have their needs met within a safe, accessible, and caring environment. We strive to provide a broad and balanced curriculum that is inclusive and engaging so that regardless of race, gender, religion, background, abilities and need, individuals thrive and achieve their potential. The curriculum is inspiring, creative, and challenging; a blend that provides the children within our care with a holistic knowledge and understanding base, as well as a strong skill set for their futures.

We are proud of our inclusive and nurturing approach. We celebrate strengths and the things that make us unique, whilst identifying and targeting areas to improve. For those whose needs require additional targeted provision, support and/or resources we follow the Graduated Approach of assess, plan, do and review.

EVERY TEACHER IS A TEACHER OF SPECIAL EDUCATIONAL NEEDS. Therefore, we endeavor to meet the needs of each individual through reasonable adjustments, High Quality Teaching and targeted approaches, as per the SEND code of practice. All of which is done in collaboration with students, parents, carers, staff, and, where appropriate, external services such as social care and virtual school.

Positive learning behaviours are encouraged and promoted to enable students to get the best out of each day. We promote high expectations and aspirations from all individuals. Everyone is encouraged to contribute positively - to our school, the local community and beyond. Our goal is for individuals to be all-rounded, life-long learners. We believe that this combination enables students to succeed now, in the next phase of their learning and for future success.

## PURPOSE

The purpose of this SEND policy is to describe the school's provision for students with SEND, 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 students. 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).

Lawrence House School has a named SENCO (Fay Donnelly) who together with Senior Leaders, teachers and support staff ensures that the Lawrence House School's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2015) relating to Part 3 of the Children and Families Act 2014, the Local Education Authority and other policies current within the school. (A Glossary of terms can be found in Appendix 1) At Lawrence House School it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational

provision for students for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2015). • Communication and interaction • Cognition and learning • Social, mental and emotional health • Sensory/physical

#### WRITING AND REVIEWING THE POLICY

- The SENCo will lead the process as an integral part of the school's development and INSET programme.
- The Head Teacher 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 clinical team
- students, wherever possible
- social workers and any other appropriate professionals

#### AIMS OF THE SEND POLICY

##### Objectives for SEND Provision:

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

- admitting all students to the school on the basis of the school's admissions procedures and welcoming all students, including those with SEND;
- creating an environment that meets the special educational needs of each student in order that they can achieve their learning potential and engage in activities alongside their peers
- enabling all students 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 students through appropriate support, information and advice and effectively utilising the graduated approach;
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to use assessment to help clarify the nature of a difficulty and to monitor progress;
- to collate informative records and advice about students with SEND and to disseminate it effectively;
- to develop a partnership between carers/parents, students and the school, in which each has an active role to play in the education of special needs students by to requesting, monitoring and responding to parents/carers and students views
- to work in cooperation with assigned outside agencies, to ensure there is a multi-professional approach to meeting the needs of all students

This policy will identify how the school will:

- implement procedures for assessment, identification and provision for students 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 AND DISABILITIES?**

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

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

### **IDENTIFYING STUDENTS WHO HAVE SEND**

All young people progress at different rates, but where they fail to achieve adequate progress, despite having access to a high quality, 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 SEND PROVISION**

#### **The Head Teacher**

The Head Teacher has responsibility for:

- the day to day management of all aspects of the school's work including provision for students with SEND
- working closely with the SENDCo

#### **SENDCO**

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

- efficient use of resources in making the appropriate provision for students 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 student passport (One Page Profile);
- working with the Head Teacher and other teaching staff to formulate a bespoke-personalised curriculum based on the young person's ability, needs and interests;
- Ensuring that teachers' plans incorporate information from the EHC Plan, PEP and student passport, alongside strategies to support students to overcome barriers to learning, through termly planning audits.

## **Teachers**

Teachers have responsibility for:

- Supporting students to create their student passport, collate staff input and review on a half termly basis
- planning and delivering an individualised programme using information from student passport ;
- devising strategies and identifying appropriate methods of access to the curriculum;
- working with the student and providing further help on a daily basis;
- keeping records to inform the assessment process;
- providing information for the SEN Lead Teacher/SENDCo where students are giving cause for concern;
- seeking information from the SEN Lead Teacher/SENDCo where students are giving cause for concern;
- supporting students in achieving targets identified in PEPs and EHC Plans.

## **Staff Development**

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

## **Resources for SEND**

The school is funded to meet the needs of all their students through its core budget but additional funding may be requested via pupil premium to support provision for SEND through funding for specific students 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 student fails to make adequate progress despite a support plan being in place then school will consider further intervention and identify the student as having special educational needs or disabilities and requiring something more specific and specialised for them.

Additional needs will be identified by the teacher and reviewed by the SENDCo, who will consult with all staff and carers/parents, as well as the student. Following evaluation of the school's interventions and assessment of the student, the SENDCo will identify provision from within the school's resources that are designed to meet the student'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 (ABA, Clinical);
- give advice on teaching strategies or materials.

Carers/parents and the student will also be involved and as a result of this the student passport and EHCP where suitable will be revised and new strategies put in place.

## **Planning and Reviewing the Provision for Individual Students**

The strategies that will be employed for students identified as having SEN will be recorded in their student passport (One Page Profile), reflecting provision that is additional to, or different from, normal differentiated provision. Contents of the student passport will include:

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

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

## **PARTNERSHIP**

Partnership with carers/parents and social workers.

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

We aim to support the partnership by:

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

The carers/parents/social worker of any student with either special educational needs or disabilities or concerns regarding the young person's progress, are welcome to visit the school to discuss their concerns with the Head Teacher and any other teaching staff.

## **Student Participation**

The school acknowledges the student'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 their student passport;
- record students' 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 student. 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 students with SEND.

## **MONITORING AND EVALUATING PROVISION**

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

- early identification of pupils with SEND;
- curriculum review
- student 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 student passports are regularly reviewed;
- Annual SEND Audit
- that students with SEND 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 SENDCo and/or Head Teacher. If they are still dissatisfied, they should make a formal complaint, following the complaints procedure as laid out in the Complaints Policy.