



# **Lealands High School SEND Information Report & Local Offer**

**September 2025**

## LEALANDS HIGH SCHOOL SEND INFORMATION REPORT

At Lealands High school we believe in achievement, ambition and progress for all children.

- We aim to meet the needs of individual children through highly effective teaching and learning.
- There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.
- We work in a flexible way to develop effective partnerships with: children and their parents/carers; the SENCO/Assistant SENCO; specialist staff (both within the school and external professionals, such as educational psychologists; occupational therapists; and child and adolescent mental health services (CAMHS) to ensure that the school can meet a broad range of special educational and medical needs.
- We undertake a rigorous system of monitoring students' progress, supporting academic and personal achievement by working to remove barriers to learning as well as using a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children and young people.

## **1. How does the school organise support for children with special educational needs?**

- The SENCO, Assistant SENCO and appropriate staff liaise with schools or provisions to gather information on new students joining the school.
- This communication ensures personalised support is in place during and after the transition period. This support fosters a positive relationship with the student, the school and the family / home resulting in a smooth transition for all parties.
- Once the students have joined Lealands, we analyse prior assessment data, complete our own baseline assessments and regularly monitor academic and pastoral progress to assess and identify barriers to learning that may arise as a result of any potential special educational needs or disabilities.
- Following the ongoing monitoring of students' progress, if it is deemed necessary, assessments are completed with appropriate qualified external professionals.e.g. SEND advisors from the local authority or other relevant professionals. As a result of this monitoring and assessment, appropriate intervention support sessions for identified children are implemented.

Examples of such sessions are: literacy and numeracy groups in school, social emotional support groups and self-esteem workshops.

- In addition, if it is deemed necessary, we will refer students and families to outside agencies for specialist advice and support. Formal assessments of areas of needs are completed and suggested strategies to support the students and families advised. Working with parents and carers, school then implement the professionals' advice in line with school policies.
- To keep parents and carers informed of students' progress, staff liaise with parents and carers to ensure they are aware of their child's progress. This also gives staff the opportunity to gather their views regarding their children. This is done through information events, regular reporting, meetings, telephone conversations and letters.

## 2. What kind of SEND needs are provided for and how are SEND students identified?

- The first step in identifying children who have additional needs is through quality first teaching, using the approach of assess, plan, do and review. Using information provided by primary schools, key stage two attainment and on-going internal assessment data provided by the leadership team, teachers plan adapted lessons to ensure all students can make good progress. Teachers and support staff deliver planned lessons and whilst marking and assessing students' progress, they identify areas of strength and areas for further development in students' work.
- An identified special educational need can take a number of different forms and present itself in a number of ways. For example, a student may be having difficulty with reading, number work or their attitude to learning, either in lessons or around school, which can be helped by putting extra support in at school and by working in partnership with parents / carers and specialist partnership organisations. It may also be due to a disability or medical condition which makes it harder for a child to use the same educational facilities that the school provides for the majority of children to make good progress. For some children, this may be a temporary need or difficulty, while others may have a long term need for support.
- Within the SEND Code of Practice (2014), special educational needs are identified under the categories shown below. In addition, there are examples of the different types of special educational need we cater for:
  - a) Communication and interaction (e.g. expressive and receptive language, Autism, Asperger's)
  - b) Cognition and learning. (e.g. moderate learning difficulties, dyslexia, dyscalculia, dyspraxia)
  - c) Social, emotional and mental health. (e.g. mental health needs, self-harming, ADHD, ADD, attachment disorder)
  - d) Sensory and/or physical. (e.g. – visual impairment, hearing impairment, physical disabilities & medical needs)

We aim to identify children who have any difficulties as soon as possible so that appropriate support strategies can be implemented. Full use is made of information passed to the school when a child transfers to the school. When a child starts, we use assessments during transition to identify any further difficulties a student may encounter or needs they may have that have not been identified by their previous schools. This allows us to capture an accurate, up to date picture of their current level of attainment.

Teachers are continuously monitoring progress. Strategies they use to identify pupils with SEND are:

- discussion with parent/carer to see if they have noticed anything/have any concerns
- on-going teacher and support staff assessment and observation in lessons and around school
- progress against age related expectations in all subjects is monitored using GCSE grade criteria
- progress against literacy and numeracy objectives is monitored
- liaison with the Student Support Department and the SENCO to identify potential areas of need

If it seems that a child may have special educational needs, teachers and the Student Support Department will assess:

- what are the student's strengths and what they need additional support with
- what the child would benefit from learning
- how best to help the child learn

Once a student's needs are identified, support strategies are implemented. Impact of the strategies is monitored and strategies can be changed once progress is measured. If, despite this support, progress is still unsatisfactory and concerns continue, a referral will be made to appropriate outside agencies. The SENCO or Assistant SENCO requests parental permission to seek support and advice from outside agency partners. A referral will be completed and the appropriate agency will complete an assessment potentially identifying strengths and areas of need. It is possible a specific special educational need or needs could be identified, but this is not always the case. A report will be produced giving (Possibly giving a diagnosis) and will suggest support strategies for the SENCO or Assistant SENCO to share with school and parents/carers to support the child.

The policy for identification of SEND students is noted below:

“If concerns arise regarding a student's progress and they are not yet diagnosed with a need, an in school assessment is completed by the SENCO, Assistant SENCO, Head of Year, subject teachers and parents. Support strategies are agreed and implemented. Intervention strategies are implemented with an identified review date. On-going progress is monitored and the intervention strategies are adjusted accordingly.

This support may take the form of: (Taken from section 5.7 of the SEND Policy)

- 5.7.1 Advice to teachers on quality first teaching strategies, classroom management or classroom resource materials
- 5.7.2 Adaptation of the curriculum and resources to support pupils with SEND
- 5.7.3 Identification, observation and assessment of pupils' Special Educational Needs or disabilities and subsequent advice
- 5.7.4 Practical support for subject teachers
- 5.7.5 Professional development of teachers working with pupils with SEN
- 5.7.6 Education and Health Care Plan (EHCP) provision
- 5.7.7 Signposting to other outside agencies to investigate the pupils's needs further

If a decision is made to request the Local Authority make a formal assessment for an EHCP, the SENCO collates all relevant paperwork, including reports, assessments, examples of the pupil's work, with and without support, Pupil Passports, views of the parent / carers and the child and any relevant records of meetings or communication with professionals and parents.

This information is then submitted to the SEND Moderation Group at the Local Authority (LA) who consider the request for Statutory Assessment. If refused, the school and parents / carers are given reasons and advice about the best way forward to support the student. If statutory assessment agreed and initiated, the LA conducts the process in close collaboration with parents, the school and relevant agencies.

- 5.7.8 The Statutory Provision Assessment Group (SPAG) is a multi-professional team which then agree a proposed EHCP which is then sent to the pupil's parents and school for consultation. If agreed, the EHCP is then finalised and the recommended provision is reviewed annually. (For further information, please refer to the SEN Code of Practice (2014) Chapter 9.)

### **3. Who are the key people in school to discuss parental/carer concerns about the child's difficulties?**

- The school is available for telephone call queries from 8am to 4pm on Monday to Thursday, and 8am to 3:30pm on a Friday. First point of contact should be the child's tutor, followed by the pastoral support manager, head of year, senior leadership link, the special educational needs co-ordinator or the deputy head teacher. If you call outside our open hours or a member of staff is not available to answer your call, please leave a message on the system and the member of staff who you have left the message for will return your call.
- If you are specifically concerned about your child and would like to discuss any special educational needs or disabilities, telephone the school and ask for the Mr Hall (SENCO) or Miss Ledgerd (Assistant SENCO). There are a number of parents' information reports distributed on a termly basis. There is a Student Support Information Evening for each year group in the Autumn term. Following this, each year group has one annual subject teacher parents evening except year eleven who have two. Where deemed necessary, students registered as "Known to Student Support (K)" or with an Education and Health Care Plan (EHCP) will have an annual review meeting. The parents/carers and the student meet with the head of year or pastoral support manager and the school SENCO or Assistant SENCO. This meeting is to discuss the progress the student has made and further strategies that could be put in place to support the student in the future. Targets are set for coming year and strategies recorded to support the student to meet the targets. This document is then submitted to the SENAT team at the Local Authority who update the EHCP document.
- In addition, when deemed necessary, the student support staff maintains regular contact via telephone, meetings and letters with parents/carers to ensure students are supported effectively in school and at home.

#### **4. How will parents/carers be informed about a child/young person's progress within the setting and how will her/his progress be measured and reviewed against targeted outcomes?**

- The SENCO co-ordinates the support for students with identified special educational needs in liaison with teachers, support staff and outside agencies.
- To inform parents of whole school events or information, letters are e-mailed and if no e-mail address is recorded, the letter is handed to students in tutor time to take home to their parents/carers. Copies of all letters distributed can be found on the school website.
- At times, when it is deemed necessary, information will be texted or documents will be emailed to parents/carers.
- When students join the school, previous data is analysed from infant and junior schools. This data is used to produce a set of targeted outcomes for students to achieve when they complete their suite of qualifications at the end of Year 11. This information is shared to parents / carers as part of the termly assessment and reporting procedures.
- To ensure these we have an accurate picture of the students levels of attainment when they join the school, as well as data received from previous school, a number of baseline assessments are completed.
- If students join the school and data from their previous school is not available, internal baseline assessments will be used to set targeted outcomes for students in line with national expectations for good levels of progress.

Once these targeted outcomes have been set, students' progress towards these targets is assessed by teachers and progress data is analysed by the SENCO on a termly basis. Progress is monitored by teachers by marking classwork, extended learning, assessments / exams. Following teacher assessments, the SENCO and Student Support Team analyses the reported progress and identifies areas of strength and areas where extra support may be required. To ensure teacher assessments are accurate, learning walks, lesson observations and work scrutinies are completed in departments to moderate assessments and students' progress.

- If at any point during their education progress is not good, areas of weakness are identified and intervention strategies implemented. The impact of these interventions are reviewed on a termly cycle and adjusted accordingly.

Who evaluates and reviews the effectiveness of SEN provision and who is this reported to?

- The SENCO continually evaluates the effectiveness of the SEND provision. This is reported on a termly basis to the school staff, the Senior Leadership team and the Governors. The areas for further improvement form part of the School Achieving Excellence Plan that is evaluated on a monthly basis. Progress is then reported to the Head teacher, the SLT and Governors on a termly basis.

#### **5. What support will parents/carers receive if their child/young person has been identified as having special educational needs?**

- Contact and support for parents/carers is initiated through conversations with staff in school (i.e. Tutor, PSM, HOY etc.)
- Advice for parents/carers on how to support students with their need is available on the school website, discussed in parent/carer meetings, at parents' evenings and from discussions with, or about, reports from outside agencies (e.g. The school nurse, educational psychologist, speech & language therapist, CAMH, etc.).
- The SENCO/Assistant SENCO may signpost parents to appropriate support groups/agencies.

- Parents may be invited to work with and are referred to agencies through completing a Family Partnership referral with school staff. The Family Partnership Referral document is submitted to the Local Authority and the case is then reviewed by the Family Partnership Service and Luton Borough Council.
- Parents/carers are directed to specific support groups when they are available or identified as a need through the Family Partnership referral process.
- Parents / carers of students with an EHCP are invited to attend an annual review meeting for students with an EHCP. These meetings are to discuss the progress the student has made and plan any further support that is required to help the child.

#### **6. What support is offered to ensure the wellbeing of children/young people with SEND?**

- The first point of contact for all parents is the child's tutor. Students are taught one of their subjects by their tutor and meet with them for a tutor session at least once a week. .
- Each year group has a Pastoral Support Manager (PSM) and a Head of Year (HOY) who oversee the year and monitor the attitude to learning, attendance, punctuality and achievement of students.
- The PSM and HOY are supported by a Senior PSM, an Assistant Headteacher who is in turn supported by the SENCO, Assistant SENCO and the Deputy Head teacher.
- Student Voice is available to all students through a dedicated e-mail address. There are regular meetings with the student voice group with representatives from each year group. The student senior leadership team listen to suggestions and feedback through assemblies.

- Social skills groups and individual support sessions are run termly for identified students to support students and develop social skills.
- The Student Support Department run a break time and lunchtime activity session as a quiet area for students to attend and feel safe.
- To support students with medical needs, a fully qualified medical officer (Matron) is in school plus a team of qualified first aiders amongst the staff. Matron liaises with parents / carers, the school nurse and any external medical agencies to ensure the medical needs of all students are met. If students are required to take medication during school hours, this medication is held securely by Matron in the school medical room. Matron will supervise and record when students administer medication to ensure this is done safely.
- For students experiencing social and emotional difficulties, there is an Emotional Literacy Support Assistant (ELSA) that the pastoral team can refer students to. The ELSA will meet regularly with the students for up to seven weeks to support their social and emotional development sharing strategies to support the students with pastoral and teaching staff. The ELSA meets on a termly basis with Educational Psychologists from the Local Authority to discuss their cohort and strategies to support the students.

**7. How will teaching be adapted to support the child/young person with special educational needs?**

- Lessons are adapted by skill, task and outcome. Teaching and learning at Lealands is based on six key principles: Effective challenge, explanation, modelling, practise, questioning and feedback. Teachers and support staff are all aware of all students' prior, current and targeted outcome data in their subjects and this information is used by teachers in combination with the teaching principles to plan personalised lessons to meet the needs of all students.

- Depending on the needs of the student, the school curriculum may be adapted to target specific areas. Analysis of academic and social progress informs staff of possible areas of need. Intervention sessions are run for individuals and small groups. Examples include literacy, numeracy, emotional regulation, social and emotional skills, independent learning, self-confidence and leadership.
- If deemed necessary, outside agency support will be requested to support students. The school routinely works closely with CAMH, Edwin Lobo, Education Psychology Service, Local Authority Special Educational Needs Assessment Team (SENAT) and many more partner agencies to support students. Following advice given from these agencies, a Student Information Document outlining student's specific needs and strategies to support the students is written to support teachers, students and parents / carers. Included in this document are details of the students' needs, the impact these needs may have on the learning and suggested strategies for teachers to implement when planning and delivering their lessons.
- The SENCO and Assistant SENCO deliver training to teaching staff and support staff on appropriate strategies to support students with particular areas of special need.
- Progress is measured through regular monitoring of academic achievement (3 times a year). The frequency of monitoring may be increased if students are receiving extra support for their needs. Progress is measured through academic attainment, analysis of achievements and consequences, discussion with school staff, parents / carers and any partner organisation supporting the child. Communication is made by letter, telephone call, online meetings or face to face meetings.
- Each student who is on the 'Student Support' register is involved in creating the student information document that is shared with all staff in the school. The student information document identifies a student's areas of strength, areas of need and strategies for school, parents / carers and the student to provide appropriate support.
- Some special resources or equipment may be provided to students to support their learning e.g. specialist writing pen, coloured paper or a coloured overlay with transparency for reading. Teaching resources may be adapted such as creating/using large print texts.

**8. How will the school support your child/young person in unstructured times such as lunchtimes and break times and enable her/him to have access to after school clubs, school trips and journeys.**

- There is an extensive extra-curricular programme in place to support and engage students in unstructured times. (See extra-curricular timetable on the school web-site). These clubs run before school, at lunch and after school to support the students.
- To support students with special educational needs, the student support area is open at break times and lunch times for students to play games and socialise.
- Students are signposted to Extended Learning Support Club on Tuesday, Wednesday and Thursday after school in the Learning Resource Centre to support students with their extended learning.
- If it is deemed necessary, students on the Student Support Register will have access to Learning Support Assistant support in some mainstream lessons and where necessary, extra-curricular activities to ensure they make progress.
- Students have access to a wide range of trips and visits as part of the Lealands Journey. Where appropriate, reasonable adjustments are made or risk assessments carried out to ensure that these are as inclusive of all students. If required, liaison takes place with parents/carers prior to an activity to ensure that the appropriate provision is in place to support students' needs.

**9. How does the school involve children/young people in decisions that affect them?**

- As outlined in section 7, students identified with SEND needs each have an Information Document. This is written in partnership with the student, parents/carers, SENCO, Assistant SENCO and teaching staff to fully inform all staff of strategies to support students.
- Students with an Education and Health Care Plan (EHCP) will attend annual review meetings to ensure they are able to contribute to any decisions made.
- Before decisions are made regarding personalisation of curriculum or strategies that will be implemented to support SEND students, parents/carers and students are consulted and their views taken into account ensuring they are fully involved in the decision making progress.
- An annual student survey is completed to gather the views of students on our school. Positive and negative comments are discussed openly with the individual students to ensure students are aware they are being listened to in school.

**10. How are the schools' resources allocated to support children/young people with SEND?**

The schools budget for education needs is allocated based on the following criteria:

- English as and Additional Language -funding for 2024-2025 - £49,934
- Individual EHCP / statement funding/top up funding for 2024-2025 - £255,319
- Total SEND funding for 2024-2025 - £305,253

The budget is allocated to resources for special education needs including:

- Special Educational Needs Coordination - £150,467 (SENCO & Assistant SENCO)
- Learning Support Staff - £ 659,129 (16 LSAs, 1 ELSA, 2 HLTA)

- Learning resources - £7166
- Outside Agencies / Alternative Provision - £72,015
- Local Authority Service Level Agreements (special educational needs advisory service and educational psychologist)& Exam Access assessments - £10,235
- English as an Additional Language Co-ordination - £33,986
- Total spend - £932,998

How funding is allocated to individual children/young people with special educational needs and/or disabilities

- Funding is allocated to individual students based on their needs
- EHCP /top up funding is allocated to provide dedicated support from Learning Support Assistants or support from outside agencies for those students in receipt of the funding.
- EAL funding is allocated to those students identified as having English as an Additional Language. The support is via the EAL Co-ordinator, the EAL Learning Support Assistant and learning resources. Relevant support is put in place dependant on the individual needs of the student.

#### **11. What services external to the setting/school/college can provide support to children with SEND?**

- Lealands works closely with CAMH, Edwin Lobo, EWO service, the Family Partnership Service, Educational Psychologist service, Local Authority Autism Service, Special Educational Needs Assessment service, Speech, Language & Communication, Chums, Stronger Families, Social Care, Independent Domestic Violence association, NHS and School Nurse team.

- When completing referrals to outside agencies, Lealands staff will liaise with parents / carers to complete referrals to the relevant support agency to meet a student's needs. Depending on the outcome of the referral, an assessment is completed and an actions agreed. Actions consist of advice and strategies to support the child in school and at home. As part of the actions, review dates are agreed to monitor the impact of the support. Advice and appropriate training is provided for school staff to deliver strategies that are suggested in order to ensure all staff are able to meet the needs of the individual student.
- Lealands works very closely with Leagrave Primary School as part of the LUMEN partnership and as such, is able to draw on the expertise and provide specialist support from various partner schools including from Woodlands Special School.

**12. How are staff in the school supported to work with children/young people with special educational needs and what training do they have?**

- All teaching and support staff follow a training programme targeting their individual needs set as part of the school appraisal process.
- Regular updates are provided to all staff on strategies to support SEND students in lessons and around school as part of the school CPD programme.
- Through our rigorous appraisal system, identified targeted training is provided to teaching and non-teaching staff on strategies to support SEND students.
- This training is provided by colleagues in school, colleagues from partner schools and Local Education Authority traded services.
- On occasion, students are supported by external agencies. Strategies to support students are communicated to the school SENCO. In turn, when required the SENCO provides training to staff working with students to support them in lessons and around school.

- Regular training is provided to Learning Support Assistants (LSAs) to assist in supporting students with specific learning needs.
- Student Support Staff and the Pastoral Team meet regularly under the direction of the Deputy Headteacher, SENCO and Assistant SENCO to discuss and develop strategies and best practice.
- The SENCO meets with other SENCOs from Luton Secondary Schools to regularly discuss and develop best practice approaches.
- Staff who work within the student support team have recently completed training to support a wide range of needs.

### Examples of Training Completed

<b>Title</b>	<b>Aim</b>	<b>Date</b>	<b>Who</b>
Safeguarding in schools	Promoting safeguarding	January 2023	All staff
Improving literacy in secondary school	Literacy Support	January 2023	Literacy Team
Guided Reading	Supporting students reading	February 2023	Student Support Team
Mental Health First Aid	Supporting mental health	March 2023	ELSA

Cognitive Behaviour Therapy	Supporting students social and emotional management	May 2023	Pastpral Team
Exam access support	Supporting students with assessments	December 2023	Student Support Team
NASEN Whole School SEND Provison	Co-ordinating SEND in schools	October 2023 – April 2024	SENCo
Emotionally based school avoidance	Supporting students with social and emotional needs.		Assistant Headteacher – Disadvantaged students
ELKLAN speach and language support for 11-16's	Literacy Support	May 2024	Literacy Intervention Team
Mental Health Lead	Supporting students with social and emotional needs.	June 2024	Safeguarding and mental health lead.
TQUK level 2 understanding autism (RFQ)	Supporting students with Autism	October 2024	LSA Team Leader
Safeguardng in schools	Promoting safeguarding	September 2024	All staff
SEND in Mainstream Lessons	Staff aware of strategies to support SEND students in lesons.	September 2024	All staff
Lealands Lesson – 6 Pillars of teacing.	Excellent quality first teaching.	September 2024	All staff
Supporting Pupil Premium Students	Staff aware of strategies to support Pupil Premium students in lessons.	September 2024	All teaching and Student Support staff
Suppoting positive behaviours – Behaviour Curriculum.	Staff aware of strategies to support excellent behaviour in lessons.	September 2024	All teaching and Student Support Staff

Emotional Literacy Support – Behaviour curriculum	Supporting students social and emotional management	October 2024	Pastoral team
Supporting students effectively in lesson	Effective LSA Support	November 2024	ELSA
Exam access in lessons	Supporting students with assessments	December 2024	Student Support Team
Lealands Lesson – 6 Pillars of teaching.	Excellent quality first teaching.	January 2025 – July 2025 – Weekly CPD sessions	All teaching and Student Support staff
Safeguarding in schools	Promoting safeguarding	September 2024	All staff
Lealands Behaviour Curriculum	Supporting positive behaviour in school.	September 2025	All staff
Adaptive Teaching	Supporting SEND students in lessons.	September 2025	All staff

Throughout the academic year 2024 2025, as part of the on-going CPD for all staff, members of the Teaching and Learning team and the Student Support Team delivered regular online updates and training on strategies to support students in school. These sessions are continuing throughout 2025-2026. In addition to these recent events, staff in the Student Support team meet on a weekly basis to discuss strategies to support students' needs. Examples include strategies to support students with reading, ASD, ADHD, developing independence and leadership.

**13. How will the school support the child/young person in moving to another school or college or in preparing for adulthood?**

- When students with SEND are transferring to a new school, when it is confirmed the student has started the new school the student's information will be sent to the new school. This information will include: Infant and Primary school records, Lealands' annual school reports, any personalised letters sent to the parents/carers and any outside agency assessments completed.
- . The SENCO, Assistant SENCO or a member of the pastoral team will arrange for the students' SEND information to be sent to the new school and will discuss the needs of the student and explain any strategies in place to support the student, including involvement of any outside agencies if necessary.
- When students are applying to post-16 provision, each student will have a meeting with the school careers adviser. At this meeting they will be made aware of all the options that are open to them. Parents / carers are able to attend these meeting if they so wish.
- When it is deemed necessary, SEND students will be taken to view post-16 settings by school staff. When the students decide where they want to apply, the school SENCO will liaise with the setting to ensure all information is communicated ensuring the future setting is aware of the needs of the student before they attend the new provision.

**14. How accessible is the school environment?**

- In September 2013, as part of the building schools for the future programme, Lealands re-opened after a full refurbishment. The new building fully complies with all building regulations and all areas of the school are fully wheelchair accessible.

- Throughout the school, there are disabled changing and toileting facilities available. There are a wide range of storage areas for any disability equipment required to support our students' needs. Adjustable height desks are available throughout the school; including in specialist areas such as science.
- For children with hearing difficulties, each area of the school is labelled with signs showing directions to each part of the school.
- To ensure high quality communication between parents/carers and the school, when it is necessary, Lealands will use an interpreter for parental meetings. Regarding written communication, letters are translated into a parents' first language where necessary and when practical to do so.
- The full school accessibility plan can be found on the school website.

**15. Who can parents/carers contact for further information at or about the school?**

- The first point of contact at the School is the student's tutor. If the query is specifically regarding SEND, parents/carers should contact the school Special Educational Needs Co-ordinator, Mr Hall or the Assistant SENCO, Miss Ledgerd.
- If parents/carers would like further information on the school, please use the contact details on the school website. Please address any correspondence to the school Special Educational Needs Co-ordinator. If parents / carers would like support in contacting or working with the school, they are able to contact *Luton* SEND Information, Advice & Support Service (SENDIAS). Contact details are Cathy Doran (Telephone: 01582 548 156), or e-mail the service on:

<https://sendiasluton.co.uk/>

- If parents would like support with information on special educational needs, they are able to find more information in the Local Offer by contacting the Local Educational Authority through the following link - <https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page?localofferchannel=0>

- If a parent /carer wish to make an informal complaint to the school, they should initially contact the SENCO, Jeff Hall, to discuss their concerns. If, after this, the complaint is not resolved, the parent / carer should contact the Head teachers PA (Suzanne Pittard) to arrange a time to speak to the Head teacher, Mr Burridge in line with the school's complaints procedure which can be found on the school website.
- If a parent wishes to make a formal complaint, they should put the complaint in writing and address it to the Head teacher (Mr Burridge) at the school address. Any formal complaint will then be followed up using the procedures outlined in the complaints policy that can be found on the school web site.

#### **16. What are the school's admissions arrangements for students with SEN or disabilities?**

- The school ensures that students with SEND are admitted on an equal basis with others in accordance with its Admissions Policy. These arrangements will not differ from those of other pupils unless there is a medical condition needing special facilities. In this case, there will be prior consultation between parents, school staff, the Local Authority (LA) and the Health Authority. In some cases, students may require support on admission. E.g. EAL students will be provided with a personalised curriculum to meet their individual needs.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless it would be unsuitable for the age, ability, aptitude or SEND of the pupil, or the attendance of the pupil there would be incompatible with the efficient education of others, or the efficient use of resources. Before making the decision to name our school in a child's EHCP, the local authority will send the Headteacher a copy of the EHCP and we will then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget). Parents of a child with an

EHCP also have the right to seek a place at a specialist academy/school if they consider that their child's needs can be better met in specialist provision.

- In order to support transition from year 6 to year 7, a number of strategies are in place to support students. On entry, for the identified SEND cohort there are personalised individual or small group visits during the summer term. Parents/carers of all students are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. Through discussion with the feeder primary schools, some students are identified and a planned introduction programme is delivered in the summer to support transfer for students starting school in September. If it is deemed necessary, the SENCO or Assistant SENCO meets with new parents / carers of students who are known to have SEND. This enables any concerns to be raised and solutions to any perceived challenges to be planned prior to admission. For students with significant and complex difficulties, careful transition planning begins up to a year in advance of transfer. The SENCO or Assistant SENCO may attend the Year 6 Annual Reviews of EHCPs where Lealands has been named as the chosen school. If students are transferring from another setting mid-year, the previous school records will be requested immediately and a meeting arranged with parents/carers to plan strategies to support the student and identify and reduce any concerns.

**17. What steps have the school taken to prevent students with SEND from being treated less favourably than other students**

- Lealands High School is committed to promoting diversity, equality of opportunity and community cohesion for all staff and students. We will provide a challenging and diverse approach to learning to support our students to develop as members of society in which intellectual, practical, interpersonal and technical skills are all important.
- All of our students have the right to enjoy equal access to a high quality and relevant curriculum and recognise that for some, especially those identified with SEND, extra support is needed to help them achieve and be successful.
- We strive to provide support to individuals or groups who require something extra to meet their needs and understand that treating people equally does not always involve treating them exactly the same. Reasonable adjustments may also be made to ensure that, where possible, everyone can participate equally in school life.

- The school has a senior member of staff responsible for equalities and a single equality duty document published on our website which is regularly reviewed by governors.
- Staff receive equalities training as part of the on-going cycle of staff training.
- We include parents and carers as an integral part of the school community and strive to involve them as much as possible in any decisions made regarding their child.
- Our SENCO, the Student Support Team and Medical Officer work closely together and with parents/carers to ensure equality and meet the needs of disabled students and those with special educational needs.
- We take steps (reasonable adjustments) to ensure that students with disabilities and those with special educational needs are not put at a disadvantage compared to other students. For example, a number of students who have needs that affect their ability to write have access to ICT facilities for lessons to enable them to complete their work.
- Any learners with disabilities, their families and staff with disabilities are consulted about the changes and improvements we make and on issues affecting them, rather than relying on people acting on their behalf.
- We carry out accessibility planning for disabled students that increases the extent to which they can participate in the curriculum, improve the physical environment of the school and increase the availability of accessible information to disabled students.
- We provide intervention for students who are working below national expectations through intervention programmes like Rapid Plus, Reading Wise' and our entry level maths curriculum.
- We plan and deliver lessons across the curriculum that promote common values and help students to value differences and challenge prejudice and stereotyping in relation to special needs and disabilities.

- We aim to include all students fully in our curriculum and activities so that they work alongside one another positively developing understanding and fostering good relationships.
- We tackle prejudices and any incidents of bullying based on special educational needs and disability in line with our school policies.
- The complete Equality Duty document is available in the policies section on the school web site.

**18. What facilities are there for SEND students to access?**

At Lealands High School, we offer pupils a broad and balanced curriculum through adapted planning. If a child is identified as having SEND, one or more of the following strategies is adopted:

- In-class support from LSAs allocated to targeted students or classes.
- A personalised curriculum allowing temporary withdrawal of individuals and small groups to work on specific areas of need.
- Effective use of the Student Information Documents to inform staff, students and parents / carers of students needs and suggested strategies.
- Continuous monitoring and assessment of students' academic and social progress.
- Specialist equipment. E.g. electronic reading device, lap top computer / tablet for ICT support, writing slopes.

- An identified area of the school (The Student Support Department) which includes rooms for interventions, medical support, an area for students to regulate their emotions and an area for students to receive support before school, at break and lunch time and after school.

#### **19. What are the arrangements for SEND students in case of a medical pandemic.**

- At the beginning of each day, students line up in their class and are met by the teacher. Teachers then escort their class to lesson. This process is repeated throughout the day at the start and finish of each lesson.
- Before school, at break time and lunchtime, each year group is allocated a social space around the school.
- The school day altered so year 7, 8 and 9 have different start and finish times to year 10 and 11. Each year group enter and exit the school at their own gate. Staff are on duty to ensure rules are adhered to from the moment the students arrive at school.
- If students are required to work from home due to medical pandemic, the work the students are missing in lessons is set online using the online platform 'Google Classroom'. All classes have a Google Classroom set up for each subject. Teachers will upload the lesson and the tasks prior to or on the day of the lesson. Students should complete the work at home and upload it onto the Google Drive for teachers to assess.
- For students who do not have access to the internet at home, there are portable internet dongle devices that are available to be requested from school in order for all students to have internet access at home.
- For students who do not have access to an ICT based device to complete their work on, parents / carers can apply to school for a loan of a lap top device to be used at home. Please contact Mrs Rust, Assistant Headteacher to discuss requesting a dongle or the loan of a lap top device.

## 20. Planned arrangements for more severe medical pandemic restrictions.

- If more severe restrictions were enforced in future, each school year group will be placed into groups known as a Bubble. Bubbles are taught lessons with other students in their year group.
- The school site would be split into five areas of the school. Each year group bubble would be taught in one area of the school for the entire day. That area of the school would then be cleaned overnight and each year group move to a different area of the school the following day. This would be repeated throughout the week so students have been taught in each area of the school every week. This would allow specialist teachers to teach subjects in their specialist rooms the majority of the time. On a small number of occasions, specialist classrooms would be required for lessons (Technology, Computing). If these rooms were used by one bubble, they would be cleaned before they are used by another year group bubble the same day.
- The vast majority of students who are known to have a special educational need (Code K) will continue to be taught in their mainstream lessons. If social distancing regulations are reintroduced, learning support assistants would be unable to support students in mainstream lessons. Each year group would have two members of support duty staff to support their bubble each lesson. These staff would monitor the lessons continually to ensure SEND students are able to access work in lessons. If a student was having difficulty, these staff would have the opportunity to remove the student to a small area within the year bubble to help them overcome their barrier to learning.
- For students who have more severe needs and those with an EHCP, there would be a separate Student Support Bubble. This Bubble would be run by the Student Support Department staff. Specialist teachers from departments would teach in the Student Support Bubble. Students in this bubble would be taught separately from their year group. These students would continue to study the national curriculum subjects although the content studied may have differed from the content taught in the mainstream year bubbles due to students' needs.