

SEND Policy 2018-19



Lealands
High School

SEND Policy
Lealands High School
Issue Date: December 2018

1. INTRODUCTION

Lealands High School policies are designed to support the school ethos, aims and vision. Lealands is a positive learning community which is fully inclusive to ensure equality of opportunity for all.

Our aims are outlined in our Home School Agreement. We want all members of the school community to:

- Enjoy learning
- Be enquiring
- Achieve the best
- Feel safe and secure
- Be happy
- Be well cared for and supported
- Be challenged and make good progress
- Be prepared for a bright future
- Make a valued contribution
- Enjoy a well ordered and stimulating learning environment

Our vision is to be a school where:

Everyone achieves excellence, demonstrates respect for all and takes responsibility for their own actions while helping others to be successful.

All staff are required to uphold the ethos and aims of the school through the application of this and all school policies agreed by governors. Every teacher at Lealands High School is a teacher of every child or young person including those with special educational needs or disabilities (SEND).

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice (June 2014) and has been written with the reference to the following guidance and documents

- SEND Code of Practice 0 – 25 (June 2014)
- School Admissions Code of Practice
- The statutory guidance on supporting pupils at school with medical conditions (December 2015))
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards, 2012
- Public Sector Equality Duty

Assistant Head teacher – SENCO, Jeff Hall, is the person responsible for managing SEND support at Lealands High School. Jeff Hall is a member of Lealands High School Senior Leadership Team and successfully completed the National Award for SEN Coordination in November, 2013. If you are required to contact Jeff Hall, please use the school contact details below.

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2. RATIONALE

- 2.1 This policy aims to promote the successful inclusion of pupils with special educational needs and disabilities at Lealands High School. At Lealands High School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have SEND and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.
- 2.2 Inclusion is seen to involve the identification and minimising of barriers to learning and participation and the maximising of resources to support learning participation.
- 2.3 At Lealands High School, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:
- SEN: 'A child or young person has special educational needs if she or he has a learning disability which calls for special educational provision to be made for him/her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others at the same age. Special educational provision means educational or training provision that is additional to, or different from that made generally for others of the same age in a mainstream setting in England'.
- Disability: 'Many children and young people who have SEN may have a disability under the Equality Act 2010 –that is 'a physical or mental impairment which has a long term substantial adverse effect on their ability to carry out normal day to day activities. ' This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.'
- 2.4 As outlined in our school's vision we intend to be:
- Everyone achieves excellence, demonstrates respect for all and takes responsibility for their own actions while helping others to be successful.
- We, therefore, support the statement in the Code of Practice 2014 that 'a child with special educational needs should have their needs met'.
- 2.5 Within the SEND Code of Practice (2014), special educational needs are identified under the categories of:
- 2.5.1 Communication and Interaction.
 - 2.5.2 Cognition and Learning.
 - 2.5.3 Social, emotional and mental health.
 - 2.5.4 Sensory and/or Physical.
- Some pupils may have needs in more than one area.
- 2.6 In addition, pupils may have factors that impact on progress and attainment that are not identified as a special educational need. These factors are taken into consideration when planning educational provision for all pupils. These factors include:
- 2.6.1 Attendance and Punctuality
 - 2.6.2 Health and Welfare
 - 2.6.3 English as an additional language (EAL)
 - 2.6.4 Being in receipt of Pupil Premium Grant
 - 2.6.5 Being a Looked After Child
 - 2.6.6 Being the child of a Serviceman/Women

3. BROAD GOALS

The specific objectives of our SEND policy are as follows:

- 3.1 To identify pupils with special educational needs and disabilities and ensure that their needs are met.
- 3.2 To ensure that pupils with special educational needs and disabilities are engaged in all the activities of the school.
- 3.3 To ensure that all learners make the best possible progress.
- 3.4 To ensure parents are informed of their child's special needs and that there is effective communication between parents and school.
- 3.5 To ensure that learners express their views and are fully involved in decisions which affect their education.
- 3.6 To promote effective partnership and involve outside agencies when appropriate.

4. SEND SUPPORT

4.1 Access for Pupils with SEND

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

4.1.1 Differentiated teaching strategies following strategies outlined on SEND students Inclusion Passports

4.1.2 In-class support from LSAs allocated to individual students or classes

4.1.3 Withdrawal of individuals and small groups to work on specific areas of need

4.1.4 Continuous monitoring and assessment of students' academic and social progress

4.1.5 Use of specialist equipment following advice from external professionals

4.2 Criteria for Evaluating Success of Provision

Monitoring and evaluation of individual pupils' progress will measure the success of the practice of this policy. On-going tracking of student progress is completed with all support strategies' impact monitored and reviewed. An annual self-evaluation process is undertaken assessing the successes of the provision and identifying areas for continued development.

4.3 Successful provision which enables progress that:

4.3.1 Closes the attainment gap between the pupil and their peers

4.3.2 Prevents the attainment gap growing wider

4.3.3 Is similar to that of peers starting from the same attainment base line, but less than that of the majority of peers

4.3.4 Matches or betters the child's previous rate of progress

4.3.5 Ensures access to an appropriate personalised curriculum

4.3.6 Demonstrates an improvement in independence, social or personal skills

4.4 In order to ensure that all pupils receive a well-planned and suitable provision we:

4.4.1 Screen all Year 7 pupils and new pupils on entry to Lealands

4.4.2 Ensure early identification of pupils with SEND and monitor the impact of any interventions on their progress

4.4.3 Provide children with full access to the whole curriculum (where appropriate), including the National Curriculum

4.4.4 Actively work with parents and involve them with every aspect of their child's development, where appropriate

4.4.5 Provide appropriate personalised support and resources

- 4.4.6 Provide a challenging and stimulating learning environment for all, regardless of their special educational need and/or disability.
- 4.4.7 Enable individual pupils to participate in the decision making process
- 4.4.8 Provide support and advice for all staff working with pupils who are identified as being diagnosed with special educational needs or disability

5. A GRADUATED APPROACH TO SEN

- 5.1 The SEND Co-ordinator (SENCO), in collaboration with the Head Teacher and Governing Body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievements of pupils with SEN.

5.2 Admission Arrangements for Pupils with SEND

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 and carers have the right to request a particular school and the local authority must comply with that preference and name the school in the EHCP or statement, 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 Head Teacher 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 special 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 identified SEND pupils there are personalised individual or small group visits during the summer term. Parents and carers 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 primaries, targeted students are identified and a planned induction programme is delivered in the summer to support transfer for students starting school in September. If it is deemed necessary, the SENCO meets with new parents and 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 pupils with significant and complex difficulties, careful transition planning begins up to a year in advance of transfer. The SENCO, Assistant SENCO or Senior Pastoral Support Manager attends the Year 6 Annual Reviews of students with an EHCP 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 set up with parents or carers to plan strategies to support the pupil and to identify and reduce the impact of any barriers to learning.

5.3 Admission Assessments

As well as analysing any information received from primary schools, all Year 7 pupils complete Cognitive Abilities Tests (CATs), Progress in English, maths and science (PIE, PIM) test and reading and spelling assessments in the first few weeks of Year 7 to assess potential ability and their current level of attainment. If a student joins the school on an 'In Year Transfer' from another school, these assessments are completed as part of the transition process.

5.4 Quality First Teaching

All teachers are responsible and accountable for the progress of all pupils in their class, including where pupils access support from Learning Support Assistants or specialist staff. Quality first teaching differentiated for individual pupils is the first step in meeting pupils' needs who have identified SEND. To ensure pupils are receiving quality first teaching, all teachers follow a personalised CPD programme to develop their practice. Teachers are held to account through a rigorous appraisal system that sets challenging, fair targets for quality of teaching and pupil progress. These areas are monitored termly to ensure pupils are receiving consistent quality first teaching. In addition to teacher assessments, as noted in point 5.3, all Year 7 pupils complete reading and spelling tests and progress in English, maths and science tests at the beginning and end of Year 7 to monitor progress and identify pupils who fail to make adequate progress. All Year 8, 9 and 10 pupils complete reading and spelling tests at the end of the academic year to monitor progress.

5.5 Targeted Personalised Support

If concerns arise regarding a student's progress and they are not yet diagnosed with a SEND, an in school assessment is completed by the 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.

5.7 Student Support

If, despite intervention being in place, progress is unsatisfactory and concerns continue, a referral will be made to an appropriate outside agency partner. The SENCO or Assistant SENCO requests parental permission to seek support and advice from the appropriate outside agency. Following the referral and the assessment being completed, a report will be produced with the possibility of a formal diagnosis and will suggest support strategies for the SENCO to share with school and parents/carers to support the student at school and at home.

This support may take the form of:

- 5.7.1 Advice on 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 SEND
- 5.7.6 Education and Health Care Plan (EHCP) provision

If a decision is made to request the LA to 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, IPs, views of both parent and the child and records of communication with professionals and parents.

This information is then submitted to the SEN Moderation Group at the Local Educational Authority (LA) who considers the request for Statutory Assessment. If refused, the school is given reasons and advice about the best way forward. If statutory assessment is initiated, the LA conducts the process in close collaboration with parents, the school and other agencies.

5.8 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.)

5.9 Provision for children's well-being

The school offers a wide variety of pastoral support for students. These include:

5.9.1 An evaluated citizenship & PSHE curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum

5.9.2 Student and parent voice mechanisms are in place and are monitored for effectiveness as part of the school monitoring system

5.9.3 In class and out of class mentoring support with students in school

5.9.4 Small group and individual targeted interventions to improve pupils' social skills, communication skills, emotional resilience and well-being

5.10 Extra Curricular Provision

All children are entitled to full and equitable access to the National Curriculum. The school provides a range of extra-curricular activities, details of which can found on the school website. All students, including those with SEND are encouraged to attend. There is also a homework club staffed by Learning Support Assistants. When required, risk Assessments are carried out and procedures are put in place to enable children to participate in appropriate school activities. The school strives to ensure it has sufficient staff expertise so students with SEND are not excluded from any school provided activities wherever possible.

5.11 Preparing for Transfer after High School

The school has in place a careers programme that is delivered to year 8 to year 11.

Additionally, the school has a careers lead to provide more expert and independent advice for all students from year 8 to year 11

In order to enable the successful transition from high school for pupils with significant needs, careful preparations are made by school staff in partnership with parents, LA support staff, the pupil and the Colleges of Further Education. A detailed transition plan is agreed and implemented during years 10 and 11.

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://nationalcareersservice.direct.gov.uk> which sets out details of SEND 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 student has an EHCP or Statement, all reviews and plans from year 9 onwards will include a focus on preparing for adulthood, including employment, independent living and participation in society.

5.12 Complaints Procedure

The school endeavours to maintain close working relationships with parents at all times. If any stakeholder wishes to make a complaint, they should refer to the whole school complaints procedure available on the school website or by request from the school office.

5.13 Allocation of Resources

The LA allocates financial resources to the school. The budget is allocated based upon deprivation funding (free school meals / ever 6) and prior attainment funding, Pupil Premium funding, Catch up Funding and the numbers of pupils on roll, as well as statement /EHCP allocation.

The major part of the funding allocation is used to employ the SENCO, Assistant SENCO, EAL coordinator Learning Support Assistants (LSAs), who support students within class and teaching and to provide learning resources. Students may be withdrawn for short periods of time to work on specific areas of need using these resources. The SENCO maintains a central store of SEND support resources which are available to all members of staff to use to support students' learning.

5.13.1 Class/subject teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching, differentiated for individual students, is the first step in meeting the needs of any student who has or may have special educational needs. Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in the school and increase their access to the taught curriculum. The quality of classroom teaching provided to students with SEN is monitored through a number of processes that include:

5.13.1 Classroom observation by the senior leadership team and / or line manager;

5.13.2 On-going assessment of progress made by students with SEND;

5.13.3 Work sampling and scrutiny of planning to ensure effective matching of work to student need;

5.13.4 Teacher meetings with the SENCO or Assistant SENCO to provide advice and guidance on meeting the needs of students with SEND;

5.13.5 Student and parent feedback on the quality and effectiveness of interventions provided;

5.13.6 Attendance and behaviour records;

5.13.7 Regular monitoring of teacher assessments of students' progress and analysis of tests and exams

All SEN students have individual targeted outcomes that are set in line with national outcomes to ensure ambition. Parents and carers are informed of these via the reporting system and also at events such as Parents' Evenings. Students' attainments are tracked using the whole school tracking system. Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the student.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.

5.14 Managing students coming off the register

As part of the on-going review of students' progress, students may overcome their SEN. If this is the case, these students will be removed from the Student Support Register. The criteria for students are noted as:

- 5.14.1 A student's social and/or emotional skills have improved and are no longer having a significant negative impact on their own or others' learning
- 5.14.2 A student's mental health has improved and is no longer a barrier to learning
- 5.14.3 Sensory and / or physical disabilities are no longer a barrier to learning or require significant adjustments to be made
- 5.14.4 A previous diagnosis by a medical or appropriate professional person has changed/been withdrawn
- 5.14.5 Learning and development has improved so that it is now in-line with age related expectations
- 5.14.6 Rapid progress in learning has taken place so that the child is now progressing more quickly than the average child and rapidly catching up with his/her peers without additional input/support.
- 5.14.7 As a result of the improvements above, students are now making progress at the expected rate or better and attainment is in line with the national average.

6 Supporting Parents and Carers

- 6.1 Lealands High School values parents as partners in the development and education of their children. Parents / Carers are invited to be involved in setting targets for Pupil Profiles agreeing their involvement in efforts to meet their child's learning needs. Pupil Profiles will be written by school staff in partnership with the pupils and the parent / carer and then shared with parents for consultation. Parental involvement is especially important for children with social and emotional difficulties. The school will make all possible effort to involve both the parents/carers and the child in the setting of appropriate targets. Pupils are encouraged to be involved in target setting, according to their level of understanding. They will thus be more involved in the review of Pupil Profiles and in celebrating the success of targets achieved. To support parents / carers, the LA has a Parent Partnership officer. This purpose of this role is to be able to give independent advice and support to parents /carers.
- 6.2 Attainments and progress towards the identified outcomes will be shared with parents termly through feedback and also through the school reporting system and Parents' Evenings. Parents may also find the Learning Diary a useful tool to use to communicate with school staff on a more regular basis. Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCO or Assistant SENCO or a member of SLT at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.
- 6.3 For information on how to support students, please visit the school website. It can be found at www.lealands.luton.sch.uk and includes links to other websites and

resources that we have found useful in supporting parents to help their child learn at home. This is where Lealands SEND information report is located with a link to Luton Authority's local offer information can be found.

- 6.4 If parents / carers require independent support or advice, they are able to contact the Luton SEND Information, Advice and Support Service at https://www.luton.gov.uk/Education_and_learning/Special_educational_needs/Pages/Luton-SENDIAS-service.aspx This service offers information and advice on children's rights and special educational needs.

7 SUPPORTING STUDENTS WITH MEDICAL CONDITIONS

- 7.1 The school recognises that students with medical conditions should be properly supported so they have full access to education, including school trips and physical education. Some children with medical needs may be disabled and where this is the case the school will comply with its duties under the Equality Act 2018.
- 7.2 Some may also have SEN and may have a EHCP which brings together health and social care needs, as well as their special educational needs provision and the SEND Code of Practise 2014.
- 7.3 Students with more serious medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse/medical officer and parents and if appropriate, the student themselves.
- 7.4 Staff who administer and supervise medications will complete formal training and be verified by the school nurse as being competent.
- 7.5 All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within 'Supporting Students in Schools with Medical Conditions' (DfE) 2017.
- 7.6 All staff is aware of students' medical needs. A central register is kept by the school Matron and is regularly updated and shared with all staff when a student's circumstances change.

8 TRAINING

- 8.1 The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning.
- 8.2 All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual students.
- 8.3 Enhanced training is provided where students present with rarer difficulties. Training and support is available from specialist teachers or therapists.
- 8.3.1 Outside Agency specialists such as a Speech and Language Therapist or Educational Psychologist, A will provide training and advice where necessary.

8.3.2 The SENCO regularly attends the Local Authority SENCO forums and Luton Futures Partnership meetings in order to keep up to date with local and national updates in SEND.

9. Monitoring and evaluation of SEND provision.

Monitoring and Evaluation of SEND provision forms an essential part of whole school monitoring, evaluation and review. An annual self-evaluation is completed by the SENCO and Leadership team and forms part of the school SEND student progress reviews, observations of teaching and learning, learning walks, book trawls and sampling of parent, pupil and staff views. The SEND Governor makes regular visits and reports to the governing body.

10. Roles and responsibilities

- 10.1 The Head Teacher has overall responsibility for SEND at Lealands High School. The Head Teacher delegates responsibility to the SENCO, and subject teachers but is still responsible for ensuring that all students' needs are met and they make the best possible progress. The Head Teacher makes sure that the Governing Body is kept up to date about all issues in the school relating to SEND.
- 10.2 The Deputy Head teacher is responsible for Safeguarding in the school.
- 10.3 The SENCO is:
 - 10.3.1 Named as the designated teacher responsible for managing funding and provision for Looked After Children.
 - 10.3.2 Responsible for identifying student needs accurately and ensuring support is targeted efficiently and effectively.
 - 10.3.3 Maintains and updates the school's Student Support Register
 - 10.3.4 Works with subject areas to develop resources and/or deliver CPD to support student learning so that students are achieving in line with national expectations and in line with their ability.
 - 10.3.5 Establishes systems that ensure statutory requirements are met for SEND under the SEND Code of Practice.
 - 10.3.6 Responsible for deploying staff and resources according to the needs of the students.
 - 10.3.7 Responsible for reporting to the Governing Body on progress and developments.
 - 10.3.8 Responsible for agreeing a programme of professional development with the school Leadership Team that will ensure all staff have the knowledge skills and understanding to support those students with SEND.
 - 10.3.9 Responsible for engaging parents and carers to be actively involved in working with the school to support their child's academic and social progress, through consistent and regular communication and full involvement in the systems in place for self-evaluation and review.
- 10.4 The school Medical Officer is the member of staff responsible for managing the medical needs of students.
- 10.5 The role of the SEND Governor is to hold the Head Teacher and the SENCO to account for the provision in place and the attainment and progress of students with SEND and to review the SEND policy and information report annually.

Learning Support Assistants at Lealands High School are classroom-based practitioners. They are primarily linked to students with EHCPs but do work with many students in lessons and in small groups. Learning Support Assistants are directly line-managed by the Assistant SENCO, who is in turn line managed by the SENCO.

11. STORING AND MANAGING DATA

Please refer to whole school data protection policy.

12. ACCESSIBILITY

Our Accessibility Plan (statutory requirement) describes the actions the school plans to take to increase access to the environment, the curriculum and to printed information. This is available on the school website.

13. COMPLAINTS

For complaints, please contact the SENCO in the first instance. The SENCO will deal with the matter or refer it to the appropriate person. Should the parent not be happy with the outcome of the complaint, the complaint should be put in writing and addressed to the Head Teacher. Please refer to the School's Complaints Policy.