

# LUTTERWORTH HIGH SCHOOL



## SEND POLICY

Reviewed: By the Full Governing Body

Adopted: By the Governing Body – 05/10/2021

Signed: Chair of Governors: Janet Price-Jones

Date: 05/10/2021

Signed: Head Teacher: Julian Kirby

Date: 05/10/2021

## Mission Statement

Lutterworth High School is dedicated to the provision of an inclusive education which will maximise the potential of all students, encouraging a sense of aspiration, community and belonging.

We are committed to ensuring that all our students experience the very best education that can be provided for them by an efficient deployment of our resources to ensure an effective education for all.

We recognise that there is a continuum of special educational needs across all the key stages and we adopt a graduated response to ensure access to a broad and balanced curriculum for all of our students.

### 1. Aims

1.1 The aims of this policy and our SEND Information Report are:

- To ensure that the school complies with and implements effectively the requirements of the *Children and Families Act 2014*, the *Equality Act 2010*, the *Special Educational Needs and Disability Regulations 2014*, the *SEND Code of Practice 2015* and any other statutory guidance.
- To set out how our school will support students with special educational needs and disabilities (SEND),
- To explain the roles and responsibilities of everyone involved in providing for pupils with SEND

1.2 Lutterworth High School strives to be fully inclusive. All students are welcome, including those with special educational needs. Under section 316 of the Education Act 1996, if a parent/carer wishes to have his/her child with an EHC Plan educated in mainstream the LA must provide a place, unless this is incompatible with the efficient education of other students and there are no reasonable steps that can be taken to prevent this incompatibility.

We are committed to:

- liaising with feeder schools to identify students with special educational needs *as early as possible* to ensure effective transition between key stages
- creating an effective learning environment that meets the special needs of each student
- ensuring that all students have equal access to a broad, balanced and appropriately differentiated curriculum
- encouraging students to develop confidence and self-esteem, enabling them to recognise the value of their own contributions to their learning
- encouraging students to be fully involved in their own learning
- having high expectations of all partners in the process and provision of special needs
- ensuring parents/carers are kept fully informed and are engaged in effective communication about their child's special educational needs
- supporting the Lutterworth High School Behaviour Management Policy

### Educational Inclusion

Lutterworth High School respect the fact that students:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- learn at different rates
- require a range of different teaching strategies and experiences

Staff respond to students' needs by:

- providing support in all curriculum areas
- planning to develop the learners' understanding through the use of all senses and experiences
- planning for students' full participation in learning and in physical and practical activities

- planning for students' to manage their behaviour, enabling them to participate effectively and safely in learning

This policy ensures that teaching arrangements are fully inclusive. The majority of pupils and students will have their needs met through normal classroom arrangements and appropriate differentiation.

## 2. Definitions

2.1 A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

There are four key areas of SEND.

- Social, Emotional and Mental Health
- Cognition and Learning
- Communication and Interaction
- Sensory and/or physical needs

## 3. Roles and responsibilities

### 3.1 The SENDCo and Deputy SENDCO

The SENDCo is Georgia Lewis and the Deputy SENDCo is Kirsteen Hasdell. Both report directly to the Deputy Headteacher, Amy Hunter.

They will:

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

### **3.2 The SEND Governor**

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

### **3.3 The Head teacher**

The Head teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **3.4 Class Teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

## **4. Identifying pupils with SEND and assessing their needs**

4.1 All teachers at Lutterworth High School are teachers of students with SEND. All teachers and support staff receive in-service training in identifying and supporting pupils who require an education offer that is additional to and different from the differentiated curriculum offered to all pupils. A referral is sent to the SENDCO with any newly arising concerns.

4.2 The school will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

4.3 Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

4.4 Slow progress and/or low attainment does not automatically mean a child has SEN. In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs should be provided for by the class teacher within the whole class planning.

4.5 Should progress remain poor, or where the need is identified as being severe, additional support will be provided at SEN Support level.

#### 4.6 Statutory assessment:

For a child who is not making adequate progress, despite a period of support on SEN Support, and in agreement with the parents/carers, Lutterworth High School may request the LA to make a statutory assessment in order to determine whether it is necessary for the student to receive an EHCP. Lutterworth High School is required to submit evidence to the LA. The LA will then make a judgment about whether the child's need can continue to be met 5 from the resources normally available to the Academy. This judgment will be made using the LA's current criteria for making a statutory assessment.

#### 4.7 Education, Health and Care Plans (EHCP)

A child who has an EHCP will continue to have the arrangements as for SEN Support, as well as additional support that is provided using the funds made available through the EHCP. There will be an Annual Review, chaired by the SENCo, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child. Interim reviews will also be carried out when necessary. Interim or early reviews are called where the Academy identifies a pupil who is at serious risk of disaffection or exclusion, and it is suspected that the existing provision may no longer be appropriate.

## 5. Monitoring, Evaluation and Review

5.1 Lutterworth High School will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views including a safety plan
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### 5.2 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We actively liaise with our feeder Primaries to support a personalised transfer process and we have close relationships with our KS2 feeder schools. In addition, we provide an Induction Day Programme for all Year 6 students in the summer term prior to their entry and we actively encourage them to attend a Summer School programme of activities which aims to welcome and familiarise them with procedures and systems prior to their arrival in the Autumn term of Year 7.

At KS4 we provide individual opportunities working with many providers, including careers advice, to ensure a smooth transition into post-16 provision for all students.

#### 5.3 Our approach to teaching pupils with SEND

All students have entitlement to a broad and balanced curriculum which is appropriately differentiated to enable students to:

- Understand the relevance and purpose of learning activities

- Experience levels of understanding and rates of progress that bring feelings of success and achievement

Teachers are responsible and accountable for the progress and development of all the students in their class. All staff are made aware of their responsibilities towards students with Special Educational Needs and or disability, whether or not students have a Statement of Special Educational Need. High quality teaching is our first step in responding to students who have SEND.

We will also provide the following interventions:

- Appropriate in-class LSA support matched to students' individual curriculum learning needs and the requirements of individual EHC facilitates a close link between subject teachers and specialist staff with the aim of increasing curriculum access and student achievement
- Small group interventions both within class and outside of lessons as required to raise attainment in literacy/numeracy and student achievement
- Differentiated provision within mixed ability settings
- Emotional and social small group support network meetings to develop students' capacity for independent learning
- 'Homework Club' – a small group intervention held twice a week to support learning across the curriculum for children with SEND
- Counselling as part of our pastoral responsibilities
- There is a Pastoral Worker and a Pastoral Manager who work with students who have behavioural and/or emotional problems, providing support in line with the Lutterworth High school Behaviour Management Policy
- Clear guidelines on expectations for behaviour and use of the school's Discipline for Learning system
- Regular Whole staff training on developing strategies for personalising learning for SEND students in particular
- A range of club/leisure activities for all pupils
- Alternative provisions in a small number of cases, including Life Skills provision.
- Opportunities to explore post 16 provisions and outcomes for adult life.
- Access to educational trips, inclusion activities and sports.

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We are committed to:

- providing support in all curriculum areas by producing appropriately differentiated resources matched to need
- planning to develop the learners' understanding through the use of all senses and experiences
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#### **5.4 Securing equipment and facilities**

Lutterworth High School is mainly on one level and with some adaptations, mainly ramps and rails, the building is accessible for students and visitors with physical disabilities and specialised needs. There are toilet facilities in three areas of the school for people with physical difficulties, ensuring easy access.

The Learning Support Department has a high profile in the school.

## 5.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Monitoring by the SENDCo and Deputy SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Holding termly reviews with parents with students on the SEND register

## 5.6 Working with other agencies

Lutterworth High School has a multi-agency approach to working with students and their families. Internal and external professionals are consulted and involved accordingly.

## 6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo and Head Teacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

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

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

Contact details of support services for parents of pupils with SEND

In the first instance:

Leicestershire Specialist Teaching Service  
Leicestershire County Council  
County Hall  
Glenfield  
Leicester  
LE3 8RF

Contact details for raising concerns:

SENDCo: Georgia Lewis

[GLewis@lutterworthhigh.co.uk](mailto:GLewis@lutterworthhigh.co.uk)

Tel: 01455 552710

Deputy SENDCo: Kirsteen Hasdell

[khasdell@lutterworthhigh.co.uk](mailto:khasdell@lutterworthhigh.co.uk)

## 8. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Exams Contingency

### References;

SEND Code of Practice 2015

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEN and Disability Regulations 2014

[http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi\\_20141530\\_en.pdf](http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf)

Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/enacted>

Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents>