



LUTTERWORTH HIGH SCHOOL

Where Learning Comes First

Lutterworth High School's SEND Information September 2020/21

Lutterworth High School is a fully inclusive comprehensive school serving Lutterworth and the surrounding villages in South Leicestershire. At Lutterworth High School, all students are valued equally, regardless of where their abilities lie. The school has a commitment to inclusion within the framework of an entitlement for all students to a broad, balanced, comprehensive curriculum, which is differentiated to meet individual needs. Within its aims, Lutterworth High School is committed to equal opportunities, with students being encouraged and supported to achieve their full potential, whatever their academic or physical ability. The school actively seeks to remove barriers to learning and participation that can hinder, or exclude, individuals or groups. We are committed to ensuring that students experience the very best education possible through an efficient and effective deployment of our resources.

Students across the age range and all abilities will:

- Be treated as individuals where their individual needs, interests and aptitudes are recognised.
- Be encouraged to participate in school and to feel their contribution is valued.
- Be encouraged as individuals to respect themselves, others and the environment.
- Be provided with opportunities for continued growth and development to enable them to increase their self-esteem and confidence.
- Receive a broad and balanced curriculum which will allow them to make informed choices as they progress through and beyond the school.
- Be entitled to have an emerging or evident special educational need identified and assessed.
- Be encouraged to take an increasing responsibility for their own learning.
- Learn to take responsibility for their actions so that they will be equipped for life after school.
- Be encouraged to enjoy learning, reach their full potential and see learning as a lifelong process.

Headteacher: Julian Kirby LL.B M.Ed

Deputy Headteacher: Amy Hunter. Assistant Headteachers: Kay Cowling, Richard Salter, Natalie Tebbatt

T 01455 552710 E admin@lutterworthhigh.co.uk . W www.lutterworthhigh.co.uk

An academy trust. A company limited by guarantee, registered in England and Wales, number 07687235. An exempt charity.
Registered Office: Woodway Road . Lutterworth . Leicestershire . LE17 4QH





LUTTERWORTH HIGH SCHOOL

Where Learning Comes First

Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

Name & Address of School:	Lutterworth High School Academy Trust Woodway Road Lutterworth Leicestershire LE17 4QH
Telephone Number:	01455 552710
Head Teacher:	Mr Julian Kirby
Head Teacher's Contact Details:	01455 552710 admin@lutterworthhigh.co.uk FAO Mr Kirby
Website Address:	www.lutterworthhigh.co.uk
Twitter Feed Details:	@lutthigh
Age Range of Students:	11-14 (2014) Years 7,8 and 9 11-16 (2015) Years 7,8,9 and 10 11-16 (2016) Years 7,8,9,10 and 11 11-16 (2017) Years 7,8,9,10 and 11 11-16 (2018) Years 7,8,9,10 and 11 11-16 (2019) Years 7,8,9,10 and 11 11-16 (2020) Years 7,8,9,10 and 11
Date of Last Inspection:	January 2018
Outcome of Last Inspection:	Outstanding
Designated unit or Learning Support Department?	The School has Curriculum Support facility
Total Number of Students with SEND	113 with known SEND, 26 with EHCPs
Total Number of Students receiving additional learning support	100

Regulation	Question	School response
<p>The kinds of special educational needs for which provision is made at Lutterworth High School.</p>	<p>What kinds of SEND do students have in your school?</p>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).</p> <p>Students at Lutterworth High School have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.</p>
<p>Information about Lutterworth High School's policies for the identification and assessment of pupils with special educational needs.</p>	<p>How do you know if a student needs extra help?</p>	<p>When your child first joins Lutterworth High School Academy Trust, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 levels; base line testing; literacy and numeracy tests; application form information; transition programme of primary school visits; enhanced transition programmes; specialist professional colleagues and external agencies.</p> <p>Our class teachers, heads of department and progress leaders closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at Lutterworth High School will further identify any students with an emerging special educational need. This identification may come from tutors, subject teachers, learning support staff, progress leaders, outside agencies, parents/carers or from the students themselves. If your child needs to be assessed, we would use a range of assessments depending on the area of need. If it is thought that the family is in need of support, a referral can be made to outside agencies.</p> <p>All students with SEND and who need extra support, are on the SEND support register, which is accessible to all staff. All students with a SEND have a Individual Education Plan indicating relevant strategies to support their specific needs. Staff use this information to inform their lesson planning, teaching and learning activities. Targeted interventions are planned and delivered where appropriate. In order to meet individual needs it is sometimes necessary to provide a personalised approach to learning and support. This approach may include small group or individual work across a broad range of activities to support the educational and emotional development of the student.</p>

<p>How the school evaluates the effectiveness of its provision for such pupils.</p>	<p>How will I know that my child is making progress?</p> <p>How do you evaluate provision?</p>	<p>All students, including those with SEND, are assessed on a regular basis, in accordance with the school's assessment policy. Teachers formally assess and review progress and attainment three times a year, data is communicated to parents/carers by a report that is sent home. Additionally, parents' evenings are held once per academic year to discuss progress, attainment and further steps to improve. All students with a Statement or Education, Health and Care Plan have an Annual Review. Students on the SEND register will also have a termly review and parents will have the opportunity to discuss their child's progress on a termly basis.</p> <p>The school has a process that assesses the effectiveness of teaching and learning for all students, including those with SEND. The outcomes of these evaluations are used to create and implement development plans for all aspects of school life.</p>
<p>The school's arrangements for assessing and reviewing the progress of pupils with special educational needs.</p>	<p>How do you check and review the progress of my child and how will I be involved?</p>	<p>The school will send home two reports a year which will show your child's current progress as well as reporting on their attitude to learning. Heads of department, progress leaders and inclusion staff will monitor your child's levels and identify any subjects where your child is not making the appropriate level of progress. We will then put any necessary intervention in place. At subsequent reporting time we will check whether the right progress has been made.</p> <p>We welcome the involvement of parents/carers and want to keep you up-to-date with your child's progress. This will be done through parents' evenings; notes in organisers; emails; telephone calls; appointments made with individual teachers and Annual Reviews and termly reviews for those students on the SEND register.</p> <p>The school provides information for parents through newsletters; information on the website; Open/Information Days/Evenings and letters home.</p>
<p>The school's approach to teaching pupils with special educational needs.</p>	<p>How do teachers help pupils with SEND?</p>	<p>All of our teaching and learning staff have high expectations of all students, including those with SEND. All teaching and learning staff will be informed about your child's individual needs and will adapt their lessons to meet these requirements. Teachers are trained and have experience in doing this. This may involve using different teaching and learning strategies, the provision of different learning experiences, adaptation of resources and activities so that your child can access the lessons fully.</p> <p>There is a variety of teaching and learning staff roles within the school to fully support your child. Where it is felt necessary and right for your child to be offered additional help and support you will be informed. There is a range of interventions and additional subject specific support which is available should your child need it; this will be discussed with you.</p>

		<p>When your child is approaching the start of key stage 4, if needed, we will assess and apply for Access Arrangements in line with the Joint Council Qualifications exam regulations.</p>
<p>How the school adapts the curriculum and learning environment for pupils with special educational needs.</p>	<p>How will the curriculum be matched to my child's needs?</p> <p>How accessible is the school environment?</p>	<p>Most students follow a traditional curriculum, however a small number of learners will have a more personalised approach to learning and support to match their individual needs, interests and abilities. This may include option choices; additional literacy; supported studies; intervention groups; nurture groups alongside a number of qualifications studied.</p> <p>There have been some adaptations to our buildings for access by those with physical difficulties and specialised needs. We strive to make all areas of the curriculum accessible to all students, with individual support if necessary. The school is a safe and welcoming building and we have a range of different facilities including disabled toilets, ramps and equipment to help with reading and writing to ensure accessibility for all.</p> <p>The school has an Accessibility Plan in place and is available from the school website.</p>
<p>Additional support for learning that is available to pupils with special educational needs.</p>	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school's resources allocated and matched to children's educational needs?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>We have a wide range of teaching and learning staff to support students and address any additional needs they may have. Staff include HLTAs, teaching and learning support assistants, inclusion manager, pastoral support staff, SENDCO and the school counselling service.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with a Statement or Education and Health Care Plan have resources allocated as outlined in their Statement or plan. Higher level teaching assistants and teaching and learning assistants are allocated, where resources allow, to support students in lessons. Teaching staff and teaching and learning support assistants liaise closely to ensure maximum effectiveness in the classroom. In addition, each department has an identified SEND link person to facilitate dissemination of strategies for personalising the learning.</p> <p>Students with Statements/EHCPs will have outcomes and strategies set out in their Plan. Annual Reviews involving the student, parents/carers, subject teachers and other professionals evaluate those outcomes and strategies. The decision is based on evidence of need and impact.</p>

<p>How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs.</p>	<p>What social, before and after school, and other activities are available for pupils with SEND?</p> <p>How can my child find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>A range of academic, sports and interest clubs as extra-curricular activities are available at Lutterworth High School both after school and during break and lunchtimes. These are open to all students including those with SEND.</p> <p>We run a Homework Club every lunch time and twice a week after school. A friendship/ buddy club is held during lunch and break times, invitation for those more vulnerable students based upon information from all staff.</p> <p>Details of extra-curricular activities are available on the school website and on the VLE.</p> <p>All students in the school are encouraged to take part in extra-curricular activities. Day and residential trips are open to all students and your child's specific needs can be discussed if they wish to join such a trip.</p>
<p>Support that is available for improving the emotional, mental and social development of pupils with special educational needs.</p>	<p>What support will there be for my child's overall wellbeing?</p>	<p>At Lutterworth High School we take our pastoral responsibilities very seriously. We provide a high level of support and guidance. All students are members of a tutor group that they remain with (in most cases) as they progress through the school. This allows for a strong relationship to build between tutor and student and parents/carers.</p> <p>In addition there are other members of staff who provide pastoral support, these include the inclusion manager, pastoral support staff, HLTAs, teaching and learning support assistants, designated safeguarding leads, SENDCO and the School Counselling Service. We can also liaise/refer with external agencies to provide support or to address emotional, mental and social development needs of our students.</p>
<p>In relation to mainstream schools, the name and contact details of the SEND Co-ordinator.</p>	<p>Who should I contact if I want to find out more about how Lutterworth High School supports pupils with SEND?</p> <p>What should I do if I think that my child may have a special educational need or disability?</p>	<p>The SENDCO is Georgia Lewis Contact details: email glewis@lutterworthhigh.co.uk Telephone: 01455 552710</p> <p>The Deputy SENDCO is Kirsteen Hasdell Contact details: email khasdell@lutterworthhigh.co.uk Telephone: 01455 552710</p> <p>Speak to your child's tutor in the first instance. They will discuss and/or refer your concerns with members of staff accordingly.</p>
<p>Information about the expertise and training of staff in relation to children and young people</p>	<p>What training have the staff supporting children and young</p>	<p>We have a Curriculum Support department which is made up of the SENDCO, Deputy SENDCO, 2 HLTAs and a number of teaching and learning support assistants. These staff have a range of experience and training completed and in progress covering various SEND</p>

<p>with special educational needs and about how specialist expertise will be secured.</p>	<p>people with SEND had or are having?</p>	<p>needs and include the National SENCO Award; degree in Childhood, Education and Society BA (Hons), CCET (Certificate of Competence in Educational Testing); Higher Level Teaching Assistant qualification; NVQ level 2 & 3 Advanced Diploma in Support, Teaching and Learning in Schools; NVQ level 2 & 3 in Childcare and Education up to the age of 18; Supporting students with ADHD; Autism Education Trust Level 2 & 3; Supporting students with physical difficulties in PE and sport; Attachment Issues and managing behaviour.</p> <p>Pastoral support staff are trained or have experience in the following: CAMHS training with a focus on self-harm. Parenting in the Digital Age; Child Protection including the digital environment.</p> <p>Training is provided to all staff, including teachers and teaching and learning support assistants, as the needs arise. There is ongoing training for all staff as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEND.</p> <p>As a school we can utilise the support from specialist organisations in the area as well as Health and Social Care Services.</p>
<p>Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<p>What happens if my child needs specialist equipment or other facilities?</p>	<p>We can access the services of the Visual and Hearing Impaired team and the Disability team to secure and assess the need for equipment and adaptations. These services are contacted when necessary and appropriate according to your child's needs.</p>
<p>The arrangements for consulting parents of children with special educational needs about, and involving such parents in the education of their child.</p>	<p>How will I be involved in discussions about and planning for my child's education?</p> <p>How will you help me to support my child's learning?</p>	<p>We will need you to support us and your child by encouraging them to fully engage with their learning and any interventions or extra support offered.</p> <p>Help them to be organised for their day (right equipment and books) Good attendance and punctuality Completion of homework to the best of their ability Checking and signing the organiser weekly Providing opportunities for reading practice at home Attending parents' evenings Attending any meetings specifically arranged for your child</p> <p>We will support you by having regular communication regarding your child and their specific needs for supporting learning. Homework timetables are sent home and opportunities for extra study of subjects is available on the VLE.</p>

<p>The arrangements for consulting young people with special educational needs about involving them in their education.</p>	<p>How will my child be involved in his/her own learning and decisions made about his/her education?</p>	<p>Students are encouraged to take part in Student Voice activities; regularly evaluate their own work in lessons; attend review meetings; contribute to any outcomes agreed at review meetings; reflect on their learning and achievement by completing feedback documents prior to review meetings. If appropriate, some students will have an academic mentor that will meet with them to discuss their attainment, progress and next steps for improvement.</p>
<p>Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and pupils with special educational needs concerning the provision made at the school.</p>	<p>Who can I contact for further information? Who can I contact if I have a complaint?</p>	<p>Please contact Julian Kirby, Headteacher for further information. For any initial concerns please contact your child's subject teacher or their form tutor who may refer your concerns to a more senior member of staff if needed. Alternatively, please contact Georgia Lewis, SENDCo. The school's complaints procedure is available on our website.</p>
<p>How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations in meeting the needs of pupils with special educational needs and in support of families of such pupils.</p>	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>As a school, we can access a range of services including Child and Adolescent Mental Health Services (CAMHS); Social Care; School Nurse; Educational Psychology Service; Careers Service; Speech and Language Service; Specialist Teaching Services; Autism Outreach and the Children's Occupational Health Service. This is not an exhaustive list. These services and others are contacted when necessary according to your child's needs. If you believe that your child needs support from a specialist please contact Georgia Lewis or make an appointment to discuss this at the next parents' evening.</p>
<p>The contact details of support services for parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p>Who should I contact to find out about support for parents and families of children with SEND?</p>	<p>Leicestershire Parent Partnership Service: http://www.leics.gov.uk/index/education/going_to_school/parents.htm Leicestershire County Council Special Educational Needs: http://www.leics.gov.uk/index/education/going_to_school/special_education_needs/special_education_needs_assess.htm Child and Adolescent Mental Health Service (CAMHS): http://www.leicspart.nhs.uk/OurServicesAZ-ChildandAdolescentMentalHealthServiceCAHMS.aspx Autism Outreach: http://www.leics.gov.uk/index/education/going_to_school/special_education_needs/specialist_teaching_service/service_teams/autism_outreach_service.htm</p>

		<p>Vision Support Service: http://www.leics.gov.uk/index/education/going_to_school/special_education_needs/specialist_teaching_service/service_teams/visual_impairment_team.htm</p> <p>Hearing Impairment Service http://www.leics.gov.uk/index/education/going_to_school/special_education_needs/specialist_teaching_service/service_teams/hearing_impairment_team.htm</p> <p>Physical Disabilities Support Service: http://www.leics.gov.uk/index/education/going_to_school/special_education_needs/specialist_teaching_service/service_teams/visual_impairment_team/physical_disabilities_support_service.htm</p> <p>ADHD Solutions http://www.adhdsolutions.org</p> <p>Young Minds http://www.youngminds.org.uk</p>
<p>The school's arrangements for supporting pupils with special needs in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<p>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</p>	<p>We liaise closely with primary schools and offer additional transition support both before your child starts at our school and afterwards as required. We host a summer school for one week for Year 6 students to aid transition.</p> <p>All students receive advice on careers and have opportunities to take part in our Careers/Skills Enrichment Days. The school supports Take your Teenager To Work Day. We will encourage all students to visit colleges to explore post-16 provision and if additional support is required this will be put into place.</p>
<p>Information on where the local authority's local offer is published</p>	<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>Leicestershire County Council local offer information: http://www.leics.gov.uk/local_offer</p>