

LUTTERWORTH HIGH SCHOOL



SEND POLICY

Reviewed: By the Full Governing Body – September 2020

Adopted: By the Governing Body – 6th October 2020

Signed: Chair of Governors: Janet Jones

Date: 6th October 2020

Signed: Head Teacher: Julian Kirby

Date: 6th October 2020

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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

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Lutterworth High School strives to be fully inclusive. All students are welcome, including those with special educational needs, in accordance with the LA's admissions policy. 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. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil 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.

4. Roles and responsibilities

The SENDCo

The SENDCo is Georgia Lewis reporting directly to the Head teacher, with a Deputy SENDCo Kirsteen Hasdell.

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.

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.

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

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.

5. SEND information report

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties.
- Cognition and learning, for example, dyslexia and dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

- Moderate/severe/profound and multiple learning difficulties.

Identifying pupils with SEND and assessing their needs

We 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.

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.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Initial concerns from students, parents, carers and staff, are investigated and acted upon accordingly. Methods of identification, assessment and provision are established and adhere to the specification of the DES Code of Practice. Student Individual Education Plans with recommended teaching and learning strategies are issued and accessible to all teaching and learning staff. Progress is reviewed at least three times per year with parents.

There are appropriate arrangements for the Annual Reviews of students with EHC Plans.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' progress towards outcomes

We 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 pupil 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.

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.

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. Teachers use a range of strategies to meet students' special educational needs. Lessons have clear learning objectives; work is differentiated to match to students' individual needs and assessment is used to inform the next stage of learning. Information is filtered to all staff through our department and pastoral meeting structure. Each department has a named SEND LINK teacher and each LSA is matched to a department according to their level of expertise within the curriculum. This explicit link facilitates an 'open door' for dialogue thus providing regular, explicit opportunities for a two-way discussion about individual students' progress. This channel also facilitates the regular dissemination of information and guidance strategies. In addition, SEND issues are an explicit item on every Department meeting agenda with the aim of securing the profile of SEND students' learning and progress and enabling the sharing of good practice. Furthermore, SEND issues are regularly discussed at year group review meetings and progress meetings. Teachers contribute to Annual Reviews and the ongoing updating of desired outcomes for SEND students.

We will also provide the following interventions:

- One-to-one support from the class teacher, as required, to support and extend students' learning on an on-going basis
- 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
- One-to-one support matched to the identified needs of the EHC
- 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
- Individual tuition to raise attainment in literacy/numeracy
- 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.

This policy ensures that teaching arrangements are fully inclusive. The majority of pupils and students will have their needs met through normal classroom arrangements. We respect the fact that students have different educational and behavioural needs and aspirations; require different strategies for learning; learn at different rates and require a range of different teaching strategies and experiences.

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
- 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

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources and staffing to match students' educational needs where appropriate
- Using recommended aids such as: laptops, coloured overlays, visual timetables, larger font, brailled resources
- Differentiating our teaching. For example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using spatial awareness strategies to develop understanding

Expertise and training of staff

We have a team of 13 learning support assistants, including two higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in Safeguarding, coaching, target setting and attachment. All staff working with a student with SEND are actively involved in student case conferences.

We use specialist staff for Team Teach, Literacy Intervention, Maths Intervention and Braille.

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.

Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Using pupil questionnaires on an annual basis
- Monitoring by the SENDCo and Deputy SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs and Activity Week activities both residential and non-residential.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of the Homework club which offers support for organizing and completing homework.
- Pupils with SEND are encouraged to 'drop in' at lunch and break times where we provide a space for quiet activities and friendship skills are built upon.

We have a zero tolerance approach to bullying.

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.

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

Tel: 01455 552710

Deputy SENDCo: Kirsteen Hasdell

khasdell@lutterworthhigh.co.uk

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. 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