



Special Educational Needs (SEN) Information Report October 2018

Contributing to the Swindon Local Offer www.mycaremysupport.co.uk

The proprietors of academy schools must publish information about the implementation of the board of director's policy for pupils with SEN. Lawn Manor Academy aims to meet the individual needs of all pupils and to ensure that the curriculum is differentiated to help all pupils be effective and happy learners. Please refer to the glossary on page 7 to aid your reading of this report. This information report is updated annually and any changed to the information occurring during the school year will be updated as soon as possible. This report complies with the regulations set out in the Special Education Needs and Disabilities Code of Practice: 0-25 years 2015 and the Equality Act 2012.

School Mission Statement

Lawn Manor is a successful school where children thrive and professional, committed and passionate staff support every child. Lawn Manor is a friendly and caring community that nurtures the whole child. We base our ethos and culture on our core values of ambition, achievement, teamwork, honesty, trust and respect

Introduction

Welcome to our SEN Information Report which is part of the Swindon Local Offer for learners with Special Educational Needs (SEN).

Lawn Manor Academy is an inclusive school where every child is valued and respected. We are committed to the inclusion, progress and independence of all of our pupils, including those with SEN. We work to support our pupils to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment which is of high quality but we also actively work to support the learning and needs of all members of our community.

Policy

SEN policy updated Oct 2018

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SEN Link governor on the Local Governing Board – Elizabeth (Lily) Exton

High quality teaching

Staff at Lawn Manor Academy strive to provide high quality teaching to all of our pupils. Teachers prepare Schemes of Work and lessons which support the learning and progress of all pupils through a variety of methods, creative and innovative teaching techniques and the use of a wide variety of resources. Individual Departments are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all learners, including those with SEN, in their classrooms (known as differentiation). Such in-class differentiation may involve many adaptations and strategies, dependent upon the needs of the pupil.

Staff have access to regular training opportunities to improve their knowledge and skills, including regular CPD sessions on a wide variety of educational concerns, including SEN issues. For example, in 2017-18 the CPD programme available to all staff included sessions about Planning for effective Differentiation, using SIMS to access and record information about additional support provided to pupils with SEN, high occurrence SEN such as Autism, Attention Deficit Disorder and Hyperactivity (ADHD) and Dyslexia. CPD is provided to trainee and newly qualified teachers and includes support in relation to the effective use of the Teaching Assistant to support teaching and learning, literacy, planning for differentiation to support learning outcomes for all learners and aspect which affect learning such as poor working memory. All staff have a "Top Tips" for supporting pupils with SEN poster which gives strategies to support a wide range of SEN. Teachers are further supported in teaching pupils with SEN through targeted teaching plans, class charts and pupil pen profiles which all identify children's learning needs and offer personalised strategies to support them. Teachers have access to SEN resources such as coloured overlays, coloured paper, RAG cards, pencil grips, handwriting pens and literacy resources to enable pupils to independently access resources that help them to learn.

Tracking and monitoring progress

All staff are responsible for assessing, monitoring and tracking the progress of our pupils. Each pupil is regularly assessed in class in all subjects and progress data and pupil effort levels are recorded on SIMS regularly (termly for KS4 and three times a year for KS3). Parents receive interim reports for each reporting cycle and an annual review of pupil progress and attainment. Challenging academic targets which have high expectations of progress are set by heads of Faculty and take into account prior progress and attainment. Heads of Departments, I LEARN Tutors, Heads of Year Progress Managers and the SENCO regularly check on the progress of pupils and raise a concern if pupils are not making expected progress. Target setting and review of targets for pupils at SEN support level and for those with an Education Health Care Plan (EHCP) occurs during 3 review weeks when parents and pupils are invited to meet with a keyworker to discuss progress towards targets, evaluate and review how effective interventions have been in supporting the pupil's need and setting new targets. Parent consultation evenings enable parents to discuss their child's progress with individual subject teachers. This offers an additional opportunity for pupils with SEN and their parents to meet with their keyworker to review pupil progress and targets. Pupils with an EHCP are invited, along with their parents, and outside agencies, as appropriate, to an annual review which monitors progress towards specific objectives.

Identifying SEN

Despite high quality teaching, some pupils are unable to make expected progress and this could be for a variety of reasons, one of which is a special educational need. Staff use tracking data and knowledge of pupils to identify such pupils and if they have a concern that there might be an undiagnosed special educational need, they will raise that concern with the SENCO. The SENCO will then investigate further by liaising with parents, gaining the views of the pupil, gathering more information about the pupil from other staff who teach or support them, carrying out testing as appropriate and referring the pupil to the external specialists if applicable. Once this information has been gathered, if a special educational need is suspected or diagnosed, a meeting may be arranged, including parents, to discuss the pupil's needs and subsequent actions.

Lawn Manor Academy liaises closely with its feeder primary school and are aware of SEN needs of most of our transitioning pupils. Such pupils may or may not be placed on the SEN register, but will all be monitored and tracked in terms of their progress and supported as appropriate.

If a parent suspects an undiagnosed special educational need in their child, they should initially contact the SENCO to share their concerns. The SENCO will then investigate further, as above.

The definition of when a child has special educational need is "where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable." (SEN and disability Code of Practice 0-25 years, Jan 2015)

Pupils with SEN will be placed on the school's SEN register, which is accessible to all staff in school.

Supporting pupils with SEN

Where a pupil is known to have a special education need, support will be put in place to help them make progress. Such support might involve: further differentiation in class by teachers, advice to teachers on a pupil's need and strategies to be implemented, one-to-one or small group targeted intervention sessions with a Teaching Assistant, in-class support or referrals to outside agencies.

All Teaching and Learning across the school is underpinned by the I LEARN principals (Independence Literacy Equipment Attitude Resilience Numeracy). I LEARN Interventions for pupils with Cognition and Learning and Speech Language and Communications needs may involve bespoke packages or a programme developed specifically for that pupil or group of pupils. Current interventions include spelling interventions (such as DISTAR, Word Wasp), reading interventions (such as DISTAR, SRA Reading Scheme, Toe by Toe), Maths interventions (Numeracy workout) and handwriting interventions. Pupils who have social, emotional and /or mental health needs are supported by I – LEARN interventions to support development of social skills, making and maintaining positive relationships, resilience, anger management, mindfulness and nurture.

Interventions follow a monitoring cycle involving: assess–plan-do-review. Where an intervention with a pupil is not found to be effective, the school will endeavour to find out why and put in place a more effective programme. Interventions are regularly reviewed to ensure effectiveness and to ensure that the school continually strives to improve their intervention programme.

Some pupils receive technology support, such as the use of a laptop, dictaphone or talking pen. If we are unable to supply a specific resource for a pupil, the SENCO will apply to the Assistive Technology Advisory Teacher for appropriate equipment. Pupils who are allocated technology may also be provided with software, to support their progress. Pupils with visual or hearing impairments may also be assessed and supplied with equipment to support their need.

Parents/Carers of pupils with SEN will have regular opportunities to meet with school staff to discuss their child's progress, support needs and any concerns they may have. However, parents/carers are welcome to request a meeting or discussion with school staff at any time, including the SENCO, if they have a concern.

Some pupils, including but not limited to those with SEN, may need to have access to the Pupil Learning Centre (PLC) which offers targeted interventions for pupils who are unable to access the mainstream curriculum. Referrals to the PLC are made internally by Lawn Manor Academy staff.

We have an alternative provision in KS3 called Connect 7 / Connect 8. This provision enables a small number of pupils in this year group to access a modified curriculum for a large part of the school timetable supported by a single class teacher and a dedicated teaching assistant. In KS4 an alternative curriculum which focusses on developing basic functional skills and life skills and completing the Duke of Edinburgh scheme. This is offered to a small cohort of pupils in each year group. This pathway is supported by a teaching assistant in a majority of their lessons.

Where appropriate, and subject to a successful referral, a very small number of our pupils are educated off-site by Education Other Than At School (EOTAS). In specially identified circumstances and once all other appropriate avenues of support have been exhausted pupils may receive tuition at the hospital school, Riverside Centre or through home tuition.

Education, Health and Care Plans (EHCP)

Where a pupil with SEN is failing to make progress, despite high quality teaching and support through their SEN support, an application to the Local Authority for an Education, Health and Care Plan may be considered. Parents, the Local Authority and outside agencies will be fully involved in such decisions and meetings will be organised to consider and plan such a referral. More information on the application process and criteria for Education, Health and Care Plans is available on the Local Authority website.

Pupils with SEN who have an Education, Health and Care Plans will receive a higher level of support than other pupils and such support is co-ordinated by the SENCO. Their Education, Health and Care Plan will be reviewed regularly, at least once per year, with the parent/carer, pupil and appropriate outside agencies.

Working with outside agencies

Where a pupil with SEN is not making progress and Lawn Manor Academy feel that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a pupil to an external agency and/or professionals for diagnosis, support or advice. Subsequent to such a referral, we will work with the external agency to support such pupils, using their support and advice. Lawn Manor Academy has a contract with the Local Authority for Educational Psychology and Specialist Advisory Teachers Service to whom we make referrals. Lawn Manor Academy also works with other external agencies such as Child and Adolescent Mental Health Services (CAMHS and TAMHS), Speech and Language Therapy, Community Paediatricians, Physiotherapy and Occupational Therapy Services.

Looked after children with SEN

Where a pupil with SEN is a looked after child the school will monitor the interventions, support and progress and through a Personal Education Plan (PEP) which is reviewed every six weeks. This process is undertaken by the LAC co-ordinator. Where a LAC pupil's SEN needs cannot be met in school we work closely with the Virtual School to provide appropriate provision.

Parent and child involvement

Lawn Manor Academy puts working with parents/carers and pupils at the centre of its work. Pupils are regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Pupils with SEN are encouraged to express any concerns they may have to the SENCO, Learning Support Assistants, their I LEARN Tutor, pastoral Year Lead or any other member of staff with whom they feel comfortable to talk about their concerns. Parents and Carers are equally at the centre of supporting their children. They are fully involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any member of staff at school if they have any concerns about their child. The SENCO is always pleased to discuss any concerns involving SEN with parents and carers.

All complaints regarding the provision made for pupils with SEN will be treated seriously and investigated thoroughly according to the school's SEN complaint procedure.

The school will provide information about SENDIASS to all parents of pupils with special educational needs. SENDIASS offers free and impartial advice and can be reached at 01793 466494 or parentpartnership@swindon.gov.uk

Swindon LA has made arrangements for the appointment of independent persons with a view to resolving or avoiding disagreements between authorities and parents of pupils with SEN.

Details of how to access this disagreement resolution service can be obtained from the LA and support will be given to parents in accessing the information.

Equality (incl. accessibility)

Schools “**must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.” (SEN and disability Code of Practice 0-25 years, Jan 2015). Furthermore, schools “**must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled children and young people.” (SEN and disability Code of Practice 0-25 years, Jan 2015). Lawn Manor Academy is an inclusive school and actively seeks to promote the inclusion of pupils with SEN and disabilities. We use our best endeavours to ensure that all pupils with SEN and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Adaptations and provisions are made for SEN and disabled pupils to enable them to participate in all school trips and other out of class activities. For more information, refer to our Disability, Equality Policy and Accessibility Plan in the Policies section of our website.

Pupils with SEN are actively encouraged, supported and given opportunities to become involved with extra-curricular activities.

Transition

Lawn Manor Academy understands that transition between schools and other establishments is sometimes an anxious time for parents/carers and pupils, especially for pupils with SEN.

For pupils coming into Year 7 at Lawn Manor Academy, the Year 7 Lead and /or transitions coordinator visit all primary schools where there are three or more pupils coming to Lawn Manor Academy. They meet with Year 6 teachers to gain as much information as possible about these pupils, including SEN information. The transitions coordinator contacts other primary schools by telephone to gain the same information. For pupils with SEN, the SENCO at Lawn Manor Academy liaises with SENCOs from our feeder primary schools and share information, including SEN files. Parents/Carers of pupils with SEN in primary schools whose child will be coming to Lawn Manor Academy are always welcome to contact our SENCO who will discuss your child and their provision on the telephone or arrange a meeting for you (and your child if appropriate) to come in to discuss this.

All Year 6 pupils who will be attending Lawn Manor Academy, are invited in for transition days in the summer term, when they spend the day in their new I LEARN group and take part in activities to help them adjust to life at Lawn Manor Academy. Many pupils with SEN are invited in for extra transition sessions to introduce them to life at Lawn Manor Academy and to try to allay any anxieties as much as possible.

Lawn Manor Academy creates its I LEARN Groups for Year 7 with great care and the Year 7 Year Lead and transition officer place pupils with SEN in groups in conjunction with the SENCO, using all the information they have available. We have an alternative provision in Year 7 called Connect 7. This provision enables a small number of pupils to access a modified curriculum for a large of the school week supported by a single class teacher and a dedicated teaching assistant.

For pupils with EHCP the SENCO will attend Year 6 and, where possible Y5, Annual Review meetings to begin to understand the needs of these pupils and plan their transition. For pupils with high transition needs, the SENCO will put in place a more personalised transition programme, in conjunction with the primary school and parents/carers. Parents/Carers of pupils with EHCP in Year 5 who are considering a placement at Lawn Manor Academy are very welcome to contact the SENCO at Lawn Manor Academy at any time to discuss their child's needs or arrange a meeting or visit to Lawn Manor Academy.

For pupils leaving Year 11, the SENCO works with our Careers Advisors / tutors and Year Leader to ensure that all pupils have thought through their next steps and have at least two applications to post-16 providers. We also liaise with their next provider to ensure that they understand about a pupil's support needs. All pupils with an Education, Health and Care Plan meet with the Careers advisors prior to their annual review as part of our person-centred approach to the review process. The school provides details of pupils with Early Help Records and SEN to colleges and sixth forms as requested. All Y11 pupils who have access arrangement for examinations and have a FORM 8 receive a signed copy of it with their examination results so that it can be shown to their new setting.

Funding for SEN at Lawn Manor Academy

The school receives a notional SEN budget from the Education Funding Agency (EFA) which is to support the additional learning needs of pupils across the school with SEN and / or Disability. For some pupils with a high level of additional need supplementary funds are applied for direct from the Local Authority to support a pupil to access the curriculum. The SEN department receives a delegated budget from the finance officer to provide resources and interventions to support pupils with SEN in class and through withdrawals for specific targeted interventions.

Anti-Bullying

Lawn Manor Academy is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured. Emphasis is placed upon the development of a school culture and expectation that bullying is unacceptable, challenged and resolved. For more information about how our school responds to bullying incidents, please refer to our Anti-Bullying Policy

Glossary:

Annual review	A yearly meeting for pupils with an Education Health and Care Plan (EHCP) that reviews their progress and plans their support for the next academic year.
Differentiated	Any part of a lesson that is changed to meet the needs of pupils. For example, enlarged worksheets for the visually impaired.
DISTAR	An intensive specialist literacy programme run by the department to support pupils in improving their basic literacy skills.
EHCP	Education Health Care Plan (previously a statement of SEN). Statutory document to identify the needs and outcomes for pupils at wave 3 of the graduated response for SEN)
Intervention	Group work or other provision that is additional to the National Curriculum. These aim to improve the academic or other needs of pupils.
SENCO	Special Educational Needs Co-Ordinator, the member of staff in school who oversees provision for pupils with SEN.
SEN Register	Is a list of pupils who are receiving SEN support or have an EHCP. The aim of the special needs register is to highlight those children who need extra help or additional support and ensure their progress is carefully monitored.
SEN Support	Previously School action / school action + indicates that pupils are at Wave 2 of the graduated response to SEN and are on the school's SEN register.
EHR	Early Help Record – A fact finding document shared with multiagency staff to support learners.
FORM 8	Form required by the Joint Council for Qualifications (JCQ) for some access arrangements such as (but not limited to) reader, scribe and extra time.