

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

(updated October 2018)

1. Compliance:

This Policy complies with the statutory requirement laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following documents:

- Equality Act 2010: advice for Schools Department for Education (May 2014)
- SEND Code of Practice 0-25 years (January 2015)

This policy takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010

If you require further information about the SEND policy or the information contained within, please contact the SENDCO (Special Educational Needs and Disability Coordinator) at the school.

2. Definition of Special Educational Needs (SEN)

Special educational needs: Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them

A child of compulsory school age or a young person has a learning difficulty if he or she:

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

Special educational provision means: educational provision which is additional to or otherwise different from the educational provision made generally for children of the same age in mainstream schools in England.

3. Principles

At Lawn Manor Academy, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Lawn Manor Academy values the contribution that every pupil can make and welcomes the diversity of culture, religion and intellectual style.

The school seeks to raise achievement of the whole community, remove barriers to learning and provide physical and curricular access for all.

We believe that all young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition to adulthood, whether into employment, further or higher education or training

The range of learning difficulties, social, emotional and mental health issues and physical or sensory disabilities that might be found in any classroom can be considerable and we recognise that this situation exists in this school like any other.

As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The Local Governing Body (LGB), Headteacher, Special Needs Co-ordinator and all other members of staff have important responsibilities

4. Objectives of the SEND Policy

- To identify and monitor pupils with special educational needs and/or disability from the earliest possible stage so that achievement can be raised through appropriate provision.
- To work in close partnership with parents or carers to ensure that needs are recognised and met in a child centred way with a clear plan to “Assess, Plan, Do and Review” provision.
- To ensure that provision for pupils matches need and takes into account the wishes and feelings of the pupils and maximises the opportunity for progress to be made.
- To ensure all staff are aware of the procedures for identifying, supporting and delivering the curriculum to pupils with SEND.
- To ensure that pupils with special educational needs and/or disability can join in with all the activities of the school.
- Where appropriate, to promote effective partnership and involve outside agencies to support the needs of pupils with SEND.
- To ensure that our pupils achieve their best.
- To support the development of confident individuals who living fulfilling lives.
- To ensure a successful transition to adulthood, whether into employment, further or higher education or training.

5. Review of the Policy

The success of the school’s SEND policy will be judged against the objectives above and reported annually to the Local Governing Body (LGB) in the Report to Governors on the implementation of the SEN policy.

The Annual SEND information report will detail the successful implementation of the policy and the effectiveness of the provision made for the pupils.

6. Roles and responsibilities

The Governors Role

The Local Governing Board (LGB) will ensure the necessary provision is made for any child who has SEND. There is a link director who takes responsibility for SEND. The Board of Governors play an important part in developing and monitoring the school's SEND policy

The Role of the SENDCO

The Special Educational Needs and Disability Co-ordinator (SENDCO) is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating the provision for pupils with SEND
- Liaising with the designated teacher where a Looked after Child (LAC) has SEND
- Advising on the graduated approach to providing SEND support
- Contributing to the in service training of staff, liaising with and advising fellow teachers to support pupils with SEND
- Advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively
- Managing the SEND team and learning support staff
- Liaising with parents/carers of pupils with SEND
- Liaising with partner primaries and other schools and colleges, educational psychologists, health and social care professionals and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services. Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Working with the school's Headteacher and LGB to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring the school keeps the record of all pupils with SEND up to date

The SENDCO is line managed by the Headteacher.

7. Admission Arrangements

The Senior Administration Officer is responsible for the admission arrangements which do not discriminate against pupils with special educational needs or disabilities; this policy has due regard for the guidance in the Code of Practice (2015).

Parents and carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

8. Identifying Special Educational Needs

The school is committed to early identification of special educational need in line with the Code of Practice for SEND 0 -25 years 2015. The school carries out the following:

- The SENDCO attends all year 5 and 6 transfer Annual Reviews in feeder primary schools
- All Year 6 pupils and staff are visited in their primary school by the Transition Coordinator and a member of the Learning Support Faculty
- Two induction days are held for all pupils prior to entry. Parents are invited to share any concerns with the SENDCO during the parents' evening following these induction days
- Additional visits to the school can be arranged by the SENDCO for pupils with Education Health Care Plans
- Use of records from primary schools Key Stage 2, SATs, Individual Education Plans, Individual Behaviour Plans, Pastoral Support Plans, Education Health Care Plans, outside agency reports are vital in the identification and assessment of pupils
- All incoming Year 7 pupils are tested by the SEND team in Year 6, during their last term at primary school using LUCID Exact, a computer based test for reading speed, accuracy and comprehension, spelling age, dictation and typing speed. Pupils identified as concerns from this screening process may be offered specific targeted interventions (handwriting support, phonics, vocabulary support) or have further tests for our DISTAR Reading scheme. CAT tests are administered to all pupils in the first half term of Year 7
- Data is made available for all staff to aid groupings, short and long term planning, provision and target setting for staff/pupils.
- Where appropriate, individual assessments are carried out by suitably qualified members of staff or external specialists to screen for learning difficulties flagged up by teachers or departments throughout the school
- The SENDCO consults with parents/carers regarding any additional/separate provision planned for SEND pupils

Every effort will be made to ensure that all teaching and non-teaching staff are fully aware of the school's SEND policy and the school's procedure for identifying, assessing and making provision for pupils with SEND.

The school's SEND register and standardised test results are accessible via the school's ICT resource network.

SEND is identified through regular assessment of pupil progress. Assessment should flow from everyday classroom work, be part of normal school life, be shared across the school community and be useful for everyone involved. Pupils with SEND may, in spite of quality first teaching, be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better previous rate of progress
- Fails to close the attainment gap with their peers

- Widens the attainment gap

The school recognises that there are factors other than SEND which may impact on progress and attainment such as;

- Disability – Many young people who have SEND may have a disability under the Equality Act 2010 – that is ‘a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities’. ‘Long term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing and long term health conditions such as Asthma, diabetes, epilepsy and cancer. Young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled young people and those with SEND. Where a young person requires special educational provision over and above the adjustments, auxiliary aids and services required by the Equality Act 2010 they will additionally be covered by the SEND definition.
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL) (section 20 (4) Children and Families Act 2014)
- Being in receipt of Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)
- Behaviour - Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. The school has clear processes to support pupils to include managing the effect of any disruptive behaviour so that it does not adversely affect other pupils.

9. Graduated response to SEND

There are 3 levels to the graduated response to SEND under which pupils receive support if they have an identified SEND:

- Wave 1
- SEND Support
- Education, Health Care Plan

Wave 1 - Quality first teaching ‘All teachers are teacher of SEND’

Lawn Manor Academy offers quality first teaching for all pupils. In essence this means that all pupils are provided with high quality teaching, which is differentiated and personalised. Learning is always inclusive and will mean that classroom teaching will meet the needs of the vast majority of pupils. The school allocates sufficient funding to

staffing to ensure that class sizes are kept reasonably small, especially for those pupils that might require additional support from the teacher. Differentiation may occur through academic setting, seating plans and pupil groupings, tasks and preferred learning styles, outcome and additional in-class support from teachers and support staff.

If there is some concern that a pupil is showing signs of below average progress:

- Parents will be consulted
- Information will be collected and considered
- SEND team and teachers will be informed of any provision or intervention necessary
- Progress will be monitored through regular progress data and additional specific testing where applicable

SEND Support category

Following the introduction of the new Code of Practice from January 2015 the previous categories of School Action and School Action plus are replaced by a single category called SEND support. Pupils in this category receive specialist intervention.

Specialist educational provision is additional to or different from that made generally for pupils of the same age.

Where support involves spending some time outside the classroom, it will nonetheless be in the context of the inclusive curriculum.

The inclusive curriculum will be based on the principles of:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning

The appropriate level of intervention is determined by pupil needs in a graduated approach beginning with grouping strategies used within the classroom, access to small group tuition, attendance at tutor time/lunchtime support clubs, limited periods of withdrawal to support learning or behaviour and 1 - 1 teaching. All pupils with SEND taking exams or controlled assessments will be assessed for exam arrangements and, if granted by the relevant exam board, will have the support necessary.

The school follows an 'Assess, Plan, Do, Review' process:

All pupils on the SEND register have a pen portrait which is co-produced between the pupil, their parents/carers and the school.

- Assess: all relevant information will be assembled and further assessments undertaken where needed
- Plan: parents will be informed and given the opportunity to discuss and contribute to the plan, to include the adjustments, interventions and support to be put in place

- Do: A targeted intervention will be used to improve / support the identified area of need
- Review: Progress will be reviewed and evaluated through progress data, specialist testing and academic mentoring, along with the views of the pupil and their parents/carers.
- If there is still a concern that a pupil is failing to make adequate progress and that the attainment gap with peers is widening despite support levels being increased and targeted intervention, then parents may be invited to a meeting to complete an 'Early Help Record' (previously called the Common Assessment Form CAF) to consider starting the process of involving external specialists.

Education, Health Care Plan EHCP

Where a pupil is failing to make adequate progress and the attainment gap with peers is widening despite support from external agencies and interventions and strategies being put in place in and out of the classroom the school (as well as parents/carers) can apply to the Local Authority for an assessment of the pupil. The school will always consult with parents/carers before exercising this right. If the LA refuses to make an Assessment, the parents (but not the school) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

For pupils who have an EHCP, in addition to the review of mentoring targets and progress data, their development towards the outcomes outlined in their EHCP will be reviewed annually and a report provided for the Local Authority.

The SENDCO is responsible for organising reviews of EHCP for SEND. All parents/carers of pupils with an EHCP are invited to contribute to and attend their child's annual review meeting. Pupils are also invited to contribute through person-centred planning activities prior to the meeting and in person at the review if they wish to do.

The school will liaise with the relevant agencies including local colleges and other agencies to arrange Transition reviews for pupils with EHCPs in Year 9, 10 and 11 and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process.

10. Access to the Curriculum

All pupils have the entitlement to a broad, balanced and relevant curriculum.

The school recognises that each child is different in terms of ability, aptitude, interests, motivation, social and ethnic background. This demands a curriculum which is differentiated – a curriculum that provides learning experiences which meet the needs of the individual child: a curriculum he/she can understand and through which success is experienced.

There will be effective co-operation between the SENDCO and each department to ensure a planned strategy that will differentiate the curriculum to suit the ability of all pupils.

Literacy acquisition – and, where possible, numeracy – should be embedded in departmental meetings.

All pupils with SEND are taught for most of the week with their peers in mainstream classes by subject teachers and study the appropriate curriculum.

All teaching and support staff are teachers of SEND and as such work to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment

With advice and the support of the SENDCO, Teaching Assistants and outside professionals, teachers will strive to match the learning to the needs and abilities of the pupils.

Teaching styles should provide opportunities for pupils with SEND to:

- reflect upon their own learning
- negotiate their own targets
- develop their strengths
- experience success

Teachers will use a range of strategies to develop the pupils' knowledge, understanding and skills.

Teachers will endeavour to match their teaching to the identified learning styles of their pupils in order to remove barriers to achievement.

11. Access to the wider curriculum

In addition to the statutory curriculum the school provides a range of additional activities. These include:

- Sports activities and teams
- A range of performing arts
- School productions and theatre trips
- Choir, orchestra and instrument lessons
- Field trips to enhance learning – geography, history and science
- Academic visits to France and Spain
- A varied enrichment programme
- Clubs reflecting a diversity of needs

Staff will strive to ensure equal access to these activities for all pupils.

12. Allocation of Resources

The school is allocated a specific sum each year for children with learning difficulties. This is referred to as the Special Educational Needs and Disability Allocation and is in addition to the amount allocated from the school's delegated budget.

The funds allocated are used to fund teaching staff, teaching assistants and resources used for learning. Pupils with special needs have access to the full range of the school's facilities.

When allocating additional support to children, the focus is on outcomes, not hours. We aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. Sometimes staff may be identified to support a pupil with particular needs due to staff expertise and experience.

13. Monitoring and evaluating the success of the education provided for pupils with SEN

The school, including the Local Governing Board, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the Governing Board report annually to the parents upon the quality of education provided for and the achievements of pupils with SEND.

The school employs a series of methods to gather data for analysis including:

- Observation of teaching by outside agencies e.g. Educational Psychologist and advisory teachers
- Analysis of the attainment and achievement of different cohorts of pupils with SEND
- Success rates in respect of academic targets at Progress Review Days and outcomes at Annual reviews for pupils with an EHCP.
- GCSE success
- Post 16 destinations of pupils with SEND
- The views of parents/carers and the pupils at Parents Evenings
- Maintenance of assessment records e.g. reading and spelling ages that illustrate progress over time
- Regular meetings between SENDCO and faculty heads, and teaching assistants
- ICT audit
- Whole school and subject evaluation on progress of Academy Improvement Plan
- Performance managing observation

14. Keeping records of SEN pupils

The school keeps records of the support, intervention and advice put in place for SEND pupils to ensure that provision remains suitable and that progress is monitored. SEND data is kept secure and is only shared with external agencies in accordance with the Data Protection Act and with parental permission. The SENDCO has responsibility for ensuring that records are properly kept and available as needed.

15. The role played by parents of pupils with SEND

("Parents" includes all those with parental responsibility, including other relatives, parents and carers).

In accordance with the SEND Code of Practice the school believes that all parents of pupils with SEND should be treated as equal partners.

The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice.

Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.
- Contribute to review meetings

The school is committed to working with parents and to keeping them fully informed of SENDIASS (formerly Parent Partnership) and with the school's procedures.

Parents will be made welcome in the school and will be invited to attend such meetings as concern their son or daughter.

In order to make communications effective the school will:

- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Focus on the pupil's strengths as well as areas of additional need
- Recognise the personal investment of parents and be aware of their feelings
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions to be discussed well before meetings
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- Recognise the need for flexibility in the timing and structure of meetings.

16. Dealing with complaints from parents/carers

All complaints will be treated seriously and investigated thoroughly according to the school's complaints procedure.

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

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

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

17. Liaising with pupils

Pupils in Lawn Manor Academy are entitled to a full and balanced curriculum, and one that meets their educational needs. As such all SEND pupils can expect the following:

- Involvement in decisions that affect their education
- Participation in their annual review
- A safe school environment
- Support, where necessary, for exams and controlled assessments
- Interventions that address their needs
- Access to help and support from the SENDCO, SEND team or pupil support team for specific needs whether these be long or short term
- Recognition and reward for achievement

18. Arrangements for In-Service training

It is the school's policy to provide appropriate professional development for the SENDCO, teachers, teaching assistants and other staff according to needs identified in the Academy Improvement Plan and as part of the staff Performance Management process.

Relevant local and national courses/conferences including cluster meetings are attended by the SENDCO.

The school has membership of a number of SEND organisations.

The school support staff training for externally accredited courses e.g. diplomas, certificates, degrees etc. In- school training sessions are held for individuals, groups of staff or whole staff by the Senior Leadership Team, SENDCO and external agencies.

An on-going programme of INSET for all staff is provided by the school on Teacher Development days.

Meetings for Newly Qualified Teachers and staff new to the school are part of the induction programme.

19. External Support Services

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives visits from the nominated Education Welfare Officer and Educational Psychologist for the area.

The school may seek advice from specialist advisory teaching services for pupils with sensory impairment or physical difficulties.

Specialist outside agencies contributes to the reviews of pupils with significant speech and language difficulties, physical, visual, and hearing impaired pupils.

Multi-agency liaison meetings, with representation from Social Services, local colleges, Health and the Educational Psychology Service are held on a regular basis to ensure effective collaboration in identifying and making provision for vulnerable pupils.

Local colleges are invited to attend all Annual Reviews in Years 9, 10 and 11 in order to contribute to the first Transition Plan and Learning Disability Assessment, and then to the subsequent reviews.

20. Health and safety

For the health and safety of all pupils, information about medical needs is shared with all staff and relevant external agencies in accordance with the data protection act.

Nominated staff of the school have permission to administer medicines in accordance with guidance from parents and the school nurse.

All pupils in the school, including those with SEND have the right to feel safe and secure on the school site. All pupils are expected to uphold their responsibility for their own and others safety. Lawn Manor have staff specifically qualified to positively handle pupils who, despite intervention, pose an immediate and significant risk to themselves or others. Such intervention would always be reasonable and proportionate to the risk posed.

21. Links with other Academies.

The school has links with post 16 providers and feeder primary schools.

22. Review of the Policy

The Local Governing Board will, on at least an annual basis, consider and report to parents on the effectiveness of the school 's work on behalf of children with SEND. They may wish to consult support services used by the school, other schools and parents. The governing body will advise the school as to whether any amendments to the policy are required.

SEND information report: The Governing Body will, in accordance with the Special Educational Needs and Disability Regulations 2015 publish information on the school 's website about the implementation of this policy. The information will be updated at least annually.

The SEN policy should be read in conjunction with other relevant policies:

- E-safety
- Safeguarding and Child protection
- Anti-bullying
- Positive handling
- Behaviour for Learning
- Administration of Medication
- Supporting Students with Medical Conditions

Policy Reviewed: October 2018

Staff responsible: Assistant Headteacher, Personalised Learning

Ratified and approved by the SLT: November 2018

Approved by the Local Governing Board: Dec 2018

Due for review: December 2019 (annually)

Glossary

CAT	Cognitive Ability Test
DISTAR	Direct Instruction System for Teaching Arithmetic and Reading – SRA reading support
EHR	Early Help Record
IAG	Information Advice and Guidance
INSET	In- Service Training
LA	Local Authority
LAC	Looked after Child
LUCID Exact	Literacy assessment software / tests
SATS	Standard Attainment Test – National Curriculum Test
SEND	Special Educational Needs and Disability
SENDIASS	Special Educational Need and disabilities Information advice and Support Service