

Special Educational Needs and Disabilities (SEND) Information Report

Lea Manor High School



**Our Special Educational Needs & Disabilities Coordinator (SENDCo)
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The SEND Information Report sets out what we provide for young people with Special Educational Needs and/or Disabilities (SEND) throughout their time with us.

1. Our Core Offer

Lea Manor High is an inclusive school, with a culture of high aspiration, high expectations and success. We recognise that there are no shortcuts to success and so the provision in place for pupils with special educational needs is rigorous and robust.

- Our aim is to provide an outstanding learning experience for all pupils through high quality first teaching.
- Learning is at the core of all we do, we recognise that all children are different and that it is, necessary to make adaptations in order meet the needs of all children.
- Our framework for teaching and learning is the Lea Manor Lesson, through this framework our highly skilled staff provide support and challenge for all our pupils.
- Our broad and balanced curriculum engages our learners and makes the most of our urban setting and environment through integrated WRL
- Our Super learner clubs ensure pupils have access to a range of extra-curricular activities, to expand learning beyond the classroom.
- At Lea Manor High School there is an emphasis on early identification of need to ensure our pupils receive the support they need to make progress.
- Support for pupils with Special Educational Needs (SEND) includes
 - bespoke Nurture groups, which are smaller groups which provide greater scope for adapted teaching.
 - Catch Up literacy, Numeracy, basic skills and Social skills.

2. Our Inclusion Team

SENDCo
Inclusion Manager
Inclusion Assistant Manager
Inclusion Administrator
Graduate HLTAs (*Also Keyworkers*)
LSAs (*Also Key Workers*)

The team works across Curriculum and Pastoral to ensure that pupils with SENs are fully included in every aspect of school life at Lea Manor High.

3. What kind of special educational needs are we able to support through our provision at Lea Manor High School?

At Lea Manor High school we provide support for pupils with additional needs across the four broad areas of need as explained in the SEND Code of Practice 2015. These categories are:

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

In addition, we have a specialist provision for pupils with Social Communication Difficulties. The pupils in this provision have education, health and care plans (EHCPs) for Speech, Language and Communication Needs (SLCN) and or Autistic Spectrum Disorders (ASD). To

gain a place in this provision, pupils must be referred through Luton Local Education Authority and have an EHCP.

4. How do we identify pupils with SEND and assess their needs?

We aim to identify pupils with SEND and assess their needs as soon as possible, we understand how important this is. We use information gathered from the pupil, the parents/carers, teachers, learning leads, school staff who work with the pupil, prior school information, outside agencies (including speech and language therapist and educational psychologists) and assessments undertaken in school to help identify the needs.

In order to do this accurately. The various methods of identification include:

- Information from previous school which facilitates smooth dovetailing of support.
- Assessment on entry to our school. All pupils are assessed on entry to school; through CAT4 and a range of SEND tests
- Teacher identification and feedback. Regular quizzing and assessments are conducted by subject teacher as part of the teaching and learning.
- Communication with pupils, parents, keyworker monitoring, via professional meetings, parent evenings, parental engagement sessions, Zoom meetings, telephone conversations and emails.
- Department leads and the Pastoral team work together to track and monitor the progress of all pupils.
- The Inclusion Team carry out a number of assessments in order to identify the barriers to learning and put provision in place should there be a need for it.
- Occasionally a child may need more expert support from an outside agency such as the Educational Psychologist, Speech & Language Therapist etc. Where this is the case, referrals are made to the relevant organisation parents/carers are fully included in the process.
- See School Inclusion referral system (**See Fig 1 below**)

If you are concerned that your child may have a special educational need that we are not aware of, in the first instance you should contact your child's **Learning Lead**. The Learning Lead will then discuss this with the **Head of Year** who will begin the process of information gathering from teaching staff. This is then reviewed and if a need is identified, this will be passed onto the Inclusion Team. Your child's Head of Year will contact you to discuss the matter and share with you the conclusion reached.

If your child has a formal diagnosis of a need from an outside agency (CAMH, Educational Psychology, Speech and Language Therapist or other medical professionals), please share this with schools Inclusion department as soon as possible.

5. What are the arrangements for consulting with and involving parents/ carers of children identified as having SEND (Special Educational Need)?

- If your child has been identified as having additional learning needs, your child's Learning Lead, HOY or member of our Inclusion Team will contact you to arrange a meeting to discuss this further.
- Parents/Carers' are encouraged to discuss their children's SEND with their child's Learning Lead, Head of Year and/ the Inclusion team at any point in the school year. You will be able to share your views and discuss your child's progress with teaching

staff involved with your child at two Parents meetings scheduled during the academic year.

- Each pupil with who is K coded or has an EHCP is allocated a Key Worker. The Key Worker is an additional link between the family, pupil and all teaching staff involved with your child. Over time, our key workers build up strong relationships with pupils and their family. The system enables us to ensure that we are listening to and communicating with pupils and families.
- All pupils with an identified special educational need have an individual Learning Passport, this is outlining the targets and strategies designed to support your child's progress, this is shared with Parents.
- Pupils with an EHCP have formal Annual Review meetings in addition to the termly reports which sent out. Where it is deemed necessary to adjust the package of support, your child receives, during the course of the year, a 'mini' review will be arranged. The relevant case worker from the local authority may be invited to attend if there are significant changes to be discussed. In these meetings you will have an opportunity to meet with other professionals involved in supporting your child's learning, and discuss strategies, activities and ways for you to help your child to meet his/her potential.

6. Arrangements for consulting pupils with SEN and involving them in their education

- Pupils are encouraged by staff to express their thoughts and feelings about their SEND and the ways in which staff can make school life and learning more accessible for them.
- Learning Passports are positive documents which are put together with input from pupils and parents. Pupils have the opportunity to express what they would like staff to know about them, areas they find challenging, what they would like to improve, these are represented in the form of 'Targets', 'How they can be supported'. Learning are personalised with statement banks used to scaffold pupil in detailing their responses. Learning Passports are reviewed and updated termly to ensure they remain relevant.
- The Inclusion Faculty is a welcoming space which is open to every pupil. The unit provides a safe space where pupils can visit to discuss their needs and how they may be further supported. We are committed to raising awareness of pupils SEND needs and reduce barriers to learning. We believe strongly in preparing all our pupils to be skilled and fully equipped for life beyond LEA MANOR HIGH SCHOOL, including developing as much independence as is possible.
- Pupils with EHCPs are invited to attend all Annual Reviews unless there are exceptional circumstances which prevent this. Pupils are encouraged to participate in all aspects of their education, including any extracurricular activities, pupils will be assisted in this where this is necessary.

We believe that it is essential to understand your child's views on any difficulties they may experience with their learning, and appreciate family support with this.

7. Arrangements for assessing and reviewing pupils progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

- The Pupil Passports are used by all teaching and support staff who work directly

with pupils and are available via Provision Map. These documents are reviewed and updated termly. Pupils and parents/ carers' meet formally with Keyworkers on a termly basis, to discuss progress towards targets.

- For pupils with EHCPs, the academic targets set by Learning Leads and teachers will, as much as possible, link into their Annual Review targets.
- The Learning Passport is an important document and is central to the process of assessing and reviewing pupils progress towards targets.
- If parents have any concerns about what is included in the passport this can be raised with the Key worker who will work through any concerns and make any adjustments where necessary.
- Our intervention programmes run on a termly basis. The pupils who have been identified by the teachers in need of further interventions are assessed by the Inclusion Team at the start of these interventions to identify the areas of need and at the end to determine what progress has been made and, in some cases, to identify other areas for improvement.

Collaboration is at the heart of our work and the review process is no exception. Pupils, parents, teaching and support staff who work with the pupil, feed into the assessment and review process for all students on the SEND register.

8. Arrangements for supporting pupils in moving between phases of education and in preparing for adulthood.

Lea Manor Transition

Lea Manor High School has a thorough Primary to Secondary transition programme.

- Parents and pupils are invited to attend our open evening.
- The Inclusion Team are available at the open evening to speak to the parents in person to give an insight into the support we offer at our school.
- Once places have been confirmed, members of the Inclusion Team along with the Year 7 Transition Lead attend primary schools in order to meet with inclusion leaders. The aim of this is to fully understand the SENs of pupils who are transitioning to our school and to ensure smooth dovetailing from primary into secondary.
- In July there is a Pupil Transition Day where pupils are invited into Lea Manor High School for a whole day of transition activities to see how things will work and to familiarize themselves with the school.
- There is a Parent/ Carer Evening in July where parents/carers are invited in to meet the leadership and staff. The meeting is designed to help parents understand the differences between primary school and secondary school, understand how the school works and provides an opportunity for parents/ carers to ask questions.
- In addition to this provision, vulnerable pupils, or those with SEND are invited on an as-needed basis to participate in an extended transition programme. During this programme, pupils are able to come to the school as regularly as is deemed necessary to become familiar with the surroundings and the format of the school day. During this time, pupils may take part in fun activities such as science experiments, video interviews, ICT tasks and gentle PE activities designed to help them get used to our school site. Prefects support with the extended transition programme, so that when the year 6 pupils arrive in year 7, they not only know some of their year group, they also know some of the pupil leaders.
- Pupils with particular mobility issues are invited to come in to the site as often as needed prior to starting, to help us ensure they are comfortable making their way

around our site. We are a fully accessible school, and pupils with wheelchairs are welcome. We have lift access to upper floors. We also have a chair ramp for better access across the site. We have disabled toilet facilities. We also have designated Disabled Parking Bays.

Transition between key stage 4 and 5

In KS3 and KS4 all pupils are exposed to the world of work and further education, this is fully embedded into our curriculum. This prepares our learners for the transition to KS5. Transition between KS4 and KS5 is carefully managed by our CEIAG Coordinator and supported by the Inclusion Team. In addition to this we have a fully bespoke KS5 transition programme for SEND and vulnerable pupils.

9. The approach to teaching pupils with SEN

Lea Manor High School is dedicated to providing high quality first teaching to all pupils, with an inclusion ethos. Every teacher is a teacher of SEND which means they are responsible for ensuring that teaching and learning is fully accessible to all pupils regardless of their learning needs and that all pupils make progress.

- Our staff follow the 'Lea Manor Lesson' which ensures all learners make progression. Prior learning is built upon and the needs of all pupils are met.
- Effective adaptation of lessons to ensure appropriate challenge and support are key features in the Lea Manor Lesson
- We promote high standards and expectations for all pupils, including those with SEND, there are no exceptions.
- We believe that your child's learning needs will first be met through the high-quality teaching delivered by her/his class teacher, including adapting work to meet your child's learning needs
- We have a broad and balanced curriculum, and teachers are trained to use a range of teaching strategies to support pupils' learning needs.
- Pupils are set by ability in English, Maths and Science, and this is regularly monitored to ensure that pupils are in the correct learning group. Other subjects are taught in mixed ability groups. Teachers, Department Leads and Heads of Years use data to inform planning and to ensure that there are high standards and expectations and that intervention is evidence based.
- We operate Nurture groups where this is necessary for SEND pupils, here pupils are taught in smaller groups for core subjects by Graduate Higher Level Teaching Assistants who are attached to specific departments and work collaboratively with subject leaders.
- The school has trained staff running Catch Up Literacy, Numeracy and Social Skills.
- The class teacher, Learning Leads, Heads of Year and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach their goals. The strategies used and progress achieved are reviewed termly through robust progress monitoring, assessment and reporting.
- External agencies and specialists also review pupils progress and work and provide teachers with feedback to improve the quality of their work.
- We regularly review our continued professional development (CPD) programme for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.

10. How adaptations are made to the curriculum and the learning environment for pupils with SEN

- Teachers are trained to adapt the curriculum in a way that enables all pupils, including those with SEND, to make progress. A range of specialist equipment and resources are available where necessary. These include tablets, laptops, Communicate In Print software, Communicate Ideas software, Nessy Fingers touch typing, coloured overlays and coloured exercise books.
- Pupils in Key Stage 4 may be entered for additional alternative qualifications if necessary, after discussion with teachers, parents and the pupil concerned. Examples of alternative qualifications include Entry Level or Functional skills qualifications in English, Maths, Science or ICT, Skills for Working Life and Basic Skills.
- At Lea Manor High School, we believe that your child's learning needs will first be met through the high-quality teaching delivered by her/his class teacher. We carefully plan our curriculum to match the age, ability and needs of all children, regardless of their ability.
- The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability. It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning need.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning. We hold regular staff meetings to ensure that strategies are up to date and working for pupils with special educational needs, and provide a secure forum for staff to share information on successful techniques and strategies for pupils.
- Our provision map is regularly updated and reviewed to ensure that all the provisions we offer are high quality and are having a positive impact on pupils' progress. We use only those interventions that are evidenced based and provide the best value.
- Lea Manor High School regularly reviews its Accessibility Plan to ensure that all pupils have the full access to the curriculum and the school site. We are a fully accessible site, and all areas of the school are wheelchair accessible. Where pupils need to access the lifts and stair lifts regularly, pupils can be provided with keys to these if this is appropriate to their needs. We have accessible toilet facilities across the school site, in the same location as each set of toilets. We also have a fixed hoist available to enable transfer to toilet or changing facilities in the accessible changing facility on the 1st floor (which includes a height adjustable, appropriately sized changing table).
- For pupils with Speech, Language and Communication Needs (SLCN), support is provided by the local authority. The support that they are able to provide will depend on the needs of the pupils. Access to this provision is managed through the local authority.
- Targeted support. It may be appropriate to make additional short term special educational provision to address your child's learning needs. These will be limited to 6 weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.
- Specific targeted one to one or small group interventions may be run outside the classroom.
- Specialist support - it may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include Educational Psychology, Speech and Language Therapy, Occupational Therapy and/or Child and Adolescent Mental Health services (CAMH). The school may need to prioritise referrals to these services. However, for a very small number of pupils, access to these specialists may be through an EHCP. Parents should be aware that they have the right to request an EHCP directly from their home local education

authority, and the school is happy to provide supporting documents when requested by the borough for parents who wish to take this path.

11. The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured

Staff training and development is high on our list of priorities and inclusion lies at the center of this. We operate an extensive CPD programme which includes inhouse and external training and development to support the work of inclusion. Our Inclusion Team work closely with multi-agency links and training received is rolled out to staff. If an additional training needs are identified we move swiftly to secure training.

12 Evaluating the effectiveness of the provision made for pupils with SEN

- Classroom teacher assessments, formative and summative are used to assess the impact of our provision. Systems are reviewed regularly to ensure that they remain effective.
- We also use internal and external reviews including pupil and parent evaluation forms to see how the pupils and parents feel about the service we are providing. Soft and hard data is used to evaluate our work this information is used to improve the quality of our work and the effectiveness of our provisions.
- Set procedures ensure that all pupils, including those with SEND, benefit from high quality first teaching, this is regularly reviewed via the school's line management structure.
- The Inclusion Team offer a range of opportunities for individual teachers, departments or faculties to work more closely with the SEND team to develop or further improve the effectiveness of the classroom practice.

13. How pupils with SEND are enabled to engage in activities available pupils without SEND

Lea Manor High School is a fully inclusive school. As such, our full offer is available to all pupils including those with SEND.

Outside of the classroom, the school offers a wide range of super learner clubs and activities, all of which are available to every pupil. Where needed SEND support is tailored to ensure that pupils with SEND are able to access all activities that they wish to participate in. This includes overnight and / or overseas trips as well as pupil voice and pupil council.

14. Support for improving emotional and social development. Including extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying

- Supporting emotional and social development is at the heart of our work and this is led by our Pastoral Team. The Pastoral Team and the Inclusion Team work closely

together to ensure that pupils are supported to achieve the best outcomes. Both teams meet regularly to discuss the best support for our pupils.

- Pupil Leaders work closely with our Pastoral Team providing support for pupils. We recognise that some pupils will experience emotional problems. We have in place strong mechanisms for dealing with this and supporting pupils who may experience it. Pupils may be assigned with Wellbeing Mentors, if it is necessary.
- Pupils are encouraged to speak to an adult when they are feeling emotionally or socially vulnerable or if they are struggling with their mental health. Where we are aware of such difficulties, we will take all reasonable steps to help support the pupils and their families. Bullying is not tolerated at Lea Manor High School, and pupils are encouraged to tell a teacher or member of staff when they see or experience bullying of any type.

In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. Lea Manor High School seeks to create a caring, learning environment in the school by:

- Promoting good behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- Ensuring fairness of treatment for all;
- Encouraging consistency of response to both positive and negative behaviour;
- Promoting early intervention;
- Providing a safe environment free from disruption, violence, bullying and any form of harassment;
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

15. **How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils SEN and supporting their families**

- The SENCo and Inclusion team, with other staff, hold regular multi-agency meetings with Speech and Language therapists, Educational Psychologists, Pastoral team including termly multi-agency meetings to support pupils with SEND.
- Staff also participate in meetings with other bodies whenever this is necessary, including social care staff, medical professionals, local authority services and voluntary agencies to coordinate support and share information where this is appropriate and necessary.
- We are happy to work with parents, pupils and families to support them. We actively encourage pupils and their families to let us know when other agencies are involved so that we are able to work together in the best interests of the child and their education.

16. **Luton Local Offer**

Luton local authority also publishes their Local Offer setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. It explains the procedures for requesting an assessment for an Education, Health and Care Plan (EHCP), which replaces the SEN Statement. You will also find information about:

- Where to go for advice and guidance on SEND matters;
- Leisure activities for children with SEND;

- Arrangements for resolving disagreements and mediation.

<https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page?localofferchannel=0>

17. SENDIAS

The Luton Special Educational Needs and Disability Information Advice and Support Service (SENDIAS) was previously known as the Luton Parent Partnership.

The information, advice and support provided is to help enable children, young people and their parents / carers to participate in decisions regarding their education needs, in order to achieve the best possible outcomes.

What can Luton SENDIAS do?

We offer confidential, impartial and accurate information relating to children and young people with special educational needs and/or disability. This includes:

Information

- SEN Code of Practice - 2001 and 2014
- Special Education Need processes
- Your rights and options
- How you can access support – including independent support

Advice

- Listen and provide encouragement
- Help you make sense of information and apply it to your own situation
- Discuss options and look at the possible consequences of the choices available to you.

Support

- Supporting you in discussions with the local authority, school or other settings
- Attending meetings with you
- Helping you understand official reports and write letters
- Provide you with a volunteer who can support you

Fig 1 Lea Manor High School Inclusion Referral System



