

Lea Manor High School	
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Policy author/s	Asma Baig
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Staff with overall responsibility for development, implementation and review	Governing Body Headteacher
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Date approved by Governors	



Lea Manor High School

Statement of Intent

The governors and staff of Lea Manor High School are committed to the inclusion of all students with Special Educational Needs and Disabilities in the full life of the school, with equal access to a broad, balanced and relevant curriculum which encourages the acquisition of understanding, knowledge, experience and skills. We are committed to a culture of high aspiration, expectation and success for all of our students regardless of their ability. We recognise the diverse and individual needs of all our students and take into account the additional support required by those students with Special Educational Needs and Disabilities (SEND).

Definition of Special Education Needs (SEND)

The governors and staff at Lea Manor High School are committed to the Inclusion of all students with *Special Educational Needs and Disability* as set out in the SEND Code of Practice 2015 and the Equality Act 2010.

A child or young person has Special Educational Needs, if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. 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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

A *disability* is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

English as an additional language (EAL) is not considered a Special Educational Need. Differentiated work and individual learning opportunities are provided for pupils who are learning EAL as part of our provision for vulnerable learners.

Students requiring SEND Support

A student is considered to require SEN Support if he or she has a learning, language, emotional, mental health or physical need, leading to significantly greater difficulty in accessing learning than the majority of students of the same age, which calls for special or additional educational provision to be made for him or her. Students identified as requiring SEN Support (K) will receive support through the Inclusion department or through adaptation of lessons, and outside of class through targeted interventions.

SEND Register

This provides a record of all pupils receiving SEND support or who have an Education Health Care Plan (EHCP). It is also used to monitor progress and achievements, give an overview of the needs across the school and ensures that the school's provision reflects the current level of pupil need.

Removal from the SEND Register

Lea Manor High School will remove a child from the register if they have made good progress and achieve their identified outcomes. Progress will continue to be monitored as part of the termly tracking of all pupils. Parents/Carers will be notified of this decision.

Our Values

- We welcome difference and diversity: learning from and about diversity strengthens our community.
- We support all our pupils to realise their potential and recognise the basic equality of all people so that they can become responsible citizens who make a positive contribution to society and become life-long learners.
- We value, respect and celebrate the achievements of all our pupils and young people.
- We recognise individual differences with special regard for children with SEND.
- We recognise that there is a continuum of SEND which should be reflected in a continuum of provision and that good practice goes to the very core of good teaching and learning.

Legislation and Guidance

This policy follows the guidelines of the:

- Special Educational Needs and Disability (SEND) Code of Practice
- Part 3 of the Children and Families Act (2014)
- The Special Educational Needs and Disability Regulations 2014

Aims of this policy

Lea Manor High School is a fully inclusive school and our aim is to:

- Ensure pupils with SEND achieve their best and fulfil their academic and personal potential.
- Ensure pupils with SEND become Independent lifelong learners
- Ensure pupils with SEND become confident individuals living fulfilling lives.
- Encouraged pupils with SEND to participate fully in our school community.
- Provide pupils with SEND high quality teaching and support, by specialist staff when appropriate.

- Involve pupils with SEND and their parents/carers in decisions about their education.
- Make a successful transition into adulthood, whether into employment, further or higher education.
- Work in partnership with external agencies to ensure that all of our SEND pupils have a positive educational experience.

Objectives

1. To ensure admission arrangements are in accordance with national legislation.
2. To provide pupils with SEND with a safe and secure environment.
3. To ensure the Identification, Assessment and Provision for all students with SEND is carried out at the earliest possible opportunity.
4. To implement and further develop a whole school policy on Special Educational
5. Needs Disability which forms an integral part of the school's development plan.
6. To ensure that pupils with SEND have maximum possible access to a broad and balanced curriculum, including the National Curriculum, and to monitor the progress of pupils disappplied from any part of the National Curriculum.
7. To monitor pupils' progress.
8. To teach pupils with SEND together with their peers for as much of the time as possible.
9. To ensure regular reviews are carried out.
10. To ensure Educational, Health and Care Plans are requested for pupils who are entitled to it.
11. To liaise and work closely in partnership with parents/carers and involve them in all decisions regarding SEND provision.
12. To ensure pupil participation.
13. To work closely with the Pastoral Team, Learning Leads and Wellbeing Mentors to meet the needs of pupils who have both SEND and Emotional and Behaviour needs.
14. To promote staff development in relation to SEND by ensuring that SEND-related issues permeate all aspects of staff development in the school.
15. To co-ordinate the involvement of outside agencies.
16. To remove barriers to learning.
17. To consistently monitor and evaluate Special Educational Needs provision.

Implementation of objectives

To ensure admission arrangements are in accordance with national legislation.

- Pupils with any level of SEND: those with statements or Education Health Care Plan (EHCP) are reviewed on entry and continuity of support is maintained where possible.
- The Special Educational Needs and Disability Coordinator (SENDCO) works closely with parents/carers and key agencies to ensure there is appropriate support in place for pupils with SEND entering the school.

- At Lea Manor High School, we work closely with all of our feeder primary schools to find out about every pupil who will be joining our Year 7 cohort. This includes meeting with the SENDCOs, and may include liaising with parents and other professionals, in order to ensure a smooth transition into secondary school. The data collected in these meetings is used to plan appropriate provision for the new school year and any pupil who is identified as having SEN may be invited for additional transition sessions at Lea Manor High School before they start that September.

We ensure the schools pupils transfer from (in year admissions) are contacted for all information needed to enable us to support pupils with SEND. Where a pupil arrives from overseas or another UK school with no SEND needs but he/she is later identified to possibly have SEND needs, the pupil will be referred to the Inclusion department for an assessment

To provide pupils with SEND with a safe and secure environment.

- The design of the building aims to provide ease of safe physical access to all parts of the site while supporting the school's inclusive approach in terms of the academic, pastoral and social experiences of all pupils. It is hoped that the architectural design of the building will support pupils with special educational needs as well as mainstream pupils.
- Spaces are designed to be clear, calm and ordered with layouts that reduce confusion.
- 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. Wheelchair access is provided to all parts of the building and site with disabled parking, adequate dropping off points, level entrances, step-free routes and lifts.
- A variety of environments are provided, including 'withdrawal' spaces within the school as well as breakout spaces of various sizes and layouts. Both male and female toilets are provided with disabled access units throughout the building.
- The building accommodates safe means of escape for all building users. The building makes the most of natural light and fresh-air ventilation and the acoustics are designed to facilitate quiet individual study.

To ensure the Identification, Assessment and Provision for all students with SEND is carried out at the earliest possible opportunity.

- Lea Manor High School adopts '**The Graduated Response**' which follows the model described in the SEND Code of Practice to meeting Special Educational Needs using **Assess, Plan, Do** and **Review**. When a pupil is identified as having special educational needs, Lea Manor High School will provide interventions that are additional to or different from those provided as part of the school's usual adapted curriculum. They may also be placed in the nurture group, which consists of teaching in smaller groups by Higher Learning Teaching Assistants. The level of additional intervention and support will depend on the individual pupil's need.
- At Lea Manor High School, it is our aim to identify our pupils as early as possible. If it is evident that a pupil will require more support than is available through Quality First Teaching, we will offer SEND Support. Parents/Carers will be notified that their child will receive additional support and the pupil will be placed on the school's SEND Register, where his/her progress and provision will be closely monitored. All staff therefore are able to refer a pupil to the Inclusion department should they see a pupil is making less than expected progress and think it may be due to a learning need.



- A student is considered to require SEND support if he or she has a learning, language, emotional, mental health or physical need, leading to significantly greater difficulty in accessing learning than the majority of students of the same age, which calls for special or additional educational provision to be made for him or her. Pupils identified through assessments as requiring SEN support (K) will receive support both in class, through a Learning Support Assistant, personalisation or adaptation, and outside of class through targeted interventions.

- Identifying pupils' special educational needs and becoming familiar with successful strategies developed by the primary school and our Inclusions Department is an important part of the process. The information gathered is collected and helps to inform placement in ability teaching groups. Pupils with SEND are identified and their passports with strategies are established for the start of term in September. Where a pupil joins Lea Manor High School after September, they are also assessed and the same procedure is followed. Significant information on pupils compiled during the assessment is circulated to relevant staff.
- Year six pupils coming to our school in September are invited to the school for an induction day where they get the opportunity to engage with taster lessons in various subjects. The school is informed of prospective Year 7 pupils with EHCP (Education, Health and Care Plans) during the Spring term prior to their starting in September.
- The SENCO and the Educational Psychologist (EP) for the school screen the Year 7s for any pupils who are known to the EPs and in particular, for any pupils who are in the process of being fully assessed. The Inclusions Department also assess pupil in Reading, Writing, Maths and Cognition.

Assessment is a continuing process that can identify pupils who may have SEND. The school will measure children's progress by referring to:

- Baseline testing- spelling and comprehension
- Evidence from teacher observation and assessment
- Their performance against age related expectations at the end of a key stage.
- Standardised screening or assessment tools.
- Other baseline testing
- Students with SEND are assessed in the same way as other students, following school and National Curriculum procedures, including internal school examinations, and tests, teacher assessment and through external examinations such as GCSEs.

To implement and further develop a whole school policy on Special Educational Needs which forms an integral part of the school's action plan.

- The policy for SEND is reviewed and evaluated annually. The responsibility for ensuring this review takes place rests with our governing body. There is an annual SEND report which sets out our SEND provision to meet the needs of our pupils.
- Lea Manor High School adopts a whole school approach to meet the wide range of pupils' Special Educational Needs and Disabilities. We are committed to ensuring that our pupils with SEND achieve their full potential through Quality First Teaching.
- All teachers are teachers of Special Educational Needs and Disabilities and at Lea Manor High School we recognise that it is the teacher's responsibility to meet the needs of all our pupils in their class through their organisation, teaching resources, teaching style and differentiation.
- The SENDCO supports staff in all departments in their work on curriculum development with particular reference to issues of adaptation, personalisation, curricular access and entitlement.
- The SENDCO also works with each department to identify best practice through lesson observations and support staff with planning and delivering lessons where appropriate. The SENDCO also holds an open surgery after school once a week. Staff drop in to discuss strategies to support SEND pupils to enable them make the required progress

To ensure that pupils with SEND have maximum possible access to a broad and balanced curriculum, including the National Curriculum, and to monitor the progress of pupils disapplied from any part of the National Curriculum.

It is the policy of the school to enable pupils with SEND to have access to a broadly based and balanced curriculum, including the National Curriculum. The emphasis, wherever possible, will be to apply National Curriculum programme of study. The principle that all teachers are teachers of SEND applies and subject teachers ensure that all pupils have access to the curriculum through careful planning, differentiation and personalisation. Where appropriate, some pupils at Key Stage 4 are placed on the supported pathway in order to improve their basic skills, allowing them to access the rest of their curriculum successfully. The progress of pupils in these classes is monitored very closely in order to judge the success of this strategy.

To monitor pupils' progress

Subject Teachers monitor and track pupils progress and may conclude that the strategies they are currently using with a SEND pupil is not resulting in the pupil learning as effectively as possible. In these circumstances, they will consult the Inclusion team to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the pupil's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the pupil's behaviour.
- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or employment. Students with SEND will be monitored regularly through yearly reports, parents evening and organised meetings with the SENCO.
- The progress of all students is tracked on the school's SIMS/Go 4 Schools, where pupils' profiles, records of progress and attainment levels/GCSE levels are also available.

To teach pupils with SEND together with their peers for as much of the time as possible.

At Lea Manor High School, it is our policy and practice to educate pupils with SEND in whole groups. There are times, however, when some pupils with SEND will be withdrawn for intervention by the Inclusions Department.



Pupils may be withdrawn for catch-up Maths, English, Social and Motor Skills practice and mentoring either alone or as part of a small group.

To ensure regular reviews are carried out.

The progress of all students is monitored on an ongoing basis. Meetings and target setting take place on a termly basis where all students' attainment and progress is reviewed. For students with SEND, parent/carer meetings take place with the SENDCO to discuss progress throughout the year. Annual Reviews, for all EHCP students take place each year in order to monitor and evaluate the progress made by those students. These reviews involve parents, the student, SENDCO, Learning Support Assistant and Dean. Outside agencies who are involved with a student are also welcome to attend, and when relevant are specifically invited. These reviews will coincide with the date indicated on the Statement. Following an Annual Review, any required new targets will be set, and appropriate provision put in place, to help the student make the next steps in their learning.

To ensure Educational, Health and Care Plans are requested for pupils who are entitled to it.

If a student has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a multi-agency meeting involving parents/carers, teachers, SENCO and any outside agencies involved with the child.

Parents/carers have the right to appeal a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can be found on the SEN Local Offer, Luton.

To liaise and work closely in partnership with parents/carers and involve them in all decisions regarding SEND provision.

Lea Manor High School firmly believes in working closely with parents/carers in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- Parents are valued at all stages of concern and are invited to share their views to meet the needs of their child.
- Everyone understands the agreed outcomes for their child and is clear about the next steps.



- Pupils targets are discussed and all views are valued and listened to.
- Parents/carers are invited to attend meetings with external agencies eg. Educational Psychologist regarding their child and are kept up to date on any provision for their child.

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENCO throughout the year.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

To ensure pupil participation.

The SEND department fully embraces the principles of pupil participation. Pupils who are capable of forming views have a right to receive and be made aware of information regarding their needs.

Pupils are fully involved in writing their learning passports (Appendix 1). Pupils also contribute largely to the review of their targets through self-evaluation. Pupils' views are also sought when evaluating the effectiveness of provision put in place to address their needs.

To work closely with the Pastoral Team and Learning Leads to meet the needs of pupils who have both SEND and Emotional and Behaviour needs.

Pupils with SEND may also receive support from their Head of Year and learning leads. Members of the Inclusion department will work closely with the Pastoral Team and learning leads and liaise on all issues including behavioural and emotional needs of each pupil.

To promote staff development in relation to SEND by ensuring that SEND-related issues permeate all aspects of staff development in the school.

At Lea Manor High School, we are committed to training all staff to teach pupils with special educational needs as part of their normal classroom



planning and practice. All school staff are kept up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The Assistant Headteacher – Inclusion, The Inclusion Manager and Inclusion Assistant attend relevant SEN courses and facilitate relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues as part of their personal development. The Assistant Headteacher for Inclusion and Inclusion Manager offer CPD for staff through INSET, twilights and leaders meetings. The Assistant Headteacher for Inclusion, with the senior leadership team, ensures that these training opportunities are matched to school development priorities.

14. To co-ordinate the involvement of outside agencies.

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any of the support services may raise concerns about a pupil and this will be brought to the attention of the SENCO and the child's parents/carers. Some of the outside agencies include the Educational Psychological Services and the Child and Adolescent Mental Health Services.

The Inclusion department works closely with these agencies. This is frequently in conjunction with the pastoral teams in the school. Where appropriate, members of the Inclusion department will attend case conferences and planning meetings with these agencies and link with pastoral staff in the school.

15. To remove barriers to learning.

This is the responsibility of all members of the school, led and driven by the Inclusion Department. Potential barriers, which could be specific to different individuals, are identified as part of the pupil profile and structured support is put in place to overcome these barriers. This may be a combination of classroom, out of class and pastoral support.

16. To consistently monitor and evaluate Special Educational Needs provision.



LEA MANOR HIGH SCHOOL

Monitoring and evaluation will take place through feedback (from staff, parents/carers and pupils) and impact assessments on a regular basis. Regular reporting by the SENCO/Assistant Headteacher - Inclusion to the Headteacher and Governing Body will take place in order to continuously refine the SEND provision.

Roles and Responsibilities

The Head teacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that your child's needs are met however they will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

The SEND Governor is responsible for:

- Ensuring that the necessary support is provided for any child who has SEND, through termly meetings with the SENCO and termly reports from the Head teacher.
- Monitoring the effectiveness of the SEND provision in the school.

The SENCO is responsible for:

- Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you as a parent/carers are involved in supporting your child's learning and kept informed about the support your child is getting.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist or Sensory Team.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's interventions, progress and needs.

- Providing specialist support for teachers and support staff in the school so they can help children with SEND to achieve the best progress possible.
- Completing SEND pupils' passport with pupils and parents/carers
- Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so that they can make the best possible progress. This may involve the use of additional adults, outside specialists and specially planned work and resources.

The subject teacher is responsible for:

- Adapting the curriculum appropriately to suit the needs of SEND pupils and closely monitoring their progress.
- Liaising with Higher Level Teaching Assistants and Learning Support Assistants to ensure that lessons are well differentiated/ personalised and effective in ensuring that pupils make progress.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support).
- Ensuring that the school's SEND Policy is followed in their classroom.

Higher Level Teaching Assistants /Learning Support Assistants are responsible for:

- Meeting regularly with their designated key pupil.
- Planning, delivering, monitoring, tracking and evaluating the effectiveness of all interventions. This will be carried out under the supervision and guidance of the Teachers, Inclusion Manager and Assistant Headteacher.
- Supporting pupils in lessons to consolidate specific skills and content. Ensuring classroom agreement for SEND pupils are completed, signed and used by themselves and the classroom teachers.

Arrangements for considering complaints about the school's SEND provision

The need for home and school to work closely in order to meet pupils' needs is central to this policy. Arrangements are in place, which should ensure that parents are consulted at all stages about the ways in which the school aims to meet the needs of the pupils. This should remove the possibility of misunderstandings and conflicts. However, if a parent is unhappy with anything the school is doing when dealing with their child's special educational



LEA MANOR HIGH SCHOOL

needs, they should first contact the SENCO, or the pupil's learning lead, the dean or subject teachers. These teachers will raise the matter with the SENCO whose duty it is to clarify matters and resolve the difficulty. The SENCO will also be able to give the parent the names of local voluntary organisations and parents' groups, which might be able to help. If the parent remains unhappy about the situation after the SENCO has taken steps to resolve the matter, the parent can follow the guidelines laid down in the school's complaints procedure.