



Lakelands
Academy

SEND POLICY

**NEXT REVIEW:
Summer 2022**

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Policy Responsibility SENDCo
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1. Aims

Our SEN policy and information report aims to:

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

2. Objectives

Lakelands strives to create a sense of belonging for all our students. We have an inclusive ethos with high expectations and set challenging targets for all our students. We deliver a broad and balanced curriculum for all students enabling them to aspire for the best opportunities as they enter adulthood. We focus on the outcomes of our students and not solely on hours of provision and support.

We believe that every teacher is a teacher of SEND and is responsible for meeting the needs of learners through appropriate differentiation.

How will we achieve our objective?

1. To identify and assess, as soon as possible, any special educational difficulty or disability.
2. To make provision to address identified needs.
3. To effectively manage the allocated resources, especially teaching assistant time.
4. To liaise with parents, students and appropriate outside agencies and implement as far as possible their expert advice.
5. To evaluate the effectiveness of the provision implemented.

2. Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Equality Act 2010: advice for schools DoE Feb 2013
- Schools' SEN Information Report Regulations
- Statutory Guidance on supporting pupils at school with Medical Conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012.

3. Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Aimee Warren BSc, PGCE, Pdip, NPQSL, NASC.

Contact via email sendco@lakelandsacademy.org.uk or telephone 01691 622543

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

4.5 Admissions:

- Provision for children with SEND is a matter for the school as a whole.
- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed.
- Students with Statements or Education, Health and Care Plans are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

5. Identifying SEN

5.1 The kinds of SEN that are provided for

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

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

5.2 Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

Partnership with parents plays a key role in enabling students with SEND achieve their potential. The Academy recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a student's needs and the best ways to support them. All parents of students with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Young people with special educational needs often have a unique knowledge of their own needs and the way they feel support would be best implemented. Their views will be sought. They will be encouraged to be key players in all decision –making processes and contribute to the assessment of their needs, reviews and transition plans.

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

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

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

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

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

A graduated approach to SEN Support:

The class form or subject teacher with the Head of Year will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The students own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the students' progress

5.5 Supporting pupils moving between phases and preparing for adulthood

During the summer term the SENDCo, Head of Year for years 7 and 8 and the Assistant Head will visit the main feeder primary schools. Through this close liaison with feeder primary school and contact with other sending primaries will allow transition information to be shared, this will ensure all the staff at the Academy have information on the new intake in the autumn term.

The SENDCo will endeavor to attend all Year 5 and 6 students EHCP annual reviews to ensure that a good working relationship is in place to allow for a smooth transition to Year 7.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

College settings are invited to EHCP reviews in Year 10 and 11 to ensure a smooth transition.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

An outline of all interventions offered at the Academy are available on the school information report

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as No Worries, Lego Therapy and Fresh Start

We work with the following agencies to provide support for students with SEN:

- Looked after Children's Team
- Speech Therapy
- Occupational Therapy
- Physiotherapy
- Sensory Inclusion both visual and hearing impairment
- Bee U (CAMHS)
- The Careers Service
- Educational Welfare (EWO)
- Social Services

The Academy also buys into support from the Educational Psychology Service, Spectra and School Councilor.

5.9 Expertise and training of staff

Our SENCO has 5 years experience in this role and has worked as a Geography Teacher and Head of Key stage 4 in a previous school.

She is allocated 15 hours a week to manage SEN provision.

We have a team of 16 teaching assistants, including an Assistant SENCO, Learning mentor and a Dyslexia specialist teacher who are trained to deliver SEN provision.

In the last academic year, staff have been trained in AET Autism Level 1 and 2, Attachment training Level 1,2 and 3, No Worries Programme, Cool Kids programme and Lego Therapy.

5.10 Securing equipment and facilities for students who require specialist equipment.

For students who require specialist seating or equipment to allow them to access mainstream lessons, the SENDCo will work alongside the occupational therapist and other specialist teams including the local authority to ensure the equipment is in place.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

In all cases interventions will be considered successful if:

- The attainment gap between the student and his/her peers is closing
- The attainment gap is prevented from getting wider.
- Progress is similar to those starting from the same baseline, even though it may be less than the majority.
- The rate of progress matches or betters the previous rate of progress.
- It ensures access to the full curriculum
- An improvement in self-help, social or personal skills can be demonstrated.
- An improvement in a student's behaviour can be demonstrated.
- The student is enabled to obtain appropriate accreditation

The student is enabled to participate in further education/training and /or employment

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

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All Students are encouraged to take part in sports day/school plays/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of the games room club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We work alongside many agencies including:

- SIS Hearing
- SIS Visual

- OT
- CAMHS
- Social Workers
- Early Help
- Spectra
- School Counsellor
- Art Therapist
- EWO
- School Nurse
- Diabetic nurse
- Autism West Midlands
- Woodlands School

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

Parents/carers are informed about IASS (Information, Advice & Support Service) so that they can obtain support, advice and information if they wish.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Parents/carers are informed about IASS (Information, Advice & Support Service) so that they can obtain support, advice and information if they wish.

5.17 Contact details for raising concerns

Shropshire IASS

<http://www.cabshropshire.org.uk/shropshire-iass/>

0808 808 3555

5.18 The local authority local offer

Our local authority's local offer is published here: <https://www.shropshire.gov.uk/local-offer/>

6. Monitoring arrangements

This policy and information report will be reviewed by Miss Warren **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions