

# The Lakes School

## SEND Policy

### 2019 to 2021

**Approved By:**

**Approved Date: March 2019**

**Review Date: July 2021**

Title:  
Author:  
Date:

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## **Special Educational Needs and Disabilities Policy**

### **“Excellence through a caring, learning environment”**

SEND 2015 Code of Practice:

From September 2014 no more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHCP's) which can be used to support students from birth to 25 years.

School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs and Disability Support' (SEND Support). All students are closely monitored and their process tracked each term. Those at SEND Support are additionally tracked by the Learning Support Department.

There are four broad categories of SEND:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- physical and sensory.

The 2015 Code of Practice says that:

'A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has 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.'

Taken from 2015 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv

### **Aim**

The Lakes School values all its students, and is committed to providing an inclusive environment and raise the aspirations of and expectations for all students with SEND. To provide targeted and focused support for all students in order for them to have the opportunity to meet their full potential.

### **Objectives**

- To work within the guidance provided in the SEND Code of Practice 2015 and to implement it effectively across the school.
- To identify, at the earliest possible opportunity, barriers to learning and participation for students with SEND.
- To ensure that every student experiences success in their learning and achieves to the highest possible standard.
- To enable all students to participate in lessons fully and effectively.
- To value and encourage the contribution of all students to the life of the school.
- To work in partnership with parents.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the SEND Policy.
- To work closely with external support agencies, where appropriate, to support the needs of individual students.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all students.

## **Identifying SEND**

1. The progress of every child is monitored following the five assessment points during the year. Where students are identified as not making progress in spite of teacher interventions they are discussed with the Heads of Learning Support/SENCO/Pastoral Managers/Attendance support and SLT and a plan of action is agreed. All of the information gathered from within the school about the student's progress, alongside national data and expectations of progress is considered. This includes high quality and accurate formative assessment.
2. Subject teachers are continually aware of students' learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - a) Is significantly slower than that of their peers starting from the same baseline;
  - b) Fails to match or better the child's previous rate of progress;
  - c) Fails to close the attainment gap between the child and their peers.

A flowchart to support teachers in the process of referring students to the Learning Support Department is available in the staff handbook.

3. Weekly meetings will take place with the Heads of Learning Support, SENCO and Pastoral Managers to review students, students of concern can also be raised here.
4. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by 'in class' differentiation or teacher intervention or some parental support. Otherwise, the child is placed at SEND Support on our SEND register.

Although the school can identify special educational needs and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASC or ADHD or some other disability.

The Lakes School also recognises the need to look at the whole child, which will include not just the special educational needs. We will also consider what is not SEND but may impact on a child's progress and attainment. The following areas may be discussed:

- Disability (the Code of Practice outlines the 'reasonable adjustment' – duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND);
- Attendance and Punctuality;
- Health and welfare;
- EAL;
- Being in receipt of Pupil Premium Grant;
- Being a Looked After Child.

## **Approach to SEND Support**

A graduated response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the Heads of Learning Support and the SENCO but will be planned and delivered by teaching and support staff. The Assess – Plan – Do – Review cycle is employed here as instructed in the SEND Code of Practice 2015.

There are three levels of support in Cumbria:

- Stage 1 is what every child can expect from the school;
- Stage 2 is extra help targeted at particular difficulties. It includes short-term 1:1 or small group interventions;
- Stage 3 is for students who have very special and long-term needs.

### **Stage 1**

'Every teacher is a teacher of every child including those with SEND.'

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

The Lakes School regularly and rigorously observes teaching across the school in its observation schedule to maintain standards. It also has student progress meetings after each of the five assessment points to rigorously monitor the progress of all of its students.

At The Lakes School, our teachers know how to:

- Explain things in simple words and in ways that help students remember;
- Give instructions so that students listen, understand and remember;
- Make sure that your child knows how much time they have to get their work done;
- Ask questions that check your child's understanding;
- Adapt the classroom and the seating plan so that everyone can see and hear;
- Assess your child's progress at five assessment points throughout the year and do extra assessments to pinpoint why a child has difficulty learning;
- Adapt their lesson planning to accommodate student's strengths and weaknesses;
- Understand and talk with students who are quiet, worried or angry; and include them in school life;
- Settle students whose behaviour is challenging.

Our teachers use:

- Visual aids to help students understand complicated ideas;
- Special adaptations, including ICT, for students who have difficulty seeing, hearing or moving;
- Strategies to help with writing e.g. word mats, mind maps, word banks;
- Some teachers use a traffic light system to make it easy for students to show that they need help.

Teachers get advice from:

- Heads of Learning Support and SENCO;
- Pastoral Managers who share information about individual student's welfare and behaviour;
- Specialist Advisory Teachers;
- Speech and Language Therapists;
- The Educational Psychologist (this is a professional who advises on difficulties with learning);
- Child and Adolescent Mental Health Service (CAHMs), (these professionals advise on emotional needs)
- The School Nurse

## **Stage 2 (SEND Support)**

If a child is not making adequate progress highlighted from our assessment processes then they will be moved on to Stage 2 of the support programme. Here children will be added to the SEND register at the SEND Support level. We provide short-term, individual or small group interventions for students who experience barriers to learning.

These include:

- Work on fine motor skills;
- Reading partners – Sixth Form and Learning Support;
- Literacy Intervention groups;
- Numeracy Intervention groups;
- Homework club;
- Transition groups (for students moving into secondary education);
- Mindfulness;
- Social skills group;
- Inference training;
- IDL;
- Accelerated Reading;
- Individual behaviour support;
- Social stories;
- Inclusive sports;
- Educational testing;

The school also:

- Takes advice from the Educational Psychologist to improve teaching for individual students;
- Train teachers to work with additional adults in the classroom;
- Train staff about different areas of SEND;
- Train staff on interventions.

Each intervention is planned, evidenced, reviewed and analysed regularly for effectiveness. Teaching assistants and the Heads of Learning Support are involved in this process. The child's progress is then reviewed by the Heads of Learning Support and the SENCO.

## **Statutory Assessment / Statements / EHC Plans**

If a student fails to make adequate progress in spite of high quality, targeted support and has demonstrated a significant cause for concern, the school and/or a parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

The Heads of Learning Support and SENCO are responsible, on a daily basis, for providing support and mentoring, allocating students with statements/EHCP's a specified amount of support.

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### **Stage 3**

At Stage 3 a child may have a statement of educational needs or an EHCP. At Stage 3 the Heads of Learning Support/SENCO may ask some of the following professionals to provide advice, teaching or to prepare a special programme of support for your child. The programme will be carried out by additional adults or teachers;

- Intervention and support from specialist teachers for students who are deaf/hearing impaired;
- Intervention and support from specialist teachers for students who are blind/visually impaired;
- Intervention and support from specialist teachers for students with Specific Learning Difficulties;
- Intervention and support from specialist teachers for students who have Speech/language and Communication Difficulties;
- Intervention and support from specialist teachers for students who have Severe Learning Difficulties;
- Intervention and support from specialist teachers for students who are on the Autistic Spectrum;
- Intervention and support from specialist teachers for students who have Physical Medical Difficulties;
- Intervention and support from specialist teachers for students who have English as an Additional Language (EAL);
- Assessment by an Educational Psychologist;
- A personal plan that meets the unique needs of the child;
- Speech and Language Therapist;
- School Nurse;
- Psychologist from the Child and Mental Health Service (CAMHS);
- Teacher from the Student Referral Service (PRU);
- If your child has behavioural, emotional or social difficulties, there may be a key worker;
- Occupational Therapist;
- Medical Staff;
- Physiotherapist;
- Teaching Assistant supporting in lessons as needed.

All of the above are used as required.

### **Managing students' needs on the SEND register**

Every child is involved in the assessment cycles including the student progress meetings which enable students to be identified as requiring SEND support.

Class teachers are responsible for evidencing the progress of SEND students in their classes.

The heads of Learning Support and SENCO are responsible for managing the SEND register and keeping it up to date. Student provision is tracked on a termly basis through provision mapping. The level of provision employed for a student is decided at relevant stages in the monitoring cycle and follow the levels identified above.

All interventions will become outcome based and have clear time frames to comply with the SEND Code of Practice 2015 guidance. Every intervention will be monitored and evaluated on a termly basis for effectiveness. Each TA delivering support and interventions are required to keep accurate, detailed and consistent records of their support and interventions. Paperwork for TAs is continually reviewed and updated to make sure it is fit for purpose and complies with the guidance of the SEND Code of Practice 2015. TA files are monitored by the Heads of Learning Support and SENCO.

Cumbria also employs Person Centred reviews for their students with statements/EHCPs. This involves the student, but is facilitated by an adult within the school setting rather than service led. It is essential that the

student is part of the process and participates in the actual review. Participants will be encouraged to give their views in a less formal way, for example each member of the review will be asked what they like and admire about the student.

The person centred way gives everyone the opportunity to acknowledge and celebrate what is working well and what their role and contribution to this is, as well as looking at what is difficult and not going well. This can then be addressed and results in jointly agreed actions.

### **Criteria for exiting the SEND register**

Students will exit the SEND register when their progress is in line with local and national expectations and their support is no longer deemed necessary for them to continue to maintain their progress. These discussions will occur in the relevant meetings and parents will be kept informed of any decision relating to their child.

### **Students with social, emotional and mental health needs**

Behaviour is not classified as SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account the family circumstances and the child's known history of experiences. These issues are also discussed at the weekly student support meetings. If the child's behaviour is felt to be a response to trauma or to home based experiences an Early Help assessment may be sought.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS or the school may refer directly.

If the child is felt to have long term social, emotional or mental health needs – for example with anger management – the school offers a range of social interventions. These are generally delivered by trained school staff and relevant outside agencies.

All students' behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

### **Supporting students and families**

At The Lakes School we aim to have good and informative relationships with all of our parents.

Parents hold key information and have knowledge and experience to contribute to the shared view of the child's needs. All parents of students with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress.

Once a child has been identified as having SEND, the teacher / Heads of Learning Support / SENCO will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENS;
- discuss assessments that have been completed;
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the SEND Code of Practice 2015.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Thereafter, parents and students are invited to a meeting at least each term to review progress made and discuss their child's provision for the next term.

### **Transition into and within school**

We understand the difficulties faced for both students and parents as they move into a new class or a new school and will work according to the individual needs of the child, to make transitions between classes, including from Primary schools into the secondary phase, as smooth as possible. This may include, for example:

- additional meetings for the parents and child with members of the Learning Support Department;
- opportunities to take photographs of key people and places in order to make a transition passport.

Extra transition arrangements are tailored to meet individual needs. In addition to the Induction day, the Learning Support Department organise extra transition days for those students that would benefit from a gradual integration into The Lakes School. This may include students who have additional needs, e.g. a Statement of SEND/EHCP, students who are particularly vulnerable, or students who are coming from primary schools in which they are the only student moving to The Lakes School.

In the summer term the Transition Manager and the Heads of Learning Support visit the local Primary Schools and gather information regarding students who require additional support.

The Heads of Learning Support, will manage and oversee arrangements made for students to access exams and other assessments.

For more information to support your family and your child please refer to the following:

#### Cumbria's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Cumbria's Local Offer is available from the website: Cumbria County Council [www.localoffer.cumbria.gov.uk](http://www.localoffer.cumbria.gov.uk)

The Lakes School SEND Information Report 2016 – available on our website

The Lakes School Admissions Policy - available on our website

### **Supporting students at school with medical conditions**

The Lakes School recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students also have SEND and may have a statement/EHCP which brings together health and social care needs, as well as their special educational provision and here, the SEND Code of Practice 2015 is followed.

## **Training and resources**

The Heads of Learning Support and SENCO are responsible for the operational management of the specified and agreed resourcing for the special needs provision within the school, including the provision for students with statements of special educational needs and EHCPs.

All of our teachers are trained to work with students with SEND. All have access to advice, information, resources and training to enable them to teach all students effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

All teaching assistants work with students with SEND and have extensive experience and training. (See SEND Information Report available on the school's website).

Regular CPD is arranged for staff to meet their needs identified in audits, lesson observations and appraisal. The Heads of Learning Support and SENCO regularly attend the SEND network meetings in order to keep up to date with local and national updates in SEND.

The Lakes School is also a member of NASEN and is a member of the South Lakes Federation of schools and works closely with this group for training and guidance.

## **Roles and Responsibilities**

Overall responsibility for SEND provision within the school resides with the Head teacher and Governors. Responsibility for the operation of the SEND policy and the day to day running of the department resides with the teacher designated as Special Educational Needs Co-ordinator (SENCO) but it is the responsibility of all staff at The Lakes School to ensure that children with special educational needs are included in the life of the school community.

## **SEND Governor**

The governing body challenges the school and its members to secure necessary provision for any student identified as having SEND. They ask probing questions to ensure all teachers are aware of the importance of providing for these students and ensure that funds and resources are used effectively.

The governing body has decided that students with special educational needs will be admitted to the school in line with the school's admissions policy.

The school's SEND Governor meets with the school's Heads of Learning Support termly to discuss progress.

**SEND Governor:** Mrs Sarah McGraw

## **Heads of Learning Support and SENCO**

- Disseminating information and raising awareness of SEND issues throughout the school;
- Overseeing the day-to-day operation of the school's SEND policy;
- Co-ordinating provision for students with SEND;
- Liaising with and advising fellow teachers;
- Overseeing the records of all students with SEND;
- Managing the deployment of Teaching Assistants;
- Managing and developing the roles of Teaching Assistants;
- Liaising with parents of students with SEND;

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- Contributing to the in-service training of staff;
- Attending local and national SENCO training;
- Liaising with external agencies;
- Co-ordinating and developing school based strategies for the identification and review of students with SEND.

### **Heads of Learning Support:**

Ms Helen Harper

Mrs Hayley Haslam

### **SENCO**

Ms Sharon Rainey

### **Teachers**

'Every teacher is a teacher of every child including those with SEND.'

- Devising strategies and identifying appropriate differentiated methods to enable all students to access the curriculum;
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes;
- Ensuring statemented/EHCPs targets are considered in lessons;
- Monitoring progress of students with SEND;
- Be fully aware of the school's procedures for SEND;
- Raising individual concerns to the SENCO

### **Teaching Assistants**

Teaching assistants are line managed by the Heads of Learning Support and the SENCO.

Their roles and responsibilities are:

- Support students with SEND and the wider school population;
- Plan and deliver individualised programmes where appropriate;
- Monitor progress against Statement/EHCP targets;
- Assist with drawing up individual plans for students as required;
- Contribute to the review process, either in person or with a written report;
- Work with small groups in or out of the classroom, under the direction of the teacher;
- Work 1:1 with students with statements/EHCPs;
- Support students on educational visits, as required;
- Jointly plan with teachers, where appropriate;
- Keep detailed and accurate records of support and interventions;
- Attend meetings as required;
- Child protection and Safeguarding.

**Designated Safeguarding Leads** – Mr Andy Cunningham (Head teacher) and Ms Sharon Rainey (Deputy Head teacher).

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## **Accessibility**

The DDA, as amended by the SEND Act 2001, places a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

### Dealing with complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting students' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure. If a parent wishes to complain about the provision or policy, they should, in the first instance, raise it with the Heads of Learning Support/SENCO, who will try to resolve the situation.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available on the school website or on request from the school.

## **Bullying**

The Lakes School has a zero-tolerance approach to bullying, especially towards students with SEND. We will actively investigate all allegations and, if there is cause, work with both the perpetrator and the victim to improve their social skills.

## **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender, sexual orientation or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school. Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of students to ensure inclusion for all and that all students are prepared for full participation in a multi-ethnic society.