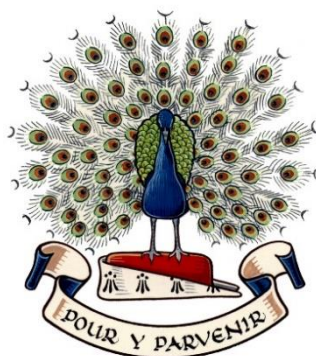


# LADY MANNERS SCHOOL

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

### POLICY



## SCHOOL AIMS

At Lady Manners School we strive to attain the highest standards in our work, have respect for others and develop our individual talents.

### 1. AIMS AND GENERAL PRINCIPLES

Lady Manners School is a fully inclusive school and all students have access to a broad and balanced curriculum, extra-curricular activities and the wider life of the school. The school aims to provide a learning community which takes into account the needs of individuals and ensures that individuals feel valued, secure and have a sense of belonging. The overarching aim of this policy is to ensure that the needs of students with SEND are accurately identified and effectively met so that all such students are able to achieve well and develop well both as individuals and as members of the community.

The school is committed to promoting policies and practices to support the principle of inclusion for all students. All teachers are teachers of students with special educational needs or disabilities. This involves responsibility to plan lessons taking into account the individual needs and abilities of all students within each teaching group.

Within this context students with special educational needs and disabilities will be:

- educated with their peer group wherever possible;
- supported with appropriate strategies to remove barriers to learning and progression;
- provided with a stimulating, safe and secure environment to promote their enjoyment of school life;
- supported with the development of their social skills and self-esteem;
- supported in adopting a healthy lifestyle;
- encouraged and supported to participate in the full life of the school and have their positive contribution celebrated;
- given help and guidance to prepare them for adult life.

### 2. Legislation and Guidance

This Policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following documentation:

- [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 DfE Feb 2013
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- Safeguarding Policy
- Accessibility Plan

### 3. SEND AIMS AND OBJECTIVES

- To create an ethos and educational environment that meets the needs of every student in the school.
- To help students to develop independence, self-esteem and a positive self-image and attitude.
- To ensure that all students with special educational needs and/or disabilities (SEND) are identified early, assessed and make the best possible progress.
- To foster and promote effective working partnerships with parents/carers, students and outside agencies where appropriate.
- To identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for students with SEND.
- To make reasonable adjustments which enable the fullest possible access for students with SEND to all aspects of the school curriculum and wider school life and activities.
- To regularly review and evaluate the progress of students with SEND, ensuring parents/carers and students are involved throughout the process

### 4. TERMINOLOGY

There are four categories identified in the SEND Code of Practice 2014:

#### 1. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with Autism Spectrum Disorder (ASD), including Asperger's Syndrome, are likely to have particular difficulties with social interaction.

#### 2. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### 3. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be

age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

#### **4. Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **5. ADMISSIONS**

The Governing Body at Lady Manners School ensures that the admissions criteria do not discriminate against students and has due regard for the practice advocated in the Code of Practice and The Equality Act 2010:

'All schools should admit students already identified as having special educational needs, as well as identifying and providing for students not previously identified as having SEN. Students with special educational needs but without statements must be treated as fairly as all other applicants for admission.' (Code of Practice 1:33). With this in mind, once it is established that the school setting and resources can manage the particular needs, then SEND applications have a high priority in our Admissions Policy.

### **6. IDENTIFICATION, ASSESSMENT AND REVIEW PROCEDURES**

Early identification of students with SEND is an important factor in overcoming barriers to learning. The Special Educational Needs and Disabilities Coordinator (SENDCo) works closely with the school data Manager, progress leaders and Senior Leadership Team to analyse the school tracking and national performance data. We also use a number of additional indicators and sources to identify students' special educational needs. Such as:

- Close analysis of data including: SATs, Assessments of reading and spelling ages, progress data.
- EHCPs
- Teacher or support staff concerns
- Parental concerns
- Student concerns
- Tracking individual pupil progress over time

- Liaison with primary (or prior) schools on transfer
- Information from other services
- Ongoing assessment and review procedures in line with the guidelines in the 2014 SEND Code of Practice

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## 7. STATUTORY ASSESSMENT

Where a request for a statutory assessment is made by the school to the Local Authority (LA), the student will have demonstrated significant cause for concern. The LA require information about the student's progress over time and also need documentation in relation to the student's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The SENDCo completes statutory assessment paperwork for the LA in these cases, and liaises with outside agencies and the LA. If successful, the child will receive an Education Health and Care Plan (EHCP).

Many students with SEND will have had formal assessments or diagnoses at primary school.

Through our transition process, we ensure all relevant information is passed on from primary schools so we are fully aware of students' needs before they come to Lady Manners School.

We then continually review the progress of all students to ensure that we have an accurate register of students with SEND. Students may be added or removed from the register, taking into account:

- Views of professionals, parents/carers
- Assessment of progress
- Information from external agencies, e.g. CAMHS (Child, Adolescent Mental Health Services), paediatrician, social care.

Relevant information is shared with parents/carers of pupils who have support in School or who have an Education Health and Care Plan. They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments. Parents/carers are invited to attend Annual Reviews and have access to the SENDCo through Parents' Evenings and other events.

## 8. ROLES AND RESPONSIBILITIES

All teachers have the responsibility for the education of students in their care including students with SEND.

Teaching Assistants work alongside teaching staff to support students with their learning and help to ensure that they are fully integrated into the life of the school.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) in collaboration with the Senior Leadership group and the Governing Body play a key

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role in the strategic leadership and development of SEND provision to raise achievement of students with SEND and this policy.

A Deputy Headteacher has line management responsibility for SEND.

A named Governor has the specific responsibility for SEND.

The key responsibilities listed in this policy fall within the role of the Special Educational Needs and Disabilities Coordinator:

- Coordinating the provision for students with SEND
- Liaising with and advising all colleagues
- Leading and coordinating the work of Teaching Assistants and the Learning Support Department
- Overseeing the records of all students with SEND
- Liaising with parents/carers of students with SEND
- Contributing to whole school CPD/ training particularly the induction of new staff
- Liaising with and drawing upon the advice of external agencies and LA
- Ensuring SEND provision and Learning Plans are regularly reviewed and updated
- Assessing the progress of students with SEND (using all available data) ensuring that the progress of vulnerable groups is carefully tracked
- Following a graduated response to the assessment and provision of SEND with a clear focus on early identification
- Supporting the Headteacher, Senior Leadership Team and Governors to evaluate the effectiveness of the school's SEND policy, SEND provision and outcomes for students with SEND, and drawing up further priorities and actions in the School Development Plan
- Ensuring a smooth transition across key stages and phases including transition to local colleges/providers
- Ensuring that all additional interventions are monitored for their impact
- Testing for and implementation of access arrangements for public examinations
- Building the school's capacity for developing an inclusive approach particularly to learning and teaching

The SENDCo may delegate some of these tasks to other team members but retains responsibility for the oversight of the work undertaken.

## **9. A GRADUATED APPROACH TO SEND SUPPORT**

All teachers are responsible and accountable for the progress and development of students in their class, including where students access additional support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have SEND. High quality teaching and learning is a priority of the school. It is regularly monitored through internal observation processes, the departmental review process and appraisal.

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The school follows the guidance of the SEND Code of Practice and uses a graduated approach to the identification and assessment of and provision for students with SEND. This approach includes:

- Liaison with primary schools to aid transition and continuity of support/provision for those students identified with SEND;
- Additional Induction for Year 6 students identified with SEND;
- Formulation of Learning Plans outlining strengths, weaknesses and strategies for identified students available to all staff
- Baseline screening (standardised assessment) of all students for reading, reading comprehension, spelling and handwriting on admission, to inform early identification of SEND;
- Regular communication and liaison with teaching staff by SENDCo in identification and appropriate support of students with SEND;
- Informing parents of the identification of their child's SEND in writing and outlining the appropriate provision to be made;
- Measuring progress for all students with SEND through reviewing progress data in liaison with , Curriculum Leaders and teaching staff;
- Review of provision where appropriate, including application for Statutory Assessment by the SENDCo and subsequent acquisition of an Education and Health Care Plan (EHCP);
- Parent meetings with SENDCo or delegated staff to review progress of all students with SEND, including Annual Reviews for students with an EHCP and Parents' Evenings;
- Regular review and update of the SEND register to ensure students are appropriately supported, including removal of students from the SEND Register, where provision is no longer in place because students have made sufficient progress;
- Referral for outside agency support, in conjunction with the pastoral team and senior leadership team. The SENDCo will facilitate provision from outside agencies, including Educational Psychology Service, Speech and Language Therapy Service, services related to physical, visual and hearing impairment. The SENDCo or delegated staff will meet regularly with outside agencies involved with students to inform appropriate ongoing provision;
- Holding an Annual Review for students with an Education Health Care Plan. An Annual Review may be called for at any time should there be a concern that current provision is not appropriate to meet the needs of the student.

## **10. SEND SUPPORT (K)**

A child with a diagnosed condition or disability which requires additional provision or support is placed on the school SEND Register (K). The SENDCo will take the lead in coordinating additional or different provision within school to enable the student to learn more effectively. The SENDCo will work closely with the parents/carers, teachers and student outlining specific, measurable targets and strategies to meet the student's needs. The student's progress will be carefully monitored and will be reviewed termly. Recommendations from external agencies (e.g. speech and

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language therapist, outreach teachers) will be shared with teachers. Any additional strategies will be implemented by the subject leaders and subject teachers.

"Behaviour" is no longer acceptable as an SEND descriptor and any concerns relating to a child or young person's behaviour will be described as an underlying response to a need which the school has recognised and identified clearly. Such students may be identified as having a social emotional or mental health need (SEMH). These SEMH needs will be supported by the behaviour support teams in school and the pastoral leaders. For cases where family support is needed the school Inclusion and Family Liaison Officer may also be involved in supporting the whole family. Where the main issues are SEMH issues the Assistant Headteacher with responsibility for pastoral care will take the lead in co-ordinating interventions and providing suitable support rather than the SENDCo. Where there are combinations of needs which include SEMH and other categories of SEND the SENDCo will have responsibility for the learning needs of these students and the pastoral leaders the SEMH needs.

## **11. CRITERIA FOR EXITING THE SEND REGISTER**

Students will be removed from the SEND register if they do not or no longer have a diagnosis of an SEND as defined in the terminology section of this policy and are demonstrating progress that is in line with their peers so that additional support is no longer necessary. The Deputy Headteacher and SENDCo have responsibility for the removal of a student from support on the SEND Register. This decision will be dependent upon appropriate progress being made towards set targets, and will be made in liaison with the SENDCo and teaching staff. Parents are informed of these decisions.

## **12. PROVISION**

The school makes provision for a wide range of students with SEND. Students are integrated as far as possible within the activities of the school as long as this is compatible with meeting their needs, the efficient use of resources and the efficient education of other students.

The SENDCo, Deputy SENDCo and a team of Teaching Assistants staff the Learning Support Base. It is centrally located and is available throughout the school day for students and staff. The base supports students across the whole school providing a range of strategies to support achievement.

Teaching Assistants are deployed in the base and in other teaching areas in school. Teaching Assistants work throughout the school in all curriculum areas supporting those students with an EHCP. They also:

- work with small groups of students or on a 1:1 basis
  - work with individual students or groups on interventions during morning tuition
  - support teaching staff in implementing SEND strategies
  - support students with SEND during offsite educational activities
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In order to meet the learning needs of all students, work is differentiated by teachers and planning takes into account all the learning needs within the class. Where students are identified as having SEND additional interventions are put in place. The school will use a staged approach to decide whether additional provision is needed for individual students and the kind of support or intervention that is needed.

Additional provision may involve a specialised programme delivered by the Learning Support Team. This is carefully planned, monitored and reviewed to ensure that students receive a broad and balanced curriculum. Additional guidance is also given to support students in choosing appropriate Key Stage 4 courses. The school also provides guidance with regards to steps beyond school. Where appropriate the school will apply for access arrangements for external examinations so that students achieve their full potential.

Adaptations to the school site have been made in order to support access for students with disabilities. These include:

- disabled toilets, one of which has changing facilities
- ramped access, both internal and external, to facilitate access to the ground floor and outside playing areas;
- specialist equipment and fitments in Science and Food Technology for practical work;
- suspended ceilings and carpeting to improve acoustics in classrooms;
- lighting and decoration to improve visual access in classrooms and corridors;
- Braille strips to enable visually impaired students to move freely around the school

For students who are unable to manage stairs, classes are timetabled into rooms on the ground floor.

### **13. SUPPORTING STUDENTS WITH SPECIFIC MEDICAL NEEDS**

We recognise that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Access to the curriculum for these students is planned and monitored in partnership with the LA.

Some students may also have SEND and may have an Education Health and Care Plan (EHCP). This brings together health and social care needs, as well as their special educational provision and ensures that the SEND Code of Practice (2014) is followed.

The school has trained first-aid staff with responsibility for dealing with first aid on a day-to-day basis and for managing the medication and other treatment of students with medical conditions.

## 14. SUPPORTING FAMILIES

The school works in partnership with parents. Each family of a student with an EHCP or SEND will have opportunities to be fully involved in their child's education. This is done in a variety of ways which could include: annual review meetings with the SENDCo in order to discuss provision and progress, parents' evenings, reports, information evenings, telephone calls, letters and informal meetings, as appropriate.

Families of students with SEND are guided towards Derbyshire County Council's website with regard to the LA Local Offer for SEND in accordance with Regulation 51, Part 3 section 69(3)(a) of The Act.

<http://www.derbyshiresendlocaloffer.org>

Parents can also access information and support via Derbyshire Information Advice and Support Services for SEND <https://www.derbyshireiass.co.uk>

## 15. EVALUATION OF THE POLICY

The SENDCo and Deputy Headteacher with responsibility for SEND monitor this policy on an on-going basis. The Policy is reviewed regularly by the Governors' Curriculum and Students Committee and is updated according to the current practice for school policies.

## 16. COMPLAINTS

The School Complaints Procedure is on the school website. In line with this procedure a concern, in the first instance, should be raised with the SENDCo who will try to resolve it quickly. If a concern cannot be resolved in an informal way and/or the complainant still feels unhappy the Headteacher will deal with the complaint. If the complaint cannot be resolved informally, then it can be taken through the formal process and the complainant should put their complaint in writing to the Headteacher.