



LORDSWOOD
SCHOOL

SEND Policy and Information Report

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Reviewed Annually

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1. Aims

Our SEND policy and information report aims to:

- Set out how Lordswood School will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Set out how Lordswood School ensures that all children, regardless of their needs, reach their academic, personal and social potential in line with our school values and trust pillars

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 legislations:

- 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 Plans (EHCP's), SENDCo's and the SEND information report.

3. Definition of SEND

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age, or a young person, has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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 or mainstream post-16 institutions. SEND Code of Practice (2015, p 15)

Definition of disability: Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that 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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEND Code of Practice (2015, p16).

4. Roles and Responsibilities

Providing a high-quality level of education for all children in school including those with a special educational need is the shared responsibility of every member of staff in school. However, certain positions have specific responsibilities in key areas.

Meet the SEND Team at Lordswood School:

Head – Jayne Lusinski
SENDCo – Claire Beehan

Pastoral /ELSA – Kayleigh Butcher
Pastoral – Lorraine Horgan
ELSA – Lisa Wright
Speech & Language Lead TA – Tina Harris

The SENDCo is Claire Beehan. If you need to contact her, please email office@lordswood-gst.org FAO Claire Beehan or call the school office on 01634 336767

The Role of the SENDCo

- Overseeing the day to day operation of the school's SEND Policy and updating it annually.
- Liaising and advising fellow teachers and coordinating provision for children with SEND
- Maintaining the school's register and overseeing the records of all children with SEND.
- Liaising with parents of children with SEND and with external agencies, including the Educational Psychology Service and other support agencies, the Health and Social Services and voluntary bodies.
- Ensuring all practitioners in the setting understand and fulfill their responsibilities to children with SEND
- Advising and supporting colleagues
- Coordinating provision for children with SEND
- Liaising with the relevant designated teacher where a looked after child has SEND.
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned.
- Monitor and support a graduated approach of 'Assess, Plan, Do and Review'.
- To ensure that resources and support are allocated and maintained to all those individual children who may need additional provision, of support staff in our schools including Teaching Assistants and Pastoral Staff.
- Review the impact of targeted support for SEND children.
- Be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those children not making expected progress and plan appropriate interventions.
- In School Review Lead.
- Early Help Co-Ordinator.
- Designated teacher for Looked After Children.

The SEND Governor

The role of the SEND governor:

- Help to raise awareness of SEND issues at governing board meetings
- Review the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Head and SENDCo to determine the strategic development of the SEND policy and provision in the school

The Head

The Head will:

- Work with the SENDCo, Pastoral Lead and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

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 SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND Information Report

The SEND Code of Practice 2014 (updated January 2015) sets out to highlight four broad areas of special educational need that include a range of difficulties and conditions:

- Communication and interaction (C and I)
- Cognition and learning (C and L)
- Social, emotional and mental health difficulties (SEMHD)
- Physical and/or sensory needs (PNSN)

At Lordswood School, pupils will be identified by their primary area of need. The purpose of identification is to work out the best course of action to take. In practice, individual children often have needs that cut across more than one area. Their needs therefore may change over time and this will be reflected in individual SEND Support Plans.

Identification of SEND

Inclusion will be achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of children's achievements and by setting targets for improvements. Learning for all children is given equal priority and available resources are used to maximum effect.

Pupil progress meetings – these are held termly to monitor the progress of every child in the school. Where children are identified as not making adequate progress despite quality first teaching, they are discussed with the SLT and the SENDCo.

Planning and assessment – class teachers carry out ongoing monitoring and assessment of children's progress and learning. If classroom observation (as recommended by the SEND Code of Practice 2014) reveals that a child is making less than expected progress, class teachers will seek to identify a cause.

This can be characterised by progress which:

- 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 or
- fails to close the attainment gap between the child and their peers.

Parental requests

We take all parental requests seriously and will investigate concerns raised fully. We will identify whether a child has SEND and make appropriate provision to meet identified needs. However, any formal diagnosis MUST be carried out by external agencies or medical professionals. The SENDCo will support parents by making the necessary referrals.

Special Educational Needs Provision

- Differentiated high quality teaching is a priority for all children in the school including those with SEND and the first step in responding to those who have or may have SEND.
- We recognise the definition of SEN as stated in the code of practice 2014 (revised 2015):
“**A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.**” (Page 83).
- The school reflects what the code of practice states (page 88 section 637) in that pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as ‘**SEN Support**’.
- Where children are identified as having special educational needs the school provides for these additional needs in a variety of ways. The provision for children is related specifically to their needs. The range of provision includes:
 - small group in class support led by Teacher or TA
 - small group interventions
 - individual programmes of support
 - provision of alternative learning materials and/or specialist equipment
 - access to specialist external agencies for advice on strategies, equipment or staff training.
- Children placed on the school SEND register will be recorded as requiring SEN support. Each child on the SEND register will have an SEN support plan which takes the form of a 4-part cycle. This cycle is known as the graduated approach (**Assess, Plan, Do and Review**)



Assessment and Review Process

Assess - in assessing a child, the school will carry out an analysis of their needs which draws on the teacher’s assessments and experiences of the child, their previous

progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers as well as national data. The children's own voices are sought where appropriate, as are those of external support services, if involved. The school liaises fully with outside agencies. Any concerns by parents are actively listened to and recorded. Summative assessments are reviewed every term in our school and individual assessments are reviewed every half term or sooner if required.

Plan - We notify parents if their child is being provided with SEN support. The teacher and SENDCo agree in consultation with the parent and child the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour along with a clear date for review.

Do - The SENDCo supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child, and where the interventions involve group or one to one teaching away from the teacher, they remain responsible for overseeing this. The teacher works closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

Review - the SEN review provides frequent opportunities to focus on the specifics of the support plan and to formerly evaluate how successfully the support is meeting the needs of the child.

The Assess, Plan, Do, Review process is a continual cycle. If the review shows a child has made really good progress this may mean they no longer require the additional provision made through SEN support. In this case the child is likely to be taken off the SEND register.

During all stages of the SEN support process, the views, wishes and feelings of the parents, carers and child will be sought and included in decision making.

Where the school feels they can no longer meet a child's needs through SEN support a request for an Education Health and Care Needs Assessment (EHCNA) may be made to the Local Authority. This is in collaboration with the parents/carers.

Education, Health and Care Plan (EHCP)

Children with severe and complex needs that cannot be met through SEN support may have an EHCP. These are reviewed by the local authority in partnership with the school at least annually for children over 5 years of age and six monthly for those below the age of 5. These reviews are arranged at school and are part of the SENDCo role. When we review, we evaluate impact and quality of the support and take into account the views of both parents and children. This feeds back into the analysis of the child's needs. The teacher working with the SENDCo will revise the support in light of the child's progress and development and any changes to support and outcomes will be made in consultation with the parent and child. We strive to provide clear information to parents about the impact of support and interventions enabling them to be involved in planning the next steps. In transition to another setting, information to be passed on will be shared with parents and children and this may involve others being present at review meetings and the SENDCo attending meetings offsite to support the transition process.

Decisions on the admission or movement of children with an EHCP are made by the Local Authority.

Working with Other Agencies

At times it may be necessary to consult with outside agencies to receive more specialist expertise. These agencies may include:

- Speech and Language Therapists – Medway Community Healthcare and Traded Services
- Occupational Therapists – Simon Worthington Traded Service
- Educational Psychologists and Medway’s Educational Psychology Service
- Fortis Trust Outreach Service
- School Nursing Team / School Health Team
- NELFT (formerly CAMHS)
- Safeguarding Team – Early Help / Family Solutions
- Medway Small Steps
- Attendance Advisory Services to Schools and Academies (AASSA)
- Sensory Services Advisory Teachers
- Medway Local Authority SEND Team
- Emotional Wellbeing Service (EWS)
- General Practitioners (GP’s)

The SENDCo also works closely with Medway Community Healthcare (MCH) to ensure the health needs of all children at Lordswood School are met, by making referrals for ASD, ADHD, dietetics, physiotherapy, challenging behaviour, etc., as well as supporting parents through referrals to parenting groups and support with accessing appointments.

The SENDCo holds termly meetings with the school nursing team to discuss provision and referrals.

Working in Partnership with Parents and Carers

- At Lordswood School we recognise the importance of building positive and informative relationships with all of our families. If a child is experiencing difficulties at school, this will be discussed with parents either as part of parent evenings or during informal meetings as requested by the class teacher, SENDCo or parents.
- Where a child is under SEN support, parents will be fully involved at each step of the identification process. This may include:

The class teacher/SENDCo inviting parents to a meeting to:

- Discuss concerns identified and agree next steps
- Inform parents that their child will be placed on the SEND register
- Gain consent and complete necessary referrals for formal assessment to take place.
- Discuss the findings of any formal assessments carried out
- Agree next steps and appropriate provision for the next term.

This forms part of the graduated ‘Assess, Plan and Do Review’ approach required by the SEN Code of Practice 2014, which states that a family centered approach must be followed.

Improving the emotional, mental and social development of pupils with SEND

This policy should be read in conjunction with our Mental Health and Well Being Policy and Medical Needs Policy in cases where a child's mental health overlaps with or is linked to a medical issue or an identified mental health condition.

We at Lordswood recognise that some children may experience a range of social and emotional difficulties, which manifest themselves in different ways. These may include:

- Becoming withdrawn or isolated
- Displaying challenging, disruptive or disturbing behaviours
- School avoidance

If parents and/or school are concerned that a child may have emotional or mental health needs, we would encourage parents to approve a referral to the Emotional Wellbeing Practitioners at MCH and where appropriate, a referral to NELFT. Parents may also self-refer to these agencies on behalf of their child.

If a child is felt to have long-term social, emotional or mental health needs the school offers a range of support as agreed by the Head or SENDCO.

All children's behaviour is responded to consistently following the Relationships Policy, although reasonable adjustments are made to accommodate individual needs.
Funding of SEND

The SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for children. It can for example be aligned with other funding (e.g. Pupil Premium) to optimise impact. The SENDCO along with other key staff in the school has a key role in determining how this budget is used.

High Needs Funding

- Under Medway SEND policy, each school is expected to provide for the needs of children who have SEND up to a cost of £6,000 from their notional SEND budget.
- Some children may require extra support. In this situation, we may be able to apply for additional funding to provide short-term specific tailored support. This is called "Graduated Support Pathway Funding". For those children with an EHCP, Medway will decide on the level of funding through a banded system in line with a child's need.

Enabling Equity among All Pupils

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to attend our residential trip(s) at the end of KS2.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc. Specialist PE equipment is used to support sensory and physical needs and ensure inclusivity for all.
- No pupil is ever excluded from taking part in these activities because of their SEND.
- All pupils, regardless of their SEND, are able to move around the school site safely. A lift is available for any pupil that requires one. For further information

regarding accessibility, the accessibility plan can be found on the school website.

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 SEND are encouraged to be part of the pupil leadership teams.
- Pupils with SEND are also encouraged to be part of our lunchtime provision and circle of friend's intervention to promote teamwork, building friendships and turn taking.

We have a zero-tolerance approach to bullying.

Supporting Pupils with Medical Conditions

Please refer to our Medical Needs Policy for more specific details with regards to children who may have additional medical needs.

- The school is an inclusive community that aims to support and welcome all children including those with medical conditions.
- The school meets its statutory responsibilities to manage medicines and medical conditions in line with Government guidance 'Supporting pupils at school with Medical conditions' and the 'Special Educational Needs and Disability Code of Practice 0-25 years'.
- We aim to provide all children with medical conditions the same opportunities as others at school.

Complaints Concerning SEND Provision

Any complaints should first be raised with the SENDCo and /or class teacher, then if necessary with the Head teacher. All complaints follow the school's complaints procedure.

Where external support or advice is required, Family Action may be contacted via:

- 01634 566 303
- medwaysendas@family-action.org.uk
- Medway SENDIAS Family Action 5a New Road Avenue Chatham ME4 6BB

6. Evaluating arrangements

The SEND policy and information report will be reviewed annually and updated by the SENDCo.

7. Links with other policies and documents

This policy links to our other policies on:

- Accessibility Plan
- Equality Policy

- Exclusions Policy
- Medical Needs Policy
- Mental Health and Wellbeing Policy
- Positive Handling Policy
- Relationships (Behaviour) policy

This policy has been written in line with the new SEND Code of Practice 2014 (revised 2015).