



## St Laurence School

### Policy on Special Educational Needs and Disability (SEND) 2022-23

#### Introduction

Definition: 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 or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,
- or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision means:-

“Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age”.

Within the context of the school’s common purpose of ‘Care – Inspire – Succeed’ the governing body affirms the following:

#### Aims and objectives:

We believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child’s education. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources. It is recognised that children with SEND are more likely to be bullied, excluded or not in education, training or employment (NEET) at age 16 and specific regard is given to this by the school’s policies. The measures taken to prevent the bullying of all students, including those with SEND, are outlined in the anti-bullying policy.

- The education of all students is of equal value, irrespective of learning difficulties or physical disabilities
- Students and parents are central to the decision making, planning and review process
- Positive outcomes for SEND students will be achieved through planning an effective balanced curriculum which meets a wide range of needs and enables success to all
- Children with SEND have aspirational targets are an integral part of the school-wide target-setting process
- Individual targets and progress are reviewed regularly (at least 3 times a year) and tutors, supported by Personalised Learning department staff, are fully involved in this process
- All staff are expected to include and engage students with special educational needs and disability
- All staff, having received appropriate training, are committed to identifying and monitoring individual needs from the earliest possible stage so that appropriate provision can be made and attainment raised
- Staff will work with professionals in the health and care services, to meet the needs of individuals as appropriate
- Staff work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.
- SEND students will be fully supported at key transition points (KS2-3, KS3-4 and KS4-5 and into higher/further education).

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- The school will support families in using personal budgets where appropriate

### **Statutory information**

This policy is governed and informed by the statutory framework set out in:

- Education Act 1996
- SEN code of practice 2001
- Education Act 2002
- Education and Inspections Act 2006
- Education and skills Act 2006
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice 2015
- Teachers' Standards 2012
- See also the School's Behaviour Management Policy
- See also the SEND information report on the website

### **Professional structures**

Whilst the Headteacher, a Deputy Head and the SEND Governor ensure the effective implementation of the SEND Policy, the SENDCo (Special Educational Needs Disability Coordinator) is responsible for co-ordinating, monitoring and evaluating the provision for additional educational needs across the School. This is achieved in collaboration with the SENDCo team (Assistant SENDCo's and Deputy SENDCo) staff including those with Teaching and Learning responsibilities (TLRs) by:

- Monitoring, evaluating and reporting on provision for students with SEND.
- Identification and delivery of enhanced learning provision for students and training for teachers and teaching assistants.
- Oversight and maintenance of resources for SEND.
- Effective partnerships with parents and external agencies.

### **Operational guidelines**

- The School follows the guidance contained in the SEND Code of Practice (2015) and recognises that some students may have needs that fall within or across four main areas:
  - Communication and Interaction
  - Cognition and Learning
  - Social, Emotional and Mental Health
  - Sensory and/or physical needs
- Whenever possible, full access to the curriculum is desirable for students. Therefore, special educational needs are met within the mainstream classroom and based on use of appropriate teaching strategies, sometimes with additional in-class support from members of the Personalised Learning team. It may be necessary for some students to withdraw from some mainstream classes for the purpose of attending individual or small group intervention. Such support is provided by members of the Personalised Learning team with input from external agencies where required. Within a large school population there is no clear distinction in the continuum of Special Educational need. Students at different stages of their education may move between levels of need and severity. Therefore, we promote that all staff and departments have responsibility to all students irrespective of ability and with support from the Personalised Learning team. The process of raising awareness and development of high-quality teaching processes will be of benefit to all students.
- Students with defined special educational needs are supported and monitored as follows:
  - ⊖ A student may be considered to have a significant learning difficulty and be in receipt of SEND Support if she or he 'Continues to make inadequate progress, despite high quality teaching targeted at their areas of weakness.' This may include

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- Showing difficulty in developing literacy and/or numeracy skills.
- Following identification from Year 7 CATS data and other relevant assessment data
- Persistent communication, interaction, social, emotional or mental health difficulties which are not addressed by access to a range of provision provided internally or externally.
- Having physical or sensory problems which impact on progress despite use of specialist equipment.
- An Education, Health & Care Plan (EHCP), may be appropriate where there is evidence of complex needs. Requests for an EHCP assessment are made via the Local Authority and may be requested by the school or parents. This may or may not result in the issuing of a *Statutory My Plan*. Parents may request a non-statutory *My Support Plan* if appropriate (this is the first stage of the EHCP process and would need to be reviewed at least twice before an EHCP application is made). The referral process works in line with a graduated response model.

The progress of SEND students and their provision is closely monitored via the Progress Team/SENDCo/KS3 and 4 Co-ordinators during meeting cycles and the weekly "Shout" meetings.

The following key documents are used to inform decisions about needs and provision (including involvement of outside agencies) and to monitor the progress of individual students:-

- School reports and internal tracking
- EHCP and *My Plans*
- Specialist reports, e.g. CAMHS/ Educational Psychologist
- Personal Education Plans (PEPS), Pastoral Support Plans (PSP).
- Early Support Assessment (ESA)

Key information about need and provision are shared with staff and parents via the Pupil Passport documents.

For students with an EHCP and who have a higher level of learning need in the areas of Communication and Interaction or Cognition and Learning, Enhanced Learning Provision allows for a flexible and individualised programme of support to be drawn up so that a personalised approach to supporting students can be adopted. This provision must be compatible with the efficient education of other children and the efficient use of resources, and will change at different times according to need.

### **Working with parents**

The school will actively seek the involvement of parents and carers in the education of their children. This is particularly important with students who have SEND and we aspire to work effectively and positively with parents to enable their child to fulfil their potential.

### **Working with students**

Student voice is an important process within the school. The SEND department will take steps to actively involve students in review processes and decisions regarding their progress and future.

### **Complaints**

If a parent/carers has a concern regarding Special Educational Needs, they should in the first instance meet with the SENDCo. If the matter is not resolved satisfactorily, the Head Teacher should be notified. If the concerns remain, the parent has a right to refer the complaint to the SEND Governor on the Governing body.

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