



## **SEN Policy**

**Incorporating Special Educational Needs Information Report**

**In compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65) and Special Education Needs and Disability Code of Practice (2015)**

**Date Policy Drafted: 10<sup>th</sup> January 2017**

**Date of Amendment Review: January 2019**

**Member of staff Reviewing Policy: Executive Principal**

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## Contents

Page

3. Legislation

4. Inclusion Statement

5. Aims and objectives

5. Who to contact if you have a concern

6. SEN Information

Provision for SEN

8. Universal Provision

9. Additional SEN Provision

10. Roles and Responsibilities

12. Assessing and reviewing pupils' progress

13. Partnership with parents/carers

14. Involvement of pupils

14. Partnership with other agencies

15. Arrangements for transition

15. Admissions

15. Complaints

16. Links with other services

## SEN Policy for Lighthouse School

### Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) January 2015

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

### Policy Links

This Policy links to other school policies:

Medical Needs Policy

Equality and Diversity Policy

Behaviour Policy

Child Protection and Safeguarding Policy

Complaints Policy

School Local Offer – School Website

Leeds Local Offer - <http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx>

Admissions Policy

## Inclusion Statement

- We endeavour to achieve appropriate opportunities for inclusion of all Students of Lighthouse School whilst meeting their individual needs in terms of work experience, access to the community and cross cohort inclusion within school. Where appropriate, mainstream access with our partner school, Ralph Thoresby
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between our groups of learners and peers.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
  - Some students in our school may be underachieving due to their identified primary special educational need of ASC. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these students catch up.
  - All Lighthouse School students have special educational needs and this **may** lead to lower-attainment (though not necessarily to underachievement). It is our responsibility to ensure that our students with special educational needs including a diagnosis of ASC, have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these students.

## **Aims and Objectives of this Policy**

The aims of our policy and practice in this school are:

- To provide appropriate opportunities for preparation for adulthood
- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from students, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet student need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of students with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

**The name and contact details of the SEN co-ordinator.**

***Tracy O’Brien***

***Contact via the School Office: 0113 4570605***

**The name and contact details of the SEN Governor.**

***Katie Parlett***

***Contact via the School Office: 0113 4570605***

## **SEN INFORMATION REPORT**

A child or young person has SEN 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

### **The kinds of Special Educational Needs which are provided for in our school:**

All students at Lighthouse School have a diagnosis of ASC and a related communication need. As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of additional needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Autistic Spectrum Conditions
- Social, Emotional and Mental Health Issues
- Moderate Learning Difficulties
- Visual Impairments

In admitting students with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's SEN budget. Thereafter we engage in the process of applying for High Needs Funding if the student's and the school's needs make that a necessity. As a Specialist Autism school we use a range of strategies that are evidenced based to have a positive impact on students in a school setting.

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

*"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."*

### **'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006a)**

*"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. "*

### **SEN Code of Practice (2015: Para 1.24)**

As a specialist ASC setting we endeavour to provide a personalised programme for our students to meet their identified needs linked to ASC.

*This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”*

**“Achievement for All” (National Strategies: 2009)**

*Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.*

**Ofsted SEN Review 2010**

*“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)*

**SEN Code of Practice 2015**

## Provision for SEN

### Universal Provision:

**Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.**

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be students who are underachieving and have been identified by the school as needing to make accelerated progress. This is considered to be a differentiation of the usual school curriculum – not a special intervention for students with SEN.
- All learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
  - Plan strategically to meet pupils' identified needs and track their provision.
  - Audit how well provision matches need
  - Recognise gaps in provision
  - Highlight repetitive or ineffective use of resources
  - Cost provision effectively
  - Demonstrate accountability for financial efficiency
  - Demonstrate to all staff how support is deployed
  - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### Identification and Assessment

Children's needs should be identified and met as early as possible through:

- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children's progress over time,
- liaison with current settings on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies students receiving additional SEN Support from the school's devolved budget and in receipt of High Needs funding.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a student's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need required additional support.



### Curriculum Access and Provision for vulnerable learners

Where children are underachieving due to their special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- class support
- pre teaching
- bilingual support/access to materials in translation as required
- further differentiation of resources
- access to designated specialist support from existing staff resource

### Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the Assistant Principals and Executive Principal
- ongoing assessment of progress made by the intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the Assistant Principals and Executive Principal.
- informal feedback from all staff.
- student interviews when setting new targets or reviewing existing targets
- student progress tracking using assessment data (whole-school processes)
- monitoring targets, evaluating pupils' progress.
- attendance records.
- regular meetings about students' progress between the Assistant Principals and teaching staff.

### **Additional SEN Provision:**

- As a special school for students with a diagnosis of ASC and an EHCP/Statement, all students are offered additional SEN support because it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all students in the school ie they have a special educational need as defined by the SEN Code of Practice 2015.
- In keeping with all vulnerable learners, intervention for students will be identified and tracked using the whole-school provision map.

### **Statement of Special Educational Needs or Education Health and Care Plan:**

- All students at Lighthouse School have a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for students with SEN and, in addition to this, will have an Annual Review of their statement/plan.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local LCC policy and guidance - particularly with regard to the timescales set out within the process.

# **Roles and Responsibilities**

## **Class teacher**

- liaising with the Assistant Principals to agree, based on the perceived need:
  - which students are underachieving and need to have their additional interventions monitored on the a provision map
  - which students (also on the provision map) require additional support because of their special educational need. Some of these students may require advice/support from an outside professional.
  
- securing at least good provision and good outcomes for all groups of vulnerable learners by :
  - providing differentiated teaching and learning opportunities.
  - ensuring there is adequate opportunity for all students as they have special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2015)
  - ensuring effective deployment of resources – including tutor support - to maximise outcomes for all groups of vulnerable learners

In line with the recommendations in the SEN Code of Practice 2015, the Senior Leadership Team will oversee the day- to-day operation of this policy in the following ways:

- Overseeing the day-to-day operation of the school's SEN policy; • coordinating provision.
- Liaising with the relevant designated teacher if a student is a child looked after.
- Advising on a graduated approach to providing SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies.
- Liaising with potential next providers of education or employment to ensure a young person and their parents are informed about options and a smooth transition is planned
- Working with the Executive Principal and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all students up to date.

### **Executive Principal**

- the Executive Principal is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximise their opportunity to learn
- the Executive Principal and the governing body will delegate the day to day implementation of this policy to the Senior Leadership Team.
- the Executive Principal will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - analysis of the whole-school student progress tracking system
  - maintenance and analysis of a whole-school provision map for vulnerable learners
  - regular meetings with the Assistant Principals
  - discussions and consultations with students and parents as appropriate

**Assessing and Reviewing students' progress**  
**(The effectiveness of our educational provision for all students of Lighthouse School)**

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:
  - The school's generic processes for tracking the progress of all students
  - Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each student)
  - Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2015)
- As an inclusive school, we do everything we can to ensure that students of all abilities and needs are fully included in the life of the school. For example:
  - Wellbeing Input
  - Speech and Language Sessions
  - Independent Living Skills teaching
  - Community Learning visits
  - Independent Travel Training
  - Destination planning and Preparation for Adulthood
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (eg educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all students in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for all learners.
- Students are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Students are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

The school has a robust approach to supporting children who require social and emotional provision. For example:

- Social time support from adults – to support unstructured time
  - Wellbeing tutors who deliver personalised sessions
  - Self-referral to Wellbeing Team for 1:1 sessions
  - Therapeutic support from an external agency working alongside key Lighthouse School staff
  - Assigned key adults for pastoral care
- 
- The school will nominate a representative to regularly attend local network meetings for SEN

- All staff will be trained in how to best support all learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer.
- All staffing appointments to support learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.
- All staffing appointments to support learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

### **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all students, in particular, those not making expected progress and, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Leeds SEND Information and Advice Support Service available as part of the Local Offer.

### Involvement of Pupils

We recognise that all students have the right to be involved in making decisions and exercising choice. In most lessons, all students are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all students by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them.**
- Help them to understand their progress
- (for some students with particular special educational needs) monitor their success at achieving the targets on their Individual Plan.

### Partnership with Outside Agencies

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care.
- We seek to respond quickly to emerging need and work closely with other agencies including :
  - Referral to cluster guidance and advice
  - CAMHS
  - SENSAP
  - Educational Psychology Service
  - SENIT
  - Leeds SEND Information Advice Service
  - Sensory Impairment team
  - Local NHS services
  - Early Years SEN support service (Inc Portage team)
  - Multi-agency safeguarding hub
  - Core Therapeutics
  - Front door services
- In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving students. For students with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a student are very specific (e.g. medical needs, visual impairment, physical difficulties).
- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the Assistant Principal Student Support and Wellbeing or Assistant Principal SENCO or designated member of staff for CLA, but in some cases it can be another member of staff who we have identified as a key worker.

### **Arrangements for Transition**

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a student's next phase of education or employment and, in the year before the year in which they leave, will offer transition meetings to all students. Students with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the students in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Students will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Students and parents will be encouraged to consider all options for the next phase of education or employment and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the School Assistant Principal Student Support will liaise

### **Admission Arrangements**

Students are admitted to the school in line with the policy. They should have a diagnosis of ASC and an EHCP/Statement. No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school*)

### **Complaints**

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the form teacher and Assistant Principal Student Support, then, if unresolved, by the Executive Principal. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

### **Links with other services:**

Effective working links will also be maintained with:

Complex Needs Team

<http://www.leeds.gov.uk/residents/Pages/Welcome-to-Leeds-City-Council-complex-needs-service.aspx>

Contact number: 0113 395 1039

Educational

Psychology

Service:

<http://www.leeds.gov.uk/residents/Pages/Educational-psychology.aspx>

Contact number: 0113 395 1176

Social Services: <http://www.leeds.gov.uk/residents/Pages/Children-Social-Work-Services.aspx>

Contact number: 0113 222 4403

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

- **Information on where the local authority's local offer is published.**

<http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx>

**This policy will be reviewed annually by the governing body and was last reviewed December 2015**