



Lytchett Minster School

SEND Policy

<i>Policy Status/Review Programme</i>	<i>Statutory</i>
<i>Reviewed by SLT</i>	<i>December 2017</i>
<i>Ratified by Governors</i>	<i>January 2018</i>
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<i>Responsible Governor Committee</i>	<i>Curriculum</i>

Lytchett Minster School

Special Educational Needs (SEN) and Disability Policy

January 2018 to November 2019

INTRODUCTION

All schools must have a Special Educational Needs (SEN) and Disability Policy; also known as a SEN Policy. This is a duty set out in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years (Jan 2015)*.

A SEN Policy explains how a school will identify and support students with special educational needs (SEN) and disabilities.

This is the SEN Policy for Lytchett Minster School.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The *Special Educational Needs and Disability Code of Practice: 0 to 25 years (Jan 2015)* explains that a student has special educational needs (SEN) if:

- they have a learning difficulty or disability which makes it much harder for them to learn than other students of the same age; and
- they require special educational provision to be made for them.

There are four main areas of SEN:

- communication and interaction needs
- cognition and learning difficulties
- social, emotional and mental health difficulties
- sensory and/or physical needs

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

More detail about SEN and disability can be found on [Dorset's Local Offer/](#) [Poole's Local Offer](#)

ROLES AND RESPONSIBILITIES

The governing body ensures that the school meets the duties set out in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years*. The Governor with oversight of the arrangements for SEN and disability at our school is: Denise Horton, Deputy Chair of Governors.

Our Headteacher (Andrew Mead) has overall responsibility for SEN and disability at our school. His duties towards students with SEN and disability includes promoting equality and inclusion in all aspects of school life and ensuring that the requirements of the Code of Practice are met.

Our Special Educational Needs Coordinator (SENCO) is Clare Barrett. Her day to day role includes: Oversight of all SEN programmes, interventions, provision, support, review and teaching. This also includes the liaison with all partners linked to meeting the needs of students entering into, studying at or progressing beyond Lytchett Minster School.

Parents can contact our SENCO by: email – barrettc@lytchett.org.uk or by phone – 01202 622413].

Other members of the SEN and disabilities team include: Deborah Rendell – specialist Dyslexia Teacher, Jo Davies – ELSA, Tracy Fowlie – Speech and Language TA, Cathy Somerville – Occupational Therapy TA, Lin Abbott – Specialist Assessor and Dyslexia Teacher and Jacqui Wills - Counsellor.

CONSULTATION

This policy was developed in consultation with:

- Students with SEN and disabilities
- Parents
- Governors
- All school staff
- Other stakeholders

VISION AND AIMS

Lytchett Minster School wants all our students to feel welcome, valued and included in the school community. We have high aspirations for our students with SEN and disabilities and will provide them with high quality learning opportunities to ensure that they achieve their best.

We also want to help our students with SEN and disabilities to develop a positive view of themselves so that they can become confident individuals and go on to live fulfilling lives by making a successful transition into adulthood. We will endeavour to fully involve our students with SEN and disabilities in all decisions that affect them, so that they can help us to identify what works for them and reflect on what doesn't.

The views of our students and their parents are especially important to us and we will take these into account when consulting on, implementing and reviewing this policy.

To achieve the above, we will:

- create an atmosphere of encouragement and acceptance in which all students can thrive
- be sensitive to individual students' needs and celebrate achievements
- enable each student to take part and contribute fully to school life
- provide access to and progression within the curriculum
- involve students in planning to support their SEN or disability
- work in partnership with parents to support children's learning and health needs
- provide quality training for staff that enables them to support students with SEN and disabilities.

OBJECTIVES

Lytchett Minster School will do its best to ensure that the right provision is made for each student with special educational needs and disabilities. We are committed to discovering and providing the best learning conditions for each student.

In implementing this policy, our goals are to:

- identify all students who have SEN and disabilities at an early stage
- ensure that students with SEN and disabilities have their needs met and that they make progress
- work in line with the *Special Educational Needs and Disability Code of Practice: 0 – 25 years* (Jan 2015)
- provide support and advice to all staff who work with students with SEN and disabilities
- operate a whole school approach to meeting SEN and disabilities, in which all members of the school community have an understanding of their role
- ensure that students with SEN and disabilities join in with all the activities of the school alongside their peers
- adopt a 'person centred approach' to supporting students with SEN and disabilities, ensuring that students and their parents are fully involved in decisions which affect them
- ensure there is effective partnership working with outside agencies when appropriate.

ADMISSION ARRANGEMENTS

Lytchett Minster School uses the Local Authority arrangement for school admissions. This arrangement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Our teachers are responsible and accountable for the development and progress of the students in their class, and we have systems in place to ensure that special educational needs are identified as early as possible. We start by:

- providing teaching that is of a high quality
- regularly assessing our students' progress and targeting areas of difficulty
- adjusting work for students who need this.

As necessary, we also liaise with classroom teachers to provide targeted differentiation and provide additional support in the classroom, where possible, to aid in assessment tasks, undertake more specialised assessment to ascertain individual students' needs. We also complete Cognitive Abilities Tests (CATs) and a literacy screener on entry to the school to help determine need alongside collating information from the student's previous school.

If a student continues to struggle with the curriculum despite the above support, we will consider whether they have a special educational need. To do this we will undertake more specialised assessment to ascertain individual student's needs. This can be through literacy or numeracy screening or with our specialist assessor who will then recommend appropriate interventions or exam access arrangements. This is a process involving the class teacher, SENCO, parents and the student.

If it is decided that a student has SEN and requires special educational provision (provision that is additional to and different from that which is available to other students at the school) they will be added to the SEN record

under the category of SEN Support. Parents will be informed in writing when this happens. The provision given at SEN support will be individual to each child, according to their SEN but it could include:

- a special learning programme
- extra help from a teacher or a teaching assistant
- working in a small group or help to take part in class activities.

We will involve parents in decisions about the support to be provided for their child by; requesting parental input to the formulation of Student Passports each year, meeting with parents throughout the year and at their child's Parent Teacher Consultation Evening.

Lytchett Minster School will support most students with SEN at SEN Support. However, some students with more severe, complex and long term SEN may need an Education, Health & Care (EHC) Plan, especially if they have not made progress at SEN Support. If we feel this is the case, we will discuss this with parents. Parents can also contact the SENCO if they feel their child might need an EHC Plan.

EHC Plans are issued by the Local Authority following an education, health and care (EHC) needs assessment. Lytchett Minster School will work with parents and other services to request an EHC needs assessment where it is felt this will be beneficial.

Further details about the assessment process and EHC Plans can be found on [Dorset's Local Offer](#) / [Poole's Local Offer](#).

Sometimes other factors can affect a student's progress but are not considered to be a special educational need, for example: attendance and punctuality, ill health, English as an additional language, looked after children, service children, behaviour (where there is no underlying SEN) and bereavement. These needs will be addressed appropriately using other processes or strategies.

SUPPORTING STUDENTS WITH SEN AND DISABILITIES

At Lytchett Minster School we use the "Assess, Plan, Do, Review" approach to support students with SEN and disabilities. This is also known as the graduated response. It helps us to learn more about the student and what helps them to make good progress. The four parts of this approach are as follows:

1. Assess – as already outlined above, we assess the student's needs; listening to the views of the student and their parents, and other professionals as we do so
2. Plan - the teacher and our SENCO will plan the support needed, involving the student and their parents. A review date will be agreed
3. Do – our SENCO will help the class teacher to support the student. They will think about the student's strengths and weaknesses and how best to help them. The teacher will also work with any teaching assistants or specialist staff involved
4. Review – everyone, including the student and their parents will decide how effective the support has been. We will then adapt the support in light of the student's progress.

If needed, during this process, we may ask for advice from specialist support services, such as Educational Psychology, Speech & Language Therapy, Specialist Teaching & Advice, Behaviour Support and Children's Therapy. Parental permission will always be sought prior to this.

Student Passports are formulated with the views of the student, parents and teachers in mind. They are reviewed after each assessment period to ensure that the targeted interventions remain appropriate. High Needs Block funding is used to support the provision of Interventions such as literacy and numeracy support.

Additionally, students with EHC Plans have an Annual Review held at the school, each year. The student, their parents and any relevant professionals are invited to this. Annual Reviews at Lytchett Minster School are person centred and focus on the student's progress. They also:

- consider whether the outcomes in the EHC Plan are still appropriate
- review the special educational provision in place
- review any health or social care provision currently in place
- consider whether the EHC plan is still needed.

For students in Year 9 and above, there is a specific focus on preparing for adulthood. This includes thinking about:

- further or higher education (e.g. college, an apprenticeship or university)
- employment
- independent living
- participating in society
- being as healthy as possible in adult life.

A report of the meeting is sent to the Local Authority.

Further detail about Annual Reviews can be found on [Dorset's Local Offer/ Poole's Local Offer](#).

COMING OFF THE SEN RECORD

A student will be removed from the SEN record if it is decided that they have made sufficient progress and are able to access the curriculum successfully. However, they will continue to be monitored in case any issues arise. Some students may dip in and out of SEN Support and parents will be consulted at each stage.

Following the Annual Review of an EHC Plan, the Local Authority will decide whether to keep the EHC Plan as it is, amend it or cease it, based on the recommendation of the Annual Review meeting. If it is decided to cease an EHC Plan because the student no longer requires the special education provision within it, we will continue to monitor the student's progress using the school's tracking systems.

TRANSITION ARRANGEMENTS

Lytchett Minster School is committed to ensuring that parents have confidence in the arrangements for students entering the school, progressing through year groups and when transferring to their next school or moving on to adulthood.

As a school we fully support the transition of students entering the school in year 7 and at points beyond and also those students moving onto other providers. For our year 7 entrants we offer specialist support for students with ASD through our transition visits. We provide enhanced transition visits for SEN and vulnerable students and go into primary schools to liaise with current teachers. We also provide targeted careers advice through Ansbury Careers to support the transition of students into college, apprenticeships or employment.

TRAINING AND RESOURCES

Lytchett Minster School aims to keep all staff up to date with relevant training, in relation to the needs of students with SEN and disabilities. Funding is set aside to support continued professional development.

Training needs are identified through analysis of need with the SENCO and senior leadership team ensuring that training opportunities match school priorities. The SENCO will also provide information on specific special educational needs for new staff.

Additional training may also be arranged to support students with specific medical needs and will be arranged with relevant medical professionals.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

LINKS TO OTHER INFORMATION

This policy closely links with other policies, plans and information produced by Lytchett Minster School and these are outlined below.

Accessibility Plan

In line with the Equality Act 2010, we are implementing an Accessibility Plan which sets out how we will:

- a) increase access to the curriculum for our disabled students
- b) improve the physical environment of the school to increase access for our disabled students and
- c) make written information more accessible to our disabled students by providing information in a range of different ways.

Our Accessibility Plan can be found on the school website.

Supporting students with medical conditions

In line with the Children and Families Act 2014 and the associated guidance, *Supporting students at school with medical conditions* (Dec 2015), Lytchett Minster School makes suitable arrangements to support all students with medical conditions, so that they have full access to the same opportunities as their peers, including school trips and physical education.

Our 'Supporting students with medical conditions' policy can be on the school website.

SEN Information Report and Local Offer

This policy, along with our annual SEN Information Report (a summary of how this policy has been implemented over the previous year), forms our 'local offer' of support for students with SEN and disabilities at Lytchett Minster School. You can find all this information on our school website.

Information about our school can also be found on our record on the [Family Information Directory](#), part of Dorset County Council's website.

Further information about the support available to all children and young people in Dorset with SEN and disabilities, and their families can be found on [Dorset's Local Offer/ Poole's Local Offer](#).

MONITORING AND EVALUATION

Our SEN Information Report will provide an annual account of the implementation of this policy, detailing how we have identified and supported students with SEN and disabilities.

This policy will therefore be kept under regular review but it will be fully updated every three years.

Students with SEN and disabilities and their parents will be involved in this process by: Team Around the Child or Family; Multi-Agency provision meetings; Annual review meetings and Parent Teacher consultation evenings. Others involved in this process will include: Outside agencies such as Behaviour Support Service; SENSS, Educational Psychology Service; Hearing and Visual Support Services; Community paediatricians; CAMHs and Social Care.

We will evaluate the success of our policy through:

- feedback from our students, parents and professionals working with the school
- analysis of lesson planning to take account of differentiation
- progress data, including use the school's tracking system and comparative national data to monitor the level and rate of progress for students with SEN and disabilities
- success towards outcomes included on SEN Support and EHC Plans
- external evaluations or inspections.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. If at any point a parent has concerns about how their child's needs are being met, they should contact Clare Barrett – (SENCO). However, if a parent feels that their concern or complaint has not been dealt with satisfactorily, an appointment can be made to speak with the Headteacher.

Further details can be found within our Complaints Policy which is available on our website.

SEN - Special Educational Needs

SENCO – Special Educational Needs Co-ordinator

CATs - Cognitive Ability Tests

EHC - Education, Health and Care

SENSS - Special Educational Needs Specialist Service

CAMHS - Child and Adolescent Mental Health Services