



LPW Independent School

Special Educational Needs (SEN) Policy

2024/25

Policy Document control

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EVALUATION AND MONITORING OF THE POLICY

The SENCo and Head Teacher are responsible for the implementation of the policy and will ensure that:

- All staff and board members are familiar with the school’s policy on SEND.
- The register of names is kept up-to-date and reviewed regularly.
- Parents/Carers are informed immediately when there is concern over their child and are encouraged to support us in helping the learner to achieve to the best of their ability.
- One-page profiles are written for all learners on the school’s Special Needs register. They will be reviewed three times a year by key workers, shared with parents/carers.
- Comments from parents/carers and learners will be considered for action as part of the Code’s two-way flow of information.
- Students with statements/EHCPs are given an Annual Review. This will include, where appropriate, input from other professionals, particularly with the 14+ transitional plans to aid the transfer from statutory schooling.

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1. Definitions and the Legal Framework

DEFINITIONS

According to the SEND Code of Practice (2015), Special Educational Needs (SEN) are defined as:

“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.
- 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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught. Therefore, EAL students are not considered to have a ‘Special Educational Need’ but are seen to benefit from the ability to live and learn in more than one language. Our approach to working with such students sits outside the normal SEND protocols.

Special educational provision means: for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.

POLICY STATEMENT – EDUCATIONAL SUPPORT

LPW Independent School remains committed to being an inclusive secondary alternative education provision for young people with Social, Emotional, and Mental Health (SEMH) needs. We follow an affirmative model of disability, where we recognise the learners’ needs as strengths but also understand the difficulties associated with certain neurodevelopmental variations. This policy cover learners with LDDs, EHCPs and undiagnosed needs with significant traits. This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

1. **Part 3 of the Children and Families Act 2014**, which sets out schools’ responsibilities for pupils with SEN and disabilities.

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2. **Equality Act 2010**: advice for schools, DfE Feb 2013, and the **reasonable adjustments** that schools must make to support pupils with disabilities.
3. **The Special Educational Needs and Disability Regulations 2014**, which set out schools' responsibilities for Education, Health, and Care (EHC) plans, SEN Coordinators (SENCo), and the SEN information report.
4. **The SEND (Special Educational Needs and Disability) Regulations 2014**, which set out the responsibilities for managing EHC plans, providing tailored support, and coordinating with external agencies.

This policy also complies with our funding agreement and articles of association.

THE FOUR AREAS OF NEED

The four broad areas of need as identified in the **SEND Code of Practice (2015)** are:

1. **Communication and interaction**, e.g., Autism Spectrum Condition, Speech and Language Difficulties, and Speech, Language, and Communication Needs (SLCN).
 2. **Cognition and learning**, e.g., Dyslexia, Dyspraxia.
 3. **Social, emotional, and mental health difficulties**, e.g., Anxiety, Attention Deficit Hyperactivity Disorder (ADHD), Conduct Disorder.
 4. **Sensory and/or physical needs**, e.g., Visual Impairments, Hearing Impairments, Processing Difficulties, Epilepsy.
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2. Context and Background

GENERAL CONTEXT

Many learners will experience difficulties with maximizing their learning during their school career. A small number of these learners may have an Educational, Health and Care Plan (EHCP), which outlines their additional needs and entitles them to statutory support from the ages of 0-25. In addition to this, schools have a Special Educational Needs (SEN) register, for learners who do not have an EHCP but are considered to have additional needs. Pupils on the SEN register are monitored closely, with extra provision put in place where necessary, and its impact reviewed accordingly.

SEN AT LPW

LPW is an Alternative Learning Provision (ALP); therefore, all students who attend LPW have additional needs, with the primary area of need school-wide being Social, Emotional, and Mental Health (SEMH). On admission to LPW, all pupils are placed on the SEN register as alternative provisions are **educational provision that is additional to, or different from**, that made generally for other children or young people of the same age by mainstream schools (Children and Families Act 2014).

Our School aims to provide access to the whole curriculum for all learners. Our main goal, therefore, is a whole-school approach to our learners' needs with all staff taking responsibility for their progress. This ensures that we closely support all young people, and that there is a clear **Assess, Plan, Do, Review** process. LPW uses person-centred planning to inform this process, meaning we are able to work with young people, parents/carers, and other agencies to ensure that all policies and practices keep the young person central to decision-making.

We have a thorough approach to monitoring pupil progress through our graduated response, academic and social and emotional targets, and a robust reviewing process taking place a minimum of three times per year. Alongside this, student's individual plans are regularly updated, reviewed, and audited to ensure that all provision and support is having the maximum impact on that individual student's progress. All provision is overseen by the SENCo, supported by the SEN Team.

We recognise that co-occurring needs are the norm and not the exception. We look for clusters and know that presentation of needs is unique to that young person, and on a spectrum. Hidden disabilities are common amongst our learners, many not having had the support to pursue an EHCP or support from their GP. We screen to support where possible to understand better. However, applying a transdiagnostic approach means we see patterns in clusters.

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We understand that society disables learners. We build a model of empowerment, where learners can self-advocate for themselves and their needs. We do not advocate for learned helplessness or models of dependency. We follow a graduated response to need through universal, targeted and specialist response within the school.

A NOTE ON TRAUMA

We work on the assumption that all our pupils have experienced some form of trauma, whether that's multiple changes of provision, educational trauma, or trauma external to education. We aim to be a Trauma Informed setting, which means we work to a relational approach and avoid punitive measures for behaviour management. The link between trauma and SEND is interlinking, with behaviours co-occurring and presenting in similar ways. Please see our behaviour and relationships policy for more information on this.

3. Aims and Objectives

AIMS

- To give all learners the opportunity to study a broad, balanced, and relevant curriculum. Sometimes this may be through personalised and individualised timetables developed to meet the needs of learners.
- To create an inclusive environment for all learners.
- To foster attitudes of empathy, patience, and positivity towards neurodiversity within the school and the wider world.
- To fully involve young people and parents/carers in planning and supporting learners in all stages of their academic and social development.
- To use our best endeavours to secure additional provision for students who require ‘different from and additional to’ our core offer.
- To educate learners with SEN alongside their peers, wherever possible. A model of inclusion not segregation.

OBJECTIVES

- To maximise progress of all learners through a personalised and differentiated curriculum, including vocational opportunities and a variety of targeted interventions.
- To utilise individual staff expertise and training to ensure understanding of SEN throughout the whole staff team.
 - To work with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners and that there is targeted, appropriate provision for all learners with SEN.
 - For all staff to work together to monitor learners with SEN in all subject areas (see section 4: Identification, assessment, supporting, and reviewing SEN).
 - To disseminate information to staff on learners’ needs and suitable approaches to maximise learning.
 - To request, monitor and respond to parent/carers’ and students’ views to ensure a person-centred planning approach when putting in place provision.
 - To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students.
 - To use psycho-education both explicitly (through PSHE and other subjects) and implicitly (through informal conversations and teachable moments) to educate learners about neurodiversity.
- To employ highly qualified and skilled practitioners as outlined in the SEN code of practice (2015)

4. Identification, Assessment, Supporting and Reviewing SEN

On Admission

- Before a learner starts at LPW School, information is collated from their previous school records. This means that any previous external agency reports, interventions, and diagnoses will be known.
- Learners will be assessed by a Speech and Language Therapist (SaLT) and Educational Psychologist at LPW, which provides staff with more information on the student's individual needs and what provision and support are needed.
- All learners will complete initial assessments in English and Maths (on BKSB) in order to set target grades to work towards.
- All learners will complete an 'All About Me' booklet and an induction period.

Graduated Approach (Assess, Plan, Do, Review)

The **Graduated Approach** provides a continuous cycle of assessment as learners' strengths and needs develop and change. The four steps in the cycle are:

- **Assess:** Pupils are assessed in a variety of ways, including BKSB, KS2 data, SaLT assessment, EP reports, formative teacher assessments, reading age assessments, meetings with parents/carers, screeners for a range of neurodevelopmental variation and Annual Reviews.
- **Plan:** Using this assessment information, academic and social/emotional IEP targets are written and shared with learners and parents, and provision planned to meet these targets. If the learner has an EHCP, a costed provision map will be shared with the council if necessary, and top-up funding acquired.
- **Do:** Agreed provision is put in place based on assessment, targets, and interests. Timetables may be adjusted accordingly.
- **Review:** Parents' evenings are held three times a year to assess and review all learners' progress. For students with more complex needs, parents and professionals have greater access to the SENCo and SENCo assistant. Students with EHCPs have an annual review, led by the SENCo, ensuring a person-centred approach.

Provision and Funding

Learners with SEN, whenever possible, follow the same alternative curriculum as all other learners. Learners with higher levels of need may require smaller group sizes or 1:1 support. Our SENCO works closely with these learners to establish the most appropriate and accessible curriculum offer to enable them to engage and succeed.

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The Board of trustees, through the finance committee, will allocate funds to meet the needs of learners with SEND. The Head Teacher will manage the funds allocated to meet the differing needs of the learners in the school with SEN. The allocation of top-up funding is organised according to the provision map written by the SENCo.

Training and CPD

In drawing up the staff development and training programmes, the Head of Education will prioritise the needs of all staff regarding SEN. The school's training plans for SEN will be reported to the School Governance Committee and will include details of staff training.

5. Roles and Responsibilities

The following roles and responsibilities outline the key staff members involved in supporting SEN provision at LPW School:

Role	Name	Email Address
Head of Education/DSL	Nicola Lace	Nlace@lpw.org.uk
Deputy Head Teacher/DDSL	Mike Treby	Mtreby@lpw.org.uk
SENCo	Mia Casey	Mcasey@lpw.org.uk
Deputy SENCo	Verity Langley	Vlangley@lpw.org.uk
Head of Safeguarding	Ella Edwards	Eedwards@lpw.org.uk

Head Teacher

- Working with the SENCo on the strategic development of the SEN policy and provision at LPW School.
- Having overall responsibility and setting the vision for the provision and progress of learners with SEN and/or a disability.

SENCo

- Having a strategic overview of policy and provision for students with SEN across the school, monitoring and reviewing the quality of provision.
- Liaising with the Local Authority (LA) to secure additional funding for students with SEN and mapping bespoke curriculum provision for these students.
- Maintaining an accurate SEND register and provision maps.
- Providing guidance to colleagues on teaching students with SEN and advising on the graduated approach.
- Working with other schools, educational psychologists, health and social care professionals, and other external agencies.
- Analysing assessment data for students with SEN or a disability.
- Implementing and leading intervention groups for students with SEN and evaluating their effectiveness.
- Identifying a student's SEN and coordinating provision that meets need and monitoring its effectiveness.

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- Ensuring records are maintained and kept up to date.
- Regularly reviewing education, health, and care plans (EHCPs) with parents/carers and the student.
- Communicating regularly with parents or carers.

SENCO assistant

- Providing admin support to the SENCo, including but not limited to, preparing Annual Review paperwork, drafting EHCP applications, ensuring timely and accurate correspondence with parents/carers, and deputising for the SENCo at meetings.
- Oversight of the Educational Psychologist provision at LPW School.
- Supporting students with SEN in class, 1:1, and through small group interventions.
- Overseeing additional access arrangements in preparation for examinations.
- Oversight of the school nursing provision at LPW School.

Teaching Staff

- Monitoring the progress and development of every student in their class.
- Working with the SENCo to review learner progress and development.
- Feeding back to parents/carers of students with SEN.
- Following the SEN policy.

Keyworkers

- First point of contact for parents, carers, and the young people themselves for educational or pastoral concerns.
- Keeping graduated response up to date, making referrals to/liaising with external agencies.

Higher Level Teaching Assistants (HLTAs)

- Working closely with the SENCo and teaching staff to provide support or interventions to targeted pupils in small groups or 1-to-1 as required.
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6. Complaints Procedure, Equal Opportunities and the Local Offer

COMPLAINTS PROCEDURE

LPW School has a complaints procedure available to all parents/carers. This is available on the school website.

The procedure for managing complaints includes the following steps:

1. **Stage 1 – Informal Discussion:** In the first instance, the complaint should be addressed informally by discussing the matter with the relevant staff member, such as the SENCo, teaching staff, or the Head of Education.
2. **Stage 2 – Formal Written Complaint:** If the issue is not resolved informally, parents/carers can submit a formal written complaint to the school. The complaint will be investigated, and a response will be provided within a specified time frame.
3. **Stage 3 – Appeal:** If parents/carers are not satisfied with the outcome, they may appeal the decision. The appeal will be heard by the school's governing body or a designated panel.

If the complaint remains unresolved, parents/carers may contact the Local Authority or seek external advice from the Department for Education (DfE).

EQUAL OPPORTUNITIES

The school is committed to promoting equality of opportunity for all students and ensuring that every individual is treated with fairness and respect. We are fully committed to ensuring that no student is discriminated against due to their SEN, gender, ethnicity, religion, or disability. The school's Equal Opportunities Policy covers:

- Ensuring a curriculum that is free from bias, stereotypes, or discrimination.
- Providing equal access to all aspects of school life, including activities, curriculum, and support.
- Providing a school environment where all students feel safe, valued, and included.
- Ensuring that reasonable adjustments are made for students with disabilities to facilitate their full participation.

The Equal Opportunities Policy is available on the school website.

Our school policy states that racist, sexist, or homophobic remarks should not be ignored. Learners should be challenged, and if necessary, such incidents should be reported through the appropriate channels.

LOCAL OFFER

The **Local Offer** is a website provided by Bristol City Council that details the services and support available to children and young people aged 0-25 with Special Educational Needs or Disabilities (SEND). The Local Offer website provides a single place of information about:

- Services available to everyone, such as schools and healthcare.
- Short-term support and services for children and young people without an EHCP.
- Specialist services and longer-term support for children with SEND.

The Local Offer ensures that parents, carers, and professionals can easily access relevant information about the services available to support young people with SEND in the local area.

Website link: <https://www.bristol.gov.uk/bristol-local-offer>

7. Review and Evaluation of SEND Provision

The effectiveness of this policy will be reviewed annually by the SENCo and Head of Education. This will include a review of the SEN provision, the impact of support for students with SEN, and the overall progress of learners with additional needs.

We will gather feedback from:

- Students with SEN and their parents/carers.
- Staff involved in the implementation of the policy.
- Inclusion learning walks.
- External agencies or professionals who work with the school.

Based on feedback and review, we will make necessary changes to improve the quality of support and provision for students with SEN, ensuring that our practices remain up to date with legislative changes and best practices in special educational needs provision.