



LPW Independent School

Special Educational Needs (SEN) Policy

2022/23

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EVALUATION AND MONITORING OF THE POLICY

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

- All staff and Governors 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 there is concern over their child and are encouraged to support us helping the learner to achieve to the best of their ability;
- Individual Education Plans (IEPs) 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;
- Comment 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 (2014), Special Educational Needs 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. As such, our approach to working with such students sits outside of 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 remain committed to being an inclusive secondary alternative education provision for young people with Social, Emotional and Mental Health needs. This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014) and the following legislation:

- (I) Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEN and disabilities
- (II) Equalities Act 2010: advice for schools DfE Feb 2013
- (III) The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

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

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THE FOUR AREAS OF NEED

The four broad areas of need as identified in the Code of Practice 2014 are:

- (I) **Communication and interaction**, e.g. Autistic Spectrum Condition, Speech and Language Difficulties;
- (II) **Cognition and learning**, e.g. Dyslexia, Dyspraxia;

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- (III) **Social, emotional and mental health difficulties**, e.g. Anxiety, Attention Deficit Hyperactivity Disorder (ADHD), Conduct Disorder;
- (IV) **Sensory and/or physical needs**, e.g. Visual Impairments, Hearing Impairments, Processing Difficulties, Epilepsy.

2. Context and background

GENERAL CONTEXT

Many learners will experience difficulties with maximising 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, 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.

The national picture is as follows (2021-2022 data <https://researchbriefings.files.parliament.uk>). In 2021 there were 1.4 million school pupils with SEN (16% of all pupils). There were around 326,000 pupils with EHC plans (3.7% of all pupils).

SEN AT LPW

LPW is an Alternative Provision, therefore all students who attend LPW have additional needs, with their primary area of need being Social, Emotional and Mental Health. On admission to LPW, all pupils are put 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). In comparison to the national average, 100% of the cohort at LPW have SEN, and 11.4% have EHCPs.

Our School aims to provide access to a curriculum that offers breadth and depth 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; Individual Education Plans, academic and social and emotional targets, and a robust reviewing process taking place a minimum of three times per year. Alongside this, graduated responses 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.

A NOTE ON TRAUMA

The vast majority of our pupils have experienced some form of trauma, whether that's multiple changes of provision, educational trauma, or trauma external to education. Trauma can have an impact on cognition,

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brain development and attention, therefore we train all staff in a Trauma Informed approach. Please see the Relationships and Behaviour Policy (https://www.lpw-school.co.uk/files/ugd/52e48c_62bc7a38ed554fb8b656cf07a2832ce8.pdf) for more information on this.

3. Aims and Objectives

AIMS

- To give all learners the opportunity to study a broad, balanced, and relevant curriculum;
- 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.

OBJECTIVES

- To maximise progress of all learners through a personalised and differentiated curriculum including vocational opportunities and a variety of targeted interventions, including; ELSA, LEXIA, precision teaching, NAOS, pre-teaching vocabulary and concepts, tutoring, extra revision sessions, and speech and language therapy;
- 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 in order to ensure 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.

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;
- We offer all learners the opportunity to be assessed by a Speech and Language therapist and Educational Psychologist at LPW, this provides staff with more information on the students individual needs and what provision and support is needed to meet their needs;
- All learners will complete initial assessments in English and Maths (on BKSB), and specific assessment in reading (YARC) in order for us to set target grades to work towards.

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; BKSBs, YARCs, KS2 data, SaLT assessment, EP Reports, formative teacher assessment, meetings with parents/carers, 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 and top-up funding acquired. Plans will be shared and coordinated where possible through multi-agency liaison (e.g. TAF meetings and PEP meetings) so that learners only have one set of targets and strategies. Where required, the teaching assistant team will write and implement a one page pupil profile to ensure consistency in approach by all staff when supporting an individual's behaviour needs.

Do: Agreed provision is put in place (based on assessment, targets, and interests) and timetables changed accordingly. Some examples of additional provision are; impact mentoring, therapeutic boxing sessions, tutoring, Speech and Language therapy, Wheels project, Rocksteady and focused engagement work.

Review: QTT days (parents' evenings) run three times per year to assess and reviews all learners' progress. For students with more complex needs, parents and professionals have a higher level of access to the SENCo and SENCo assistant time and support. Students with EHCPs have an annual review which is led by the SENCo. Information is gathered from all professionals working with this students ahead of the review. We have recently begun to use a 'PATH' approach to reviews, ensuring that they are person centred. All students, regardless of SEN status, will have Individual Education Plans written by their key worker and reviewed three times a year (or more if necessary) with parents and learners.

Provision and funding

Learners with SEN, whenever possible, follow the same alternative curriculum as all other learners. Learners with higher levels of need may need 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.

The Head of Education will manage funds allocated to meet the differing needs of the learners in the school with SEN. The allocation of top-up funding is organised by what is on the provision map written by the SENCo. The Governors require the Head of Education and SENCo to ensure that optimum use is made of resources. It is expected, therefore, that every opportunity will be taken to use equipment and staff time for the benefit of other learners, providing there is no disadvantage to the learner to whom they are allocated.

Training and CPD

In drawing up the staff development and training programmes, the Head of Education will give consideration and appropriate priority to the needs of all staff with regard to SEN. The school's CPD schedule will include details of training of all appropriate staff. The senior managers will assist in the provision of training for staff.

5. Roles and Responsibilities

Role	Name	Email Address
Head of Education/DSL	Dan Carter	Dcarter@lpw.org.uk
Deputy Head Teacher/DDSL	Kate Baynham	Kbaynham@lpw.org.uk
SENCo	Mia Casey	Mcasey@lpw.org.uk
Data & Exams Officer (with SEND support)	Rhiannon Benson	Rbenson@lpw.org.uk
Pastoral Lead/DDSL	Ella Edwards	Edwards@lpw.org.uk

Head of Education

- Working with the SENCo on the strategic development of the SEN policy and provision at LPW School;
- Having overall responsibility 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 map bespoke curriculum provision for these students;
- Maintaining an accurate SEND register, provision maps and timetables;
- Providing guidance to colleagues on teaching students with SEN and advise 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 evaluate their effectiveness;
- Identifying a student's SEN and co-ordinate provision that meets need, and monitor its effectiveness;
- 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.
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Data & Exams Officer (with SEND support)

Providing SEN admin support, as agreed with to the SENCo according to capacity, including, but not limited to:

- Preparing Annual Review paperwork/drafting EHCP applications;
- Ensuring timely and accurate correspondence with parents/carers;
- Supporting students with additional learning needs in class, 1:1 and through interventions;

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- Liaising with external partners including educational psychologists, speech and language therapists, school nurses, Brook, etc. to ensure effective collaborative working and support for students.

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, referrals to/liasing with external agencies.

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.

6. Complaints procedure, equal opportunities and the Local Offer

COMPLAINTS PROCEDURE

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

EQUAL OPPORTUNITIES

The school has an Equal Opportunities Policy, copies of which are also available on the school website. Key areas, which should be considered when selecting materials include:

- Awareness of stereotypes of a particular group, sex or race.
- Contents check with regard to relationships, viewpoints, sexism, racism, and expectations.

Our school policy states that racist/sexist/homophobic remarks should not be ignored. Learners should be challenged and if necessary reported through appropriate channels.

LOCAL OFFER

The Bristol City Council Local Offer website is a single place of information about services and support for children and young people from birth to 25 years old who have Special Educational Needs or Disabilities (SEND), and for their families and carers.

The Local Offer website has information on:

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

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