



LPW Independent School

Special Educational Needs Policy

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LPW Independent School SEND policy

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 and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- Equalities Act 2010: advice for schools DfE Feb 2013
- 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.

INTRODUCTION

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 which outlines their additional needs and entitles them to support from 0-25. All students who attend the school have additional needs with their primary area of need being Social, Emotional and Mental Health needs. 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 is achieved through the careful writing of individual education plans by key workers which are monitored throughout the term and are reviewed and written three times a 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 Assistant Heads and SEN Team.

We work with young people, parents/carers and other agencies to ensure that all policies and practices keep the young person central to decision making and that we support the best possible preparation for adulthood. In doing this, we will take time to produce documents and develop provision through proper consultation and co-production with our young people, their parents/carers and other professionals.

We continue to be secure in the knowledge that existing ways of working support all young people well and that there is a clear plan, do, review process based on the individual students graduated response. This is done in conjunction with the student, parents and professionals involved with that young person.

Close links developed between school and home are a key element to our success with all students allocated a key worker within school. We are particularly keen to initiate and foster links with all parents/carers.

OBJECTIVES

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

- To maximise the achievements of all learners through a system of individual staff expertise and, where appropriate, augmented by classroom support and targeted interventions.
- To foster attitudes of self-worth in all learners.
- To encourage personal autonomy and the full realisation of potential.
- To develop staff awareness – monitoring learners with SEND in all subject areas by all staff.
- To make appropriate provision, with the resources available, for all learners with SEND.
- To disseminate information to staff on learners' needs and suitable approaches to maximise learning.
- To fully involve parents/carers in planning and supporting learners in all stages of their academic and social development.
- To work collaboratively with parents/carers, other professionals and specialist services.
- To use our best endeavours to secure special educational provision for students for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Sensory/physical
- To request, monitor and respond to parent/carers' and students' views in order to evidence high levels of confidence and partnership and ensure student voice is taken into account when putting in place provision.
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.
- 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 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.

GUIDELINES

- Managers, teachers, SEN team and engagement workers will support the development of differentiated materials for all students.
- An up-to-date register of SEND learners will be kept within the school and distributed to all relevant staff.
- Key workers will key individual graduated responses up to date and use them to review and monitor the impact of additional intervention and provision. This will be audited every two terms by the SENCo and Assistant Heads.
- The school leaders will liaise with other members of staff to develop individual programmes and provide regular access and feedback for parents/carers.
- All students will have Individual Education Plans written by their key worker and review three times a year.
- All students, on entry to the school, will be assessed by a Speech and Language therapist and Educational Psychologist and the strategies that are recommended will be followed by all staff working with that young person.
- Where required, the teaching assistant team will write and implement a Personal support Plan to ensure consistency in approach by all staff when supporting an individual's behaviour needs.
- We will provide resources for learners who require intensive support and, where possible, 1:1 support. All staff are invited to utilise these resources.
- We will carry out our responsibilities and duties with regard to the Code of Practice.

INDUCTION

Learners with SEND follow the same induction process as all learners with discreet observation of any learners we feel may be vulnerable. However, there is a prior opportunity for parents/carers to discuss any concerns with the school leaders at the parents'/carers' meetings. The school's leadership team will also be available for more detailed, private meetings, as is appropriate. All students will be assessed by a Speech

and Language therapist and Educational Psychologist on entry to the school, this provides staff with more information on the students individual needs and what provision and support is needed to meet their needs.

Before a learner starts at LPW School information is collated from their previous school records. This information, along with the more specific information gained from referral information, provides the main focus for the identification of SEND.

PROVISION

Learners with SEND, whenever possible, follow the same alternative curriculum as all other learners. Increasingly, time is being directed to specific learners on the higher levels of need with 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. For students with an Educational, Health and Care plan, a provision map is submitted to the local authority and agreed before they begin at the school to ensure that provision is in place ready for when they start. This may include the provision of full time TA support or an element of offsite vocational learning. All additional provision for EHCP learners is commissioned and reviewed by the SENCO.

REVIEW

QTT days 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 through meetings and 1:1 work with the student. Students with EHCP have a annual review which is led by the SENCO. Information is gathered from all professionals working with this students ahead of the review to ensure the wording of the EHCP is fully updated in the meeting.

ROLES & RESPONSIBILITIES & KEY STAFF

Headteacher and Line Manager of SENCO	Dan Carter
Designated Safeguarding Lead	Dan Carter
Deputy Designated Safeguarding Lead	Kate Baynham
Deputy Designated Safeguarding Lead	Rachel Robinson
SENCO	Yazmine Jackson

LPW School is staffed by an experienced team of teachers who have worked extensively in mainstream, special schools and alternative education provision. They support the learners within classes and also work with many individually. The ratio of staff to learner is approximately 1:6, this can vary depending on if a student is funding for 1:1 support from a teaching assistant, this allows time to support and meet the needs of all. Many of our students with SEND access additional support from LPW engagement workers, vocational options for Alternative providers, English and Math tutoring, School Nurse team, Speech and Language therapists, SEN Team and our SENCO.

TRAINING OF STAFF AND GOVERNORS

In drawing up the staff development and training programmes, the Headteacher will give consideration and appropriate priority to the needs of all teachers and key engagement workers with regard to SEND. The school's training plans for SEND will be reported to the School Governance Committee and will include details of training of all appropriate staff. The senior managers will assist in the provision of training for staff. The governors will give high priority to SEND responsibilities, assessment and provision when drawing up their own plans for governor training.

ALLOCATION OF RESOURCES

The Governors, through the finance committee, will allocate funds to meet the needs of learners with SEND. The Headteacher will manage the funds allocated to meet the differing needs of the learners in the school

with SEND. The SENCo applies for top up for any students whose needs are not met through the core offer funding. The allocation of this funding is organised by what is on the provision map written by the SENCo and put in place by the Assistant Heads. Top up for EHCP students is managed and allocated by the SENCo according to their provision map. The Governors require the Head teacher, SENCo and Assistant Head teacher 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.

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 is 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.

LINKS WITH OUTSIDE AGENCIES

The School staff work with outside agencies in order to improve the service offered.

EVALUATION AND MONITORING OF THE POLICY

The SENCo, Headteacher and Deputy Headteacher 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 be 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.
- 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.