



Special Educational Needs Policy

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1. Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Lyng Hall is an inclusive school which has made significant changes to the organisation of the school and our systems for supporting children and their families. We have developed a Foundation Directorate which spans across Key Stage 3 and 4, and includes many but not all of our children with SEND. The Directorate has been designed to allow our more vulnerable children to follow a full curriculum, but with specific literacy intervention; research shows that a student's ability to read fluently, improves not only their comprehension and writing skills but also their progress across all subject areas and as a direct result their self-esteem. Many children in the Foundation Learning Directorate will have significant social and/or emotional needs and the teaching and support seeks to address this through a range of nurturing activities. As students vulnerability decreases and their academic ability increases they move out of Foundation. This is a flexible process. Students also have the opportunity to attend lessons out of the Directorate if they show strength in a particular subject. Some children are educated in our SAIL (Support and Individualised Learning) Centre where they receive a personalised timetable, developed specifically to cater for their needs. This programme involves a number of offsite educational programmes best suited to engaging them in continued education, but also preparing them for a life in the community outside of Lyng Hall.

2. Legislation and guidance

This policy 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

[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.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and Responsibilities

4.1 The SENCO & Deputy SENCO

They will:

- Work with the Headteacher, Assistant Headteacher for Inclusion and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher, Assistant Headteacher for inclusion and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher, Assistant Headteacher for Inclusion and SENCOs to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the Assistant Headteacher for inclusion, SENCOs and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCOs to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Once a student has been identified as possibly having a SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.
- The subject teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style.
- The SENCO will be consulted as needed for support and advice and may wish to observe the student in class.
- Through the above actions it can be determined which level of provision the student will need.

5.3 Consulting and involving pupils and parents

Lyng Hall believes that a close working relationship with parents is vital.

We will have an early discussion with the pupil and their parents when first identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Parents views are considered and valued
- Personal and academic targets are set and met effectively.

We will formally notify parents when it is decided that a pupil will receive SEN support. In cases where more frequent contact with parents is necessary, this will be arranged based on the individual student's need.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

The subject teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style.

The SENCO will be consulted as needed for support and advice and may wish to observe the student in class.

Through the above actions it can be determined which level of provision the student will need.

Referral for an Education, Health and Care Plan:

If a student has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, and for planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken by the SENCO in consultation with parents.

5.5 Supporting pupils moving between phases and preparing for adulthood

For year 6 students we follow the following protocol:

- Visit to feeder schools (Head of Transition and Transfer and/or SENCO), note children who have already been identified as having SEND, and collect information about their educational history;
- Invite parents, students and Primary SENCO in to discuss needs, concerns and specific issues;
- Discuss statements with LEA Education Officers to ensure appropriateness of placement and delivery to satisfy specific needs;
- Undertake a range of assessments, if required, to identify children with special educational needs and establish their strengths and areas of difficulty e.g. reading age;
- Review any existing reports, assessments and discuss recognised needs with parents/carers.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We have a career's adviser who is based in school who will work on the transition for post 16 including working with the provider and SENCO to put a transition programme in place.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Literacy (includes 1:1 reading, Reading-Wise, Precision teaching and Lexia)
- Social Stories
- Lego Therapy
- Anger Management
- Self Esteem and confidence
- Managing emotions

- Think good feel good.
- Support plans in place for every child with an SEND stating how the teacher can support in lessons.
- Support plans are produced for every pupil with an SEND need. These highlight provision and strategies for all staff to support the pupils and areas of need to be completed with their key worker. These reflect the targets and outcomes from pupils ECHP or Individual support plan in line with the Assess, Plan, Do and Review document.

5.7 Adaptations to the curriculum and learning environment

Students with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account with the wishes of the parents and need of the individual. Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided. Staff members attend twilight and inset training and have access to a bank of video training to further develop skills and knowledge.

The SENCO and Senior Leaders are responsible for:

- Keeping staff fully informed of the special educational needs of any students.
- Providing regular training and learning opportunities for staff in all departments.
- In class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- We make the following adaptations to ensure all pupils' needs are met:
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have associate teachers who are trained to deliver interventions. The interventions are tailored to the pupils needs and a clear plan is put in place on a half termly basis. This is then monitored, reviewed and evaluated regularly to consider impact and further support that is required.

Associate teachers will support pupils on a 1:1 basis when there is an additional need for a more personalised approach. This can often be short term to get pupils back on track after a relapse.

Associate teachers will support pupils in small groups when incidents or issues arise as a result of external factors such as falling out with each other. They act as keyworkers and provide pastoral support.

Lyng Hall Invites and seeks advice and support from external agencies in the identification, assessment and provision of SEN. The SENCOs are the designed people responsible for liaising with the following:

- Coventry Education Psychology Service.
- Speech and Language Service
- Children and Adolescent Mental Health Services (CAMHS)
- Communication and Interaction (including Autism) Support Service (CCT)
- Sensory Support Service
- SEMH & Learning Team

5.9 Expertise and training of staff

We aim to keep all school staff up to date with relevant training and developments in teaching practice for students with SEN.

The Assistant Headteacher for Inclusion and the SENCOS will seek specialist training when required. The Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff. The SENCOs attend relevant SEN courses. The SENCOs with the Senior Leadership Team ensure that training opportunities are matched to school development priorities.

5.10 Facilities for students with SEN

We have the following adaptations and special facilities:

- Ramps
- Toilets for disabled users
- Lifts
- Safe Space

We are continuously extending these facilities as resources become available, in line with the requirements to make reasonable adaptations to meet the needs of students with disabilities and facilitate access for adults with disabilities.

5.11 Evaluating the effectiveness of SEN provision

At Lyng Hall we evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Monitoring by the Assistant Headteacher for inclusion
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Parents and students are encouraged to give feedback during the academic year. Parents and students are given an opportunity to evaluate the effectiveness of provision by means of parents evenings or structured conversations.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Lyng Hall is an inclusive school and the Senior Leadership Team is responsible for ensuring that it is implemented effectively through the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all students.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops

All pupils are encouraged to attend school trips.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of any clubs that run in school to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO or Senior Leadership Team. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

5.15 Contact details for raising concerns

SENCO – Liz Gaynon: lgaynon@lynghallschool.co.uk

Deputy SENCO – Michelle Carrier: mcarrier@lynghallschool.co.uk

Assistant Headteacher for inclusion – Christine Green: cgreen@lynghallschool.co.uk

Transition – Debbie Hensman: debbiehensman@lynghallschool.co.uk

Exam access – Ravinder Bains: rbains@lynghallschool.co.uk

6. Monitoring arrangements

This policy and information report will be reviewed **every year**. It will also be updated if any changes to the information are made during the year.