



LAURUS

TRUST

Special Educational Needs and Disability (SEND) Policy for Laurus Trust Secondary Schools and Sixth Form colleges

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Last Reviewed: February 2018
Next review Date: June 2020
Reviewed by: Laurus Trust

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1. Rationale

The Laurus Trust is committed to ensuring that the necessary provision is made for all students with SEND. The SEND code of practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they;

- ✓ Achieve their best
- ✓ Become confident individuals living fulfilling lives
- ✓ Make a successful transition into adulthood, whether into employment, further or higher education or training

We believe that every student, regardless of background or circumstance, should be given an equal opportunity to become the best that they can possibly be. We are committed to ensuring that all students have full entitlement and access to rich and diverse learning opportunities, which will open the doors to the future of their choice.

2. Policy development

This policy has been developed by Emma Warrington, Trust Director of SEND. It has been approved by the Trustees of the Laurus Trust.

This policy should be read in conjunction with the Local Offer, published on the website for each Laurus secondary school or sixth form college. The Local Offer provides a detailed insight into the specific mechanisms to support young people with SEND within each secondary school or sixth form college.

This policy complies with the statutory requirement laid out in the SEND code of practice (2014) and has been written with reference to the following documents and legislative frameworks:

- ✓ Equality Act 2010: advice for schools DoE (2013)
- ✓ Special educational needs and disability code of practice: 0-25 (2014)
- ✓ Schools SEN Information Report Regulations
- ✓ Safeguarding Policy
- ✓ Accessibility Plan
- ✓ Teachers Standards (2012)

3. Aims

Within the Laurus Trust, we aim to;

- ✓ Ensure that the needs of students with SEND are identified as early as possible
- ✓ Maximise academic progress and personal development for all students
- ✓ Reduce and, where possible, close achievement and progress gaps between different groups of students

- ✓ Maintain a standard whereby all staff within our school are aware of the importance of identifying and providing for those pupils who have special educational needs and or disability.
- ✓ Provide a safe environment in which all students can thrive and develop into independent and resilient learners
- ✓ Prepare our students for life beyond school to enable them to become confident and responsible citizens
- ✓ Provide a differentiated curriculum that provides appropriate, challenging learning opportunities for all students in line with fully inclusive classroom practice
- ✓ Ensure that vulnerable or disadvantaged students are given the support they need to remove the barriers to their learning and personal development
- ✓ Encourage an open and continual dialogue amongst staff, parents and other relevant professionals in order to achieve the best possible outcome for individual pupils.
- ✓ Ensure that students with SEND are fully included within all areas of school life to ensure that they make progress both socially and emotionally as well as academically

4. Identifying Special Educational Needs and Disability

Defining special educational needs

The SEND code of practice states that;

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

Special educational needs and disability code of practice: 0-25, 2014

Identification before joining a Laurus Trust secondary school and/or sixth form college

We are committed to the early identification of students with SEND. Prior to joining a Laurus Trust school, our pastoral team work with feeder schools to collate information on the specific needs of students with SEND. We collaborate with all of the relevant outside agencies and with parents, to ensure that a full picture of need is established. This ensures that we have the right information so that the best possible provision, intervention and support can be put in place as early as possible.

Identification once within a Laurus Trust secondary school and/or sixth form college

Teaching and pastoral staff, supported by the senior leadership team, regularly assess the progress of all students, to identify those students that are not making the required level of progress in line with their ability. This can be academic progress which is quantifiable, or social and emotional progress which is measured qualitatively primarily via the pastoral team.

The first response to students who are not making expected levels of progress, should be the teacher adapting their approach to target the student's specific weakness. If students continue to struggle to make expected progress, the SEND Lead within each school and/or sixth form college, should assess whether the student has SEND.

The SEND Lead will respond to concerns raised by parents, students or any member of our staff, to ensure that students who may have SEND are identified as early as possible. The SEND Lead will signpost outside agency or medical support for parents to pursue diagnosis for different learning needs and/or disability, or where appropriate, instigate formal diagnostic testing themselves.

Where a special educational need is identified, the SEND Lead will communicate the needs of the student to all of the relevant school staff via a School Focused Plan. The School Focused Plan will include the following;

- ✓ The student's specific strengths and difficulties
- ✓ Bespoke strategies to support the student
- ✓ The intervention that is in place to support their difficulties
- ✓ The views of the parent
- ✓ The views of the student
- ✓ Feedback from staff
- ✓ A section to review the students' progress against agreed outcomes

5. Categorising Special Educational Needs

Students with special educational needs and or disability are categorised under one of the four following areas of need as set out in the SEND code of practice (2014);

- ✓ Cognition and Learning
- ✓ Physical Disabilities
- ✓ Social, Emotional and Mental Health
- ✓ Communication and Interaction

We will take a graduated approach to identifying students with SEND in line with the SEND code of practice (2014). The level of the support that students with SEND require is denoted by the following categories;

- ✓ Monitor – These students do not have a special educational need and/or disability. These students have an additional need that requires a level of understanding from staff so that their needs are met through effective quality first differentiated teaching strategies. These students do not necessarily have any direct input from Learning Support. Should a student in this category fail to make adequate progress, the decision might be made to escalate their level of support up to SEND support.
- ✓ SEND Support – These are students who have special educational needs and/or disability. These students receive provision which goes above and beyond the mainstream provision. Students on SEND support do not have a specific funding stream designated specifically to support their needs, but a proportion of the schools SEND budget is allocated to support these students to make progress.
- ✓ EHCP (Education and Health Care Plans)/Statement – Students with an EHCP or a Statement have complex special educational needs and/or disability. These students receive a designated funding allocation to support them in school and to provide additional educational provision which goes above and beyond mainstream provision.

The national key performance indicators report on the performance of students in the SEND Support and EHCP/Statement categories.

6. Provision

Provision for students with SEND is additional to or different from the mainstream curriculum in a variety of ways and may be implemented by providing;

- ✓ Differentiated learning materials or specialist equipment
- ✓ Learning Support Assistants within classes
- ✓ P&P support sessions after school
- ✓ Specialist mentors
- ✓ Specialist teaching/support from outside agencies
- ✓ Individual/small group work
- ✓ Access to the School Councillor
- ✓ School Focused plans
- ✓ Behaviour, emotional and social skills support programs

In order to ensure that students with SEND are appropriately supported by their teachers in lessons, we provide the following training opportunities for staff to ensure that they have the knowledge and skills required to differentiate appropriately;

- ✓ New staff SEND training on induction to the school
- ✓ Bespoke training from outside agencies, specific to the students that they support
- ✓ Further professional learning sessions on SEND at least twice per year

7. Roles and Responsibilities

The Trust Director of SEND and named Special Educational Needs and Disability Coordinator (SENDCo);

- ✓ Works as a part of the Trust's leadership team to determine the strategic development of SEND policy and provision
- ✓ Is responsible for monitoring the implementation of the SEND policy across each school/sixth form college in the Trust, to ensure that it is embedded
- ✓ Is accountable for raising levels of achievement and rates of progress for students with SEND across all schools/sixth form colleges within the Trust
- ✓ Works with relevant external agencies and services to ensure that appropriate advice and provision is sought and provided to students with SEND across the Trust
- ✓ Is responsible for the quality assurance of each Learning Support department within each school/sixth form college in the Trust
- ✓ Ensures that appropriate training is in place to support all staff to develop their skills and expertise in relation to SEND across the Trust

The SEND Lead;

- ✓ Works with the school leadership team and Trust Director of SEND to determine the strategic development of the SEND policy and provision
- ✓ Takes overall responsibility for managing operational matters within SEND provision
- ✓ Is accountable for raising levels of achievement and rates of progress for students with SEND
- ✓ Is responsible for monitoring the implementation of the SEND policy across the school/sixth form college to ensure that it is embedded
- ✓ works with relevant external agencies and services to ensure that appropriate advice and provision is sought and provided to students with SEND
- ✓ is responsible for the quality assurance of Learning Support

The Learning Support team;

- ✓ Acts under the guidance of the SEND Lead to deliver support to students with SEND, so that they make progress socially, emotionally and academically

All teachers and staff;

- ✓ Are responsible for delivering high quality learning and support which takes into account the specific needs of students with SEND

8. Monitoring arrangements

The SEND Leads within each school or sixth form college will work alongside the Trust Director of SEND, to quality assure SEND provision and the successful implementation of the SEND policy. This will be done using a number of mechanisms such as;

- Learning Walks and lesson observations to look at the standard of SEND provision in the classroom
- Audits of staff knowledge and skills in relation to SEND, in order to inform future training needs
- Analysis of the progress of each student with SEND following KASH reports

The Trust Director of SEND will work the SEND link governor in each school or sixth form college, to ensure that they are kept abreast of any developments made in relation to SEND provision and practice. An annual report will then be jointly produced and published on the website, to highlight the developments made and to verify the successful implementation of the policy.

This policy will be reviewed by Miss E Warrington, Trust Director of SEND, on an annual basis. If any significant changes are made during the year, the SEND policy will be updated accordingly. It will be reviewed and approved by the Laurus board of trustees on an annual basis.