



**Lynch Hill Enterprise Academy**  
**Special Educational Needs Policy**  
**Academic Year 2016 - 2017**

Designated person responsible for managing provision for young people with SEND

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# Mission Statement

Lynch Hill Enterprise Academy is committed to being at the cornerstone of new educational reforms and to delivering outstanding provision for young people.

The Academy provides a safe and supportive environment, focused on realising academic potential and developing happy, confident, well-rounded young people who can go on to be successful in higher education, training and the working world.

At Lynch Hill Enterprise Academy our mission is to:

**Aspire:** To be the best you can be.

**Achieve:** High achievement is the shared responsibility of all.

**Succeed:** To aim for success in academic, personal and future work life, and for this aim to be a personal and collective endeavour.

## SECTION 1 - COMPLIANCE AND GENERAL STATEMENT

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 YEARS (2015) and has been written with reference to the following guidance and documents:

- Equality Act (2010)
- SEND Code of Practice 0 – 25 Years (2015)
- Children and Families Act (2014)
- Statutory Guidance on Supporting students at school with medical conditions April 2014.
- Safeguarding Policy Accessibility Plan

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Bill in 2014 and which have subsequently become the Children and Families Act 2014. The act includes changes to the support and services children and young people with special educational needs and disabilities will receive.

At Lynch Hill Enterprise Academy, we identify obstacles and recognise and value improvement to learning and behavior. We provide our young people with opportunities to excel in all areas of their school life, and we are aware that some of our young people may require more specialist provision for part of, or all of their school life. These barriers primarily comprise: A Special Educational Need (SEN); Limited knowledge of English/English as an additional language (EAL); Social, Emotional and Mental Health needs; problems with personal organization.

Sometimes, students need to be supported for a short period of time to help them overcome a particular, transitory difficulty. Other students need continuous support throughout their whole time at school.

In compliance with the new SEN Code of Practice and SEND Reforms, there is a graduated approach to the identification, provision and support for all students deemed to require special educational provision to be made for them at Lynch Hill Enterprise Academy. All students identified as needing additional provision will be placed on the SEN Register under one single SEN. Their provision will be identified and progress monitored via Individual Provision Mapping. This Policy will set out our commitment to

raising the aspirations and expectations for all students with SEN, including those identified as Gifted or Talented and/or who would benefit from aspiration-raising programmes.

The purpose of this document is to describe the provision we make for students identified as having a special educational need (SEN) and the principles by which we make that provision. For consistency and clarity the term SEN is used throughout this document.

This school believes that every student has an entitlement to develop to his or her full potential. Educational experiences are provided which promote high achievement and personal development for each individual. The wide diversity of the school's population is valued as a rich resource, which supports the learning of all. In this school, we recognise a student's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

## **SECTION 2 – AIM (THE LONGER VIEW)**

The overarching aim of this policy is to ensure that the needs of students with SEND are accurately identified and effectively met so that all such students are able to make progress and develop well both as individuals and as members of the community.

To this end, we aim to:

- a) Assess students accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
- b) Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all students, including those with SEND.
- c) Make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal
- d) Use the most appropriate resources to support learning, ensuring that the development of students' literacy skills has the highest priority
- e) Continuously monitor and evaluate the effectiveness of our provision for all students, including those with SEND to ensure that we are providing equality of educational opportunity and value for money.

**Objectives:**

Through the application of this policy we wish to:

- a) Ensure compliance with national SEN policy, most currently the Department of Education's SEND Reforms, Children and Families Act 2014 and SEND Code of Practice 2015.
- b) Work closely with the Slough Borough Council's SEN team and comply with locally agreed policies and procedures.
- c) Ensure all staff implement the school's SEND policy consistently – fully endorsing our belief that every teacher is a teacher of every child or young person including those with SEND.
- d) Ensure any discrimination or prejudice is eradicated.
- e) Ensure all students have access to an appropriately differentiated curriculum.
- f) Recognise, value and celebrate students' achievements at all levels.
- g) Work in partnership with parents /carers in supporting their child's education.
- h) Guide and support all school staff, governors and parents in SEND issues.
- i) Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- j) Provide appropriate resources, both human and material, and to ensure their maximum and proper use.
- k) Involve the student in the process of identification, assessment and provision and to ensure that the student is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.
- l) To provide a Special Educational Needs and Disability Co-coordinator (SENDCO) who will work with the SEND Policy.

- m) To provide support and advice for all staff working with special educational needs students.

### **SECTION 3 – IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

A child or young person has SEN if they have a learning difficulty or disability which calls for special education 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,

or

- 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

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

*SEN Code of Practice, 2015, p.15 – 16 (Department for Education).*

In accordance with the SEND Code of Practice, four broad categories of need are identified:

- communication and interaction
- cognition and learning
- social, emotional and mental health

- sensory and/or physical needs

Whilst it is clear that the purpose of identification is to work out what action the Academy needs to take, it is not our purpose to fit a student into a category, and serves solely to identify the needs of each individual student by considering the whole child, not just his/her special educational needs.

NON-SEN needs will always be taken into full consideration, where these needs may impact on progress and attainment, for example:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Student Premium Grant
- Being a Looked After Child (LAC)
- Being a child of serviceman/woman

The identification of behaviour as a need is no longer an acceptable way of describing SEN and any concerns relating to a child or young person's behaviour will be described as an underlying response to a need which School has recognised and identified clearly.

#### **SECTION 4 – A GRADUATED APPROACH TO SEND SUPPORT AT Lynch Hill Enterprise Academy**

At Lynch Hill Enterprise Academy all teachers are responsible and accountable for the progress and development of students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have SEN.

'Quality first' teaching is a priority of the School. It is regularly monitored through internal and external observation processes and teacher appraisal. Close liaison is maintained with all members of staff by the SENDCO to ensure that students are

only identified as SEND if they do not make adequate progress, once they have had all the intervention/adjustments and good quality personalised teaching. The SENDCO also meets with Key Stage Leaders, and the Headteacher to review individual progress for students with SEN.

The SEN coordinator (SENDCO) is responsible for:

- a) Assessing the specific needs of students with SEN (this includes application for Statutory Assessment, leading to the issue of an Education and Health Care Plan (previously Statement of SEN) as deemed necessary and in agreement with the line manager;
- b) Screening all students on admission to Lynch Hill Enterprise Academy using standardised assessments;
- c) Liaising with partner primary schools to aid transition for students with SEND and to ensure continuity of support;
- d) Liaising directly with Targeted Support Services from Year 10 regarding transition at the end of Year 11 to further education opportunities including 6th Form, College and apprenticeships. The SENDCO ensures relevant information with regard to SEN students is forwarded on to relevant providers.
- e) Ensuring that additional targeted support is mapped to and provided for students who need it through Provision Mapping;
- f) The day-to-day operation of the school's SEND policy;
- g) Leading and managing the team of teaching assistants;
- h) Liaising with and advising class teachers;
- i) Maintaining the SEND register and the records of all students with SEND;
- j) Working with parents of students with SEND;
- k) Liaising with staff in school. to ensure that provision for students with SEND is effective and well-coordinated
- l) Liaising with external agencies including the Educational Psychology Service, medical authorities, Social Care and voluntary bodies.

- m) Contributing to CPD training for all staff.
- n) Attending/holding review meetings of SEND students where appropriate, including those students with a Statement or Education and Health Care Plan.

## **MANAGING STUDENTS' NEEDS ON THE SEN REGISTER**

The SENDCO identifies (in conjunction with teaching staff/Key Stage 3 Leaders/HT) those students who require support on the SEN Register and organises appropriate support, which is implemented across the curriculum through Individual Provision Maps. Provision for students on the SEN Register is usually funded from within the school's existing budget. Students with a Statement or Education and Health Care Plan receive at least the minimum entitlement of additional, targeted support identified within the Statement/Plan.

The Academy follows the guidance of the SEN Code of Practice and uses a graduated approach to the identification and assessment of and provision for students with SEN.

This approach includes:

- Liaison of the SENDCO with partner primary schools to aid transition and continuity of support/provision for those students identified with SEND;
- Additional Induction for Year 6 students identified with SEN (SENDCO);
- Baseline screening (standardised assessment) of all students for reading, reading comprehension, to inform early identification of SEN;
- Regular communication and liaison with teaching staff by SENDCO in identification and appropriate support of students with SEN;
- Parents fully informed by SENDCO of identification of their child's SEND and authorisation sought, in writing, for appropriate provision to be made via the SEND Register and Provision Mapping;
- Parents are seen as key partners in the educational process. The knowledge, views and first-hand experience parents have of their child are valued for the contribution they make to their child's education. All parents are welcome to contact the SENDCO if they have any concerns or questions about SEN

provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress. In addition to the planned review evenings for all students, the school diary, signed weekly by the parent, student and form tutor is an effective way of passing information both ways;

- Measuring progress for all students with SEN termly (individual teacher assessment, including evidencing progress according to individual targets. Adequate progress within the differentiated curriculum will be ascertained through consultation with the student, teachers and parents. A range of data is used including screening (reading, spelling, comprehension), SATs, Verbal Reasoning Scores and FFT. The SENDCO will make a final decision regarding adequate progress.
- Review of provision where appropriate, including application for Statutory Assessment by the SEND Co and subsequent acquisition of an Education and Health Care Plan (EHCP)/ application for High Needs Block Funding; - Parent meetings with SENDCO where appropriate to review progress of all students with SEN, including Annual Reviews for students with a Statement or EHCP and Parent Evenings;
- Regular review and update of the SEN Register by SENDCO to ensure students are appropriately supported, including removal of students from the SEN Register who have made appropriate progress towards targets;
- Using SEN Code of Practice statutory guidance on developing a more inclusive curriculum as a set of principles for establishing the usual differentiated curriculum, based on setting suitable learning challenges; responding to students' diverse learning needs and overcoming potential barriers to learning;
- Referral, by SENDCO for outside agency support, as deemed necessary, in conjunction with the Assistant Headteacher, Head of Year and parents. The SENDCO will facilitate provision from outside agencies, including Educational Psychology Service, Speech and Language Therapy Service and Specialist Teaching Service. The SENDCO will meet regularly with outside agencies involved with students to inform appropriate ongoing provision;
- Holding an Annual Review for students with a Statement/ Education Health Care Plan in line with the objectives therein. An Annual Review may be called for at

any time should there be a concern that current provision is not appropriate to meet the needs of the student.

## **SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER/REGISTER**

The SENDCO has responsibility for the removal of a student from support on the SEN Register at Lynch Hill Enterprise Academy. This decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate SLT/teaching staff/outside agencies and parents.

## **SECTION 6: SUPPORTING STUDENTS AND FAMILIES**

- Families of students with SEN are guided towards the Slough Services Guide, [www.servicesguide.slough.gov.uk](http://www.servicesguide.slough.gov.uk), with regard to the LA Local Offer.
- Lynch Hill Enterprise Academy has provided information on the Slough Services Guide on our provision to families who have a child or young person with a Special Educational Need and/or Disability in line with current requirements (Local Offer).
- Parents are sign posted to the Slough Parent Partnership Service, which provides parents, carers with impartial advice, support, help and information around Special Educational Needs (SEN). [www.parentpartnershipslough.org.uk](http://www.parentpartnershipslough.org.uk).
- Lynch Hill Enterprise Academy's admission arrangements are available on the website. There are close links with feeder schools and if a child has previously been identified as having SEND, early contact is made with parents.

## **SECTION 7 – SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS**

Lynch Hill Enterprise Academy recognises that students with medical conditions should be properly supported so that they have full access to education, including

school trips and physical education. Some children with medical conditions may be disabled and where this is the case, School will comply with its duties under the Equality Act 2010.

Some students may also have special educational needs (SEN) and may have a Statement or Education Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

The reception team take responsibility for dealing with first aid on a day to day basis and for managing the medication and other treatment of students with medical conditions. See the School's policy for Supporting Students with Medical Conditions for more detailed information.

## **SECTION 8 – MONITORING AND EVALUATION OF SEND**

Please refer to information given in Section 4 of this Policy. The quality of provision offered to all students with SEND is continuously monitored through ongoing daily, weekly, termly and ultimately, annual, review, on an individual and cumulative basis and in conjunction with the Headteacher, Assistant Headteacher, SENDCO, teaching staff and parents.

The SEND policy is formally reviewed annually at the end of each academic year. The evaluation is based on:

- the progress made by students with SEND and the outcomes they have achieved in relation both to curriculum subjects and to personal development ;
- the extent to which the aims and objectives of the policy have been met;
- how effective the SEND provision has been in relation to the resources allocated (value for money assessment).

The policy is amended to reflect the outcomes of the evaluation.

## **SECTION 9 – TRAINING AND RESOURCES**

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and the school improvement plan.

- The Headteacher oversees the professional development of all teaching staff and support assistants. Most TA CPD occurs during training days. It is more efficient to invite experts to speak to all TAs or all teaching staff. Colleagues attending any courses are expected to disseminate and share relevant knowledge with other staff within the school.
- The SENDCO holds weekly meetings to discuss SEN related issues.
- The SENDCO may identify the SEND training needs of staff in conjunction with the Assistant Headteacher and all staff are encouraged to undertake training and development, for example through INSET.
- Newly appointed teaching, support staff, and NQTs undertake an induction programme, which includes a meeting with the SENDCO to explain systems and structures in place around the School's SEND provision and practice and to discuss the needs of individual students.
- The SENDCO keeps up to date with local and national developments in SEND and also supports the LA through involvement in work strands to address ongoing developments in the new SEND Reforms.
- Teaching Assistants are encouraged to take an active part in all school functions, including extra-curricular activities.

## **SECTION 10 – ROLES AND RESPONSIBILITIES Role of the SEN Director/Trust**

The Learning Alliance Academy Trust has regard to the SEN Code of Practice when carrying out duties towards all students with SEN. Consequently, it is their responsibility to:

- ensure the necessary provision is made for students with SEN;
- determine the Academy's general policy and approach to students with SEN in Cooperation with the Head teacher and SENCO;
- ensure that the teachers are aware of the importance of identifying and providing for those students with SEN;

- ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents;
- ensure that the school's progress in implementing the policy and its impact on students are regularly reported to the Governing Body;
- ensure that parents are notified of a decision by the school to make SEND provision for their child;
- ensure that students with SEND are included as far as possible into the activities of the school;
- consult with the LA and the governing bodies of other schools, when appropriate, in the interests of coordinated SEN provision in the area.

### **Role of the Teaching Assistant**

Teaching Assistants are recruited to work within the classroom and with targeted students/small groups of students outside of the classroom as directed by the SENDCO. All Teaching Assistants are line-managed by the SENDCO.

### **Designated Teacher with specific Safeguarding responsibility**

- Headteacher and SENDCO.
- Designated member of staff responsible for managing PPG/LAC funding: Headteacher.
- Designated member of staff responsible for managing the Academy's responsibility for meeting the medical needs of students: Reception staff

## **SECTION 11 – STORING AND MANAGING INFORMATION**

The school complies with current data protection and confidentiality requirements with regard to information about students and families.

## **SECTION 12 – REVIEWING THE SEN POLICY**

This Policy will be reviewed yearly to comply with new requirements for SEND.

### **SECTION 13 – ACCESSIBILITY**

Please refer to the Accessibility Plan. (See the school website:[www.lhea.org.uk](http://www.lhea.org.uk))

### **SECTION 14 – COMPLAINTS**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to their child's needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.