



LYNCH HILL ENTERPRISE ACADEMY LOCAL OFFER

Special Educational Needs Policy

At Lynch Hill School we aim to ensure all students achieve and reach their potential. We do this through an exciting, motivating and personalised curriculum, ensuring that every young person is effectively supported and challenged to be the best they can be. We embrace the fact that every young person is different and therefore the educational needs of every young person are different. Equality of opportunity is central to the work of our school and we believe we are successful in removing barriers to learning so that all students can achieve.

Through regular and rigorous assessments young people who need additional support are quickly identified and addressed through personalised learning interventions. These interventions are reviewed frequently to ensure their effectiveness and secure progress. At Lynch Hill Enterprise Academy, achievement is for everyone and our rigorous systems ensure all succeed; *no one falls through the net*.

Appendixes to our Local Offer:

- LHEA SEN policy
- Disability Equality Scheme
- Behaviour policy
- Slough Borough Council's Local Offer
- Complaints policy
- Anti-bullying Policy

Teaching and Learning

High quality teaching and learning is a priority to ensure that all young people make good and sustained progress. Quality teaching in the classroom is crucial. Students are given all the steps that they need to ensure learning is taking place in each lesson. They are given regular feedback from each other and their teachers to help them with their next steps. A key to successful learners is to provide opportunities for young people to develop their skills in overcoming challenges and building resilience. We provide learning experiences for our students that will build on their knowledge and give them

time to apply their skills in a variety of ways. Students are often taught in ability groups to offer a personalised and differentiated curriculum. Opportunities are given for personal feedback from the teacher and students are regularly given time to review and consolidate learning.

Our regular and ongoing assessments highlight quickly and efficiently when a more targeted and differentiated approach might be necessary. We use: teachers and Teaching Assistants, Learning Mentors, communication support assistants, therapists and other specialists creatively to meet the needs of our learners.

Our SEN team meet regularly with staff and parents to discuss the teaching and learning plans we offer to our pupils. We ensure that the most effective, thorough and holistic plan and approach is being applied to most effectively and efficiently meet our pupils' needs.

Identifying and Assessing Special Educational Needs

We have a number of routes to identify a young person who may have a Special Educational Need. Parents are welcome to make an appointment with the class teacher or SEN team to raise their concerns. Teachers, parents and students can raise a concern to the SEN team who will then identify the most appropriate path.

At Lynch Hill Enterprise Academy we assess a child's needs and put together a plan. We usually do this by setting targets and identifying actions through an Individual Education Plan or a Pastoral Support Programme. We may also plan and set targets for children with a Statement or Education Health and Care plan and review them annually. Occasionally we have children who may be looked after by the local authority, these children are also assessed regularly and a plan with targets and actions is made and reviewed regularly.

These plans are reviewed regularly and evaluated for their effectiveness. In the case where our assessments and interventions are not providing the success that we would expect, we would look to specialist professionals such as the Educational Psychologist to provide us with more detailed assessments and to contribute to the plan.

Involving Parents and Young People in Planning and Reviewing Progress

Parents work closely with the school to support their child's special needs. We encourage parents to communicate regularly with their child's form tutor to ensure a good relationship. The usual forms of communication are regularly used in the school such as: phone, email and parent –teacher interviews. In addition to these forms of communication we hold regular Individual Education Plan meetings, Pastoral Support Plans and Annual reviews for children with an SEN.

As part of our school values, we regularly hear what our students have to say and receive very positive feedback about their learning experiences. In addition as part of

our annual SEN review, we request the views of the children with an SEN, disability or who are Looked After by the Local Authority. We also ensure that we gather the views of our pupils for their Annual Reviews. Children can represent their views as they wish.

Where appropriate and possible, the school engages the services of an Educational Psychologist, health professionals, speech and language therapist, CAMHS and social care.

Additional Support

The school offers many different forms of additional provision. This can include: additional in-class support; additional out-of-class support; one-to-one support; flexible groupings; access to specific resources; mentoring and access to a wide range of outside agencies. Additional provision is overseen by the school's SENDCO and is designed and implemented by an excellent team of teachers, ably supported by a fantastic group of teaching assistants. As with individual targets, the most important point is this: additional provision depends on the needs of the child.

In addition, all Lynch Hill students benefit from a range of teaching and learning styles; a differentiated curriculum; a range of differentiated learning materials (both for reinforcement and extension); assessment procedures that emphasise pupils' strengths and achievements; access to ICT and a broad range of extracurricular activities.

Extra activities

In addition to the curriculum the school has a variety of extra-curricular and enrichment activities, which are open to all young people in the school. Throughout the academic year our students are given the opportunity to be part of and engage in a variety of trips which support the curriculum.

Meeting the Social and Emotional Needs of Young People with SEN

The school offers provisions to support students with social and emotional needs. We offer children social groups and additional lunch time support if they are struggling. All our staff are trained to notice and reward positive behaviours.

The school has a robust behaviour and anti-bullying policy. Bullying is not tolerated and when an incident of bullying is identified the school acts quickly to resolve the issues.

Our Leadership Team work collaboratively to educate young people regarding bullying matters, and cyber bullying in particular. We are committed in keeping our young people informed on how 'to keep themselves safe'. This involves a series of assemblies, work within tutor programmes, working with identified professionals and student mentoring to ensure that not one of students feel isolated or vulnerable should they be victimised in any way.

Keeping Up to Date with Knowledge and Skills

The professional development of staff is maintained through regular staff training in relation to the teaching and learning. In addition to the extensive in house training staff are encouraged to seek training that will benefit and impact on the progress of our pupils. We also work closely with the local authority to provide identified training for teachers, TAs and supervisor staff in working with children with social and emotional needs.

Our Education Psychologist offers staff training on specific special educational needs to ensure that pupils with a SEN make progress, which may require referral to specialists in the local authority such as the Educational Psychologist and Services for Learning Difficulties and disabilities. The school works closely with Health visitors, School Nurses and Social Care.

One of the SENDCO's key roles is to support the teachers and additional staff in planning for young people with SEN. The school has a training plan for all staff to improve the teaching and learning of young people including those with SEN. This includes whole school training on SEN issues such as ASD, dyslexia etc. Parents can feel confident that staff have the recommended strategies to deal effectively with all behaviour.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific young people.

Transition

Transition is important in every year group at Lynch Hill Enterprise Academy.

When students join Year 7, they will follow a well-structured Induction Programme which will allow each one the opportunity to settle into their new environment. In the first week of July of each year, the new Year 7 will spend a full day at LHEA and, in September, the Induction Programme will take up the first week of the term. We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the new school's SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- Where possible we will attempt to arrange visits.

Helpful Contacts

Headteacher – Mrs Jane Everton

SENDCO – Miss Theresa Richardson

Slough Borough Council SEN Case Offer – Robert Hardy - 01753 - 787674