



# Lever Park - SEND Report

**Reviewed by:** Andrea Whitehead **Date:** 26/09/2023

**Last reviewed on:** September 2023

**Next review due by:** September 2025

This SEND Information Report outlines information regarding ways in which we provide support for all our pupils in order for them to learn and grow intellectually, emotionally and socially in a nurturing environment. The information required to be included in the SEND Information Report is stated in the Special Educational Needs and Disability Regulations 2015 Schedule 1: Information to be included in the SEND information report. This can be found at: [The Special Educational Needs and Disability Regulations 2014 \(legislation.gov.uk\)](http://www.legislation.gov.uk)

We fully comply with: SEND Code of Practice January 2015, Equality Act 2010 and the Children and Families Act 2014.

### What types of SEN does Lever Park School cater for?

Lever Park provides for pupils whose primary need is Social, Emotional and Mental Health (SEMH) difficulties as described in their Education Health Care Plan (EHCP) according to the SEND Code of Practice 2014. We recognise that their needs are complex and, in addition to their SEMH difficulties, some pupils may have some degree of generalised cognitive (learning) difficulties, specific learning difficulties such as dyslexia or dyscalculia, expressive or receptive (speaking or understanding) language difficulties although their primary need is SEMH

AREA OF NEED	DEFINITION
<b>Communication and interaction</b>	Children with Speech, language and communication needs have difficulty in communicating with others such as those with an ASD diagnosis. This could include difficulties with producing or responding to expressive or receptive language. They may have difficulty in uttering speech sounds, difficulties in understanding spoken language and communications from others.
<b>Cognition and learning</b>	This refers to when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), specific learning difficulties (SpLD) such as dyslexia and dyspraxia, severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
<b>Social, emotional and mental health</b>	This may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties and traumas. It also includes ADHD and attachment disorder.
<b>Sensory and/or physical</b>	Some children will require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These include visual impairment, hearing impairment, multi-sensory impairment and physical impairment, which may require additional equipment to assist with learning.

## How do we help our pupils with Special Educational Needs?

Lever Park School provides children and young people with individually tailored packages of education within a safe, caring and supportive environment. The emphasis is on the development of friendly and caring relationships, where learning and living can be positive and enjoyable experiences. Our children and young people often have trouble in building and maintaining relationships with peers and adults and as a result they have struggled to engage with learning and to cope in mainstream education.

Many of our pupils/pupils may often feel anxious and misunderstood and need support to help them manage their emotions and therefore, their behaviour.

Lever Park School's approach is based around meeting the individual needs of each and every student, wherever possible on a personalised basis.

By working 1:1 and in small groups with our pupils we are able to provide positive role models and mentors that can help pupils develop positive relationships with staff and peers.

By focussing on the positive, having clear targets and realistic expectations our pupils are able to thrive and reach their goals.

## What expertise and training do your staff have? How do you secure additional specialist expertise?

All teaching and Learning Mentors are appropriately qualified (or undergoing training) to fulfil their designated duties.

Many have had many years of experience in education, especially in SEMH.

Staff training and development is given high priority across the whole school and Trust as a whole and there is a continuous CPD programme for all staff which reflects new developments in our specialism. All staff receive on-going training in SEMH related aspects of professional development to help them to understand and meet pupils' needs, particularly in areas around attachment, mental health and ASC. Recommendations from our Director of Education Standards, Educational Psychologists and SENCO also help to inform strategies that are implemented in order support our pupils. This will allow staff to help pupils maximise their personal and academic potential.

All school staff receive regular awareness raising / training in:

- Safeguarding & Child Protection related issues (including PREVENT & CSE)
- Health & Safety such as COSHH, Fire Training, Food Hygiene and First Aid
- THRIVE (Emotional Development) and Attachment Awareness.
- De-escalation and positive handling techniques.
- Autism Awareness
- Mental Health Awareness

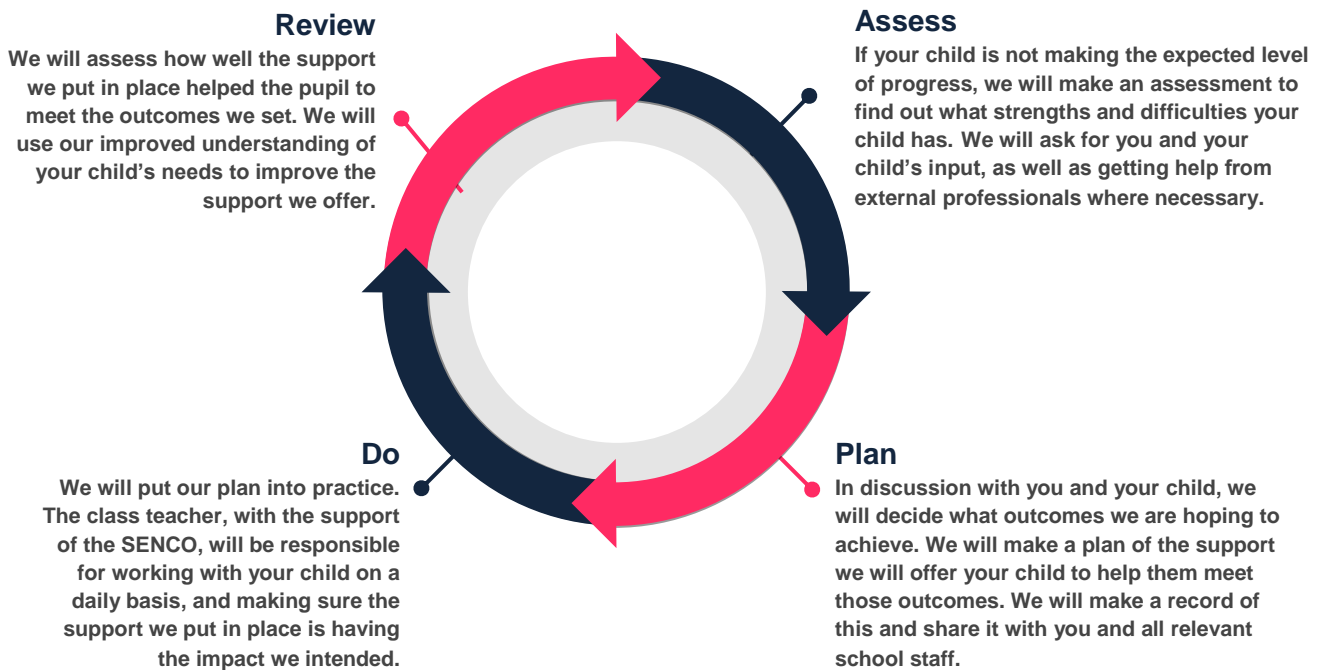
All staff can access on-going support advice and guidance through the Academy's SENDCO. Andrea Whitehead (SENDCO) and works closely with the Senior Leadership Team to ensure that a range of training opportunities and resources are available to both teaching and learning mentors throughout the year.

## External agencies and experts

The school works closely with parents/carers, social workers, staff and other professionals to provide a joined up approach to ensuring the best possible outcomes for our children and young people. Lever Park School also works collaboratively with external professional agencies (e.g. Social Services, Health, CAMHS, Speech & Language, Occupational therapists, Educational Psychology Service, Careers, YOT, Police)

## How will the school measure my child's progress?

Assessment is a key area in school to ensure that all pupils make expected progress in line with their abilities and special educational needs. This begins with baseline assessment on admission to Lever Park. The information from this allows staff at Lever Park School to determine a learning flight path for each student. Progress is then measured from this baseline starting point on a termly basis. Staff also regularly take assessment for learning opportunities and mark pupils work on a regular basis using 'formative' approaches to help pupils to understand what they need to do to improve. Parents and Carers receive phone calls which highlights student successes and achievements as well as considering their next steps, attendance and attitude to learning.



## How will I be involved in decisions made about my child's education?

Lever Park School aims to build positive and trusting relationships with parents and carers in order to provide the best possible support. We do this through

- Regular home/ school communication.
- Progress reports
- Regular review of personal success targets.
- Annual EHCP reviews.
- Termly PEP meetings for those pupils who are in care.

## How will my child be involved in decisions made about their education?

All pupils will have 1:1 mentoring sessions with key staff in the school when they are able to talk about any issues or concerns.

As Lever Park School is a small school there are regular opportunities for all pupils to come to together to discuss ideas.

The student voice will also be captured through:

- School Council Meetings
- EHCP reviews
- PEP meetings
- Health Care Reviews
- Pupil/Student voice activities
- Close home/school liaison

## How will the school adapt its teaching for my child?

Lever Park School provides a personalised curriculum in order to meet pupil/student's individual educational, emotional and social needs.

These children and young people have historically had interruptions to their educational experiences which have impacted on their development and by creating a bespoke programme to include both on and off-site education curriculum; we are able to evidence impact on learning and development. This flexible approach is rooted in holistic thinking about the individual and their needs.

Lever Park School offers pupils a broad and balanced curriculum which allows pupils to grow academically, vocationally, socially, physically and morally. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

When a child or young person starts their learning journey at Lever Park School we assess their academic, developmental and emotional needs. A learning programme will then be designed in order to help them succeed. Our learning outside the classroom, outdoor learning and enrichment sessions encourage learning, confidence and self-esteem through practical activities and we plan activities which foster enjoyment, participation, practical and social skills. Independence is encouraged by an understanding of health and safety needs, group and individual tasks. In addition, the outreach team offers a therapeutic and educational programme to pupils who can sometimes be hard to reach and who may have experienced difficulties with a more formal approach to education and rigid timetables.

We aim to provide opportunities and experiences where children and young people can develop:

- Knowledge and understanding of the environment
- Resilience and risk-taking
- Team-work and leadership
- Cross curricular learning, outside the classroom
- Independence
- Self-esteem
- Self-confidence

- Social interaction and communication

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder	Visual timetables Social stories Ear Defenders Lap weight Cuddle ball Sensory toys
	Speech and language difficulties	Speech and language therapy Visual aids
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Assistive technology Toe by toe IDL programme Access arrangements Overlays Coloured exercise books/ paper
	Moderate learning difficulties	Toe by toe IDL programme precision teaching intervention paired reading
	Severe learning difficulties	1-1 inventions
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Fidget toys Timers
	Adverse childhood experiences and/or mental health issues	Nurture groups Outreach

<b>Sensory and/or physical</b>	Hearing impairment	Equipment to be purchase after advice from health professionals
	Visual impairment	Magnifier screen Assistive technology Print resources
	Multi-sensory impairment	Equipment to be purchase after advice from health professionals
	Physical impairment	Equipment to be purchase after advice from health professionals

These interventions are part of our contribution to Bolton’s local offer.

### How will the school evaluate whether the support in place is helping my child?

Lever Park School aims to build positive and trusting relationships with parents and carers in order to provide the best possible support. We do this through

- Regular home/ school communication.
- Discussion with pupils about their learning
- Progress reports
- Regular review of progress targets.
- Annual EHCP reviews.
- Termly PEP meetings for those pupils who are in care.

### How will the school make sure my child is included in activities alongside pupils who don’t have SEND?

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## **What support will be available for my child as they transition between classes or settings or in preparing for adulthood?**

Lever Park School's enrichment and life skills programmes facilitate young people in taking responsibility for themselves, by preparing them for their future roles as responsible adults.

Through our Careers lessons, we offer children and young people the opportunity to develop understanding of creativity, time management, communication, running a business etc and access to work related experiences (where possible), a course in personal finance which aims to help young people to understand where money comes from, how to budget and live independently and understand the financial implications of personal life choices.

We have cookery lessons which teach pupils to cook sweet and savoury recipes from around the world and pupils are encouraged to think about healthy food choices and how to budget for food and ingredients.

Experiences of life outside school, home and care are a very important part of the education we offer and we maintain links with outside agencies such as careers advisors, colleges, and other services in order to widen the curriculum and provide motivation. Pupils have opportunities to attend college taster days.

Lever Park School ensures that the curriculum helps to prepare all Year 11 pupils for the next positive steps in their lives. This includes:

- Working with pupils to help them develop their future career aspirations from as early as Year 7 onwards.
- Personalisation of their curriculum and timetable to suit their needs in order to achieve their goals.
- Supported visits (student & parent/ carer where possible) to post 16 educational provisions as early as Year 9 in order to create aspirational pathways for future choices.
- Support with the application processes for post 16 provisions
- Joined up support with all relevant professions in order to guide pupils through any transition phase
- Preparation for adulthood through our life skills and functional skill programmes help pupils develop the skills and experiences they need for their next steps.

## **What support is in place for looked-after and previously looked-after children with SEN?**

Danielle France our designated teacher for looked after and previously looked after children will work with Andrea Whitehead our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## **What should I do if I have a complaint about my child's SEN support?**

Complaints about SEN provision in our school should be made to the Academy Lead or SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.



To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

The disagreement resolution service can be accessed through the Bolton Information and Advisory Service, which helps to resolve disagreements or to prevent them from escalating further. For contact information, please see <https://iasbolton.com> or telephone 01204 848 722.

## What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Bolton's local offer. Bolton Local authority publishes information about the local offer on their website:

- [Home – SEND Local Offer \(bolton.gov.uk\)](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

- [Bolton Information and Advisory Service \(Previously Bolton Parent Partnership Service\) - Local Directory of services, activities and events in Bolton \(mylifeinbolton.org.uk\)](#)
- [Early years support services – SEND Local Offer \(bolton.gov.uk\)](#)

Local charities that offer information and support to families of children with SEND are:

- [SEND and Inclusion – Bolton Start Well](#)
- [Bolton support services for parents - Family Connected - Raise the Youth Foundation](#)
- [Charity - Bolton Together Charity \(bolton-together.org.uk\)](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## Glossary

**Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams

**Annual review** – an annual meeting to review the provision in a pupil's EHC plan

**Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

**CAMHS** – child and adolescent mental health services

**Differentiation** – when teachers adapt how they teach in response to a pupil's needs

**EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

**First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

**Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

**Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

**Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

**Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

**Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

**SENCO** – the special educational needs co-ordinator

**SEN** – special educational needs

**SEND** – special educational needs and disabilities

**SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

**SEN information report** – a report that schools must publish on their website that explains how the school supports pupils with SEN

**SEN support** – special educational provision which meets the needs of pupils with SEN

**Transition** – when a pupil moves between years, phases, schools or institutions or life stages