



SEN Policy

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Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Definitions	3
4. Roles and responsibilities	3
5. SEN information report.....	4
6. Monitoring arrangements	10
7. Links with other policies and documents	10

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1. Aims

Our SEN policy and information report aims to:

- Provide an appropriate and high quality education for pupils with special education needs & disabilities (SEND)
- Be clear about the roles and responsibilities of everyone involved in supporting the education of our pupils
- To monitor and review the progress across the curriculum, thereby ensuring that those pupils achieve their potential by being able to function fully and confidently in the classroom
- To fully involve the pupil and parents/carers in decision making and monitoring processes

We believe that all our pupils have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to all, and fully includes all aspects of school life. We believe that all our pupils should be equally valued in school and we strive to eliminate prejudice and discrimination, and to develop an environment where all our pupils can flourish and feel safe.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties that affect their learning, and we recognise that these may be long or short term.

At Lever Park School, we aim to address and meet the EHCP objectives and provide teaching and learning contexts that enable every pupil to achieve their full potential. This includes pupils on each of our pathways:-

- Mainstream pathway
- Nurture pathway
- Engage/Outreach

This policy applies to all pupils attending Lever Park Academy

2. Legislation and guidance

This policy and information report 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 Pupil Support Manager

The Pupil Support Manager is Andrea Whitehead and can be contacted by email at whiteheada@boltonimpacttrust.org.uk

They will:

- Work with the Academy Lead 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
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 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 Academy Lead 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 Academy Lead and Pupil Support Manager to determine the strategic development of the SEN policy and provision in the school

4.3 The Academy Lead

The Academy Lead will:

- Work with the Pupil Support Manager 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 Pupil Support Manager 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
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5.2 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 Pupil Support Manager 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
- EHCP trackers
- 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 learning mentors 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.

5.3 Supporting pupils moving between phases and preparing for adulthood

We work closely with the Local Authority to ensure that the child is offered a provision that can meet their needs. As part of our admissions process prospective parents can meet the Academy Lead and see the school in action. Parents and carers can express a preference for Lever Park School and this is usually through close working partnership with placing officers working for the local authority. All places are decided at a LA panel comprising of Academy Lead's, Educational Psychologists and Local Authority Officers.

At the early stages of the admissions process we work closely with parents and carers, children and their current schools (if currently attending) throughout the transition stage to create bespoke transition packages that meet individual need. This will involve an initial school visit, a taster day then a planned transition usually starting with half days building to full days depending on individual need.

Careers Education and transition planning is an important part of the Annual Review process from Year 9 onwards. KS3 begin to develop ideas around specific interests tailoring their curriculum timetable around this. KS4 students embark on work experience and college placements to begin the transition to further education or work.

Vocational and Careers Guidance

Lever Park School endeavours to provide all pupils with a range of opportunities to participate in a vocational environment.

It is the aim of the school that all pupils should leave the school with a suitable placement matching the individual's ability and aspirations. The aim is for all Year 11 pupils to actively apply for college placements, training schemes or jobs whilst in their final year. The rationale for college placements is to provide extended learning opportunities and personal development, to encourage new relationships and friendships, to experience new learning environments, to gain appropriate learning for individual needs and to encourage lifelong learning. All KS4 pupils have further opportunities to develop personal interest through college placements according to personal maturity and individual chosen pathway. Pupils have the opportunity to study vocational qualifications, to familiarise themselves with a college setting.

5.4 Assessing and reviewing pupils' progress towards outcomes

All pupils at Lever Park School have an Education Health and Care Plan. These documents outline the needs of each child and recommend the provision, resources, approaches and multi-agency involvement required to meet those needs. The overall objectives of the Education Health and Care Plan are broken down into smaller targets on the young person's EHCP tracker. Individual Plans are drawn up each half term by the child's Learning Mentor. Targets are set and the progress made is reviewed each half term. All subject staff who teach your child are working on enabling your child to meet their targets. These are regularly reviewed and all evidence is recorded. We use continual teacher assessment to identify how well pupils are making progress academically, socially and in terms of identified behavioural needs. We use this information to tailor learning to work on any areas that need to be developed.

At Lever Park School, we work closely with other professionals wherever possible to ensure that all of the needs that are outlined on the Education Health and Care Plan are met.

Pupils have daily contact with their Class Teacher and Learning Mentors, this is the first point of contact for parents and carers through daily email or phone contact.

5.5 Adaptions to the curriculum and learning environment

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.

Differentiated Curriculum Provision

In order to make progress a pupil may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a pupil's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The pupil's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention given individual starting points.

The school uses the definitions of adequate progress as suggested in the revised Code of Practice (Chapter 5: Identification, Assessment and Provision 5.37) progress which:

- Closes the attainment gap between the pupil and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the pupils previous rate of progress
- Ensures full access to the available curriculum
- Demonstrates an improvement in self-help, social or personal skills

- Demonstrates an improvement in the pupils behaviour

Targeted Intervention

Where a period of differentiated curriculum support has not resulted in the pupil making adequate progress OR where the nature or level of a pupil's needs are unlikely to be met by such an approach, targeted intervention may need to be made. This extra provision would be indicated where there is evidence usually through baseline assessment that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded as needing extra provision:

1. Pupils, who have needs similar to other pupils but, with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Pupils whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice such as CAMHS, Medical Practitioners and other appropriate professional's.

Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs. However, each pupil will retain individual targets. Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher or a Learning Mentors. The responsibility for planning for these pupils remains with the class teacher.

The EHCP outcomes will be reviewed half termly, although some pupils may need more frequent reviews. The class teacher will take the lead in the review process. Parents/carers and the pupil, will be informed and will be consulted about any further action.

5.6 Expertise and training of staff

All education staff receive a wide range of SEN specific training. As part of our on-going continued professional development program we have worked with and receive regular training from professionals on a wide range issues including anxiety and Autism; Autism, sensory needs and our environment; Autism, Safeguarding, ADHD, Attachment Disorders and other specific learning disorders.

All staff has access to professional development opportunities and can apply for SEN or Inclusion training where a need is identified. Learning Mentors are encouraged to extend their own professional development and the Senior Leadership Team will ensure training where this is appropriate.

Designated Senior Staff receive regular, statutory training (Level 2) regarding safeguarding, and all school staff receive Safeguarding (Level 1) refresher training every two years. All staff receive CPI safety intervention training and a large number hold first aid qualifications.

5.7 Securing equipment and facilities

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of pupils' work, stimulus materials and appropriate resources are very important in setting standards, raising expectations and also

play a key role in effective behaviour management. All class teachers and tutors are expected to manage their display areas effectively and to contribute to displays in public areas of the school. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. It is expected that classrooms and learning areas are orderly environments where pupils can work effectively, comfortably and most importantly of all – safely. It is crucial that adequate resources are provided and are accessible, and that pupils treat classrooms, workshops and any other learning environments with respect.

At Lever Park School we believe that the development of capability in the safe use of ICT is an essential requirement of the pupils' education. ICT at the School is guided by the following principles:

- All pupils have an entitlement to the safe use of ICT throughout all Key Stages. They are expected to develop both understanding and practical expertise. Pupils develop their skills through specific teaching in ICT/Computing lessons, and as a result of the use of ICT in subject areas. All pupils will be taught how to use the internet safely and will be expected to follow the schools safety guidelines.
- All of our classes are provided with resources to ensure the delivery of a personalised curriculum. Where additional resources are required to enable a pupil to fully access the curriculum, advice is provided by appropriate professionals.

5.8 Evaluating the effectiveness of SEN provision

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 every half term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews of EHC plans

5.12 Enabling pupils with SEN to engage in activities outside the classroom

Our off site visits are designed to enhance curricular and recreational opportunities for all of our pupils. Off site visits are also designed to create opportunities for developing independence, communication and self-management skills, and to promote positive self-esteem. We have a rigorous in-house health and safety screening for all of our onsite education and work placements. This will involve working with each placement to make them aware of individual student needs and targets for the duration of the work placement and ensuring that those involved in teaching our pupils off site are also aware of specific SEN through observation of lessons. All visits and off site activities are risk assessed to ensure they are appropriate and can be managed to suit individual needs.

Planned, structured experiences for learners outside of the classroom and school environment add to each individual's overall learning experience. Intrinsic to these opportunities will be a thoughtful focus on personal development and are considered to be a very important area of the whole school curriculum. Examples of these additional learning experiences include; Outdoor Educational trips and also Curriculum related visits and activities.

Accessibility

Lever Park School is a single site school; on one level. The entrance to the building is through the main lobby and there is a front entrance for pupil access, which is suitable for wheelchair access. Classrooms are accessed by corridors; which is suitable for wheel chair access. There are currently clearly identified male and female toilets for pupils and adults.

Reserved parking for visitors and disabled visitors has been made at the front of the school. We will incorporate all other issues into our repairs and maintenance programme.

Pupils requiring equipment due to impairment will be provided with equipment recommended from the SEN and will be continually assessed in order to gain any extra support that they require. Outside learning and recreational areas outside are also wheelchair accessible including the astro turf pitch and outside playing area. Disabled visitors would be able to access the building through the main entrance, we have disabled toilets and disabled parking available.

5.13 Support for improving emotional and social development

We are committed to multi agency working to ensure that the needs of the young person are met. Our work with other agencies is frequent, sustained and responsive to pupil and family needs. Professionals from other agencies such as Occupational Therapy, Education Psychologist, CAMHS, Social Care, Connexions and Health support the work of the school on a regular basis. These agencies work with us to support pupils, to devise strategies and other training and advice whenever necessary.

The primary aim of the curriculum that is offered at Lever Park is to maximise the personal development and well being of each individual, to become Successful Learners, Confident Individuals and Responsible Citizens with a fundamental understanding of British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We work closely with other agencies to meet pupils' needs including:

- Social Workers
- CAMHS professionals
- Services for Children and Young People – Children's Social Work
- Education Welfare Service
- Pupil's GP
- Speech and Language Therapy
- Education Psychologists

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Pupil Support Manager in the first instance, who will try to resolve the situation. If the issue cannot be resolved, the parent/carer can submit a formal complaint to the Academy Lead in writing or any other accessible format. They will investigate the complaint and respond within 15 working days. Any issues that remain unresolved at this stage will be managed according to the schools Complaints Policy. This is available, on request, from the school office.

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

5.16 The local authority local offer

Our contribution to the local offer is:

<https://www.mylifeinbolton.org.uk/search.aspx?collection=bolton-meta&query=lever%20park%20school>

Our local authority's local offer is published here: <https://www.mylifeinbolton.org.uk/send.aspx>

6. Monitoring arrangements

This policy and information report will be reviewed by Matthew Taylor / Andrea Whitehead **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Safeguarding and child protection
- Behaviour