

SEND policy and information report



**Central Lancaster
High School**

Written by:	Becky Ashton	Date: October 2019
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Approved by:	Victoria O'Farrell	Date:
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Last reviewed on:	November 2019
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This policy is specific to Central Lancaster High School, Crag Road, Lancaster,
LA1 3LS.

The school's SENDCO is Miss R Ashton and she can be contacted
by email: rashton@lancasterhigh.lancs.sch.uk by phone: 01524 32636

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Definitions	4
4. Roles and responsibilities	4
5. SEND information report	5
6. Monitoring arrangements	13
7. Links with other policies and documents	14

1. Aims

Our SEND policy and information report aims to:

- State how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing support for pupils with SEND
- Provide links to legislation, the Local Offer and the SEND Partnership.

For our school to be the very best we want to make sure that everyone at Central *SHINES* by:

- Setting the highest expectations
- High quality teaching
- Individual progress for all pupils
- Nurturing respect
- Embracing our community
- Shaping futures

We have a series of principles which help us on our way to making sure everyone *SHINES*

- Pupils are at the heart of every decision we make
- Relationships are central to our success
- We strive together towards shared goals
- We experience shared reward
- We offer choice and challenge; our curriculum and wider learning opportunities are as unique as every child in the school
- Make a successful transition into adulthood, whether into employment, further or higher education or training

How we will make provision for SEND pupils

Central Lancaster High School is a mainstream academy and part of the Bay Learning Trust. At Central we are committed to breaking down and over-coming possible barriers to learning in an inclusive environment. We want to raise the aspirations and expectations for all pupils with special educational needs, disabilities and additional needs. This policy will set out how we:

- Identify pupils with special educational needs, disabilities and additional needs
- Work in partnership with parents, carers and pupils to provide the most effective support and achieve the best possible outcomes
- Work with teachers and support staff to ensure the highest level of education and support is delivered to pupils with special educational needs, disabilities and additional needs
- Provide intervention at a suitable level when a pupil is identified as having special educational needs, disabilities or additional needs
- Use resources effectively to support pupils with special educational needs, disabilities and additional needs

In order to achieve these objectives we will:

- Ensure the insights of parents/carers and those of children and young people themselves are valued in decision making
- Have high ambitions and set stretching targets for them
- Track their progress towards these goals
- Monitor and review the additional or different provision that is made for them
- Promote positive outcomes in the wider areas of personal and social development
- Ensure that the approaches used are based on the best possible evidence and are having the expected impact on progress
- Work with outside agencies to provide the most effective support for the individual pupil
- Provide a teacher to be responsible for co-ordinating the SEND provision (SENDSCO)
- Provide a member of the Senior Leadership Team to oversee the SEND provision
- Identify a School Governor to be responsible for SEND
- Prepare a 'School Offer' and update this regularly, outlining the school arrangements for the admission of, and provision for, pupils with SEND
- Work within the guidance provided in the SEND Code of Practice 2014

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 SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDSCOs) and the SEND information report

3. Definitions

A pupil has SEND 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 The SENDCO: Miss R Ashton

She will:

- Work with the Principal, Director of Inclusion and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provisions made to support individual pupils with SEND, including those who have EHC Plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and Quality First Teaching
- Advise on the graduated approach to providing SEND 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 SEND Team and its support services
- Liaise with potential providers of subsequent education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing body 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 SEND up to date

4.2 The SEND Governor: Dr Stefanie Sinclair

She will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Principal: Victoria O'Farrell

She will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, through Quality First Teaching
- 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
- Work collaboratively with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy and the guidance in the SEND Code of Practice 2014

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs. The SEND register is split into the four broad areas of: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health (SEMH), and Sensory and/or Physical Needs, as stipulated in the SEND Code of Practice 2014. The kinds of SEND we provide for include;

- Autistic spectrum disorder
- Speech and Language difficulties
- Dyslexia
- Attention deficit hyperactivity disorder (ADHD)
- Visual impairments
- Hearing Impairments
- Moderate/severe/profound and multiple learning difficulties
- Specific learning difficulties (SpLDs)
- Behavioural, emotional and social difficulties (BESD)

5.2 Identifying pupils with SEND and assessing their needs

Identification of pupils with SEND is often a result of information received from a range of sources, such as:

- Primary school or previous school
- Parents / carers
- The pupil themselves
- Subject teachers and pastoral teachers
- Assessments and tests
- Relevant professionals e.g. doctor or social worker

We will assess each pupil's current skills and levels of attainment on entry, (in Year 7 CATS are used for baseline assessment against national statistics). Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs or behaviour.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with assessing the individual's needs and discussing the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. This process may include referrals or assessments from other professionals and outside agencies.

5.3 Consulting and involving pupils and parents / carers

We will have an early discussion with the pupil and their parents / carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- The school takes into account parental concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

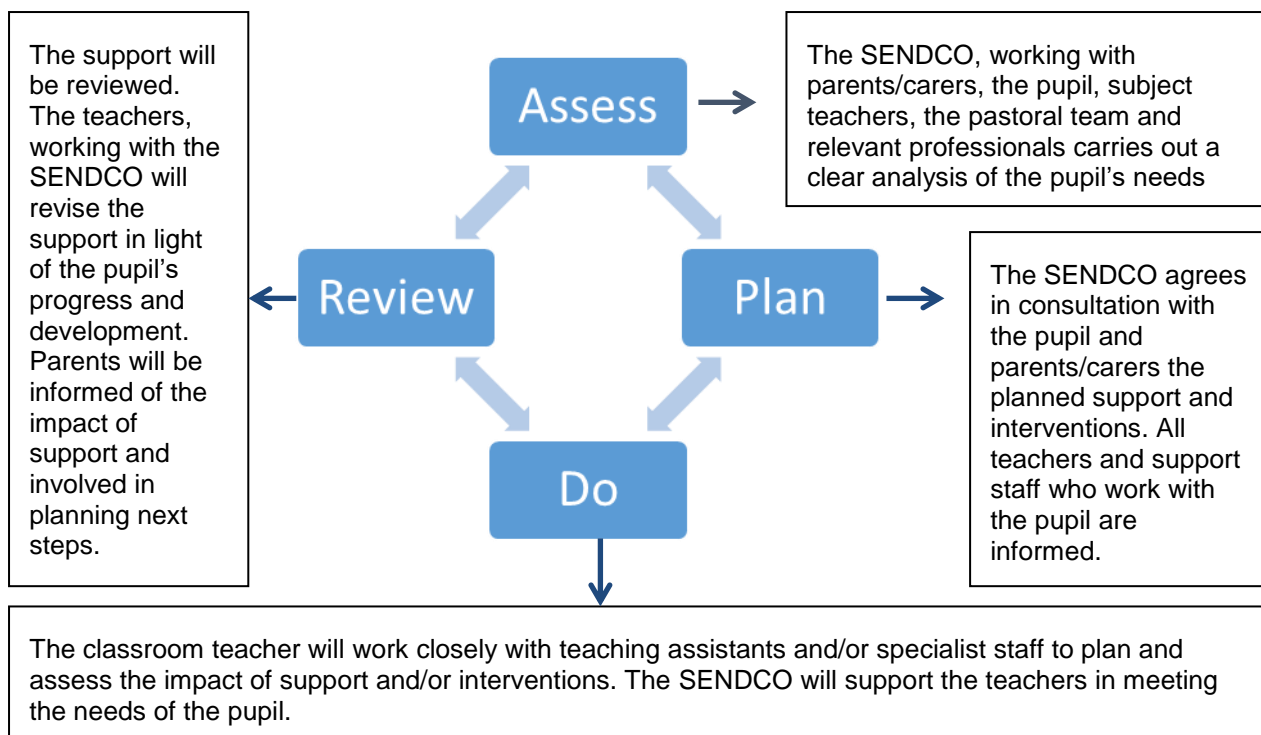
5.4 Assessing and reviewing pupils' progress towards outcomes

The teachers will work with the SENDCO 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
- The views and experience of parents / carers
- The pupil's own views
- Advice and assessments from external support services, if relevant

The assessment will be reviewed regularly and information shared with all parties involved in the young person's support and education.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



All teachers and support staff 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.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition from primary to secondary school

In the normal course of events our transition arrangements are such that all pupils who will be attending Central Lancaster High School will, in the summer term of Year 6, attend the school for an induction day where they will meet their form teacher, the other members of their form and some of their teachers. There will also be an induction evening where parents will be provided with the contact details for the SENDCO if they have not yet received them or would like to get in touch before the summer holidays.

For pupils with SEND, there are additional transition arrangements:

- Primary schools invite the SENDCO (Becky Ashton) to Annual Reviews of pupils with EHCPs in Year 6
- Primary school SENDCOs invite a member of the SEND Team at Central Lancaster High School to a meeting to discuss those pupils with SEND and parents will usually be invited to the meeting.
- Additional transition visits can be arranged for those pupils who would benefit and these can be tailored for a group or an individual

In the first term, there is a 'Meet the Form Tutor' evening where parents can meet with their child's form teacher and review how the transition is going. The KS3 Progress Leader and Heads of Houses are also available on this evening. The SENDCO is available during this evening to discuss the needs of any SEND children with their parents and also their progress in settling in.

Transfer from another school

When pupils transfer from one school to another, Central Lancaster High School will gather as much data as possible from the previous school. If necessary, diagnostic and ability testing will be carried out to ascertain correct setting and provision. If the pupil has SEND then the SENDCO will meet with both parents/carers and the pupil to discuss what support and intervention might be helpful. For some pupils a gradual transition might be necessary and we will endeavor to meet the needs of each individual.

Transition from Key Stage 3 to Key Stage 4

The SEND department offers advice and support to all pupils with additional needs who are choosing their options, as well as to their parents/carers. The SENDCO is available to talk to parents/carers on Options Information Evening. For pupils with an EHC plan, the SENDCO from the Local Authority is expected to attend the Annual Review and undertake any changes to the EHC Plan to suit the individual and their Key Stage 4 curriculum.

Post-16 transition and preparing for adulthood

During Key Stage 4, pupils will have a number of provisions to help them make the transition into post-16 study and work:

- Weekly careers lesson
- Year 10 Work Experience
- Year 11 Practice Interview
- Careers Fair

Pupils with additional needs, including SEND, may need more support and intervention and this will be tailored to meet their needs. The support might include:

- advice and support choosing and arranging a suitable work experience placement
- prior visits to and support during work experience placements
- visits to post-16 providers
- help completing college applications
- guidance in choosing suitable courses
- advice from outside agencies

Central Lancaster High School works with local post-16 providers to make the transition of pupils as easy as possible and will discuss the needs of the SEND pupils with the providers. For pupils with an EHC plan, the SENDCO from the Local Authority is expected to attend the Annual Review and undertake any changes to the EHC Plan to suit the individual and their next setting.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We can also provide the following:

- Social Group / ASC Group
- Nurture Group (English, Maths and SEMH development) for KS3 pupils
- Literacy intervention
- Numeracy intervention
- Speech and Language therapy
- Dyslexia support including the use of coloured overlays and IDL
- Tutorials and 1:1 support

- Precision Teaching
- Life Skills
- Homework support
- Prince's Trust Achieve Programme
- Behaviour support
- Supervised safe space at lunchtime and break times

5.7 Adaptations 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.

Some individuals may have a reduced timetable or alternative provision in school to meet their needs.

5.8 Additional support for learning

We have teaching assistants in school who are trained to deliver the interventions as listed in section 5.6. Teaching assistants may also be used in classrooms, working collaboratively with the class teacher.

5.9 Expertise and training of staff

The school runs a comprehensive professional development programme for all staff. New staff are given training in SEND as part of their induction and the whole school training programme has focused on differentiation and Quality First Teaching.

Our SENDCO is completing the National Award for Special Educational Needs Co-ordinators at Edge Hill University and has 6 years teaching experience in primary schools, secondary schools and specialist settings.

Our SEND Team includes 3 highly skilled HLTAs who are trained to deliver the interventions listed in section 5.6 and 2 Student Support Officers who are an integral part of our pastoral care and focus on pupils' wellbeing and mental health. We also work closely with the school's Behaviour Mentor and EAL co-ordinator.

In the last academic year, staff have been trained in:

- Differentiation in the classroom
- Quality First Teaching
- Attachment disorder
- ACEs (Adverse Childhood Experiences)
- Understanding and managing anxiety in students
- Student Wellbeing
- Assessing and understanding mental health
- Understanding and supporting students with low mood and depression
- Building resilience
- Transition from Primary to Secondary School
- ASD (Autistic Spectrum Disorder)
- Supporting the Visually Impaired

- Strategies for students with Dyslexia

We use specialist staff where needed, including (but not exclusively):

- Occupational therapist
- Physiotherapist
- Specialist Teachers
- Counsellors

5.10 Securing equipment and facilities

Where students require specialist equipment, the school will aim to meet the cost out of their SEND budget if possible. If equipment and/or facilities are required that cannot be provided by the school then the Local Authority SEND department will be approached.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Analysing GCSE results for SEND students
- Reviewing the impact of interventions termly (or half-termly if an intensive amount of support/intervention is being provided)
- Using pupil questionnaires
- Monitoring by the SENDCO through work scrutiny and classroom observation
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans
- Frequent contact with parents / carers (by phone, email or in person)
- Regular TAF/TAC meetings for all agencies working with the young person to best meet their needs and agree actions

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) and for students with SEND there will be a named adult on the trip who will oversee their welfare throughout the trip.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. including out timetables SHINE days.

All pupils are encouraged to take part in weekly House Challenges to earn house points and rewards by demonstrating our Commitment, Creativity and Community values.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.13 Support for improving emotional and social development

The school has a Student Support Office managed by the Director of Impact who work closely with the SEND Team and offer support to all students in school. The Student Support Officers have extensive experience and training in the area of social, emotional and mental health, as well as behavior, ACEs and wellbeing. The Student Support Officers provide 1:1 and small group interventions for students with SEMH as well as managing the input of outside agencies.

Social development and citizenship lessons are taught to all students in school and all staff have had training in the past academic year on ACEs and Mental Health and Wellbeing. There are additional activities and sessions provided throughout the year for students to participate in mindfulness and learn more about emotional and social development.

Central Lancaster High School has a zero tolerance approach to bullying.

5.14 Working with other agencies

The SEND department and the Student Support Service work with different agencies, according to need and availability. Some of the agencies we have worked with recently are:

Agency/organisation	Area of support
ACE	Counselling service
Addaction	Drug and alcohol counselling
Barnados	Child and family support
CAFCASS	Court Advisory Service
CAMHS	Mental health
CAPPS	Parenting support
Children's Society	Child and family support
CSC	Children's Social Care
CSE	Child sexual exploitation
FSW	Family support
LEHSS	Emotional health training
Nest	Domestic violence
NHS	Health service
PCSO/Police	Police support
Strawberry Fields	Behaviour support
Victim Support	Counselling and support
WPEH	Family support
YMCA	Youth support

5.15 Complaints about SEND provision

We aim to be sensitive to the needs of the students and their parents/carers. The SENDCO welcomes meeting with parents/carers at mutually agreed times to discuss the needs of their children and the school's provision for them, including aspects such as health, progress, behaviour at home and at school; factors contributing to difficulties students may be facing and further steps the school might take.

Informal complaints may be made through the SENDCO, the Deputy Head overseeing SEND, the Progress Leader, the Head of Department or the subject teacher. Complaints will be acknowledged and a response given or a meeting arranged for further discussion as soon as possible.

More formally, the Principal will receive and investigate complaints and seek to resolve problems.

Parents/carers who have a concern which they feel has not been properly addressed may put their concern in writing to the Chair of Governors.

The School's Complaints policy is available through 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 Contact details of support services for parents of pupils with SEND

The **Lancashire Local Offer** brings together information for children and young people with special educational needs and disabilities and their families. It includes information on support services as well as finance, transport, social services, health etc. It can be found at:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

The following organisations may be helpful:

Organisation	Description	Contact details
Local parent carer forum	The local forums are for Lancashire families who have a child aged up to 25 years with a disability or additional need. The forums allow families to provide regular feedback about their views and how these may shape future service delivery.	To become part of this service please contact the FIND Service Tel: 01772 532 509 Email: FIND@lancashire.gov.uk
Information and Advice Service (IAS)	Replaced the Parent Partnership Service - a statutory service that offers information, help and support for parents and carers of children and young people with special educational needs and disabilities (SEND).	Monday to Friday 8am to 5pm http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx Tel: 0300 123 6706 Email: information.lineteam@lancashire.gov.uk
National Autistic Society	Wide range of resources and information for parents/carers of children with Autism Spectrum Disorders.	http://www.autism.org.uk/living-with-autism/parents-relatives-and-carers/parents-and-carers.aspx
Local branch of	They provide regular local support	http://www.naslandm.co.uk/

National Autistic Society	groups, coffee mornings, meetings with guest speakers; training and leisure opportunities and we have a library of resources for parents and carers to borrow.	email: landm@nas.org.uk Phone: 07500 881 831
British Dyslexia Association	Wide range of resources and information for parents/carers of children with dyslexia.	http://www.bdadyslexia.org.uk/parent
MIND	Provides information and support to young people suffering from mental health problems. Contacts section lists a number of useful organisations for parents.	http://www.mind.org.uk/information-support/
Young People's Service	Provide general advice and guidance for young people.	Phone: (0)1524 581171 http://www.yps.lancashire.gov.uk/where-you-live?district=lancaster

5.17 Contact details for raising concerns

If parents have concerns about their child there are a number of different people they can contact:

General concerns: The child's House Tutor or Head of House (Clougha – Ms Timperley, Lune – Mr Clark, Halton – Mr Moore, Storey – Miss Carr).

Serious concerns: The child's Progress Leader (KS3 – Mrs Crossman, KS4 Mr Williams)

Serious behavioural concerns: Mr Mackie

Safeguarding concerns: Mrs O'Farrell, Mr Mackie, Miss Ashton, Ms Maudsley, Ms Miller, Ms Kelly.

Concerns about possible or existing SEND needs: SENDCO – Miss Ashton

Very serious concerns: Member of Senior Leadership Team – call the School Office and they will direct you to the most appropriate person.

5.18 The local authority local offer

Our contribution to the local offer is: http://www.lancasterhigh.lancs.sch.uk/index.php?category_id=203

Our local authority's local offer is published here: <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

6. Monitoring arrangements

This policy and information report will be reviewed by Becky Ashton 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

All of our school's policies can be found on the school website: <https://www.lancasterhigh.lancs.sch.uk/our-school/policies-and-reports>

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions