

Central Lancaster High School

**Special Educational Needs
and Disability (SEND) Policy**

and

SEND Information Report

2022-23

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1. Aims

1.1 Vision Statement

Central Lancaster High School is an inclusive learning community that is committed to ensure that all students are able to achieve the best possible progress and are supported to become assured and independent learners whatever their needs or abilities.

1.2 Inclusion Statement

Central Lancaster High School SEND policy is inclusive, enabling students with Special Educational Needs/Disabilities to join in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the student receiving the special educational provision and the efficient education of the students with whom they are educated.

1.3 Aims

The staff and Academy Trust of Central Lancaster High School will endeavour to ensure that the necessary provision is made for all SEND students to receive: a broad, balanced and relevant curriculum; the opportunity to reach their full potential; and full inclusion within the school community.

Central Lancaster High School will identify students with special educational needs and disabilities through a systematic screening program for students in years 7-10. This will enable School to ensure that the Special Educational Needs of students are made known to all who are likely to teach them and that all teachers in the school are able to identify and provide for those students and facilitate the application and provision of access arrangements for GCSE examinations.

Central Lancaster High School will provide opportunities for staff to develop their knowledge and understanding of Special Educational Needs and to support staff in the provision of positive whole school approaches towards the learning, progress and achievement of SEND students.

Central Lancaster High School will support students with Special Educational Needs and Disability to develop self-esteem, confidence and independence so that they are able to take responsibility for their own

learning and behaviour.

Central Lancaster High School will foster communications with all stakeholders including parents/carers, students, The Bay Learning Trust, Local Authority, children's services, health and all other agencies to support students with Special Educational Needs and Disability. The school will have termly review meetings with the parents/carers of all students who are on the Special Educational Needs Register and in addition to this parents have open access to a weekly drop in where they can meet with the Assistant SENDCo to discuss their child.

Central Lancaster High School is an inclusive school and is therefore committed to welcoming all students. Needs and adjustments will be considered on an individual basis. Adjustments will be made where necessary and where possible to enable all students for whom Central Lancaster High School is the best placement, to access lessons and join in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the student receiving the special educational provision and the efficient education of the students with whom they are educated.

2. Legislation and Guidance

2.1 Legislative Framework

Central Lancaster High School SEND policy for students with Special Educational Needs or Disabilities is governed and informed by the statutory framework set out in:

- **Special Educational Needs and Disability (SEND) Code of Practice: 0-25 2014**
- **Equality Act 2010**, which sets out school's responsibility to ensure that students are not unlawfully discriminate against because of their sex, race, disability, religion or belief or sexual orientation.
- **Children's and Families Act 2014**, which sets out schools' responsibilities for students with SEND and disabilities
- **The Special Educational Needs and Disability Regulations 2014**, which set out the school's responsibility for education, education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND Information report.

3. Definition

3.1 Definition of SEND as detailed in the SEND Code of Practice (2014)

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him or her.

A child has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age; or*
- (b) has a disability which hinders him or her from making use of educational*

facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means educational provision which is additional to, or different from that made generally for children of the same age by mainstream schools, post -16 institutions.

Special educational Needs Code of Practice 2014
(introduction xiii–xv page 4)

3.2 Definition of Disability as detailed in the Equality Act 2010

A person has a disability if he has physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Equality Act 2010 C.15 Part 2 Chapter 1 Section 6

Central Lancaster High School will have regard to the SEND Code of Practice when carrying out its duties towards all SEND students and ensure that parents / carers are informed by the school that SEND provision is being made for their child.

4. Roles and Responsibilities within School

4.1 Governing Body

The Governing Body will do its best to ensure that the necessary provision is made for any student who has special educational needs. The Governing Body will meet with the Principal and SENDCo regularly (at least once a term). The Bay Learning Trust will report to parents on the implementation of the school's policy for students with SEND as required (Section 317, Education Act 1996) and have regard to the Code of Practice when carrying out its duties towards all students with special educational needs/disabilities.

4.2 Principal

The Principal will work with the SENDCo to determine the strategic development of the SEND policy and provision within the school.

The Principal has responsibility for the day to day management of all aspects of the school's work including the provision and progress of students with SEND.

The Principal and The Bay Learning Trust will delegate the responsibility for the implementation and analysis of the policy to the Special Educational Needs and Disability Co-ordinator (SENDCo). The SENDCO is vice principal Mr. Auger. Day to day responsibility and co-ordination and delivery of interventions is delegated to the Acting Assistant SENDCo, Miss Maudsley. The department is supported by Anne Rickards, an Independent SEND consultant who has 15 years of experience of working in SEND and is an experienced SENDCo, she has completed the National Award for SEND Co-ordination and is a Specialist Teacher. one day a week works with the school.

4.3 SENDCo

The SENDCo is responsible in particular for:

- Work with the Principal and Governing Body to determine the strategic development of the SEND policy and provision in the school.
- Scrutinise and review curriculum content ensuring that this is accessible and appropriate for SEND students.
- Review delivery of curriculum to ensure that quality first teaching and that reasonable modifications and adjustments are made to ensure that SEND students can access the curriculum.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
- Establish the arrangements for monitoring, reviewing and evaluating the effectiveness of the SEND provision.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Liaising with and advising other members of school staff including contributing to the professional development of staff and supporting newly qualified teachers.

4.4 Assistant SENDCo

The Assistant SENDCo is responsible in particular for:

- Day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans.
- Advise on the graduated approach to providing SEND support.
- Manage and deploy teaching assistants.
- Be the point of contact for external agencies, especially the local authority and its support services, Specialist Teachers and Educational Psychologists.
- Liaise with feeder primary schools and potential next providers of education to ensure that the school meets its responsibilities under the

Equality Act 2010 with regard to a smooth transition, reasonable adjustments and access arrangements

- Ensure the school keeps the records of all students with SEND up to date, including: maintenance of the SEND register; monitoring and recording progress of all students with special educational needs.
- Support the arrangements for monitoring, reviewing and evaluating the effectiveness of the SEND provision.
- Liaising with Subject Leaders, Behaviour Lead and Attendance Lead to improve the identification of and support for students with special educational needs.
- Liaising with parents/carers of students with special educational needs.

4.5 SEND Teacher

The SEND Teacher is responsible in particular for:

- Maintaining the records and updates of the whole screening data including CATs and GL assessments to support the identification of students that require further assessment
- Completes assessments and screening for examination access arrangements and prepares relevant documentation for an application to the JCQ.
- Completes additional assessments to help support the effective identification of students with SEND. This provides additional information and support for teachers, teaching assistants and is used to support the engagement of other agencies such as Educational Psychology, ASD/ADHD pathways and Speech and Language Therapy.
- Completes assessments to track, monitor and evaluate the effectiveness of provision and interventions.
- Takes the lead in further assessments of a student's strengths and weaknesses to guide future planning to meet the student's needs.

4.6 Staff

Each class teacher is responsible for:

- The progress and development of every student in their class by providing Quality First Teaching that is adapted or differentiated and personalised to meet the individual needs of the majority of students
- 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 SENDCo and Assistant SENDCo to review each student's progress and development, complete progress and EHCP reviews, and help with decision making about changes to provision

- Identify and bring to the attention of the Assistant SENDCo or SEND Teacher any student whose needs they believe are not being met.
- Ensuring they follow this SEND policy

5. SEND Information Report

5.1 Admissions

Students with special educational needs will be admitted to Central Lancaster High School in line with the school's admissions policy. The school is aware of the statutory requirements of the SEND and Disability Act and will meet the Act's requirements. The school will maintain good links with the feeder primary schools to ascertain whether a student has been identified as having special educational needs and parents will be given the opportunity to discuss any concerns prior to transfer. If the school has been alerted to the fact that a student may have special educational needs, the school will work with feeder primary schools and other agencies to collect as much relevant information as possible so that relevant differentiated curriculum plans can be arranged.

5.2 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Cognition and Learning, for example: specific learning difficulties (SpLD) such as dyslexia or dyspraxia; Moderate learning difficulties
- Communication and Interaction, for example, autistic spectrum condition (ASC), Asperger's Syndrome, speech and language difficulties
- 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, physical disabilities

5.3 Number of SEND students in each category of need in School

	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory Impairment	Physical or Other Disability	Total number
Number of students	45	39	34	7	1	128
Number of EHCP	4	3	2	1	0	10

SEND as a Percentage of the Cohort for each year group

Year Group	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory Impairment	Physical Disability	Students with EHCP	Total SEND	Total in School	% of SEND
7	9	3	5	1	1	2	19	136	14%
8	9	12	4	1	1	1	28	119	24%
9	5	4	8	2	0	0	19	101	19%
10	13	14	11	1	0	4	39	136	29%
11	9	6	6	2	0	2	23	108	21%

5.4 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students 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. However slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student 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.

5.6 Consulting and involving students and parents

In the first instance, we will have an in-depth consultation with both the student and their parents/carers to identify whether their current difficulties are the result of a special educational need and to establish if special educational need provision is required. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the concerns of all stakeholders (parents, child and teaching staff)

- Everyone understands the evidence from assessments (class-based or specialist assessment)
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents/carers when a student is placed on the SEND register or when it is decided that the student is in need of SEND support. Parents/carers are invited to attend termly reviews and are encouraged to contact school to discuss progress or concerns. In addition to this parents are able to meet with the Assistant SENDCo at the weekly drop in clinic.

5.7 Assessing and reviewing students' progress towards outcomes

The progress made by all students is regularly reviewed and monitored. Initially, concerns raised by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom through Quality First Teaching by the class teacher – **Wave 1**. Where progress is not adequate, it may be necessary to take some additional or different action to enable the student to make more effective progress.

Adequate progress can be defined in a number of ways including:

- closing the attainment gap between the child and their peers
- preventing the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the student's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the student's behaviour

Central Lancaster High School follows a graduated approach, using the four-part cycle of **assess, plan, do, review** that is set out in the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 2014.

- **Assess:** The Assistant SENDCO and the SEND Teacher will work with teachers and support staff to carry out a clear assessment and analysis of the student's needs. This will draw on:
 - The teacher's assessment and experience of the student
 - Their previous progress and attainment or behaviour
 - Other teachers' assessments, where relevant
 - The individual's development in comparison to their peers and national data
 - The views and experience of parents
 - The student's own views

- Advice from external support services, if relevant

A SEND support plan will be required if the assessment identifies that despite receiving Quality First Teaching at Wave 1 the student:

- Continues to make little or no progress in specific areas over a long period;
 - Continues to have difficulty developing literacy and/or mathematics skills;
 - Has emotional, social or health needs which substantially and regularly interfere with the student's own learning or that of the class groups
 - Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
 - Has a communication and/or interaction difficulty that impedes the development of social relationships which causes a substantial barrier to learning.
- **Plan:** Parents will be involved in the planning for their child's needs. Intervention will focus on expected outcomes and progress will be reviewed against these outcomes at the end of the cycle of intervention. Parents will be included in the evaluation and planning for further intervention if required.
 - **Do:** All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Specific interventions, if required or recommended, will be delivered.
 - **Review:** Teachers, support staff, parents and students will be invited to review progress regularly. Teachers will be asked to submit a written review and parents/carers and students are invited to attend a progress review. The impact of the interventions will be assessed and this, together with the teacher's assessments, will inform future planning.

5.8 Statutory Assessment of SEND

In a very few cases, if a student continues to demonstrate significant cause for concern despite sustained interventions at Wave 1, 2 and 3, a request may be made to the LA for Statutory Assessment either by the school, by the parent or by another agency eg health authority, social services. In exceptional circumstances, a student may be referred straight to Statutory Assessment.

This assessment will decide the nature of the provision necessary to meet the young person's SEND. If this cannot reasonably be met by the school, then the LEA may provide extra resources. Where a request for a statutory assessment is made to Lancashire Education Authority, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LEA detailing:

- the school's action through the graduated response
- 2 cycles of Assess Plan Do Review
- records of regular reviews and their outcomes
- the student's health including the student's medical history where

relevant

- progress across the curriculum, attainments in literacy and mathematics, as well as assessments by outside agencies, for example from an advisory specialist support teacher, an educational psychologist, paediatrician or other health professional
- views of the parents and of the student
- involvement of other professionals for example involvement by the social services.

5.9 Educational Health and Care Plans (EHCP) Reviews

All EHCPs will be reviewed at least annually in school. If necessary, school or the parents / carers can request an early review. The parents / carers, the student and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the EHCP. Students participate in their Annual Reviews by:

- Submit their views in writing
- Attend the review itself.
- Discussing their achievements / concerns / issues in advance of the review meeting with parents/carers or others as appropriate.
- Offering their opinion and advice in the setting of targets

The SENDCO or other designated person will then discuss the outcome of the in-school review and inform the LA representatives. At the Annual Review at the end of KS4 the aim should be to give clear recommendations as to the type of provision required Post 16.

5.10 Supporting students moving between phases and preparing for adulthood

At transition the SENDCo will liaise with the primary SENDCos prior to transfer to discuss year 6 students who are on the SEND register. The SENDCo, when invited will attend transition reviews to discuss and plan for the specific needs of students with an EHCP. For a small number of identified students, additional visits to high school are arranged to facilitate a smooth transition.

Year 7 students complete reading, spelling and cognitive ability assessments at the start of the autumn term to provide baseline data and identify students who may require additional support.

When students move on to college or another school, we will agree with parents and students which information will be shared as part of this transition.

5.11 Our approach to teaching students with SEND

Central Lancaster High School supports and operates a policy of curriculum entitlement, which permits and encourages all students to receive their full curriculum entitlement. Teachers are responsible and accountable for the progress and development of all the students in their class. High Quality First teaching is our first step in responding to students who have SEND. This will

be differentiated for individual students.

We will also provide the interventions, see Appendix 1 for a list of interventions and criteria.

5.12 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson,
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, different coloured paper
- When required for children with a significant Visual Impairment (VI) school would carry out an environmental audit and make appropriate adjustments re window blinds, lighting, signage as identified in the report. In addition to this there would be support from specialist teachers and the use of specialist equipment eg braille and embossing machines, orally-assisted measuring equipment and sporting equipment eg ball with bell and audible measuring device. The use of a sighted guide for practical subjects such as Science, PE, Dance, Drama and an audio-commentary for visual media such as video.
- When required for children with a significant Hearing Impairment (HI) school would carry out an environment audit and make appropriate adjustments re sound-softening devices such as carpets, lighting, bells as identified in the report. In addition to this there would be support from specialist teachers and the use of specialist equipment eg radio-aids and sign-language. The use of a written commentary for all audio recordings. The use of gestures to support instructions in practical situations such as PE, Science, Food Technology, Drama and Dance. The flooring in Dance and Music needs to be able to transmit vibrations and should be suitable for bare-foot.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.13 Additional support for learning

All students are taught in their own class groups or sets, in-class support is provided as appropriate. Students are only withdrawn to undertake specific programs of work related to their additional learning needs. In class support is provided by a team of Teaching Assistants (TA) who facilitate curriculum access, promote independent learning through further differentiation or explanation of the work set.

The team includes:

- **SEND Teacher** with responsibility for screening assessments across the school and individual diagnostic assessments. Assessments for access arrangements for GCSE examinations and preparation of paperwork for a submission to JCQ.
- **4 Higher Level Teaching Assistants (HLTA)** who will deliver interventions:

- **Literacy** - Fresh Start, Lexia and Reading Partners
 - **Numeracy**
 - **Communication and Interaction** using resources and activities from Talk about for Teenagers
 - **Emotional Regulation** using Zones of Regulation and activities linked with the Boxall Profile
 - **Exam preparation and Study Skills**
 - **Handwriting and Touch Typing** using Speed Up Handwriting and Touch Type Read and Spell
- **1 Level 3 TA** will support in class and support students with students with Sensory Impairments, Physical Impairment and Medical Needs
- **4 Level 2 TAs** who will support students in small groups or 1:1 in class.

With parental consent we work with a wide range of agencies to provide support for students. These include:

- Specialist Teachers, from Lancashire Inclusions and Disability Service or Inclusion Solutions for example, for Hearing Impaired and Visual Impaired as required.
- Educational Psychology
- Speech and Language Therapy (SALT)
- ASC/ADHD pathway
- Health for example Children's Paediatric Service at Longlands or Ross Centre
- Barnardo's
- Child and Family Wellbeing
- CAMHs
- Child Action North West
- ACE
- Lancashire Youth Challenge
- Other professional stake holders

Student Support and the pastoral team provides a continuum of support within the school for students who experience a range of Emotional, Social or Mental Health difficulties, with specific problems through a series of mentoring programs designed to reengage them into education and assist their families.

Additional teachers are employed to reduce the class size of some sets to reduce the student teacher ratio.

Whole school INSET, will where, possible be delivered to all teaching staff. Additional professional development opportunities to improve staff knowledge and understanding of a range of SEND will be provided if required or requested. Opportunities, where necessary, are available for staff to attend specific courses relating to a specific need or difficulty.

Students whose medical/physical or sensory impairment impact directly on their ability to access the curriculum have an Individual Health/Care Plan written, in consultation with parents, the School Nurse, diabetic nurse or

other relevant health professional which informs staff of the nature of the difficulty, what constitutes an emergency and how to respond. A copy of the Care Plan is shared with parents/carers and is available to staff through the intranet.

Learning Support offers a range of interventions, some of these are on-going throughout the year such as: homework club, ASC/ADHD check in, break/lunch club for vulnerable students, whilst others such as: literacy, handwriting, social skills, emotional regulation, nurture and exam preparation/study skills are provided for either a 6 or 12 week block throughout the year.

Students with very specific needs maybe withdrawn from specific lessons or subjects. Some students may require additional support from a Specialist teacher, the school will, where possible, enable a student to have access to a teacher with the appropriate specialism as resources and availability allow.

Students with a below average reading or spelling will be offered literacy catch up intervention. Students with a low average reading or spelling score may also be offered literacy intervention using well founded and resources programs, these include Fresh Start, Lexia and Reading Partners. Students with a below average numeracy score will be offered numeracy catch up intervention from the maths department.

Students with social, emotional or mental health difficulties will be offered support through programs to support anger management and emotional regulation. These programs are usually provided via small group work using well researched and recognized programs such as Talk about for Teenagers, Zones of Regulation and resources linked to Boxall Profile

Students with Communication and Interaction difficulties are given opportunities to access social skills groups, reasonable adaptations to the behavioural policy to account for their individual needs and access to a safe space when highly agitated.

Students who meet the criteria for access arrangements for examinations will be offered these arrangements for examinations and assessments in years 7 -11.

All teachers are responsible for teaching students with SEND. All students, including those with special educational needs, are actively encouraged to become fully involved in all aspects of school life. Reasonable adjustment is made to enable students with SEND to be included in all aspects of school life, including trips, so far as it is reasonably practical so that it does not compromise the efficient education of students with whom they are educated and is an efficient use of resources. Parents are encouraged to work in partnership to support the involvement of their children in all educational opportunities available.

5.14 Expertise and training of staff

Mr. Auger, our SENDCo, is Vice Principal, who also has the strategic lead for

Curriculum, Teaching and Learning and is a key member of the Senior Leadership Team (SLT). Mr. Auger was SENDCo in a previous school. He is supported by Miss Maudsley who is an experienced HLTA and has been working as Assistant SENDCo for the last 3 years. Mrs. Rickards, the SEND consultant is an experienced SENDCo and Specialist Teacher works with the school one day a week supporting the department.

We have a team of teaching assistants (TA), including 4 higher level teaching assistants (HLTAs) who will lead on Literacy intervention, Nurture, emotional regulation and communication skills. 1 Level 3 TA who supports students with medical needs and ADHD and 4 Level 2TAs who provide in class support either 1:1 or to small groups and are directed by the class teacher.

5.15 Securing equipment and facilities

The school will endeavour, where possible, to make use of specialist technological aids, provision of additional ICT resources, specialist software to facilitate curriculum access and curriculum teaching/support materials as required or appropriate.

The physical environment of the school has, where feasible, been adapted to ensure that there are disabled toilet facilities distributed throughout the school. Ramps have been installed to facilitate access to the ground floor of all buildings and a lift to access the upper floors. The listening conditions in most classrooms have been improved by lowering ceilings and carpeting. The lighting in most classrooms has been improved by installing blinds to reduce glare.

5.16 Evaluating the effectiveness of SEND provision

Student progress is tracked and action taken if progress is not adequate. Formal & informal assessments are used to monitor progress. Faculty & Subject heads ensure that teachers monitor and evaluate the progress of SEND students and that they provide appropriate teaching and learning opportunities which lead to good progress against baselines. Faculty tracking data is analysed by the Vice Principal ensuring that SEND student progress is tracked and effectively.

Student progress following intervention is evaluated both in terms of progress and cost effectiveness. Staff promote an atmosphere of mutual respect, trust, co- operation and encourage students to develop independence, initiative and self-reliance.

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

- Monitoring by the SENDCO and Assistant SENDCo
- Reviewing students' individual progress towards their goals each term e.g. increase in literacy/numeracy scores, curriculum progress, closing attainment gap with peers
- Reviewing the impact of interventions each term
- Improvement in behaviour for learning – reduction in number of detentions, isolations or exclusions
- Improvement in attendance
- Analysis of student questionnaires/views gathered at review meetings

- Analysis of parental questionnaires/views gathered at review meetings
- SEND students achieving or exceeding their target grades in both internal and external examinations.
- Reduction in level of support required as measured by provision maps demonstrating increased confidence levels and the ability to become independent learners
- Number of students with SEND accessing 6th Form, College, apprenticeships or employment opportunities.
- Analysis of independent reports including Analyse School Performance (ASP) data and OFSTED reports.

5.16 Enabling students 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 students, including our before-and after-school clubs. All students are encouraged to go on educational visits or trips. All students are encouraged to take part in sports day and school performances etc. No student is ever excluded from taking part in these activities because of their SEND or disability. School's accessibility plan is found on the school's website.

The have school has accessibility adaptations such as lifts and ramps to enable a wheelchair user to access all floors. Disabled toilets are available on all floors of the building. We have emergency fire chairs in all stairwells. A safe space for SEMH students with dysregulation, in order to provide emotional support and develop self-regulation techniques.

5.17 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Dedicated student support through the Pastoral Team which includes non-teaching Heads of Year and a school support worker. This enables early identification of social, emotional, mental health difficulties by noting changes in behaviour and attainment and provides time for staff to work with parents/carers, students and other stake holders to provide support.
- Students with SEND are encouraged to be part of the school council
- We have a zero tolerance approach to bullying.
- PSHE curriculum covers a wide range of topics relating to social, emotional and mental health and will signpost, support and services both within and outside school.
- Assemblies will deal with a range of topics relating to social, emotional and mental health and will signpost, support and services both within and outside school.
- School works closely with Children's Mental Health Services (CAMHS); will refer students for a variety of reasons, for example ADHD, self-harm, anxiety, counselling, eating disorders. In addition, where appropriate the school will refer students for Grief Counselling with Cancer Care and to Young Carers.

5.18 Working with other agencies

Support for students with SEND who are Looked After by the Local Authority (LAC). SEND attend and contribute towards the termly PEP (Personalised Education Plan) meetings. A member of staff is responsible for the monitoring, tracking of their progress and working with the virtual school.

Work with Health, Occupational Therapy, Hearing Impaired and Visual Impairment specialist services to adapt the School environment and teaching to enable students with a medical, physical, or sensory impairment to access the full curriculum entitlement.

School will commission a range of external partners to provide advice and support for students, staff and parents. Commissioning will be proceed only with parental agreement and involvement, following in-depth discussion with parents and students. Where necessary school will provide support for parents to complete parental sections of referrals.

Whilst this list is not exhaustive, External Partners include the following:

- Lancashire Inclusion Service (SENDIASS / SENDCO),
- Lancashire Early Intervention Service
- Educational Psychologist,
- Speech therapist,
- Specialist Teachers,
- Mental Health in Schools Team
- Family Wellbeing
- Barnardo's
- Speech and Language Therapy
- Occupational Therapy
- Children's Social Care / Independent Reviewing Officers
- Multi-agency Safeguarding Hub
- Action for ASD
- ADHD North West
- Child Action North West
- Complex Care Team (medical).

Effective links are developed and maintained with outside agencies or other education providers including Lancaster and Morecambe College, Myerscough College, Kendal College and feeder primary schools.

5.19 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Principal. They will then be referred to the school's complaints policy.

The parents of students 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

5.20 Contact details of support services for parents of students with SEN

Lancashire provides support for SEND

Parents may request support from the Lancashire Special Educational Needs and Disability Independent Advice Service – Tel: 0300 123 6706.

5.21 Contact details for raising concerns

Mr. John Cowper, Principal, is the named contact within the school for when students or parents have concerns.

5.22 The Local Authority Local Offer

Our contribution to the local offer is published on the school website

Our local authority's local offer is published on the Lancashire County Council SEND website: www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/local-offer

6. Monitoring arrangements

This policy and information report will be reviewed by the Principal, Mr. John Cowper, **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by The Bay Learning Trust.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour for Learning Policy
- Bay Learning Trust Equality Policy
- Medical Policy

Appendix 1

Central Lancaster High School Provision Map

Need	Potential Threshold for Additional Provision	Wave 1	Wave 2	Wave 3
Autistic Spectrum Condition (ASC)	<ul style="list-style-type: none"> Concerns raised by staff/parents social difficulties & access to curriculum Clinical diagnosis 	<p>The Teacher must provide further differentiation of the curriculum and homework.</p> <p>Other strategies may include:</p> <ul style="list-style-type: none"> Small group work in lessons Reduced Class size Possible In Class support Subject teacher targeted extra-curricular intervention Exam concessions eg lap top, extra time 	<p>The Teacher must provide further differentiation of the curriculum and homework.</p> <p>In addition to Wave 1 strategies Learning Support may provide:</p> <ul style="list-style-type: none"> Targeted small group or 1:1 withdrawal work for a limited time Possible In Class Support Possible outside agency and/or specialist teacher involvement Possible Exam concessions eg reader/scribe 	<p>The Teacher must provide further differentiation of the curriculum and homework.</p> <p>In addition to Wave 1 and 2 strategies Learning Support may provide:</p> <ul style="list-style-type: none"> Targeted small group or 1:1 withdrawal work Probable In Class Support Probable outside agency and/or specialist teacher involvement Possible EHCP Possible Exam concessions eg reader/scribe, modified paper
		<ul style="list-style-type: none"> Targeted support to identify/establish routines Possible support during unstructured times of day Identify areas of key need/concern and develop appropriate coping strategies 	<ul style="list-style-type: none"> 6 week Social Skills group Possible in class support Zones of regulation Talk about for Teenagers Lunch/Break Club Transition plan Homework club Study skills Exam preparation 	<ul style="list-style-type: none"> Named TA to provide first point of reference Support or advice from Specialist teacher/HLTA Possible individual support to access modified curriculum as appropriate Possible Individualised support strategies in place Exam concessions

Dyspraxia - Specific Learning Difficulty (SpLD)	<ul style="list-style-type: none"> Poor motor skills Poor co-ordination Problems with organisation 	<ul style="list-style-type: none"> Teacher may provide print out of work. Peer/adult support to record essential work Use of ICT where possible Differentiated practical subjects e.g. PE, D&T 	<ul style="list-style-type: none"> Assessment by Occupational Therapy (OT) Extra time Access Arrangements Homework club Study skills Exam preparation 	
Learning	<ul style="list-style-type: none"> Failure to make adequate progress, despite appropriate differentiation of the curriculum Average Cognitive Attainment Test (CAT) scores below 79 	<ul style="list-style-type: none"> Ability setting Curriculum differentiation by class teacher Different resources Possible targeted support 	<ul style="list-style-type: none"> Possible in class support Before/after school support Exam concessions Homework club Study skills Exam preparation 	<ul style="list-style-type: none"> Withdrawn (w/d) by Teacher/HLTA/Teaching Assistant Level 3 for 12 week small group tuition Possible in class support
Literacy Dyslexia (SpLD)	<ul style="list-style-type: none"> Wide Range Achievement Test 5 (WRAT) Standardised Score >85 English End of KS2 below level expected Significant discrepancy Verbal (V) and Non-verbal (NV) CAT scores Attainment well below expected progress 	<ul style="list-style-type: none"> Possible targeted support Different resources After school support sessions Facilitate Exam concessions 	<ul style="list-style-type: none"> Fresh start Lexia Reading Partners Reading pen Lap top Homework club Study skills Exam preparation Before/after school support Exam concessions 	<ul style="list-style-type: none"> W/d for small group or 1:1 long term tuition – with HLTA/TA3 Higher level of targeted support
Medical	<ul style="list-style-type: none"> Medical problem which impacts on learning e.g. Cystic Fibrosis, ME, MS 	<ul style="list-style-type: none"> Health Care Plan in place Advice re special arrangements appropriate to need Possible targeted support Different resources Facilitate Exam concessions 	<ul style="list-style-type: none"> Health Care Plan in place Health Care professional involvement Possible in class support Before/after school support Exam concessions 	<ul style="list-style-type: none"> Possible individual support to access modified curriculum as appropriate Possible in class support Named TA to provide first point of reference
Numeracy	<ul style="list-style-type: none"> Maths KS2 below 	<ul style="list-style-type: none"> Possible targeted support 	<ul style="list-style-type: none"> Numeracy support - Bedrock 	<ul style="list-style-type: none"> W/d by HLTA/TA3 for small

Dyscalculia (SpLD)	<ul style="list-style-type: none"> expected Significant discrepancy V, NV and Quantitative (Q) CAT scores Attainment well below expected progress 	<ul style="list-style-type: none"> Different resources After school support sessions Facilitate Exam concessions 	<ul style="list-style-type: none"> Possible in class support Before/after school support 	<ul style="list-style-type: none"> group or 1:1 tuition Possible in class support
Physical (Physical Difficulty PD)	<ul style="list-style-type: none"> Physical difficulty which impacts on learning/inclusion (e.g. physical disability, complex medical) 	<ul style="list-style-type: none"> Differentiation of practical tasks as appropriate 	<ul style="list-style-type: none"> Possible targeted in class support for specific subjects e.g. PE Exam concessions 	<ul style="list-style-type: none"> Possible individual support to access modified curriculum as appropriate Possible in class support
Sensory impairment Hearing Impairment (HI) Visual Impairment (VI)	<ul style="list-style-type: none"> Visual or hearing impairment which impacts on learning 	<ul style="list-style-type: none"> Advice to staff re- appropriate strategies Targeted in-class support Modified resources 	<ul style="list-style-type: none"> Specialist Teacher involvement Possible in class support Before/after school support Exam concessions Enlarged work sheets Transcript of audio 	<ul style="list-style-type: none"> W/d by Teacher/HLTA/TA3 for long term 1:2, 1:1 tuition Possible in class support Named TA to provide first point of reference High level of differentiation of resources and equipment- eg braille, magnifiers, Live speaker
Social Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> ADHD Concern raised by class/form teacher History of exclusion/isolation Attendance below 85% Bereavements Outside Agency Involvement Self referral 	<ul style="list-style-type: none"> Possible targeted support Behaviour management strategies Before/After school support sessions Facilitate Exam concessions if applicable 	<ul style="list-style-type: none"> Short term group work or 1:1 Possible in class support Before/after school support Exam concessions if applicable Counselling Possible School Nurse involvement 	<ul style="list-style-type: none"> Extended small group or 1:1 intervention Possible support from behaviour specialist eg family wellbeing Involvement of external agencies eg Children Adolescent Mental Health Service (CAMHS) Key worker Possible Short term Adapted Curriculum
Speech, Language & Communication	<ul style="list-style-type: none"> Difficulties with processing language – 	<ul style="list-style-type: none"> Possible targeted support Modified or Different resources 	<ul style="list-style-type: none"> Possible in class support Before/after school support 	<ul style="list-style-type: none"> W/d for small group or 1:1 group work – with HLTA/TA3

(SLCN)	receptive/expressive vocabulary	<ul style="list-style-type: none"> • After school support sessions • Facilitate Exam concessions 	<ul style="list-style-type: none"> • Exam concessions • Pre and post teaching of key vocabulary • Homework club • Study skills • Exam preparation 	<ul style="list-style-type: none"> • Higher level of targeted support • Possible in class support • Access Arrangements - Language Modifier
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Appendix 2 Staffing Structure and Responsibilities

