



Special Educational Needs and Disability (SEND) Policy and SEND Information Report 2024- 2025

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1. Aims

1.1 Vision Statement

Central Lancaster High School is an inclusive learning community that is committed ensuring all pupils achieve the best possible outcomes 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 pupils with special educational needs/disabilities to join in the activities of the school together with pupils who do not have special educational needs or disabilities, so far as is reasonably practical and compatible with the pupil receiving the special educational provision and the efficient education of the pupils with whom they are educated.

1.3 Aims

The staff at Central Lancaster High School will endeavor to ensure that the necessary provision is made for all SEND pupils so they receive a broad, balanced and relevant curriculum, have the opportunity to reach their full potential; and experience full inclusion within the school community.

Central Lancaster High School will identify pupils with special educational needs and disabilities through a systematic screening programme of pupils. This will enable School to ensure that the special educational needs of pupils are identified and staff made aware of both their needs and the strategies that need to be implemented in lessons to support their progress.

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 pupils.

Central Lancaster High School will support pupils 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, pupils, The Bay Learning Trust, Local Authority, children's services, health and all other agencies to support pupils with Special Educational Needs and Disability. The school will have termly review meetings with the parents/carers of all pupils 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. Pupil and parent/ carer voice is at the heart of our planning for and review of provision.

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

2. Legislation and Guidance

2.1 Legislative Framework

Central Lancaster High School SEND policy for pupils 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 pupils are not unlawfully discriminate against because of their sex, race, disability, religion, belief or sexual orientation.
- **Children's 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 the school's responsibility for education, education, health and care plans (EHCP), 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 pupils 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 pupil who has special educational needs. The Governing Body will meet with the Headteacher 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 pupils with SEND as required (Section 317, Education Act 1996) and have regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs/disabilities.

4.2 Headteacher

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

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

The Headteacher 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 Deputy Headteacher Mr Auger. Day to day responsibility and co-ordination and delivery of provision is delegated to the Assistant SENDCo, Miss Maudsley. The department is supported by Mrs Rickards, Vice Chair of Governors who is 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. Mr Auger submitted his portfolio for the National Award for SEND on June 20th 2025.

4.3 SENDCo

The SENDCo is responsible in particular for:

- Work with the Headteacher and Governing Body to determine the strategic development of the SEND policy and provision in the school
- Scrutinising and reviewing curriculum content to ensure that it is accessible and appropriate for pupils with SEND
- Reviewing the delivery of curriculum to ensure that as a part of quality first teaching, reasonable adaptations are made to support pupils with SEND accessing the curriculum.
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Establishing the arrangements for monitoring, reviewing and evaluating the effectiveness of the SEND provision.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' 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:

- The day-to-day operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs
- Advising on the graduated approach to providing SEND support
- Managing and deploying teaching assistants
- Being the point of contact for external agencies, especially the local authority and its support services, Specialist Teachers and Educational Psychologists.
- Liaising 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

- Ensuring the school keeps the records of all pupils with SEND up to date, including: maintenance of the SEND register; monitoring and recording progress of all pupils with special educational needs.
- Supporting 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 pupils with special educational needs.
- Liaising with parents/ carers of pupils with special educational needs.

4.5 HLTAs

The HLTAs are responsible in particular for:

- Maintaining the records and updates of the whole screening data including CATs and GL assessments to support the identification of pupils that require further assessment and additional provisions
- Completes initial 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 pupils 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 pupil's strengths and weaknesses to guide future planning to meet the pupil's needs.
- Running small group interventions

4.6 Staff

Each class teacher is responsible for:

- The progress and development of every pupil in their class by providing Quality First Teaching that is adapted and personalised to meet the individual needs of the majority of pupils
- 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 pupil'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 pupil whose needs they believe are not being met.
- Ensuring they follow this SEND policy

5. SEND Information Report

5.1 Admissions

Pupils 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 pupil 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 pupil may have special educational needs, the school will work with previous school, primary or secondary for in year admissions, and other agencies to collect as much relevant information as soon as possible so that any required adaptations 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 pupils in each category of need in School

	Cognition & Learning	Communication & Interaction	SEMH	Sensory Impairment	Physical or Other Disability	Total Number
Number of pupils	47	42	51	5	3	149
Number of EHCPs	3	8	5	0	0	16

SEND as a Percentage of the Cohort for each year group

Year Group	EHCP	School Support K	Cognition & Learning	Communication & Interaction	SEMH	Sensory	Physical	Total SEND	Total In School	% SEND
7	4	33	12	8	15	1	1	37	121	30.6
8	5	31	11	17	7	0	1	36	113	31.9
9	2	20	7	5	9	1	0	22	128	17.2
10	4	28	9	10	11	1	0	32	114	28.1
11	1	21	8	2	9	2	1	22	97	22.7
All Years	16	133	47	42	51	5	3	149	573	26.0

5.4 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry using information such as KS2 scores, CATs and NGRTs. If additional testing is required, provision will be made for this. 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

This may include progress in areas other than attainment, for example, social needs. However 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 the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parent(s)/ carer(s). 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.

5.5 Consulting with pupils and their parents/ carers

The voice of both the child and their parents/ carers are central to both planning and reviewing provision. If parents/ carers or pupil believe they have SEND, we will meet with both the pupil and their parent(s)/ carer(s) to discuss their current difficulties and whether they may be as the result of a special educational need. Together we will consider whether provision is required for a special educational need. These consultations will make sure

that:

- Everyone develops a good understanding of the pupil'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 pupil's record and given to their parents.

We will formally notify parents/ carers when a pupil is placed on the Special Educational Needs register or when it is decided that the pupil 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/ carers are able to meet with the Assistant SENDCo at the weekly drop in clinic.

5.6 Assessing and reviewing pupils' progress towards outcomes

The progress made by all pupils is regularly reviewed and monitored. Initially, concerns raised by teachers, parents/carers or other agencies are addressed by appropriate adaptations within the classroom through Quality First Teaching by the class teacher this is referred to as **Wave 1** provision. Where progress is not adequate, it may be necessary to make some adaptations to support the pupil to make the required level of progress.

Progress can be seen in a number of ways including:

- the attainment gap closing between the child and their peers
- preventing the attainment gap from growing wider
- if it is similar to that of their peers starting from the same attainment baseline, but less than that of the majority of peers
- if it matches or betters the child's previous rate of progress
- if the child demonstrates an improvement in self-help, social or personal skills
- if there are improvements in the child's attendance or 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 one of our HLTAs will work with teachers and support staff to carry out a clear assessment and analysis of the pupil's needs. This will draw on:

- teacher assessments and experiences with the child
- their previous progress, attainment, attendance and behaviour
- The child's development in comparison to their peers and age expectations
- The views and experience of parents/ carers
- The child's own views
- Advice from any external support services who may be involved with the family

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

- 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 social emotional and/ or health needs which substantially and regularly interfere with the child's own learning or that of the class groups
- Has SEND or physical needs that require additional specialist equipment or regular advice and/ 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 pupil 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 pupils will be invited to review progress regularly. Teachers will be asked to submit a written review and parents/carers and pupils 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 cases where a child continues to demonstrate significant cause for concern despite sustained interventions at Wave 1 (in the classroom) , Wave 2 (additional provision in a small group with pupils who have a similar need) and Wave 3 (tailored and specialist provision), a request may be made to the Local Authority for Statutory Assessment either by the school, by the parent or by another agency eg health authority, social services. In exceptional circumstances, a pupil may be referred straight to Statutory Assessment.

This assessment will decide the nature of the provision necessary to meet the

child's special educational needs. If this cannot reasonably be met by the school, then the Local Authority may provide extra resources. Where a request for a statutory assessment is made to Lancashire Education Authority, the child will have demonstrated significant cause for concern and the school will provide written evidence detailing:

- the school's action through the graduated response
- 2 cycles of Assess, Plan, Do and Review.
- records of regular reviews and their outcomes
- the child's health including their medical history where relevant
- the child's progress across the curriculum, their attainment 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
- the views of the parents/ carers and of the child
- involvement of any 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 child and any professionals involved will be invited to consider the progress being made by the child in achieving the targets set and whether any amendments need to be made to the EHCP. A child participates in their Annual Reviews by:

- submit their views in writing, these are often supported by an adult
- attending 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 pupils moving between phases and preparing for adulthood

At transition from Key Stage 2 to Key Stage 3, the SENDCo or Assistant SENDCo will liaise with the primary SENDCos prior to transfer to discuss year 6 pupils who are on the SEND register. The SENDCo or Assistant SENDCo, when invited, will attend transition reviews to discuss and plan for the specific needs of children with an EHCP. For a small number of identified children, additional visits to Central Lancaster High School are arranged to facilitate a smooth transition.

Year 7 pupils complete NGRT (reading) and CAT (cognitive ability assessments) at the start of the autumn term to provide baseline information that may help identify children who may require additional support.

When a child moves on to college or another school, we will agree with parents/ carers and child which information will be shared as part of this transition.

5.11 Our approach to teaching children with SEND

Central Lancaster High School supports and operates a policy of curriculum entitlement, which supports every child to receive their full curriculum entitlement. Teachers are responsible and accountable for the progress and development of every child in their class. High Quality First teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils as is required.

5.12 Adaptations to the curriculum and learning environment

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

- adapting the delivery of our curriculum to ensure every child is able to access it, for example, by grouping and 1:1 work
- adapting our resources and staffing
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, different coloured paper
- 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.
- 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, Art, Food and Design Technology, Drama and Dance. The flooring in Music needs to be able to transmit vibrations and should be suitable for bare-foot.
- adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.13 Additional support for learning

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

The team includes, in addition to the SENDCo and Assistant SENDCo:

3 Higher Level Teaching Assistants (HLTAs) who will deliver interventions that support pupils to develop their:

- **Literacy** - Fresh Start, Language Builders and Lexia
- **Numeracy** – White Rose
- **Communication and Interaction** using resources and activities from Talk about for Teenagers
- **Emotional Regulation** using Anxiety and Mental Health, Healthy Relationships and Emotional Based School Avoidance resources
- **Exam preparation and Study Skills**
- **Touch Typing** using Touch, Type, Read and Spell

2 Level 3 TAs will support in class, support pupils with Sensory Impairments, Physical Impairment and Medical Needs. In addition they will support with external agencies referrals.

7 Level 2 TAs who will support pupils in small groups or 1:1 in class.

With parental consent we work with a wide range of agencies to provide support for pupils. 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
- 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

Our SEMH support and pastoral team provides a continuum of support within the school for pupils 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.

Whole school INSET is 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. There are online training resources available on the National College website to which the school has access to.

Pupils 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/ carers, 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 school intranet.

The Special Educational Needs Department 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 pupils, whilst others such as: reading, numeracy, social skills, emotional regulation and exam preparation/ study skills are provided for either a 6 or 12 week block throughout the year.

Pupils with very specific needs maybe withdrawn from specific lessons or subjects. Some pupils may require additional support from a specialist teacher. The school will, where possible, enable a pupil to have access to a teacher with the appropriate specialism as resources and availability allow.

Pupils with a below average reading will be offered reading catch up intervention. Pupils with a low average reading score may also be offered reading intervention. Our reading interventions use established resources programmes, these include Fresh Start Phonics, Lexia and Language Builders. Pupils with a below average numeracy score will be offered numeracy catch up intervention from the maths department.

Pupils with social, emotional or mental health difficulties will be offered support through programmes to support anxiety, emotional based school avoidance 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 Strengths and Difficulties questionnaire assessments.

Pupils 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.

Pupils 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 pupils with special educational needs. All pupils, 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 pupils with special educational needs 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 pupils 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 Deputy Headteacher, who also has the strategic lead for Curriculum, Teaching and Learning and is a key member of the Senior Leadership Team (SLT). 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 is an experienced SENDCo and Specialist Teacher who has historically supported the department develop it's practice. Mrs Rickards is also Vice Chair of the school's governing body.

We have a team of teaching assistants including 3 higher level teaching assistants (HLTAs) who lead on reading intervention, SEMH and termly reviews. 1 Level 3 TA who supports pupils with medical needs and ADHD, 1 Level 3 TA who support referral to external agencies and 7 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 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. Corridor lighting has also been improved.

5.16 Evaluating the effectiveness of SEND provision

Pupil progress is tracked and action taken if progress is not adequate. Formal & informal assessments are used to monitor progress. Heads of Department ensure that teachers monitor and evaluate the progress of SEND pupils. They quality assure provision to make sure appropriate teaching and learning supports good progress against baselines. Pupil tracking data is analysed by the Deputy Headteacher ensuring that SEND pupil progress is tracked and effectively. This is included in the termly reviews.

Pupil progress following intervention is evaluated and adaptations are made as required to improve the quality of provision. Staff promote an atmosphere of mutual respect, trust, co- operation and encourage pupils to develop independence, initiative and self-reliance.

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

- reviewing pupils' individual progress towards their goals each term for

- example increase in reading/ numeracy scores, curriculum progress, closing attainment gap with peers
- reviewing the impact of interventions each term
- reviewing behaviour for learning data – reduction in number of detentions, isolations or suspensions
- reviewing attendance data
- analysis of pupil voice through questionnaires and views gathered during the review meeting process
- analysis of parental questionnaires/ views gathered at review meetings and/ or at SEND clinic drop ins
- ana analysis of internal and external examinations
- any reduction in level of support required as measured by provision maps demonstrating increased confidence levels and the ability to become more independent learners
- post 16 destinations data including the number of pupils 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 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-school and after-school clubs. All pupils are encouraged to go on educational visits or trips. All pupils are encouraged to take part in sports day and school performances etc. No pupil 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 pupils who are dysregulated, in order to provide emotional support and develop self-regulation techniques.

5.17 Support for improving emotional and social development

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

- dedicated pupil support through the pastoral team which includes non-teaching Heads of Year. 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, pupils and other stake holders to provide support.
- we have a zero tolerance approach to bullying.
- our PSHE curriculum covers a wide range of topics relating to social, emotional and mental health and signposts, 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.

- The school works closely with Children's Mental Health Services (CAMHS); will refer pupils for a variety of reasons, for example ADHD, self-harm, anxiety, counselling, eating disorders. In addition, where appropriate the school will refer pupils for Grief Counselling with Cancer Care and to Young Carers.

5.18 Working with other agencies

Where pupils with SEND who are Looked After by the Local Authority (LAC) a member of the SEND department will 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 pupils 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 pupils, staff and parents/ carers. Commissioning will proceed only with parent/ carer agreement and involvement, following in-depth discussion with parents/ carers and the child. 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 Head Teacher who will refer them to the school's complaints policy.

The parents/ carers 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:

- suspensions
- 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 pupils 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 Colin Malone, Headteacher, is the named contact within the school for when pupils or parents have concerns.

5.22 The Local Authority Local Offer

The Local Authority offer is published on the school website

Lancashire County Council's local offer is published on their website and can be accessed via the link below:

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

6. Monitoring arrangements

This policy and information report will be reviewed by the Headteacher, Mr Colin Malone, **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 The Teacher must provide further differentiation of the curriculum and homework. Other strategies may include: <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	Wave 2 The Teacher must provide further differentiation of the curriculum and homework. In addition to Wave 1 strategies Learning Support may provide: <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	Wave 3 The Teacher must provide further differentiation of the curriculum and homework. In addition to Wave 1 and 2 strategies Learning Support may provide: <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
Autistic Spectrum Condition (ASC)	<ul style="list-style-type: none"> • Concerns raised by staff/parents social difficulties & access to curriculum • Clinical diagnosis 	<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

