

LEICESTER PARTNERSHIP SCHOOL

SEND INFORMATION



BACKGROUND INFORMATION:

The Children and Families Act 2014 requires schools to prepare an SEND Information Report to ensure that parents are fully informed about the provision the school is making for children and young people with Special Educational Needs and Disability (SEND). The SEND Information Report is the exemplification of the school's SEND Policy. This creates an opportunity for schools to review their approach to provision within the school and ensure that it is meeting the broader requirements of the Children and Families Act 2014 and the related Code of Practice January 2015 and the Equality Act 2010.

All mainstream schools and maintained nursery schools are required by law to produce an annual SEND Information Report (Special Educational Needs (Information) Regulations Clause 65.) and to make their annual SEND Information Report available on their website.

MAIN CONTACT DETAILS:

Person with overall responsibility for SEND within school:	Anita Tribhovan (SENDSCO & Senior Teacher KS4) Dan Thompson (SENDSCO & Senior Teacher KS3)
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This report has been written in line with the requirements of:-

- Children and Families Act 2014
- SEND Code of Practice 2014
 - SI 2014 1530 Special Educational Needs and Disability Regulations 2014
 - Part 3 Duties on Schools – Special Educational Needs Co-ordinators
 - Schedule 1 regulation 51– Information to be included in the SEN information report
 - Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Sept 2021
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This report should be read in conjunction with the following school policies/plans: Behaviour Policy, Safeguarding and Child Protection Policy, SEND Policy, Complaints Policy, Administration of Medication Policy, Accessibility Policy and Equality and Diversity statement (NB: This list is not exhaustive and it is recommended that it is also read in conjunction with other associated policies ie Teaching & Learning Policy, Subject Policies. This report and will be reviewed at least annually.

DEFINITION OF SEND:

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

A child of compulsory school age or a young person has a learning difficulty 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 prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEND Code of Practice (2014, p 4)

DEFINITION OF DISABILITY:

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEND Code of Practice (2014, p5)

LEICESTER PARTNERSHIP SCHOOL SEND INFORMATION

1. What special education provision is available at our setting?

Leicester Partnership School is the Local Authority Pupil Referral Unit for Leicester City. It caters for a range of students both in (KS3) and (KS4) who are having difficulties within their school and require extra support. LPS follows the guidance of The DFE –SEND Code of Practice-2014.

At Leicester Partnership School we can make provision for a broad range of frequently occurring special educational need without a Statement of Special Educational Needs / Education, Health and Care plan, for instance dyslexia, dyspraxia, speech and language needs, ASD, learning difficulties and SEMH needs.

There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice from Leicester City Council SEND Services and other professional agencies.

The school also has experience of pupils with an Education, Health and Care plan with the following kinds of special educational need:

Area of need	No. of pupils at SEN support (Academic Year 2023.24) ***	No. of pupils with EHC plan (Academic Year 2023.24) ***
Cognition & Learning	2	1
Communication & Interaction	0	2
Social Emotional Mental Health	29	3
Physical	0	0
SEN – All	8	0

*** It should be noted that because we are a Pupil Referral Service the profile of our pupil population is constantly changing. The profile provided above is subject to significant variation throughout the academic year and only provides an indication of the types of needs presented by our pupils

Because the LPS is a Pupil Referral Service it is able to adopt a flexible approach to the delivery of SEN support and provision and is able to ensure that ..

- There is a clearer focus on the views of children and young people and parents in decision making at individual and strategic levels.
- There is a stronger focus on high aspirations and on improving outcomes for children and young people.
- The Code of Practice includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care.
- There is a graduated approach to identifying and supporting pupils and students with SEND.
- There is greater focus on support that enables those with SEN or disabilities to succeed in their education and make a successful transition to adulthood.

Our SENDCo / Senior Teacher is responsible for ensuring that the education provision that we provide is accessible to SEND students, as detailed above, and that our staff team have the relevant training to be able to meet these needs to a high level.

Our Head Teacher is responsible for ensuring that the resources required to meet the needs of our SEND students are made available and are used to maximise the educational potential and opportunities for all of our SEND pupils.

2. What criteria must be satisfied before children and young people can access this provision/service?

The admission arrangements for pupils without an Education, Health and Care plan are administered by Leicester City Education Authority and do not discriminate against those with special educational needs or disability. (Refer to LPS's Admissions Policy)

The level of support and the nature of that support is dependent upon the information received from previous schools and external agencies. If your child has an Education Health and Care Plan already, and is awaiting a place in a Special School, then staff will use the sections in the Plan to inform the most appropriate support.

3. How do we identify the particular special educational needs of a child or young person?

At Leicester Partnership School we monitor the progress of all pupils on a half termly basis. We also use a range of assessments with all the pupils at various points, including the following ...

- Reading (SWRT and Spelling (Vernon) tests
- Sensory Needs Profile Questionnaire
- Baseline data- Forskills (Functional Skills)
- Half termly Forskills (Functional Skills) assessments in English Maths and ICT
- SDQ [Strengths & Difficulties Questionnaires]
- Teacher Assessments
- Previous assessment data from schools
- Information from outside agencies
- Information/ Reports from Meetings
- The Information Passport

- SEMH SDQ Questionnaire

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are

- Identification of the most appropriate group.
- Information relating to the child is distributed to staff via The One Page Profile when the child has completed initial assessments.
- Resources are differentiated to meet the needs of the individual.
- Targeted support is provided.
- Withdrawal for individual 1:1 session to support Literacy and Numeracy, Social Emotional and Mental Health needs.
- A Keyworker is assigned.
- The opportunity for 1:1 mentoring sessions.
- A SEND Services referral is made, if specialist support is required.
- A request for a Statutory Education Health and Care Assessment will be made if a child has complex needs.

Some pupils may still fail to make adequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At LPS we are experienced in using a range of assessment tools (as previously listed) and we have access to external advisors who are able to use a range of assessment tools e.g., Leicester City Education Psychology Service, Social Emotional & Mental Health [SEMH] Team and Learning, communication and interaction [LCI] Team.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEND support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need and / or disability because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEND is made parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

4. How do we consult with parents and/or children and young people about their needs?

All parents of pupils at Leicester Partnership School are invited to discuss the progress of their children on a regular basis. (These meetings may vary in frequency depending on the provision being offered to each pupil.) In addition, we are happy to arrange additional meetings if these are required. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs

because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

5. What is our approach to teaching children and young people with special educational needs?

In Leicester Partnership School the quality of teaching is judged to be good in our last Ofsted inspection (June 2019) and the school is working closely with the Local Authority to improve this to outstanding.

The school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by school staff and resourced by the funding provided to the school from the Local Authority's High Needs Budget.

6. How can we adapt our curriculum for children and young people with special educational needs?

At Leicester Partnership School we adapt the curriculum and the learning environment for pupils with special educational needs in line with our Accessibility Plan. [Refer to LPS Accessibility Plan on website.] We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors (Management Committee Members) have recently facilitated and approved the following improvements as part of the school's accessibility planning ***...

- Commissioned specialist CPD relating to the development of a more Trauma Informed Approach to behaviour management.
- Enhanced the Team Teach Instructor Team to ensure a more holistic and consistent [LPS specific] behaviour intervention approach is achieved.
- Refurbished the school's behaviour facilities to create "Reflection Areas" where reflective conversations and interventions can be delivered.

The Governors have identified that the following aspects of the school need to be improved *** ...

- Further improvements to classroom spaces to enable more individualised learning opportunities.
- Further specialist CPD relating to the development of a more Trauma Informed Approach to behaviour management.

**** These lists are not exhaustive and detailed plans and developments are included in the school's overall Improvement Plan[s] and in Area Self-evaluation and Improvement Plans.*

All curriculum related trips and activities offered to pupils at Leicester Partnership School are available to pupils with special educational needs either with or without an Education, Health and Care plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

7. How will we ensure we get the services, provision and equipment that children and young people need?

Where external advisors recommend the use of equipment or facilities which the school does not have, we will seek to purchase or loan it. For highly specialist communication equipment the school will seek the advice of specialist services.

All clubs, trips and activities offered to pupils at Leicester Partnership School are available to pupils with special educational needs and / or disability either with or without an Education, Health and Care plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

8. What additional learning support is available for children and young people with special educational needs and how do they access it?

The vast majority of our students have additional needs and a high proportion of these are learning needs. In addition to our basic curriculum we offer our students access to a range of individual [or small group] learning programmes eg at Key Stage 3 students may receive targeted individual [or small group] mentoring within our Social Emotional & Mental Health [SEMH] intervention programme and students who have additional needs are able to access our Individual Intervention & Support Programme [LISP]. At Key Stage 4 our most vulnerable students have access to a small group and individual learning programme, which complements their vocational and academic learning programmes.

A previously mentioned, in addition to the above provision, we also operate an Alternative Provision Taskforce Team [APTT] which provides our most vulnerable and special needs students with access to a range of early help related support & interventions.

9. How is this provision funded?

As a PRU we do not receive any notional SEND funding. However, we use our allocated funding, based on pupil numbers, to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our tiered provision offer.

In very few cases a very high level of resource is required. The funding arrangements require mainstream schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school as required in line with the Education, Health and Care plan. However, the Leicester Partnership School does not receive this top up funding and makes this provision from its allocated budget.

Our APTT is partially funded by the DfE [75%]. However, funding for this programme will cease in March 2025 and we are currently considering which aspects of this support we will be able to maintain beyond this date.

10. What support is available for improving the emotional, mental and social development of pupils with SEN?

At Leicester Partnership School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching eg. PSHE, tutor time and indirectly with in all conversation adults have with pupils throughout the day.

For some pupils, with the most need for help in this area, we also can provide the following: e.g. access to counsellor, SEMH mentor time with member of the schools support or pastoral team, access to our specialist Alternative Provision Task Force Team**, external referral to other specialist support services (Early Help), time-out space for pupil to use when upset or agitated (Reflection Rooms).

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

All clubs, trips and activities offered to pupils at Leicester Partnership School are available to pupils either with or without an Education, Health and Care plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

** Our DfE Funded (Until March 2025) Alternative Provision Taskforce Team (APTT) provides specialist interventions and support to our most vulnerable students. The APTT incorporates the following specialist staff.

- Assistant Head of School & DSL [SLT Lead) (x1)
- Coordinator & Safeguarding Casework Officer & DSL
- Family / Youth Workers (x2)
- Youth Justice Worker (x1)
- Mental Health Support Worker (x1)
- Post 16 Transitions Manager (x1)

All APTT related activities and interventions are offered to pupils at Leicester Partnership school are available to pupils either with or without an Education, Health and Care Plan.

11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?

At Leicester Partnership School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer is a seamless as possible. We do this by operating a graded, Pastoral Support Plan, based referral process and by receiving information via our Information Passport document and additional supporting documentation. This ensures that we are able to tailor the provision that we offer effectively and in a timely manner for each pupil. This information is shared within the school and across the various settings and provisions that they access.

We also contribute information to a pupils' onward destination by providing information to the next setting.

12. What other support is available for children and young people with special educational needs and how can they access it?

Leicester City Special Education Service (SES) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special

educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education.

They can be contacted on:

Email: **SES-Admin@leicester.gov.uk**

Phone Number: 0116 4542050

The local authority's local offer can be accessed via the following link ...

<https://families.leicester.gov.uk/send-local-offer/>

Parents without internet access should make an appointment with the SENDCO for support to gain the information they require.

13. What extra-curricular activities are available for children and young people with special educational needs?

At Leicester Partnership School we offer the following extra-curricular activities ...

- HUB Break & Lunchtime Clubs
- Sports Events
- Educational Trips & Visits [KS4 C-CAP 30 Programme & KS3 PLEDGE]
- Reward Trips

All clubs, trips and activities offered to pupils at Leicester Partnership School are available to pupils either with or without an Education, Health and Care plan. Where it is necessary and practice, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity, however, this may not always be possible for extra-curricular activities.

14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?

Every pupil in the school has their progress tracked half termly. In addition to this, pupils with special educational needs and / or disability may have more frequent assessments of reading age, spelling age etc. The assessments we use at Leicester Partnership School are referred to in question 2 above. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEND support plan will be reviewed and adjusted.

15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?

Each review of the SEND support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The SEND Code of Practice (2014, 6.17) describes inadequate progress thus:

- 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 rate of progress.

- Widens the attainment gap.

Upon arrival each student completes a ForSkills Assessment to ascertain their working at levels in English, maths and ICT. Staff will plan and deliver differentiated work based on their working at levels. Students will complete an initial, mid and end assessment to measure progress in each core subject.

Students will also complete a reading and spelling test, if the data shows students are two years below their chronological age, this will trigger a one-to-one intervention such as the reading thing or additional support in English and maths. The spelling and reading age are retested approximately every six weeks, to show improvements and progression.

The SEMH team facilitates an SDQ assessment which then could trigger a one-to-one intervention around one of the following areas:

1. Emotional symptoms
2. Conduct problems
3. Hyperactivity Scale
4. Peer Problems and
5. Prosocial scale

For pupils with or without An Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs and / or disabilities?

All teachers and teaching assistants have had the following awareness training ...

- Dyslexia
- Trauma Informed Practice
- Introduction to educational psychologists and their services
- Speech and language
- SEMH training
- The new student support pathway approach
- Unlocking assessment for learning (TES)
- Understanding Anxiety
- Behaviour with SEMH
- Attachment
- Autism part one
- Autism part two
- Comic Strip
- ADHD Awareness

In addition, the following teachers have received the following enhanced and specialist training

- Lesley Cooley – TRT (That Reading Thing)
- Nicole Taylor – TRT (That Reading Thing)
- Dina Godhania TRT (That Reading Thing)

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training some training providers that we access are ...

- Educational Psychologist
- Learning, Communication and Interaction Team
- SEMH Team

The cost of training is met from within the schools allocated budget.

17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?

All parents of pupils at Leicester Partnership school are invited to discuss the progress of their children every six weeks and will receive a written report. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

All such provision will be delivered and evaluated in line with our Provision Map.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

18. How can parents, children and young people make a complaint about our provision?

The normal arrangements for the treatment of complaints at Leicester Partnership School are used for complaints about provision made for special educational needs and disabilities. (Refer to separate complaints policy on our website). We encourage parents to discuss their concerns with us. Parents are informed and encouraged to speak with their child's class or subject teacher, our SENDCOs, Assistant Heads of School and Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body (Management Committee).

If the complaint is not resolved after it has been considered by the Governing Body (Management Committee), then a disagreement resolution service or mediation service may be contracted, depending on the nature of the complaint. If it remains unresolved after this, the complainant may be able to appeal to the First-tier Tribunal (Special Educational Needs and Disability) if the case refers to disability discrimination or to the Secretary of State for other cases.

There are some circumstances, usually for children who have an Educational Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

19. How can parents, children and young people get more information about the setting?

Parents can contact the school directly to request additional information but may also seek and obtain information from the school's website at www.lps.leicester.sch.uk

The school's website includes a range of information, including our SEND Policy, Accessibility Plan and links to our Ofsted Inspection Reports.

20. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?

The governing body (Management Committee) have engaged with the following services, agencies & bodies: -

- A Service Level Agreement with Educational Psychology Service.
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Early Help.
- LCI – (6 days).
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice.
- Membership of professional networks for SENCO e.g., SENCO forum.

21. Arrangements for supporting children who are looked after by the local authority and have SEN

Provision and support for Looked After Children [LAC] is overseen by a combination of our Key Stage Senior Teachers / SENDCO and Assistant Heads of School. LAC SEND students are provided with access to all of the specialist SEND provisions and support detailed in this information document. In addition, we monitor carefully the interventions that we offer within our Pupil Premium Programme and ensure that LAC SEND students are able to access this provision and support effectively. Senior staff liaise carefully with each other to ensure that provision is cohesive and targeted and also ensure that they are involved LAC reviews and all other relevant social care meetings in order to provide information regarding the child's learning, attainment and any concerns raised by the school.