

Leicester Partnership School SEND Information Report - October 2021

1. LEICESTER PARTNERSHIP SCHOOL- Ethos, values and vision.

A student who has Special Educational Needs, and who is not on the roll of the LPS will have already been identified at their mainstream school and relevant information is passed onto The Leicester Partnership School through an Information Passport.

The primary aims of SEND Provision at Leicester Partnership School are:

- To ensure that every young person with SEND is offered full access to a broad, balanced and relevant education.
- To provide support for a young person to enable them to develop skills in literacy, numeracy, personal, behavioural, social and emotional skills in order to equip them for future life.
- To ensure that a young person with SEND has their needs met during their time with LPS.
- To ensure that effective communication takes place between LPS and mainstream schools in order for there to be continuity of provision wherever possible for the young person with SEND.
- To engage the views of the young person, their mainstream school and their parents/carers when discussing matters relating to SEND and to keep all parties well informed of any developments which may affect the young person.
- To co-operate with all relevant agencies to ensure the needs of a young person are met.
- To regularly monitor and review the provision and progress for each young person with SEND.

- To keep detailed and accurate records for each young person with SEND.
- To provide detailed information for The Leicester City Education Health and Care Statutory Assessment process and produce written reports for all review meetings at all levels.
- To make a request to The Local Authority for an Education Health and Care Statutory Assessment for students who are on the roll of LPS if it is deemed that the student has more complex needs.

2. What kinds of SEND does the School cater for?

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. This identifies that:

- The SEND Code of Practice (DFE-2014) covers the 0-25 age range and includes guidance relating to children and young people with a disability as well as those with special educational needs
- 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
- Schools should take on a graduated approach to identifying and supporting pupils and students with SEND

- For children and young people with more complex needs, a co-ordinated assessment process and the new 0-25 Education, Health and Care Plan (EHCP) replaces Statements and Learning Difficulty Assessments (LDAs)
- 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

LPS works with KS3 and KS4 students who have difficulties in the following areas

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

3. What should I do if I think my child may have SEND? How does the School know if children need extra help?

If you think that your child, who is on the roll of LPS, may have SEND you should contact in the first instance:

Jude Colver- (Assistant Head Teacher/SENCO).

However in her absence the following staff are available for an initial discussion:

Meera Popat (Lead Teacher-Learning Intervention Support Programme Co-ordinator)

Thomas Liney (Senior Manager-Learning and Achievement)

Hilroy Thomas (Senior Manager-Behaviour and Achievement)

Laura Hunt- (Inclusion Support Manager)

Students who are on the roll of LPS are identified as having SEND through the use of:

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

4. How will the School support my child and how will the curriculum be matched to my child's needs?

When a child has been identified with SEND, the following is put into place:

- 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 sessions 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.

5. How will I be informed about how my child is doing and how the School is supporting my child's needs?

You will be informed about how well your child is doing through progress review meetings and communication via the telephone and/or letter. Your child's progress will be continually monitored and tracked through regular learning assessments and through the use of the points system on the REACH (**R**eady **E**ngaged **A**ctive **C**reative **H**eroic) scale for behaviour and personal and social development.

6. How will school staff support my child?

LPS staff are experienced in working with children with SEND. They are deployed effectively within small groups so that targeted support can take place. The work for SEND children is differentiated to meet their needs and each child is assigned a Keyworker with whom they can build a trusting working relationship. The school has in place L.I.S.P. The L (Learning) I (Intervention) S (Support) P (Programme) to support those students who are experiencing difficulties with Literacy and/or Numeracy. In addition L.I.S.P staff offer a nurture group to assist students in developing their social and communication skills.

Comprehensive reports are made in relation to the progress of each child and are shared with parents/carers, schools and external agencies, if appropriate. School staff will be provided with regular SEND specific training to support them in using best practice in working with children with SEND.

7. How is the decision made about what type and how much support my child will receive?

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.

Children who attend LPS work in very small groups with access to support within every lesson and throughout the school day. Staff within a lesson are responsible for delivering the curriculum and/or supporting children with their learning and/or Social Emotional and Mental Health difficulties.

8. What support will there be for my child's well-being?

The following is in place to support your child's well-being:

- A strong Pastoral system.
- Communication within LPS
- Healthy Schools Award
- Education Welfare.
- Safeguarding training.
- School nurse.
- Anti-bullying Policy.

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- E-safety policy.
- TeamTeach strategies
- Robust Child Protection Policy
- Keyworkers assigned
- Access to support throughout the school day
- Designated teacher for Looked After Children.
- Tutorial sessions
- Opportunities for 1:1 work
- Small group working
- L.I.S.P
- Mental Health First Aiders

9. What specialist services and expertise are available at, or accessed by, the School?

- Education Psychology Service
- Learning, Communication and Interaction Team
- Visual Support Teachers
- Hearing Support Teachers
- Speech and Language Therapy

- CAMHS (Child and Adolescent Mental Health Service)
- ADHD Solutions
- Leicestershire Education Business Company
- Virtual Schools Team (Looked After Children)
- Social Care and Safeguarding
- School Nurse
- School Counsellor
- Education Welfare Service
- Multisystemic Therapy
- Think for the Future
- Skills/ expertise of school staff.

10. What training are the staff supporting young people having, or have had?

LPS has a very extensive staff training programme throughout each academic year. The training focuses on supporting children's learning, progress, achievement and Social Emotional and Mental Health development. Examples of the training are:

- Team Teach
- Child Protection
- Safeguarding children
- ADHD
- ASD

- Knife Crime
- PREVENT
- Teaching and Learning
- Psychological profiling
- Assessment Recording and Reporting
- Reading
- Staff conduct and responsibilities
- Numeracy
- ICT development
- Behaviour for Learning
- Pupil Premium
- Self-Harm Awareness
- Mental Health Awareness
- How to support Maths in the classroom

- Attachment and Trauma

- Fire Safety

- Sensory difficulties awareness

11. How will my child be included in activities outside the class room, including school trips?

LPS has a robust Trips and Visits Policy. Each child has a risk assessment and adequate support is provided to ensure that they are fully supported and supervised at all times.

12. How accessible is the School environment?

LPS has detailed evacuation and in- vacuation plans. The (KS3) building is only one storey with all student areas being accessed on one level. There are two mobiles situated within the grounds. These both have ramped access with the larger of the mobiles, (KS4), being two-storey. However should students/ parents/carers/visitors have mobility difficulties then ground floor areas are available for them.

13. How will the School prepare and support my child to join the setting and transfer to the next stage of education and life?

There is very close liaison between LPS and schools. Information is shared and your child's school records are transferred between educational establishments. Should your child be transferring to a Special School then a Transition Sheet is completed by LPS and a member of LPS staff can attend the initial admissions meeting to support you and your child.

14. How are parents and young people with SEND involved in the School?

The school has a detailed Equal Opportunities Policy which is adhered to across the school. Frequent progress/review Meetings are held in order to discuss a child's current performance and future plans

15. Who can I contact for further information?

For further information please contact the following on:

0116 3033281- Opt 2

Jude Colver- (Assistant Head Teacher/SENCO) - Matters relating to SEND/ KS3-Teaching and Learning and student progress and achievement.

Andrew Barrett- (Assistant Head of School)-Matters relating to KS4- Student progress, achievement and pastoral development

Meera Popat (Lead Teacher-Co-ordinator-Learning Intervention Support Programme)- Matters relating to SEND intervention and support- Teaching and Learning

Anita Tribhovan (Lead Teacher- KS4)- Student achievement, Teaching and Learning, SEND link

Thomas Liney (Senior Manager-Learning and Achievement)- Matters relating to KS3- Student achievement, Teaching and Learning

Hilroy Thomas (Senior Manager-Behaviour and Achievement)- Matters relating to KS3 – Student Behaviour and Pastoral development

Laura Hunt- (Inclusion Support Manager)- School liaison

16. Additional Information.

For SEND information provided by The Local Authority visit: families.leicester.gov.uk/local-offer and www.leicester.gov.uk/schools-and-learning/special-educational-needs-sen