Leicester Partnership School

Special Educational Needs and Disability Policy

Schedule for Development, Monitoring and Review	
Approved by governors on:	October 2019
Implementation monitored by:	Meera Popat
Review arrangements:	Annually All policies will be reviewed if there are any significant developments or changes to legislation
Reviewed: The next review of this policy:	October 2020 October 2021 October 2022 **October 2023**

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Aims

The aim of this policy is to inform all stakeholders of the provision and processes which exist for students who attend The Leicester Partnership School and who have identified Special Educational Needs and Disabilities.

A student who has Special Educational Needs will have already been identified at their mainstream school and relevant information is then passed onto LPS through The Information Passport. A student will have been identified if they have greater difficulty in learning than the majority of young people of the same age. All relevant S.E.N.D information is then shared with the members of staff who have direct contact with the student.

The primary aims of Special Educational Needs and Disabilities Provision are:

- To ensure that every young person with S.E.N.D 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 and numeracy and behavioural, personal, social and emotional skills in order to equip them for future life.
- To ensure that a young person with S.E.N.D 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 S.E.N.D.
- To engage the views of the young person, their mainstream school and their parents/carers when discussing matters relating to S.E.N.D 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 S.E.N.D
- To keep detailed and accurate records for each young person with S.E.N.D
- To provide detailed information for The Leicester City Education Health and Care Needs Assessment process and produce written reports for all review meetings at all levels.
- To share relevant information with Special Education Service and Special schools.

The EHC (Education Health and Care) Needs Assessment Process

If a student presents themselves with significant, complex and enduring learning and/or Social Emotional and Mental Health Difficulties then a request will be made to The Local Authority for a Statutory Assessment of the young person's Special Educational Needs. If a student is on the roll of a mainstream school then it is the responsibility of that school to make this request.

The EHC process consists of the following stages:

1. Request for Statutory Assessment made (Received by Special Education Service, logged and acknowledged by letter)
2. A Statutory Assessment Request Decision (SARD) Meeting takes place (LA considers requests. For those granted, advice sought with regard to education, health and care. Introductory Meeting arranged with family).

If request refused

3. A Family Meeting takes place. LA representatives explain to the family why the request has not been granted. There is then an explanation given about support that is available through The Local Offer. Information is also provided regarding mediation and the SEND tribunal process.

If request granted

4. An Education Health and Care Inclusion Officer is allocated An Introductory Meeting takes place. The Assessment process is explained to the young person and the family. Relevant professionals are asked to complete advice and to submit within a 6-week timescale to SES.

5. An Integrated Assessment Meeting (IAM) takes place after advice from professionals has been received and a "Findings of the Statutory Assessment (FOSA)" document has been compiled.

6. The Resource Allocation Panel meets to decide whether an EHCP is required to make the provision necessary to achieve the outcomes that have been identified for the young person. If an EHCP is required, the level and types of funding and placement will be decided.

7. Draft EHC Plan issued to Parents/ Carers (with no named placement at this stage) informing them that they have a 15 day period within which they can give their views and/or make any representations on the content of the plan and to express any preference they have for a placement.

8. Final EHC Plan is issued and an Implementation Meeting is held by the relevant school or setting in order to plan the short-term targets, support and monitoring arrangements to assure the outcomes identified in the young person's EHCP.

Provision and Processes

- Students who become part of LPS arrive with details of their R.A and S.A and any recent tests they may have taken included on The Information Passport. In addition, SEN information is provided to LPS by the mainstream school.
- For students who attend a full time placement, baseline tests are carried out in both Reading and Spelling using the Single Word Reading test (SWRT) and Vernon Spelling version 3. Those students who have a Reading Age of below 8.0 years targeted Literacy support is available to them
- In addition, The Forskills Programme is also used throughout the school to provide baselines for English Mathematics and ICT. In KS3 full time students undertake a PASS (Pupils Attitude to School and Self) survey.
- Full time students also complete a Sensory Profile Questionnaire with a member of staff, which aims to identify any significant sensory processing differences.
- All information is then passed to all relevant staff via a One Page Profile.

(SEE APPENDIX-L.I.S.P)

- Should a young person present with more complex learning and/or Social Emotional and Mental Health Difficulties, then they will be referred to The Education Psychology Service or The Learning Communication and Interaction Team (through the SEND services on-line referral system) in order for them to identify any specific areas of difficulty and strategies to support. There are also recommendations made to inform an appropriate exit strategy.

- Full time, KS3 students who have identified S.E.N.D and:

> Are going through the Statutory Assessment process OR
> Are about to go through this process OR
> Already have an Education Health and Care Plan and are awaiting a change of placement to a Special School OR
> Are issued with an Education Health and Care Plan whilst attending LPS and are awaiting a place at Special School.

Are placed in a small group where they have access to targeted support throughout the day.

- LPS regularly contributes to The EHC Needs Assessment process by reporting on a student's overall progress, and indicating the type of further support and provision a student will need. This information compliments the reports provided by the student's mainstream school. If deemed appropriate LPS will work closely with SENCOs from mainstream schools to jointly make a request for Statutory Assessment.
- LPS support the transition process to specialist provision by completing relevant transition documentation and by attending admissions meetings.

Monitoring and Review

All students' progress is monitored and reviewed through:

- End of topic tests
- Weekly and Half-termly progress monitoring and tracking
- Reporting home to Parents/Carers
- Behaviour profiles
- Weekly target setting
- Report card monitoring
- Pastoral Support Plan Meetings
- Joint Planning Meetings (JPM)
- Meetings with EPS and LCI
- Classroom observations
- Learning Walks
- Initial meetings, progress review meetings, exit meetings
- Integrated Assessment Meetings
- Behaviour targets
- EHCP Annual Reviews
- Multi Agency Meeting
- Developmental Referral Priorities
- One Page Profiles

Disability Rights Commissions

Special Education Needs and Disability Act 2001

Introduction

The Special Educational Needs and Disability Act (SENDA) 2001 amends the Disability Discrimination Act 1995 and introduces new legal duties for schools relating to all pupils or prospective pupils with disabilities.

The legislation, combined with the SEN Framework and new planning duties for schools and Local Education Authorities (LEAs) aims to improve educational choice and opportunity for disabled children and children with special educational needs and their parents.

From September 2002 it will be unlawful for bodies responsible for the provision of school education to discriminate against disabled pupils and prospective pupils in, the provision of education and associated services in schools, and in admissions and exclusions.

In English maintained schools the governing body is ultimately responsible for the duty not to discriminate;

Who has rights Under the Disability Discrimination Act (DDA)?

People who are defined as having rights under the DDA have a wide range of potential needs and requirements. For example, they include children with mobility impairments, sensory impairments, learning disabilities, mental health conditions, epilepsy, Aids, asthma and

progressive conditions such as multiple sclerosis.

How is this different from "Special Educational Needs"?

The Education Act 1996 says 'a child has special educational needs if he or she has learning difficulty which calls for special educational provision". The definition includes disabled children needing special educational provision. However, not all children who are defined as having a disability under the DDA will have special educational needs. For example, a child with severe asthma may not be identified as having special educational needs, but may well be defined as having a disability under the DDA.

How does the Act define "discrimination"?

The DDA makes it unlawful to:

- Treat disabled pupils less favourably for a reason relating to disability.
- Fail to take "reasonable steps" to ensure that disabled pupils are not placed at a substantial disadvantage compared to their peers.

The duty to take reasonable steps is a duty owed to all disabled children, not simply to individual pupils or prospective pupils, and is therefore "anticipatory". Schools should consider the broad range of needs and requirements of their pupils, current and future, and make changes accordingly. They should not wait until a particular disabled child seeks admission to school.

The duty **does not**, however, require schools to make adjustments to physical features, or require schools to provide "auxiliary aids and services" such as sign language interpreters or information in formats such as Braille or audiotape. These are addressed by the new Planning Duties and the special educational needs framework respectively.

What steps do responsible bodies need to take to meet the disability discrimination duties?

Responsible bodies are liable for acts of discrimination in schools. If a claim of discrimination is made against a school, responsible bodies, in their defense, will need to demonstrate that they had taken all reasonable steps to avoid that discrimination occurring. They should check that schools are continually reviewing their policies, practices and procedures on a continuing basis to ensure that disabled children will not be placed at a substantial disadvantage.

In considering what reasonable steps the school, might take, it can take account *of:*

- The need to maintain
  Academic and other standards.
- The Financial resources available.
- The practicality of taking steps.
- The health and safety of the disabled pupil or others in the school.
- The interests of other pupils who may be admitted to the school, including issues of disruption.

There is only one justification for failing to take reasonable steps. It must be a reason, which is material to the circumstances of the case and substantial. In other words, it is more than minor or trivial.

Responsible bodies will want to ensure that employees and those working within the school's authority.

- Do not act in such a way as to render the responsible body liable to claim for discrimination.
- Do receive appropriate guidance and support the responsible body in meeting their duties to pupils.

It would be advisable for all school handbooks to contain above as statements.

Governing bodies, in carrying out their strategic role, should ensure that someone is delegated by the head to manage these responsibilities on a day-to-day basis.

Knowing a pupil has a disability

Responsible bodies are also encouraged to secure training concerning the duties and disability equality training in general for all staff.

The DRC will be publishing good practice guidance in spring/summer 2002.
Information shared between parents, pupils and teachers may help the responsible body to avoid less favorable treatment. All reasonable steps should be taken to find out whether prospective or existing pupils have a disability. All pupils, or their parents, may be asked upon admission of the pupil, whether they have a disability and how the school can ensure that they are not discriminated against. Some parents may wish to keep the information confidential. In such cases, governing body may be less well placed to meet its duties. Where a school could not have known that a child has a disability, and the child is discriminated against, the school can assert this "lack or knowledge" in its defence.

Making school buildings and the curriculum more accessible.

SENDA introduced new planning duties, requiring LEAs to draw up accessibility strategies and schools to draw up accessibility plans to improve access over time. Their plans must state:

- Improvements in access to the curriculum
- Physical improvements to increase access
- Improvements in the provision of information in a range of formats for disabled pupils.

The Schools Access Initiative (SAI) is investing £70 million in 2002-3 and a further £100 million the following year. Schools should consider how they might improve physical access to school buildings during general modernization and refurbishment work and ensure that new buildings are accessible – this will frequently be cheaper and more effective than adapting buildings at a later stage. Additionally, schools should consider how they use the builds available to them. For example, could all class specific classrooms such as those sciences, ICT and art, be on the ground floor? Schools also have duties under Part III of the DDA where they offer any service to the public, including adjustments to improve physical access from 2004, and they have duties to employees under Part 2 of DDA.

The Department of Education and Skills (DfES) will be issuing separate guidance on these duties by Spring 2002.

Parents can claim that their child has been discriminated against on the grounds of their disability.

Most claims of disability discrimination concerning admissions, exclusions and in education and associated services will be heard by Special Education Needs and Disability Tribunals (SENDIST). Exclusion Appeal Claims Panels will hear cases relating to 'permanent exclusions, Admission appeal panels will hear claims relating to admittance refusals to maintained schools and City Academies.

The DRC will provide an independent conciliation service for disputes arising from schools' duties under the Act. The time limit for applying to the SENDIST is extended by two month's if – the claim is first brought to conciliation.

For further information and advice contact:

DRC Helpline
Freepost-MD 02164
Stratford upon Avon
CV37 9BR

Telephone: 08457 622 633

Fax: 08457 778 878

Textphone: 08457 622 644

Email: ddahelp@stra.sitel.co.ukWebsite: www.drc-gb.org

APPENDIX
L.I.S.P
(Learning Intervention Support Programme)

LEARNING INTERVENTION SUPPORT PROGRAMME (L.I.S.P)

The Learning Intervention Support Programme (LISP) is a service that LPS offers for students who need intervention/extra support with their literacy, numeracy and/ or social and emotional skills.

AIMS

- To identify and specify need
- To work closely with students to create a tailored programme which focuses on their needs and development areas
- To provide students with a foundation of skills and knowledge to enable them to access the curriculum
- To regularly assess progress and development
- To support and provide the 'tools' necessary to successfully reintegrate students back into lessons
- To ensure through the use of techniques such as "Think Cards" and observation checks in lessons that students continue to work well and make progress after returning to lessons.

PROVISION AND PROCESSES

On entry to the LPS, all students undertake baseline assessments as part of an assessment day, prior to starting lessons.

These include:

- Forskills Maths, English and ICT Functional Skills assessments
- Reading (Vernon)
- Spelling (Single Word Reading Test)
- Sensory Needs Profile questionnaire

The above tests provide the baseline data, which is then shared with all staff via a document called the One Page Profile.

This document also includes identified SEND needs, sensory needs, learning styles and students' strengths and areas for development.

The baseline data is then used to indicate any additional numeracy or literacy needs that the student may have.

Once a student has been identified as having potential additional needs, the LISP team then undertake further diagnostic tests to distinguish specific areas of concern.

The diagnostic tests include the following:

- Phonics screening
- Quick Literacy and Numeracy check
- Diagnostic Reading Analysis (DRA)
- Phonological Assessment Battery (PHaB)

- Information carrying words
- Picture sequencing
- Mean length of utterance
- Detailed Assessment of Speed of Handwriting (DASH)
- BPVS
- Turner digit memory test
- Social Communication
- Language for thinking

Once these diagnostics have taken place, and objectives are set for their personal programme, students are provided with a tailor-made timetable of literacy, numeracy and/or SEMH/nurture focussed lessons.

INTERVENTION SESSIONS

Literacy:

- Phonics screening
- Phonics lessons
- Punctuation
- Spelling
- Grammar
- Handwriting
- Computer aided reading & spelling programmes (Lexia & Accelerread Accelerwrite)
- Reading fluency
- Dictation
- Inference training
- Fine motor skills

Numeracy:

- Oral counting
- Counting objects
- Language
- Recognising and naming numerals
- Ordering numbers
- Writing numbers
- Value
- Computation
- Lesson consolidation/reinforcing

SEMH/Nurture

- Language for thinking
- Social communication

PROGRESS MONITORING

Students' progress is monitored and reviewed on a regular basis to enable the LISP team to maintain and ensure objectives are being met.

Once a student's objectives have ALL been met, they are re-assessed and their progress is checked and monitored.

For example, successful progress in a literacy programme for 5 x 45 minute lessons per week for 6 weeks would look like:

- Some phonics sounds and a set phase mastered
- Reading & Spelling: 80% increase from baseline
- Numeracy: re-assessed at 100%
- Better recall & understanding in Maths & English lessons
- Increased level of inference
- Neater handwriting
- Being able to use learning tools and styles successfully in lessons