



Lostock Hall Academy (LHA)

Special Education Needs and Disability

Information Report

SEND & Inclusion

OUR GOAL

All students are entitled to a broad and balanced curriculum, suitably differentiated to meet individual needs. It is our policy to assist all our students to achieve their full social, emotional and academic potential, both within the school community and in wider contexts. Provision will be made for those whose needs are not easily met within the normal academic and pastoral curriculum so that they may remain as fully integrated as possible.

Lostock Hall Academy recognise that SEND (Special Educational Needs and Disabilities) is most effectively managed within a staged and graduated approach. Intervention will be carefully managed in conjunction with support and advice from specialist services, where appropriate, in order to meet the needs of the students as comprehensively as possible.

We will enable all students to develop the knowledge, skills and character so that they can be happy in life, and be successful in higher education or the inspiring career pathway of their choice

What does having special educational needs mean?

Definition of Special Educational Needs & Disabilities; The Code of Practice (2014) states that:

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability that prevents or hinders them 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.

Where a child or young person has a disability or health condition that requires special educational provision to be made, they will be covered by the SEND definition.

Student's SEND are generally thought of in the following four broad areas of need and support:

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

Who is the SENDCo and how do I contact them?

The SEND co-ordinator is Miss Vicky Gregson and the SEND Officer is Miss Kirsty Gregson. The SLT member responsible for overseeing our SEND provision is Mrs Julie Butterworth, Assistant Vice Principal.

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Learning Support Department

The Special Educational Needs for which provision is made at Lostock Hall Academy:

- Students with moderate learning difficulties (MLD)
- Students with specific learning difficulties (SpLD)
- Students with visual difficulties (VI)
- Students with hearing difficulties (HI)
- Students on the autistic spectrum (ASD)
- Students with speech, language and communication difficulties (SLCN)
- Students with sensory or physical disabilities which prevent or limit access to the full curriculum (PD)
- Students with social, mental & emotional health difficulties which hinder/or have hindered progress in any area of the curriculum
- Students whose basic language and/or numeracy skills are considerably weaker than those of their peers
- Students whose pace of work and/or development is much slower than that of their peers
- Nurture

At Lostock Hall Academy the Learning Support Department ensures that:

- All students are entitled to the greatest possible access to a broad and balanced education.
- All support provided to students with SEND is positive: building on achievement not failure: integration not segregation.
- All staff have responsibility for the management of SEND within their classroom.
- All parents are regarded as equal partners in the support of SEND students.

SEND Governor

Mrs Tracey Slater

Senior Leader Responsible for SEND Provision

Mrs Julie Butterworth

The Special Educational Needs & Disabilities Coordinator

Miss V Gregson

SEND Officer

Miss K Gregson

Steps taken to ensure SEND Students are not treated less favourably than others.

Support is provided for students with SEND in a variety of ways appropriate to individual need.

- In-class support provided by the class teacher.
- Differentiated activities, both in class and for homework.
- Realistic teacher expectations.
- Administrative support for teachers to ensure learning materials reflect the needs of individuals.
- Teachers supporting students receive appropriate CPD.

- Extra-curriculum support - break, lunch, tutor time, before and after school - to assist in the development of literacy, numeracy and organisation.
- Group Support at KS3
- Mentoring of students.
- Social Club
- Access to our Behaviour for Learning Team and the school nurse service to assist with emotional, mental and social development concerns.
- Involvement of parents and students in reviews as well as the usual parental consultation evenings.
- Specialist teaching provided by Specialist Services.
- Liaison with external support agencies: Inclusion and Disability Support Service (IDSS), Educational Psychologist etc.
- Students receive High Quality Teaching.

Curriculum

The school is committed to all students having 'the greatest possible access to a broad and balanced education'.

Where disapplication is seen as appropriate this is applied for by the school. This is usually discussed at a review with the parents and student. The Principal will make this decision.

As a school we strongly believe that it is the class teacher who is responsible for the progress of all students in their classes, including those with specific educational needs. As per the SEND Code of Conduct, we believe it is the qualified teacher who is best placed to provide the subject specific support needed to ensure SEND students access the curriculum, learn and progress.

All staff are responsible and accountable for the progress and development of the students in their class with SEND.

The school has a whole school monitoring system in place at KS3 and KS4. Progress is analysed on a termly basis following the issuing of interim or full school reports.

The SENDCo works closely with form tutors, the Behaviour for Learning Team and the Senior Leadership Team to ensure that students' achievements are recognised.

Differentiated strategies are adopted by all teachers. Where TAs are deployed to support a teacher, it is the class teacher who remains responsible for ensuring SEND students learn and progress. In accordance with the SEND Code of Practice, we believe that class teachers should effectively deploy TAs in their charge to support 'those who can', enabling the qualified teacher to work more closely with 'those who struggle'.

All class teachers have access to the Support Portals of SEND students (Share point) in their classes and should use their Special Educational Needs Information to inform their planning.

Access

In response to the Disability Discrimination Act, Lostock Hall Academy has developed an Accessibility Plan to show how they aim to improve access to students with SEND.

The school has access for wheelchairs to the ground floor only.

The Lostock Hall Academy SEND & Disability Local Offer and Accessibility Plan is available on the school website.

In the event that an SEND student wishes to join Lostock Hall Academy with a specific need not already met within the school, we would work with Lancashire County Council and the SENDO team to assess the suitability of the site. If applicable, under guidance from LCC, we will seek external sources of funding, and put in place agreed modifications where funding is available.

The Designated Governor for SEND ensures that the school has policies and procedures for the management of Special Educational Needs which conform to the statutory requirements: most specifically the Special Needs Code of Practice.

Lostock Hall Academy Synergy

The Learning Support Department has reviewed the existing procedure and target setting system to ensure it complements the teachers' classroom planning. A system which is simple and relevant to all staff, parents and students has been developed.

Support documents are reviewed termly with parents, students and staff. Additionally, students are monitored termly and the necessary interventions are put in place if they are found to be struggling.

Support and intervention logs are produced and stored on school Synergy – specialist software devised for the tracking, reporting and monitoring of students.

EHCP Reviews

Procedures outlined in the New Code of Practice inform effective management of annual and transition reviews. Care is taken to ensure that all parties involved with the child are invited to offer advice and attend the review meetings.

The Learning Support Department works hard to ensure that all reviews are 'Student-Centred'.

How does the school identify that a child has a special educational need?

The SENDCo and Transition Lead will liaise with all primary schools to ensure that information on students is shared effectively, in line with the local authority transition protocol.

At the start of year 7, this information will be used alongside data from Primary Schools to ensure that students who may need additional support are identified. Once needs are identified, a graduated response to supporting the students need will be initiated. Where relevant the SENDCo/SEND Officer will enlist the services of specialist professionals such as Educational Psychologists, Specialist Teachers and Advisory Teachers.

The SENDCo will also listen to and liaise with the young person and their parents / carers as necessary, to assist in assessing the needs of the young person.

Details of each student with Special Educational Needs including the nature of their learning differences, recommended teaching strategies, strengths and history of provision will be available to all teaching staff. All teaching staff will be made aware of this information and informed when any significant changes are made.

It is the responsibility of all staff to trigger the internal referral system should they have any concerns that a student may have previously unidentified Special Educational Needs. Their concerns, shared initially with the Behaviour for Learning Team, will be passed onto the SENDCo at their weekly meeting.

All students identified on the SEND register have regular assessments and reviews within the academic year and SEND students are fully included in this process. Where a student has an existing EHC Plan, this will be reviewed at least once annually in line with recognised guidelines. At such reviews both the student, parents and any professionals will be invited to give their views and engage fully in the review process.

Identification and Provision – KS3

KS3 Students are identified through a combination of information passed from primary school, KS2 results and our own internal screening process's, including the use of Lucid Rapid and Lucid Exact. All students at KS3, who are identified as having literacy/numeracy gaps, are provided with extra support to catch-up with their peers. This will predominately take the form of in-class differentiation and teacher guidance. In line with the SEND Code of Practice, all teachers at Lostock Hall Academy are required to ensure all students, including those with SEND, are able to access lessons and make progress. Where TAs are deployed to support in-class learning, we believe this extra help should be used to support 'those who can', enabling the qualified teacher and subject specialist to work more closely with 'students who struggle'. Students requiring extra assistance to master literacy or numeracy basics may have their curriculum modified through the inclusion of IDL, Reading Plus and/or Group Support.

Review of students needs at the end of the year. This determines if students need continued intervention the following year.

Throughout KS3, parents, teachers and teaching assistants may raise concerns to the SENDCo. At this point, numerous tests are conducted to determine any underlying problems.

Identification and Provision – KS4

Any exam arrangements (e.g. reader / scribe / extra time / word processor / rest breaks etc.) will be in place and students should use this as their normal way of working within school.

In KS4, identified students may benefit from Study periods in 'The Nurture Room' or Learning Resource Centre.

Again, teachers, teaching assistants, parents and students, may raise concerns to the SENDCo.

Where applicable, the school also has access to Local Authority Educational Psychologists and Specialist Teachers.

How we evaluate the effectiveness of our SEND provision

- The SENDCo produces a performance review after each interim or full report, students who are underachieving are identified and appropriate interventions are put in place.
- We complete termly reviews for all students with EHCPs or registered as SEND Support.
- All departments are required to regularly review the progress of SEND students within their curriculum areas.
- Where applicable the school liaises with outside agencies to ensure extended provision is joined up and effective.
- Termly Line Management meetings are held between the SENDCo and SLT member responsible for over-seeing the SEND Team. These sessions focus on the effectiveness of interventions.

- An annual report is sent to governors.
- We carry out a full review each September following GCSE results.

Contact with parents

The department operates an 'open door' policy and the school is committed to a working partnership with all parents/carers.

Complaints

If a parent is unhappy with the provision that has been provided by Lostock Hall Academy there is a formal complaints procedure, which parents of SEND Students may follow. Please see the policy on Complaints.