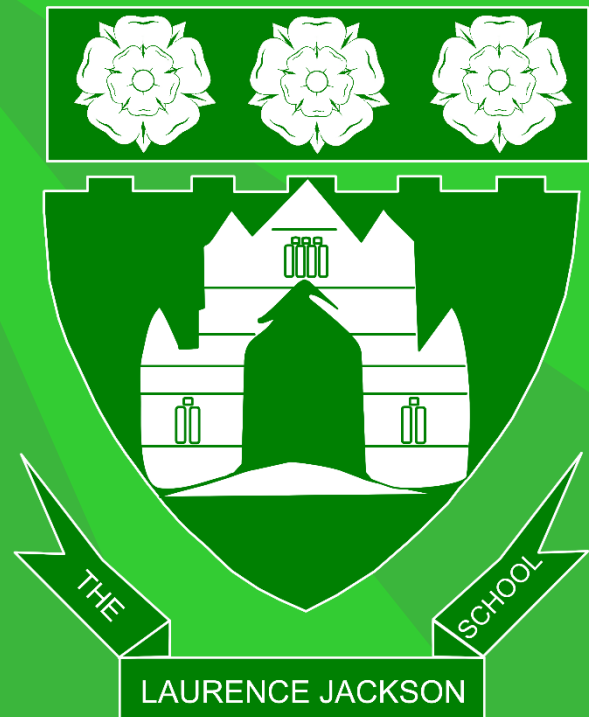


SEND POLICY



Author	Statutory changes	Doc version	Date
Rebecca Alderson	N/A	Version 1	October 2020

1. Definition of Special Educational Needs

1.1 Pupils have Special Educational Needs if they have learning difficulties or disabilities which call for special educational provision to be made for him or her.

A young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or 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.

1.2 Pupils 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.

1.3 The SEND provision outlined in this policy is underpinned by the SEND information report for the school, which includes the Local Offer.

1.4 The government published guidelines for the support and provision for children with special educational needs in the SEND Code of practice: 0-25 Years.

1.5 Information is provided on relevant duties under the Equality Act 2010.

Ref : DFE statutory guidelines can be found in the document entitled : SEND Code of practice: 0-25 years <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Ref: The special educational needs and disability regulations 2015

Ref : Children’s and Families Act 2014

1.6 There are four broad areas of SEND, these are:

- **Communication and Interaction**
This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs
- **Cognition and Learning**
This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- **Social, Emotional and Mental Health Difficulties**
This includes any Students who have an emotional, social or mental health need that is impacting on their ability to learn
- **Sensory and/or Physical Difficulties**
This area of need includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

1.7 This policy should be read in conjunction with the Local Offer Guidance provided in relation to SEND provision at Laurence Jackson School which is found on the school website and relates to all the relevant statutory requirements.

2. Philosophy

2.1 At Laurence Jackson School we aim to be a fully inclusive school, welcoming all students and we are committed to meeting the needs of all our students. We value all young people equally and we guide and support our students to develop the characteristics which enable them to fulfil their potential and be happy, successful individuals who contribute to a sustainable community.

2.2 We fully believe that the child is at the centre of all that we do and that positive relationships with students, parents and carers, professional agencies and staff are an essential part of ensuring the best possible learning opportunities to inspire excellence in every child.

2.3 We have high expectations and provide a nurturing environment that enables all students to make the best possible progress.

2.4 All students are entitled to have the support and education that enables them to make progress through the provision of a quality curriculum which is planned to ensure access for all. This is underpinned by Quality First Teaching which ensures that students who have additional learning needs are supported with their learning and life skills development.

At Laurence Jackson School, SEND provision is integral to the school aims and the principles underpinning this policy are those upon which the whole school ethos is based:

- We focus on being ready, respectful, resilient and reflective with relationships at the centre of our ethos;
- We aim to inspire excellence in our students by raising expectations and levels of achievement and progress;
- To have an ethos which makes us an inclusive school, engendering sense of community and belonging by recognising, rewarding and valuing diversity among our students;
- We use positive intervention and aim to remove barriers to learning to give students the opportunity to fulfil their potential

The policy for SEND at Laurence Jackson School is therefore based upon several fundamental beliefs:

- Early identification of students needs is fundamental to providing the support that they need as soon as possible.
- Working closely with Primary Schools and Post 16 providers is fundamental to ensuring smooth and successful transitions for our students
- We believe in the right for all students to have access to a broad and balanced quality curriculum, which is relevant and planned to allow access for all and which demonstrates progression and coherence.
- We believe that all teachers should be regarded as teachers of SEND with the ability to identify and provide for those pupils who have special educational needs through Quality First Teaching.
- Students with special educational needs should not be disadvantaged in any way for example being able to join in activities and trips together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child

receiving the special educational provision and the efficient education of the students with whom they are educated.

- We believe that all students can experience success in learning. We are aware that the right to a common curriculum does not automatically ensure access to it, nor progress within it. Therefore, we believe that it is the role of all senior leaders, teachers and support staff to eliminate, as far as possible, the barriers that prevent pupils from participating fully.
- We believe in robust data tracking and monitoring to assess students' progress regularly throughout the year and this help formulate actions relating to possible required interventions, curriculum modifications or further links with professional agencies.
- We believe that participation in the curriculum by students with SEND is most likely to be achieved by encouraging good practice for all students
- We believe that maximum success and progress can only be achieved by the joint cooperation, understanding and planning of staff, parents/carers, students, governors, support services and the Local Authority.

3. Aims

3.1 To provide a flexible and responsive system which is able to effectively support students learning through early identification of need that is shared with all key staff as soon as possible.

3.2 To identify students support need and disseminate information through Provision Map to enable staff to cater for the student's needs at the earliest opportunity. Part of the information provided is a one page profile that is developed through discussion with parents/carers, students and any professionals involved with the student.

3.3 To ensure that students are encouraged to be actively be involved in discussion of their SEND needs and the development of strategies that they feel supports them to overcome their difficulties with regard to learning or the learning environment.

3.4 To use Quality First Teaching and support strategies to eliminate barriers to learning within the mainstream curriculum to help support the special needs of the individual student.

3.5 To promote a commitment to a whole school approach to meeting students SEND needs by working with departments and supporting the development of teaching styles, strategies, interventions and materials in pursuit of Quality First Teaching.

3.6. To work in partnership with parents/carers.

3.7 To work in partnership with the Local Authority Support Services, outside agencies and colleges/specialist placements to gain support and advice on individual students with significant learning difficulties.

3.8 To work in partnership with students to raise achievement, confidence, self-esteem and awareness of themselves as learners and of their own responsibility for learning.

4. Roles and responsibilities

4.1 The Assistant Headteacher with responsibility for SEND provision or SENCO is Mrs. B Alderson. The role of the SENCO is:

- Take a leading role in the identification and assessment of SEND
- Overseeing the day-to-day operation of the SEND department and policy
- Liaising with and advising teachers, sharing relevant information and strategies to enable pupils with SEND to achieve their full potential;
- Co-ordination of provision and overseeing records for pupils with SEND
- Monitoring the progress of pupils with SEND
- Liaising with parents/carers, outside agencies, feeder primary schools and post-16 provision; ensure a smooth transition at all stages and be a part of the primary transition planning process as early as possible
- Contributing to delivery and co-ordination of the in-service training of staff through internal and external providers.
- Attending all parent/carer information evenings in addition to coordinating EHCP and SEN Support reviews
- Raise awareness of individual needs and general SEND issues
- Co-ordinate targeted support to individuals or small groups with learning to enable them to access the curriculum (eg interventions and mainstream in-class support)
- Assist in supporting the planning and delivering of lessons in co-operation with the class teacher
- Support teacher assessment and monitoring through observation and recording and carrying out the required exam access arrangements for the individual student's needs across the school
- Employ and advise on strategies for developing positive attitudes and behaviour in the classroom
- Be involved in the delivery and co-ordination of various interventions and the Nurture Provision ensuring that progress is regularly monitored and impact is shown
- Providing specialist support and advice for teachers and support staff so they can help students with SEND achieve the best possible progress
- Ensuring that the SEND code of practice is implemented and followed
- Review and update the SEND policy
- Submit reports to the Governing body in line with Academy policy. The governing body is provided with an oversight of the arrangements and provisions for meeting Special Educational Needs, including how funding; equipment and personnel resources are deployed.

The SENCO also ensures that parents and carers are:

- Involved in supporting their child's learning
- Kept informed about the support their child is getting
- Involved in reviewing how their child is progressing
- Liaising with all other professionals to help support learning

4.2 The SEND Department is led by the SENCO and includes Learning Support Assistants. The role of the SEND department is:

- Work under the direction of the SENCO
- Learning Support Assistants (LSA's) work closely with the SENCO and the Learning support Leader to ensure students receive targeted and appropriate levels of support
- LSA's work with the class teacher to deliver planned interventions and/or targeted support within the classroom
- Implement and review Intervention programmes for small groups and one to one sessions

- Review Support Plans for students
- At Laurence Jackson School we have our Student Support area, which is being developed further as a base for children who require additional support from our specialist staff.
- These areas are staffed at all times and children may access them when anxious and not able to attend lessons full time, whilst still being able to keep up with work from lessons. They may also access Student Support if they need some 'reflection time' away from a lesson or situation, if they are struggling with sensory overload and if they are needing 1:1 time with a member of staff.
- Within Student Support we have our Nurture Provision classrooms and a modified classroom. Our Nurture Provision is for students who are unable to access the mainstream Key Stage 3 Curriculum.

4.3 Every teacher is responsible and accountable for the progress and development of students in their class, even where students have access to support from LSA's or specialist staff. The SEND code of practice highlights that quality first teaching, based on the needs of individual students, is the first step in responding to and supporting students who have or may have SEND needs. The graduated approach of Assess, Plan, Do and Review is used to ensure all children are given the support they need by teachers, support staff and professional agencies (if required). All teachers at Laurence Jackson School have a responsibility for the teaching, monitoring and evaluating of students with SEND.

- Planning and delivering high quality lessons with appropriate scaffolding and support to meet the needs of all students they teach
- Teachers have teaching files which support the learning and progress of all students and identify teaching
- Access to Provision Map to inform staff about individual students' needs, provision in place for students and access to one page profiles
- Assessing the progress of the students and informing the SENCO where necessary of any concerns
- Ensuring that the Laurence Jackson SEND Policy is followed in their classroom and for all the students that they teach with SEND
- Liaising with the SENCO to produce support plans, as appropriate

5. Partnership with Parents/Carers

5.1 Laurence Jackson school follows and implements the guidance in the SEND Code of Practice: 0-25 years when carrying out its duties toward all students with special educational needs and ensures that parents/carers are notified of a decision by the school that SEND provision is being made for their child.

5.2 Relationships with parents/carers play a significant role in enabling children and young people with SEND to achieve their potential. The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be involved in the discussions regarding their child's needs and they will be supported to play an active and valued role in their children's education and support provision.

5.3 We aim to work closely with parents/carers of pupils with SEND by:

- Asking for parent/carer views to help inform decisions regarding support provision. We will ensure that parents/carers are kept informed of the outcome of assessments and investigations undertaken as a result of their views either as part of an EHCP review or as part of the child's school support plan/profile.
- Informing parents/carers as soon as we are aware of any difficulties their child may be experiencing
- Requesting that parents/carers inform the school of any circumstances which may affect their child's functioning •
- Involving parents/carers in discussing their child's problems and any possible action we may take
- Requesting that parents/carers, wherever possible, help us to support their child's learning at home such as hearing their child read, regularly checking planners and supporting with Home Learning
- Involving parents/carers in review procedures
- Making ourselves accessible and available to parents/carers for advice and support on an individual basis and more formally at Parents Evenings

5.4 Redcar and Cleveland has access to a SENDIAS to provide parents and young people with independent advice and guidance regarding SEND.

- The SENDIAS, Information Advice and Support Service for children and young people with SEND is Ann Pinkney. Ann is based in the FIS office at Greengates Family Hub for 2 days per week, every Monday and Wednesday. Please contact her on 0800 073 8800 / 07939152653 or email apinkney@iammain.org.uk
- The Young persons SENDIAS is Emily Ahern. Emily is based at the FIS office at Greengates Family Hub Monday to Friday. Please contact her on 07970420007 or email Emily.Ahern@redcar-cleveland.gov.uk
- There is also a referral form available that you can complete and email to: redcar-clevelandSENDIASS@iammain.org.uk

5.5 A wide range of information and advice may be obtained by accessing the Local offer:

<https://search3.openobjects.com/kb5/redcar/directory/home.page>

6. The Voice of the Child

6.1 Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained.

6.2 Students are encouraged to participate in all the decision-making and review processes and contribute to the assessment of their needs and their learning journey.

6.3 Students will be fully involved in all discussions and are involved in decisions regarding their educational requirements as they leave school for their post 16 provision and with preparation for adulthood.

7. Admission

7.1 Laurence Jackson School strives to be an inclusive school. All students are welcome, including those with special educational needs, in accordance with Redcar and Cleveland Admissions Policy.

7.2 According to the Education Act 1996, (Section 316), if a parent/carer wishes to have their child with an Education Health and Care Plan educated in the mainstream, the Local Authority must provide a place unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility.

7.3 Under the terms of the Equality Act 2010, disabled students should not be treated less favourably, without justification, for a reason relating to their disability.

8. Allocation of Resources

8.1 Laurence Jackson School receives funding for pupils with SEND in two main ways and follows Local Authority guidance to ensure that all students needs are appropriately met:

- The use of the notional SEND budget contributes to the additional support required by students with SEND who do not have an ECHP.
- Specific High Needs Funding which is applied for through the Resource and Support Panel is allocated to students with significant educational needs including medical needs and those who have an ECHP

8.2 The funding outlined above makes provision for:

- Staffing – this includes the AHT- SENCO who is a qualified teacher and a team of Learning Support Assistants. Our Student Support staff share a wide range of expertise in SEND, including experience in teaching students with emotional and behavioural difficulties, moderate learning difficulties, specific learning difficulties, autistic spectrum disorders and physical and sensory impairment.
- Facilities - the SEND Department is based in Student Support. We have access to a well-resourced and constantly developing teaching and support area that provides for small group or individual programmes of study, particularly in literacy and numeracy. We are continuing to develop our use of assistive technology to provide support to students, using various online intervention programmes, supplying students with laptops/reader pens for use in lessons. We are committed to the use of assistive technologies to enhance learning opportunities of students with SEND and aim to update our capabilities as resources allow. We also have dedicated teaching spaces for our Key Stage 3 Nurture Provision. Another function of Student Support is as a quiet area and ‘safe space’ provision. The area also functions as a resource and advice base for all members of staff. Students have access to a lift, disabled toilets, and we regularly upgrade the site to improve and assist access. Equipment for pupils with physical difficulties is acquired according to need and is made accessible around the school site.
- Student Support -: The modified classroom is staffed full time and is part of Student Support where students can come if they are unable to access lessons due to SEMH needs or they require safe space provision.

8.3 Resources within the Department are allotted according to the principle of 'hierarchy of need' i.e. the greater the need of an individual student, the greater the allocation of resources in terms of alternative one to one and small group teaching and in-class support.

8.4 All departments are expected to address the needs of students with SEND through subject-specific resourcing from their own capitation allowances, supplemented from time to time with matched funding from the SEND budget.

9. Graduated Response

9.1 In line with the guidance in the SEND Code of Practice, Laurence Jackson School recognises that there is a continuum of SEND and adopts a graduated response to meeting these needs.

9.2 This requires the initial use quality first teaching in all classrooms and the help of support staff and school resources before bringing specialist expertise to bear on the difficulties that a student is experiencing.

9.3 Where a student is identified as having SEND, action will be taken to remove barriers to learning and put effective special educational provision in place.

9.4 The action taken contribute to a cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the students needs and of the support required to ensure students are making good progress and securing good outcomes. The cycle draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

10. Identification

10.1 Assessment is a continuing process that can identify students who may have special educational needs.

10.2 It is our aim to identify, as early as possible when a student is in need of additional support and to ensure that the correct provision is implemented. The identification of students is part of our ongoing monitoring of progress of all students.

- Baseline assessments in all subjects
- Screening of students in Year 7 (CAT Testing) and Year 9
- Regular data collection throughout the academic year which is analysed by key staff e.g SENCO/Head of Year, to identify if there are any concerns that require further investigation
- Data is further analysed to evaluate the effectiveness and impact of current provision and to plan further intervention
- Daily monitoring of need through teaching staff, Provision Map and SIMs
- Referral to SENCO/Learning Support Leaders from teachers and/or support staff which leads to further investigations and the possibility of more in-depth assessment
- Information gathered directly from parents/carers
- Key staff are present at all Parents Evenings and Open Events
- Exam Access Arrangement referrals for students in Year 9
- If required, Laurence Jackson will consult with external professionals through the Resource and Support Panel to further assess and give recommendations for appropriate provision

10.3 Parents/carers are encouraged to contact the school if they feel that their child may have special educational needs. A dedicated email address has been created to make this process easier for parents/carers; SEND@laurencejackson.org

11. Provision and Assessment

11.1 Provision for students with special educational needs is a whole-school responsibility, requiring a whole-school response. In addition to the governing body, the Head Teacher and the SEND Department, all other members of staff have important responsibilities. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with SEND it may be necessary to provide an enhanced level of provision that supports and develops their learning abilities.

11.2 We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students 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
- Widens the attainment gap

11.3 This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

11.4 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 student and their parents/carers. 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.

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

- Each year group has a Head of Year and a Student Manager who are responsible for the overall wellbeing of the students.
- Students have a Learning for Life lesson in their timetable, as well as form time activities which look at Personal, Social and Health Education.
- Students participate in Votes for School as part of their Form Time programme.
- We work with Time4You Counselling services, who provide an onsite service. We also work closely with external agencies such as CAMHs and The Link.
- Key staff are available at break and lunch times – we provide safe space provision (Jackson Club) for students who find social times challenging.
- Access to specific interventions such as 'Understanding Myself'
- Students with SEND are also encouraged to be part of the wide and varied enrichment offer to promote teamwork/building friendships etc.

12. English as an additional language (EAL)

12.1 The identification and assessment of the special educational needs of young people whose first language is not English requires particular care.

13.2 We always aim to provide the required support and intervention to meet a child's individual needs. Staff have access to training (at certain times in the CPD calendar) regarding teaching strategies for children who have English as an additional language.

13. Monitoring Student Progress

13.1 Students who are identified as having SEND needs are recorded on the SEND Register.

13.2 Individual one page profiles are available for all staff via Provision Map and these highlight a students' needs and strategies for use in the classroom as part of quality first teaching. Teachers may conclude that the strategies they are currently using with a student are not resulting in the student learning as effectively as possible. In these circumstances, they will consult the AHT SENCO consider further strategies. The starting point will always be a review of the strategies being used and the way in which these might be developed.

13.3 The key test of the need for action is evidence that current rates of progress are below what is expected in line with targets set. Expected progress can be defined in a number of ways. It might, for instance, be progress which:

- is making required progress towards their end of year/end of key stage target in all subject areas
- closes the attainment gap between the student and the students peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the students previous rate of progress
- ensures continued access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the students behaviour
- is likely to lead to appropriate accreditation and qualification
- is likely to lead to participation in further education, training and/or employment.

13.4 The school data and monitoring cycle ensures that for each year group progress and attendance data is gathered on a child regularly across all subject areas. This data is analysed by key staff including the AHT SENCO.

13.5 The AHT SENCO and the LSAs will meet with students regularly to review their support plans and progress

13.6 Various interventions relating to literacy and numeracy are offered before, after and during school as required to meet a child's individual needs.

13.7 Should a child's curriculum pathway need to be modified to meet their needs and support progress both academically and with skills for life, discussions will be held between key members of staff and parent/carers.

13.8 In order to support monitoring of student progress further the AHT SENCO will visit students in lessons across subject areas, take part in book scrutinises and review feedback from LSAs and teachers.

13.9 Regular SEND updates are provided for staff either through emails, the weekly bulletin or at staff briefings.

14. Exam Access Arrangements

14.1 Adjustments for Access Arrangements for formal assessments/examinations are made in accordance with the JCQ regulations. These can be found at:

<http://www.jcq.org.uk/examsoffice/access-arrangements-and-special-consideration>

14.2 Referrals for exam access consideration are provided via subject teachers, discussions with parent/carer and external professionals on an individual basis.

14.3 A qualified member of staff will carry out all relevant assessments in line with the JCQ regulations. These assessments, in addition to medical reports (if required) support decisions around whether a student is entitled to extra time, a scribe, use of a laptop, prompter, reader and/or a separate room.

15. Requests for Education Health and Care Plans (EHCP)

15.1 SEND support should continually be reviewed and be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, a request for an Education, Health and Care assessment and/or High Needs Funding may be considered.

15.2 The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. This process follows a statutory format and to achieve this, local authorities use the information from the assessment information gathered from schools and professionals to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

15.3 In considering whether an EHCP needs assessment is necessary, the local authority should consider whether there is evidence that despite the early years provider and/or Laurence Jackson School having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to:

- evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress
- information about the nature, extent and context of the child or young person's SEND
- evidence of the action already being taken by Laurence Jackson School to meet the child or young person's SEND
- evidence that where progress has been made, it has only been as the result of much additional intervention and support at a sustained level over and above that which is usually provided
- evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

16. Reviewing and Education Health and Care Plan (EHCP)

16.1 EHCP's should be used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. They are reviewed annually. Reviews focus on the child or young person's progress towards achieving the outcomes specified in the EHCP. The review must also consider whether these outcomes and supporting targets remain appropriate.

16.2 Reviews should also:

- gather and assess information to support the child or young person's progress and their access to teaching and learning
- review the special educational provision made for the child or young person to ensure it is being effective in ensuring access to teaching and learning and good progress
- review the health and social care provision made for the child or young person and its effectiveness in ensuring good progress towards outcomes
- consider the continuing appropriateness of the EHCP in the light of the child or young person's progress during the previous year or changed circumstances and whether changes are required including any changes to outcomes, enhanced provision, change of educational establishment or whether the EHCP should be discontinued
- set new interim targets for the coming year and where appropriate, agree new outcomes

17. Staff Training (CPD)

17.1 Staff development is essential to the commitment to a whole school approach to SEND. To this end, school-based CPD devoted to SEND issues will be delivered during professional development days/evening sessions and on a consultancy basis with the Local Authority SEND Department.

17.2 All staff and governors will be encouraged to take advantage of CPD opportunities provided by the Local Authority or external agencies, including the special arrangements for the induction of newly qualified teachers.

17.3 Recently appointed staff will be briefed by the AHT- SENCO and provided with relevant documentation about the students they teach.

17.4 There is a SEND update given to all staff at the start of an academic year and as and when required as the year progresses should the need arise.

18. Use of external agencies and facilities

18.1 External support services form an important part in helping to identify, assess and make provision for pupils with special educational needs. The school makes regular use of

- Educational Psychology Service
- Sensory Service for children with visual or hearing aids
- Speech and Language Therapy (SALT)
- Specialist Teachers available for Specific Learning Difficulties; Communication and Interaction
- MAIN Project and other services
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Services and Outreach
- Learning Support Services
- Counselling
- Visually Impaired Service
- Hearing Impaired Service
- Occupational Therapy
- Fairbridge working with disaffected young people
- Forget Me Not bereavement support
- TYS – Targeted Youth Support
- Daisy Chain – ASD Support
- Fire Brigade – fire starter intervention
- The Junction
- School Nurse
- Occupational Therapy
- Physiotherapy Service
- Crest
- EVA
- Anti-bullying consultant
- Harbour
- Doorways
- Addaction
- Children's Services – Front Door
- Sports Ability Club
- STRIVE
- Other statutory or voluntary bodies as appropriate (e.g. Social Services, the National Health Service, charitable organisations and voluntary bodies specialising in SEN), with particular reference to children subject to a care order or accommodated by a local authority.

18.2 Laurence Jackson School welcomes support and advice from voluntary bodies and external agencies, however staff and governors of the school discourage regular attendance at classes and appointments arranged by them during school time

19. Links with other school and post 16 providers

19.1 Strong links exist between Laurence Jackson school and all of our feeder primaries. SEND issues are discussed at least once a year, and this information is instrumental in ensuring a smooth transition between the phases. The AHT-SENCO will always respond to invitations from primary

schools to gather information on individual pupils, including the annual reviews of pupils with statements in Years 5 and 6.

19.2 The AHT- SENCO attends Local Authority Cluster Meetings which includes SENCOs from all phases within the local area. The purpose of the meetings is to keep up to date with the latest information from the Local Authority and relevant external agencies, to discuss SEND issues and offer mutual support.

19.3 For students moving on to Post 16 provision we support them by:

- During the Annual Review for Education Health Care Plans Post 16 options will be discussed and planned for
- Preparing for adulthood outcomes will form part of reviews and outcomes for SEND students
- We employ a dedicated Careers Officer, who meets with all SEND students as a priority and assists with applications and visits to Post-16 providers
- Laurence Jackson School has strong links with post 16 provision and will organise additional transition visits where required, in conjunction with our Careers Officer
- Meetings, Open Days and events are organised between school and providers for SEND students
- Work experience is completed in Year 10
- Our Year 11 Student Manager works with our Year 11 students to ensure that all of our leavers have a pathway from Laurence Jackson School into College, apprenticeship or other training provider
- Links with the National Citizenship Service Award scheme for 16 – 18 year olds
- The SENCO will work with parents, students and Colleges to ensure any specialist provision is in place once a decision is made as to where the student is going
- Throughout the year there are many opportunities and initiatives delivered to the students to explain the different courses/options for post 16 provision

20. Evaluating the success and impact of the SEND policy

20.1 The success of Laurence Jackson's SEND Policy and provision is evaluated through:

- the monitoring of classroom practice by the Head Teacher, Heads of Department and the AHT-SENCO and support team
- the progress made by SEND students in terms of levels of progress in their subjects
- the performance of SEND students in nationally accredited tests and examinations
- the analysis of student tracking and testing data for individual students and cohorts
- evaluation by staff
- comments from parents/carers and pupils
- parent/carer involvement, especially at meetings about their children
- external evaluation by Redcar and Cleveland LA and OFSTED
- The Governors' Annual Report to Parents/Carers

21. Arrangements for dealing with complaints

21.1 Laurence Jackson School and the Local Authority have a comprehensive complaints policy and procedure that cover most situations.

- If parents/carers have concerns about their child's learning or progress they should speak to their child's subject teacher or Head of Year.

- If parents/carers feel that the concerns are not being managed appropriately and that their child is still not making progress, they should speak to the AHT-SENCO.
- In the event of no resolution to the issue, the parent/carer would be advised to speak to the Local Authority who would speak to the school in order to resolve any issues.
- If there were to be no resolution to the complaint the parent/carer would be given the school complaint procedures policy.

21.2 In the unlikely event of the failure of these procedures, parents/carers may have the right of recourse to a Special Needs Tribunal, which deals with complaints relating to the statutory duties of a Local Authority. Details of these procedures may be obtained from the school, the Local Authority or the DfES, as appropriate.

22. Related policies found on the school website

- SEND Information Report
- Equality Policy, Statement and Objectives
- Anti-Bullying Policy
- Accessibility Policy
- Behaviour for Learning Policy
- Complaints & Concerns Policy
- Child Protection Policy
- Online Safety Policy
- Remote Learning Policy

23. Further advice and guidance

23.1 We work closely with the Local Authority to ensure that SEND students are receiving the support that they require within school. For independent advice and guidance the Local Offer has a range of information and contact details. The Local Offer website is:
<https://search3.openobjects.com/kb5/redcar/directory/home.page>

23.2 The SENDIAS, Information Advice and Support Service for children and young people with SEND is Ann Pinkney. Ann is based in the FIS office at Greengates Family Hub for 2 days per week, every Monday and Wednesday. Please contact her on 0800 073 8800 / 07939152653 or email apinkney@iammain.org.uk

23.3 The Young persons SENDIAS is Emily Ahern. Emily is based at the FIS office at Greengates Family Hub Monday to Friday. Please contact her on 07970420007 or email Emily.Ahern@redcar-cleveland.gov.uk

23.4 There is also a referral form available that you can complete and email to: redcar-clevelandSENDIASS@iammain.org.uk

23.5 AHT SENCO – Special Educational Needs Co-ordinator – Mrs. B Alderson (Assistant Head)

23.6 Contact the School Office – 01287 636361

23.7 SEND Email Address: SEND@laurencejackson.org

24. COVID-19 Update

24.1 Reviews and Meetings - We are not currently holding review meetings on school site. We are requesting that these meetings be held virtually either via TEAMS or by phone. We are sending out as much information as we can via email. We understand that this can be more challenging, if parents/carers are struggling to access information which we have sent electronically or would like to discuss how we could support further to take part in virtual meetings and reviews, parents/carers are advised to contact the school.

24.2 Year 6 transition – Laurence Jackson School is not holding an Open Evening this year for prospective students. A virtual tour has been made available via our website and social media feeds. Primary Schools have been contacted with information on how to book a virtual meeting with the SENCO before the deadline for secondary submissions. Individual tours are available for students with an Education Health and Care Plan. Further information will be made available to parents/carers around transition plans in Spring Term 2.

24.3 Support in the classroom - specific guidance has been issued to all staff on how LSAs can work with students within the classroom setting whilst maintaining social distancing. This includes guidance on where to sit students with SEND within the classroom and the use of visors. We are continuing to develop our use of assistive technology to help our students with their learning and independence within a classroom environment.

24.4 Assessment and testing - We will be commencing internal assessment processes after half term. Students identified as SEN Q and under assessment will have internal tests scheduled from Monday 2nd November. New Year 10 Students, who would have been assessed for Exam Access Arrangements in the Summer Term will be assessed in Autumn Term 2. Year 11 Students requiring further Exam Access Testing will be assessed as a priority in the Autumn Term. Testing will be carried out in school in line with our school risk assessment. External assessment and testing from specialist services will continue to be applied for through the Resource and Support Panel. Please be aware that there is a delay on these services due to Covid 19. We endeavour to keep parents/carers and students updated with information regarding ongoing or awaiting assessments.

24.5 Social time provision - We are currently unable to offer our afterschool Jackson Club provision. The Jackson Club social time provision has also had to be reduced due to the requirement that students are in Year Group Bubbles. We are currently able to offer a reduced Jackson Club to Year 9 Students. This provision is under constant review.

24.6 Intervention programmes - Interventions will begin after half term. Students will remain in their Year Group bubbles when delivering small group sessions. We are continuing to develop our online Interventions, including the use of PowerUp which students continue to have access to.

24.7 SEND Students and self-isolation - Students who are SEND and required to self-isolate will receive work in line with our Remote Learning Policy. To support students with additional needs an LSA will be assigned, as appropriate, to offer additional support. The LSA will be a point of contact for the student and parents/carers if they need help and support with remote learning. The LSA will communicate with the student via their school email address.