



LAURENCE JACKSON SCHOOL

SEND POLICY AND PROCEDURES FOR LAURENCE JACKSON SCHOOL

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| Reviewed and Adopted by | The Local Governing Body |
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Legal Framework

This policy complies with all relevant statutory legislation as laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 Year (2014) and has been written with reference to, but not limited to, the following documents and guidance:

- Children and Families Act (2014)
- Health and Care Act (2022)
- Equality Act (2010)
- Equality Act 2010: Advice for Schools DfE (May 2014)
- Special Educational Needs and Disability Code of Practice: 0 – 25 years (2015)
- The Equality Act 2010 (Disability) Regulations (2010)
- Equality and Human Rights Commission (EHRC) 'Reasonable adjustments for disabled pupils' (2015)
- Education Act (1996)
- Education Act (2002)
- Mental Capacity Act (2005)
- Children Act (1989)
- The Special Educational Needs (Information) Regulations (2014)
- The Special Educational Needs and Disability (Amendment) Regulations (2015)
- The Special Educational Needs (Personal Budgets) Regulations (2014)
- The Special Educational Needs and Disability (Detained Persons) Regulations (2015)
- Local Government Act (1974)
- Disabled Persons (Services, Consultation and Representation) Act (1986)
- Data Protection Act (2018)
- The UK General Data Protection Regulation
- DfE 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' (2015)
- DfE 'Supporting Students at school with Medical Conditions': Care and Support Statutory Guidance (2015)
- DfE 'Keeping Children Safe in Education' (2022)
- DfE 'Working Together to Safeguard Children' (2018)
- DfE 'Mental Health and Wellbeing Provision in Schools' (2018)
- DfE 'School Admissions Code' (2021)
- Laurence Jackson School Safeguarding Policy
- DfE 'Teachers' Standards' (2011)

This policy operates in conjunction with the following school policies:

- SEND Information Report
- Admissions Policy
- Equal Opportunities Policy: Students (Equity, Diversity and Inclusion)
- Student Confidentiality Policy
- Data Protection Policy

- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Catch up Policy
- Supporting Students with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Suspension and Exclusion Policy
- Behavioural Policy
- Complaints Procedures Policy
- Accessibility Policy/Plan

Definition of Special Educational Needs

A child or young person has Special Educational Needs (SEND) if they have learning difficulties or disabilities * which call for special educational provision to be made for him or her.

A child or 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.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.
- Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.
- *A child or young person having a disability does not automatically mean they have special education needs. The SEND code of Practice 2014, outlines 'reasonable adjustment' duty for all settings and schools to be provided under current Disability Equality legislation.

The SEND Code of Practice, 2014, describes the four broad categories of need as:

- Communication and interaction



This area of need includes students with Autism Spectrum Condition (ASD) and those with Speech, Language and Communication Needs (SLCN).

- Cognition and learning

This area of need includes students with Specific Learning Difficulties, which can affect one or more specific aspect of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Developmental Co-ordination Disorder. Other learning difficulties cover a wide range of needs such as, Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD).



- Social, emotional and mental health difficulties

This area includes students who have an emotional, social or mental health need that is impacting upon their ability to learn. For some students, difficulty managing behaviour will be a significant barrier to accessing the curriculum and will restrict progress. This in itself does not necessarily constitute a learning difficulty, where this is having a 'substantial' and 'long term' negative effect on a student's abilities to take part in everyday activities, students may be included on the SEND register under SEMH. The behaviour of children and young people can have various and often complex causes which require identification and appropriate support. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression and/or safeguarding concerns which will be explored inline with our Safeguarding policy.



- Sensory and/or physical needs

This area of need includes students with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties. Students who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and will ensure that their support needs are being met. A student must not be regarded as having learning difficulties solely because English is not their first language.



The Local Authority's Offer for children and young people with SEND and their families is accessible through their website, People's Information Network:

<http://www.peoplesinfonet.org.uk/kb5/redcar/directory/localoffer.page>

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.

Statement of Intent – Inspiring Excellence

Laurence Jackson School is an inclusive school, 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.

At Laurence Jackson School we strive to inspire excellence in learning and in life through a curriculum designed to inspire personalised academic excellence for students of all abilities. Our ethos has five key elements. We know that positive relationships need to be at the centre of everything we do and students need to be able to demonstrate that they can be ready, respectful, resilient and reflective in their behaviour choices and in their attitudes to learning.

Students are at the centre of all that we do, the positive relationships which we form 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 student.

We have high expectations and provide a nurturing environment that enables all students to make the best possible progress. 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 wider 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;
- Our ethos makes us an inclusive school, engendering a 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 thought 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.

SEND Levels of Need

Students who are identified as requiring special education provision additional to/different from the mainstream provision will be recorded on the school's SEND register and this is reviewed termly.

Through the termly review process and in consultation with parents/carers, students may be removed from the SEND register if, following the required support, they are seen to make and maintain progress.

At Laurence Jackson School we identify the levels of SEND need as follows:

| Code | Level Identified | Description |
|------|---------------------|--|
| RA | Monitoring (Wave 1) | Students who have an identified need that is met through quality first classroom teaching and planning. |
| K | SEND Support | Students where additional support and interventions are required including support from specialist agencies as required. |
| E | EHCP | Students with an Education Health and Care Plan. |

Graduated Approach to supporting SEND

Laurence Jackson School recognises that there is a continuum of SEND and adopts a graduated response to meeting these needs.

This SEND support will follow a cycle (Assess, Plan, Do, Review) in which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.

It 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.

Clear processes are in place to ensure monitoring and impact of interventions, academic progress, development and behaviour. This is also part of the whole school quality assurance policy and practice.

- Assess - by establishing a clear, internal assessment of the student's needs through a SEND Panel referral and/or review of progress
- Plan - in collaboration with the student's parents/carers and teaching/pastoral/support staff the support and interventions to be put in place, as well as the expected impact
- Do - implement the interventions and support with oversight and guidance from the SEND Team
- Review - the effectiveness of the interventions and support as part of Laurence Jackson's termly review processes and make any necessary revisions

Identification

Teachers (supported by Subject Leaders and SLT) will make regular assessments of progress for all students and identify those whose progress may be less than expected given their age and individual circumstances. This is characterised by progress which:

- 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.

This may also include progress in areas other than attainment, for example, social and emotional health as well as interaction and communication needs and underlying contextual safeguarding.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

We will assess each student's current skills and levels of attainment on entry, which will build on information provided from previous settings and Key Stages, where appropriate.

We ensure that early identification and effective provision improves long-term outcomes for students.

Assessment is a continuing process that supports early identification of students who may have special educational needs. The school will measure children's progress by referring to:

- Evidence from teacher observation and assessment.
- Key Stage 2 results from primary schools.
- Academic targets set in all subject areas in all Key Stages.
- Information from external agencies/professional reports.
- Standardised screening or assessment tools including CAT4 testing in Year 7.

The SENCo is part of the transition team at Laurence Jackson and works closely throughout the year with colleagues, parents/carers and professionals across the feeder schools. The SENCo will attend the annual reviews of primary students with an EHCP to meet parents/carers and assist in the decision-making process regarding transition.

Parents/Carers, teaching, pastoral and support staff can refer students for further assessment and investigation through the SEND Panel. Parents/carers are encouraged to contact Laurence Jackson if they feel that their child may have special educational needs via SEND@laurencejackson.org.

Monitoring

The school has high aspirations for all students regardless of special educational needs and the progress of all SEND students is monitored as a minimum at each data review point, more frequently where there are additional personalised targets set, as part of the EHCP review process and through regular in class assessments using formative and summative assessments.

Provision for students with special educational needs is a whole-school responsibility, requiring a whole-school response. Teachers are responsible and accountable for the progress and personal development of the students in their class. High quality teaching incorporating the required support strategies to scaffold and enhance learning for all students is the first, fundamental step in ensuring the best possible teaching and learning outcomes for students who may or may not have SEND.

Central to the work of every class teacher and every subject leader 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.

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. The school will use this to determine the support that is needed and whether we can provide it by being able to offer reasonable adjustments to our core offer, or whether something different or additional is needed through the support of the Local Authority.

Where special educational needs are identified, information is shared with teachers and support staff together with recommended strategies to enable the teacher to effectively plan and deliver lessons that meet the needs of the students in their class.

Additional Interventions to Support Progress

There may be the need for further intervention where, to secure progress, a student requires more than quality first teaching. These interventions are personalised to the individual needs of the student and may include, but are not limited to: literacy and numeracy support; subject specific support; personal and emotional support; social communication and interaction support; physical needs support; support in preparing for adulthood.

Where an intervention is considered necessary this will be communicated with parents/carers as part of our collaborative, child centred ethos and they will be regularly updated and informed of outcomes.

Supporting Students with Medical Conditions

Laurence Jackson school recognises that a student with a medical condition should be fully supported to have full access to education both in the classroom, during physical education and school trips and visits.

Some children with a medical condition may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students will be on the SEND register if their medical condition requires this. However, medical conditions do not always automatically lead to inclusion on the SEND register as some medical needs do not impact upon the ability of the student to access the curriculum and make progress.

Supporting Students with Behaviour Concerns

Laurence Jackson School recognises that the behaviour of children and young people can be as a result of underlying, often complex needs. This can require assessments to help identify needs and the appropriate support required.

For some students the difficulty they have in managing behaviour can impact on their progress and it can be a barrier to accessing the curriculum. This may not necessarily constitute a learning difficulty and as an initial step the school behaviour support systems will be utilised. These systems ensure support for personal communication, social, emotional and external difficulties.

Some students will have severe emotional difficulties and a medically diagnosed condition which can impact upon their behaviour and hence their learning. These students may be placed on the SEND register for SEMH.

Decisions to include a child on the SEND register for SEMH will be made by the SENCo and take into account where this is having a 'substantial' and 'long term' negative effect on a student's abilities to take part in everyday activities,

The decision will involve consideration of the following:

- Clear diagnosed medical and emotional evidence that a student's needs cause significant difficulty in regulation their emotions and behaviours compared to their peers.
- Response to the stages of the school behaviour system and clear indication that this system is not effectively supporting a student's behavioural needs and ability to regulate.
- Concerns relating to dangerous and self-harming behaviours that result due to a lack of executive function/self-control.

The SENCo and SEND Team work closely with the Pastoral Team at Laurence Jackson to support with planning and bespoke packages of support as required.

Advice and guidance will be sought from specialist services such as SEMH Specialist Teaching Service, Educational Psychologist and CAMHS to ensure the correct planning of support strategies required for the student.

The school will provide support for students to improve their emotional and social development in various ways;

- Students with SEND are encouraged to be part of all school activities / trips/ visits including the student leadership / enterprise projects / programmes.
- Students with SEND are also encouraged to engage with the comprehensive extra-curricular enrichment offer

External Agency Support

External support services can play an important part in helping to identify, assess and make provision for students with special educational needs. To ensure the most appropriate support is provided for a student, the school will, on some occasions, require the involvement of specialist services. These include, but are not limited to;

- Resource and Support Panel to access Specialist Teaching Services and Educational Psychology Services.
- CAMHS and medical professionals/therapists.
- Occupational therapy.
- Speech, language and communication team.
- Professionals from the Hearing and Visually Impaired Services (STARs)
- Social Services
- Early Help Teams (EHA)

All referrals to outside agency support will be in full consultation with parents and carers.

Education, Health and Care Plans (EHCP)

Education Health and Care Plans are reviewed annually by the SENCo in collaboration with the student, parents/carers and all professionals involved in supporting the student and family.

If required an additional interim review of an EHCP can be held at any time throughout the academic year.

SEND support should be continually reviewed and 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 High Needs Funding may be considered in consultation with a child's parents/carers. Details of the EHCP process and the requirements of all parties is provided on the Local Authority Local Offer site.

The purpose of an EHC plan is to make additional and specific provision to meet the special educational needs of the child or young person, to secure the best possible 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.

In determining if an EHC plan assessment is necessary, the local authority should consider if there is evidence that despite Laurence Jackson School having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, they have not made expected progress. To inform their decision the local authority will need to consider 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 the 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.

Partnership with Parents/Carers

Laurence Jackson School will have regard to the SEND Code of Practice: 0-25 years when carrying out its duties toward all students with special educational needs and ensure that parents/carers are notified of a decision by the school that SEND provision is being made for the child.

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 and work in close partnership in the best interests of the child.

Parents and carers of children with special educational needs will be involved in 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. We aim to work closely with parents/carers of students with SEND:

- Holding regular meetings for our students/young people which include:
 - Person-centred EHCP annual review meetings to which we invite: the young person parents/carers, and all external agencies who may be involved.
 - Regular termly, review meetings with a member of the SEND Team to review individual profiles and support plans.

- Half Termly coffee mornings/evenings for parents and carers
- An annual meeting with subject specialists to review and discuss progress.
- Any further additional meetings or information evenings as appropriate.
- Sharing and celebrating success of students through the Class Charts, certificates, school newsletter/social media, at school events (e.g. leavers concert, music evenings, drama events, sports events, school assemblies).
- Asking for parent/carer views to help share knowledge of their child and inform decisions regarding support provision.
- Ensuring 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 it is identified that their child may be experiencing difficulties.
- Joint discussions if there is a need to consider the commissioning of additional professional support or LA provision for their child.
- Requesting that parents/carers inform the school of any circumstances which may affect their child's functioning.
- Ensure parents/carers are aware that their child receives SEND support.
- Making ourselves accessible and available to parents/carers for advice and support on an individual basis and more formally at parents' evenings.
- Where additional needs are identified the school use its delegated funding allowance to provide early intervention support for students identified with SEND. Where a student continues to be unable to make progress, despite receiving early intervention, the school will consider applying for high needs top-up funding from the LA to provide additional specialist support.

Redcar and Cleveland Local Authority provides parents/carers with a SENDIASS Service. The service provides Information Advice and Support Services for children and young people with SEND.

Voice of the Child/Young Person

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. They will be encouraged to participate in all the decision-making and review processes and contribute to the assessment of their needs and their learning journey. They will be fully involved in all discussions and are involved in decisions regarding their educational requirements as they leave school and prepare for adulthood.

Students at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'children in our care' (CIOC) by the LA. The school has a designated member of staff for coordinating the support for CIOC who works closely with SENCo when identifying the SEND needs of a young person who is CIOC.

The Designated Safeguarding Lead will work closely with the SENCo to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

Roles, Responsibilities and Resources

'Every teacher is responsible and accountable for the progress and development of students in their class, even where children access support from teaching assistants or specialist staff'.

The SEND code of practice highlights that quality first teaching tailored to meet individual children's learning needs, is the first step in responding to and supporting student 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).

The Headteacher

It is the responsibility of the headteacher to:

- Have the overall responsibility for the support and provision for SEND across the school.
- Ensure that staff are appropriately trained.
- Ensures the school works effectively in partnership with parents, carers and professionals to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Ensure that the resources and finances are deployed effectively.
- Ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all pupils, including pupils with SEND.
- Ensuring the school offers an ambitious curriculum for all pupils with SEND and has an established and sustained culture and practices that enables pupils with SEND to access the curriculum and learn effectively.

The Governing Body will be responsible:

- For ensuring this policy is implemented fairly and consistently across the school.
- For ensuring the school meets its duties in relation to supporting pupils with SEND.

SEND Governor

The role of the SEND Governor is to:

- Regularly monitor the progress of SEND students.
- Discuss the SEND provision made for students.

Ensure that the Code of Practice (2014) is complied with.

All teaching Staff

It is the responsibility of all staff at Laurence Jackson school to:

- Be aware of the needs of all students in their classes by utilising information available via Class Charts
- Plan and review support for pupils with SEND as part of quality first teaching and removing barriers to learning, with high expectations for every pupil.
- Meet the needs of the students through quality first teaching informed lesson planning and the use of appropriate teaching strategies.

- Track and monitor the progress of SEND students in their classes, including intervention planning to support students with their learning.
- Work collaboratively with LSA's to combine knowledge and expertise of academic and individual student needs to enable this to be effectively used to deliver the best possible learning opportunities for the benefit of the student.
- Attend meetings as required to share best practice and review teaching strategies.
- Support with the monitoring and review of SMART targets and updating of information for student EHCPs and support plans.
- Ensure they maintain supportive communication with parents/carers.
- Ensure that SENCo, pastoral, subject and senior leaders are informed of any concerns with regard to students learning difficulties. This is also as part of the graduated response process.
- Complete SEND Referrals and information requests as required.

SEND Team

At Laurence Jackson School the SEND Team comprises of the Assistant Head Teacher - SENCO, Year 7 and 8 ENCo and Year 9,10 and 11 ENCo, four Lead LSA's and a team of LSA's.

The SENCo

It is the responsibility of the SENCo to:

- Collaborate with the Headteacher and governing body to determine the strategic development of the SEND policy and provision in school.
- Oversee the day-to day SEND provision across the school to ensure the appropriate provision is delivered through high quality first teaching and specialist programmes.
- Take a leading role in the identification and assessment of SEND need.
- Liaising with the designated teacher for CIOC with SEND.
- Record Keeping - Ensure the school keeps the records of all students with SEND up-to-date and reviewed regularly, in line with the school's Data Protection Policy. This includes the SEND register.
- Oversee the implementation of provision for students supported by an EHCP. This includes the coordinating and chairing of the Annual Reviews to which the student, parents/carers and relevant professionals are invited.
- Raise awareness of individual needs and general SEND issues and ensure the implementation of the graduated response.
- Overseeing the day-to-day operation of the SEND department and policy.
- Liaising with and advising teachers/LSA's, sharing relevant information and strategies to enable students with SEND to achieve their full potential.
- Ensure that Student Passports are written, regularly updated and shared with staff.
- Delegate and designate responsibilities to other members of the SEND team as appropriate.
- 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 the in-service training of staff through internal and external providers.
- Provide targeted support to individuals or small groups with learning to enable them to access the curriculum (e.g. interventions and mainstream in-class support) and ensure regular review of student progress and the tracking and monitoring of the impact of interventions.
- Support teacher assessment and monitoring through observation and recording and ensuring the assessment of the required exam access arrangements for the individual students needs across the school.
- Ensure that Headteacher and governing body are kept informed of any developments, changes or concerns regarding the students or SEND provision at the school.

Learning Support Assistants (LSAs)

It is the responsibility of all Learning Support Assistants to:

- Work closely with SENCo and teachers in providing bespoke support to students as requested either through in class support, small group support, enhanced support and through TEAMS if necessary.
- Support the SEND Leadership Team to ensure students' needs are regularly reviewed and passports and support plans are regularly updated.
- Work with classroom teachers to share expertise and ensure students are given the opportunity to develop independent learning skills through structured opportunities which provide challenge and support.
- Work collaboratively with the teacher in the classroom by circulating to allow teachers to work with a specific student/group of students.
- As required support the teacher in delivering the appropriate resources to support learning.
- As required work with outside agencies to ensure advice and guidance is successfully shared and implemented.
- Work closely with students to support wider needs as key workers, mentors.
- Continue to access CPD opportunities to develop and share their professional expertise;
- Support a student as required to benefit their continued learning and development.

Laurence Jackson School has a limited number of LSAs available for in class support and as a consequence it is usual that a LSA's will be supporting more than one student in a class (in accordance with meeting EHCP statutory guidance). This is in line with the EEF 'Making Best Use of Teaching Assistants' guidance.

Transition

Laurence Jackson School is aware of the importance of planning ahead to ensure smooth transitions between all phases of education and preparation for adult life.

Strong links exist between this school and all our feeder primaries and our post 16 providers. There is a well-planned transition programme that includes the opportunity for the most vulnerable students to have additional enhanced transition visits.

The SENCo or member of the support team, will attend meetings with primary schools/colleges, as required, to gather information on individual students, including the annual reviews of students with EHCPs.

Open evenings provide the opportunities for students and young people and their parent/carers to visit school well ahead of any transition and meet the SENCo and key staff. High level of bespoke planning and support is in place to ensure a smooth transition between Key Stages through the close collaboration of the SENCo and Pastoral leaders.

Supporting students moving between phases and preparing for adulthood (PFA)

- Laurence Jackson School recognises the importance of ensuring students are supported at all stages to develop the skills for greater independence and employability to ensure smooth transitions towards to what they will do next e.g. moving to college, higher education, apprenticeships.
- School ensure that the EHCP review includes a focus on preparing for adulthood supporting transition across phases and into post-16 pathways as well as support for independent living, maintaining good health in adult life and participating in society.
- We will share information with the school, college, or other settings the student is moving to. We will agree with parents/carers and students which information will be shared as part of this.
- We will ensure that students, parents and carers are involved in discussions about their post 16 provision and development of life skills continually.
- Laurence Jackson School has a dedicated Careers Information Advice and Guidance member of staff who works closely with the SEND Team to plan transition to post 16 provision.
- Further support is provided regularly through Foundation for Jobs and The Junction.
- Destination data is collated for all SEND students.

Admission Arrangements

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.

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.

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.

English as an additional language (please see EAL policy)

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care and appreciates that having EAL is not equated to having learning difficulties.

Laurence Jackson School have a clear policy and procedure with regard to the identification of the needs of children with EAL and always aims to provide the required support and intervention to meet a child's individual needs. All staff have access to training (at certain times in the CPD calendar) regarding teaching strategies for children who have English as an additional language. A child with EAL will not always be placed on the SEND register. We would always look carefully at all aspects of a child's performance in different subjects to ascertain whether any difficulties they have in the classroom are due to limitations in their command of English or arise from SEND.

Professional Development, Training and Resources

Staff development is essential to the commitment to a whole school approach to SEND. To this end, as part of the school-based 'needs arising' CPD time is allocated to offering training in relation to identified SEND training needs to support all staff. Training can be delivered by various leaders/professionals with opportunities to share best practice based on research and new initiatives.

All staff and governors are encouraged to take advantage of CPD opportunities provided by the school, LA or external agencies, including the special arrangements for trainee teachers in relation to SEND who are provided with some experience of working with the SEND team on their placements in school.

During new staff induction, staff receive SEND training. Staff will be briefed by the SENCo regularly and provided with relevant documentation about the students they teach.

To support staff with the transition of SEND students from Year 6 into 7 there is a SEND update given to all staff at the start of an academic year.

Updates via SEND Panel, SEND Bulletin and through half termly CPD are ongoing throughout the school year.

Use of data and record keeping

All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of Provision Map.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the Pupil Confidentiality Policy at all times.

Publishing information

The school will publish information on the school website about the implementation of this policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be prepared by the governing board and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

Joint commissioning, planning and delivery

The school will work closely with local education, health and social care services to ensure pupils get the right support.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The school will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.

- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.

The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

Local Offer

The school's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive:** The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

Monitoring and review

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

Complaints Procedure

The school and the LA have a comprehensive complaints policy and procedure that cover most situations. 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 an LA. Details of these procedures may be obtained from the school, the LA or the DfES, as appropriate. The school publishes the Complaints Procedure Policy on the school website.

Glossary of Key Terms

| Abbreviation | Meaning |
|--------------|---|
| CAMHS | Child and Adolescent Mental Health Services |
| CIAG | Careers Information Advice and Guidance |
| CIOC | Child In Our Care |
| EHA | Early Help Advice |
| EHCP | Education Health and Care Plan |
| EP | Educational Psychologist |
| LA | Local Authority |
| LSA | Learning Support Assistant |
| OT | Occupational Therapy |
| PfA | Preparing for Adulthood |
| SALT | Speech and language Therapy |
| SEMH | Social Emotional and Mental Health |
| SEND | Special Educational Needs |
| SENCo | Special Educational Needs Co-ordinator |
| TAF | Team Around the Family |

Further advice and guidance

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>

The SENDIASS (Send Information, Advice and Support Service) offer free impartial, confidential information and advice for children and young people aged 0-25 and their parents and carers where a child or young person has or may have special educational needs or disability.

Website: <https://www.barnardosendiass.org.uk/>

Available: Monday - Thursday, 09:00-17:00 and Friday, 09:00-16:30.

Phone: 07923 241142 or 01642 300774 ext 225

Email: southteessendiass@barnardos.org.uk

Assistant Headteacher - SENCO – Special Educational Needs Co-ordinator – Mrs. B Alderson

ENCo – Educational Needs Co-ordinator – Mrs. J Shaw

ENCo – Educational Needs Co-ordinator – Mr. J Griffith

Contact the School Office – 01287 636361

SEND Email Address: SEND@laurencejackson.org