



# LAURENCE JACKSON SCHOOL

---

## SEND POLICY INFORMATION REPORT

---

Reviewed and Adopted by	The Local Governing Body
Approved	September 2023
Date of Next Review	September 2024
Responsible Officers at LJS	Mrs C Jukes, Head Teacher Mrs R Alderson, Assistant Head Teacher SENCo



## Laurence Jackson School Local Offer 2023 – 2024

### 1. Introduction

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.

Laurence Jackson School fully supports the *SEND Code of Practice*; January (2015), *The Equality Act* (2010) and the definition of special educational needs taken from section 20 of the *Children and Families Act* (2014).

Our SEND Local Offer details the support and provision you as a parent/carer of a student with SEND can expect to receive at Laurence Jackson School and this can be found at:

<https://search3.openobjects.com/kb5/redcar/directory/service.page?id=NoNng7qBzQU&&familychannel=8-1-2>



2. What kind of special educational needs does Laurence Jackson provide for?

At Laurence Jackson School we follow and implement the *SEND Code of Practice*, as a non-selective mainstream school, Laurence Jackson School is able to cater for any learning difficulties that can be met through reasonable adjustments to accommodation and resourcing. Our academy ethos recognises there are students whose needs and circumstances require additional consideration and support by everyone in our school community in order to support them both academically, socially, emotionally and with skills for life and preparing for adulthood.

We do not rule out any student from applying for a place at Laurence Jackson School and will consider each applicant, taking into account the needs of the student and the resources available to us. We support students with a wide range of SEND needs and we regularly review and evaluate the range and impact of the support and intervention which we offer our students. We provide for students in all categories of need; cognition and learning, communication and interaction, social, emotional and mental health and students with sensory and/or physical needs. We believe that all of our students should be valued equally, treated with respect and be given equal opportunities in all aspects of school life.

3. How does Laurence Jackson School identify young people with special educational needs?

Identification of SEND may arise from various means. Teachers, support and pastoral staff, parents/carers and students themselves may identify difficulties. At Laurence Jackson School we have a referral system through SEND Panel where concerns can be raised and appropriate actions put in place.

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. To supplement the referral process we also use:

- Standardised screening or assessment tools including CAT4 Testing in Year 7
- Regular data collection throughout the academic year
- Daily monitoring of need through teaching staff, Provision Map and SIMs
- SEND Termly Reviews
- If required, Laurence Jackson will consult with external professionals through the Resource and Support Panel to further assess and give recommendations for appropriate provision

If you feel that your child may have special educational needs, you should contact Laurence Jackson School via the SEND email address:

[SEND@laurencejackson.org](mailto:SEND@laurencejackson.org)



Students identified as SEND in their previous school will be reviewed upon entry.

4. How does Laurence Jackson School involve parents/carers and students in planning for students with SEND?

At Laurence Jackson School we work in partnership with parents/carers to support our students. It is very important that parents/carers are informed of and involved in all aspects of their child's education and we welcome contact from parents.

All students named on the SEND register are allocated a member of the SEND Team to provide parents/carers and students with an increased opportunity to communicate and collaborate with our team. There are scheduled review evenings once per term where parents/carers and students have the opportunity for a 15 minute online appointment with their allocated member of the SEND Team.

We also hold termly coffee mornings as an informal drop in for parents and carers.

Students with an EHCP also have termly online appointments, alongside their Annual Review with parents and other professionals involved with the young person, in line with the *SEND Code of Practice*.

5. Who at Laurence Jackson School supports SEND students and how will this be monitored and evaluated?

At Laurence Jackson School all staff work together to support the needs of individual students in order to inspire excellence. All Students at Laurence Jackson are regularly assessed to check and review students' progress towards agreed outcomes. We value opportunities for working in partnership with parents/carers as part of improving the provision for our students.

*'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).

## 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.

- Work under the direction of the SENCO
- Lead Learning Support Assistants for Literacy, Vulnerable Students, Preparing for Adulthood and Social Emotional and Mental Health
- Learning Support Assistants (LSA's) work closely with the SENCO and the ENCO's 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

Additionally, students are supported with their pastoral needs through the pastoral team who work closely with the SEND Team. Students may also access additional support from external agencies as appropriate such as Time4You Counselling service that offers group work and individual sessions in school.

Progress of students with SEND is monitored at each Progress Check (PC) by SLT, Subject Leaders and teachers. Where specific interventions take place, a baseline is established from which progress can be measured every 12 weeks and/or at the end of the Intervention.

### 6. How are decisions made about the type and amount of provision a learner at Laurence Jackson School will need?

Students identified as requiring support or intervention that is in addition to or different from our mainstream offer will be placed on the SEND Register. As soon as identified, support or additional provision will begin, as appropriate. This may be short term support until your child's progress is back on track or may be the identification of special educational needs which require longer term support. Decisions about the type and amount of provision a student will need are based on evidence gathered by the school. This includes:

- Discussion with parents/carers, to understand and establish what they see as the priority
- Use of data and observations
- Discussions with staff involved in teaching your child
- Support and advice from any outside professionals who have been working with or assessing your child

Permission from parents/carers is always sought prior to any requests for outside agency support being made.

Provision could involve a short term programme of work aimed at developing a specific area, implementing a bespoke programme of support, access to physical resources, or additional support by an adult.



Any additional support/intervention is evaluated regularly to ensure its effectiveness and track progress towards objectives. We have a range of different Special Educational Needs and Disability provisions and interventions which are financed through the SEND budget.

Provision is reviewed termly through the Review Evenings, using evidence to inform decisions and planning around the type and amount of provision for each student on the SEND Register.

7. How will the curriculum be matched to the needs of the young person with SEND at Laurence Jackson School?

The majority of students follow our mainstream curriculum. In line with the Disability Act, Laurence Jackson School provides facilities to meet the requirements of students with more complex needs and is prepared to make reasonable adjustments according to individual student need. All students are entitled to a broad and balanced curriculum that meets the needs of each student. In order to achieve this, teachers are given access to data and all other information about each student. Each student identified on the SEND Register has a Student Passport. This is then used to inform planning and access to the curriculum that enables every child to achieve their full potential. Quality First Teaching may involve the use of physical resources, specific strategies/approaches and the use of small group/targeted support and intervention from Learning Support Assistants.

Recommendations in reports from any external professionals will be used where appropriate to inform planning an effective curriculum for students.

8. How are students with SEND taught at Laurence Jackson School?

Universal offer:

Students with SEN will follow the mainstream national curriculum which is offered to other students. (In some cases the curriculum may be adapted or changed to meet the needs of individual students. These decisions are made on a case by case basis.) Within the mainstream classes, reasonable adjustments will be made to support students. All teachers plan and deliver lessons to ensure Quality First Teaching which included additional support and scaffolding for SEN students.

Additional support to secure progress:

Where a student requires additional to or above Quality First Teaching there may be a need for further interventions. 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.

All Interventions are led by trained staff, monitored carefully and outcomes evaluated.



9. How accessible is the school environment?

- The building is access friendly to all users, being modern and purpose built in 2016 to address accessibility for all
- The school has a lift in place allowing access to classrooms on all floors
- Disabled parking is available in the car park
- Disabled toilets are available on all floors
- Students with access needs can be timetabled in appropriate rooms and receive support, when required
- Communications with parents/carers whose first language is not English is put in place, when required
- A range of additional equipment is available

For more information, the school's 'Accessibility Plan' can be found in the Policies section on our website.

All students are encouraged to attend the wide range of trips/visits/activities outside of school. Careful planning and consideration of the specific needs of our students is given to ensure that they have access to the same activities as their peers. Reasonable adjustments are made as appropriate to support inclusion of all students.

We offer a range of additional activities and support for our SEND students through the Jackson Club. This is co-ordinated voluntarily, by our dedicated team of LSAs. Jackson Afterschool Club offers weekly opportunities for socialisation and an annual residential trip.

10. How will the effectiveness of the provision provided for learners at Laurence Jackson School be evaluated and communicated?

At Laurence Jackson School we believe that it is vitally important that we work in partnership with parents/carers to ensure that students are making progress.

- The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well
- Parents Evenings are very important to allow you to speak directly with subject teachers.
- The SEND Team is available and contactable through the SEND email address
- Termly Review Meetings and Progress Checks
- Information from outside professionals will be shared with you at a meeting, by phone, or in a written report.
- A home/school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- Monitoring of progress, rewards and behaviour through Class Charts



At Laurence Jackson School we regularly review students progress. Evaluations of our carefully planned provision, including short term interventions implemented by school staff, together with expertise secured by school are based on the intention that children with Special Educational Needs have been able to access areas of the curriculum that would not have otherwise been accessible for them. This is regularly reviewed by the SENCO.

11. What support will there be for the young person's well-being?

We pride ourselves on our pastoral care and developing the whole student, our students' wellbeing is at the centre of our practice. We work closely with the Pastoral Team to support our student's wellbeing.

- Students are placed into year group forms. The form tutor will play an integral during a student's time at Laurence Jackson School.
- Each year group has a Head of Year who are responsible for the overall wellbeing of the students.
- Students have Learning for Life lessons which cover topics such as mental health and wellbeing and bullying.
- Students participate in form time activities which focus on personal development and providing students with opportunities to discuss key themes through Time to Talk and Votes for Schools.
- Any student requiring ongoing medication or has a medical condition will have a Health Care Plan provided in liaison with parents/carers.
- The Attendance Team monitor attendance and address with parents/carers any issues relating to attendance and work closely with the Pastoral and SEND Team in regards to Emotionally based School Avoidance.
- 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 and Key Stage 4 Catch Up) for students who find social times challenging.

12. What specialist services and expertise are available at or are accessed by Laurence Jackson School?

At Laurence Jackson School we work closely with a range of professionals both internally and externally to ensure that appropriate specialists, equipment and facilities are available to support our SEND learners. We have strong, established links with various outside agencies. We work closely with colleagues in health, social care and the Local Authority.

We apply to the Local Authority Resource and Support Panel to request additional support from external professions and outside agencies as well as to request additional 'High Needs' funding, as appropriate.





We invite outside agencies to contribute to the planning and review of our SEND students. Any agency involved in meeting the needs of a student with an Education Health Care Plan is invited to attend and contribute to the Annual Review.

13. What training do the staff supporting young people with SEND have?

The SEND Team have a wide range of experience and expertise in supporting children and young people with SEN and hold a range of qualifications to Post Graduate Certificate Level. The SENCO is part of the Senior Leadership team and is also a classroom teacher, alongside having the NASENCO Postgraduate qualification.

Laurence Jackson School has a CPD offer for all staff to improve the teaching and learning of students including those with SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific students.

Where additional specialism and expertise is required Laurence Jackson School has access to specialist assessors through the Academy Trust and through the Local Authority Resource and Support Panel.

14. How will students be included in activities outside of the classroom, including trips and visits?

We recognise the entitlement for every student to be able to access as wide a range of opportunities as possible. All students are encouraged to attend the wide range of trips/visits/activities outside of school. Careful planning and consideration of the specific needs of our students is given to ensure that they have access to the same activities as their peers. Reasonable adjustments are made as appropriate to support inclusion of all students.

15. How will SEND learners be supported and prepared to move onto the next stage of school life including employment and life skills?

Transition to Laurence Jackson School

Information which helps us identify students with possible SEND is shared by parents, professionals and previous schools prior to entry into Laurence Jackson School. The needs of students who join our school are identified through a range of approaches:

- Parents and students in Year 5 and 6 are invited to attend the Open Evening in September, the SEND Team are available to meet with parents
- At the transition point from the primary school/previous setting to Laurence Jackson School, following the Local Authority protocol and transition documentation



- Year 6 Intake Parent Meetings with the SENCO as part of the transition process
- Transfer of data from primary school/previous setting
- Information gathered during the primary liaison meetings
- Information gathered directly from parents/carers during Open Evening and parent meetings
- Further meetings with parents and SENCO or other members of staff when necessary
- Review meetings for learners with Education Health Care Plans and attendance at Year 6 Review meetings
- Meetings between Primary/previous school SENCOs and SENCO
- On-going primary events in school for different activities including Sports, Science, English and Maths
- Induction evening to meet Form Tutors and key staff
- Transition Plans are put in place for students who require additional transition, involving Primary Staff and Laurence Jackson staff
- Students identified as SEND by the Primary School have a Primary Profile with key information for staff

#### Year 9

- During the Annual Review for Education Health Care Plans Key Stage 4 options will be discussed and planned for
- Specific preparing for adulthood outcomes will be discussed to help students prepare for adulthood and will form part of reviews and outcomes for SEND students
- Parents/carers and students are invited to the Year 9 Options Evening, to discuss the options process and allowing parents/carers to discuss next steps with subject specific staff
- Students will receive guidance on options from classroom teachers and Year Team Leaders, also SEND staff when appropriate
- SEND students will be mentored by the SENCO during the options process

#### Year 11

- 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

#### 16. How are students with SEND taught at Laurence Jackson School?

As a mainstream educational setting, we follow the curriculum structure as directed by the Department of Education. The majority of our students are taught in mainstream classes and some classes have access to additional support via Learning Support Assistants. We do also have a nurture provision for students who are working significantly below age related expectations. Laurence Jackson School strives to provide high quality teaching to all of our students.

- All students are entitled to study a full curriculum
- Individual departments are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all students
- Staff have access to regular training opportunities to improve their knowledge and skills
- Laurence Jackson School has staff who are trained to provide enhanced support to students across our mainstream setting and also have dedicated support staff (LSAs) who deliver interventions such as Understanding Myself, Toe by Toe and Power of 2
- Students are placed in ability bands for their lessons, staff use quality first teaching to ensure rigorous target setting and provide opportunities to achieve

#### 17. How are Laurence Jackson's resources allocated and matched to the needs of students?

Laurence Jackson School receives funding for pupils through the notional SEND budget and through applications for High Needs Funding. The use of resources and funding is managed by the SENCO through regular review of provisions and support. The allocation of resource is based on individual needs of students.

#### 18. What do parents/carers do if they have a complaint about the provision in place?

- If you have concerns about your child's learning or progress you should speak to your child's subject teacher or Head of Year.



- If feel that the concerns are not being managed appropriately and that your child is still not making progress, you should speak to the 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.

19. Who can parents/carers contact for further support?

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 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](mailto: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](mailto: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](mailto:redcar-clevelandSENDIASS@iammain.org.uk)

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

Contact the School Office – 01287 636361

SEND Email Address: [SEND@laurencejackson.org](mailto:SEND@laurencejackson.org)