



Draft Lancasterian School SEN Policy and Information Report

Date Written:

January 2018

Date Approved by Governors:

Date Reviewed by Governors:

Date of Next Review:

Under the public sector equality duty, all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools/academies must take into account equality considerations when policies are being developed, adopted and implemented.

Contents

1. Aims	3
2. Legislation and guidance	3
3. Definitions	3
4. Roles and responsibilities	4
5. SEN information report	4
6. Monitoring arrangements.....	7
7. Links with other policies and documents	8

.....

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Lancasterian Specialist School for Communication & Interaction is a 3-16yr community special school situated in West Didsbury, Manchester. Our school provides a quality, inclusive education for pupils with Learning Difficulties, physical difficulties, severe medical conditions and communication needs.

Mission Statement

‘enabling quality, access and achievement for all’

Lancasterian ethos

- The staff at Lancasterian strive to provide challenging, enjoyable and enriching learning experiences at all times. The team are dedicated to enabling pupils to achieve their potential. We believe that every single pupil has the right to control his or her own life, and share opportunities, challenges and experiences with their peers. We pledge to serve the children, families, and carers we work with in an honest, professional and committed manner.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

It is the responsibility of the Head Teacher to co-ordinate the day to day provision within Lancasterian School. It is the responsibility of the teachers to co-ordinate the work, individual educational and behaviour programmes for the pupils they teach. Special Educational Needs are the responsibility of all members of staff at Lancasterian.

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently is fully accessible to all pupils regardless of their disability. Staff at Lancasterian are skilled and experienced in working with pupils experiencing special needs. Each member of the teaching staff has a job description, which includes their role as a teacher, their role as a curriculum co-ordinator and as a SEN specialist working with pupils with learning disabilities. Teachers are experienced in teaching pupils with:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

The majority of pupils arrive at Lancasterian with an EHCP. We will assess each pupil'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 pupils 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

This may include progress in areas other than attainment, for example, social needs, physical or communication.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether additional 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 pupil and their parents. 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.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents at a 6 week settling in review, an annual review of the EHCP and 2 parents' evenings, one in the Autumn term and one in the Summer term. These opportunities will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

Notes of these discussions will be added to the pupil's record and given to their parents.

5.4 Assessing and reviewing pupils' progress towards outcomes

Pupils' progress is measured against the outcomes within their Education Health Care plan. We use B Squared small steps and evaluate their progress using CSAM monitoring tool. We meet regularly with other Manchester Specialist Support Schools to moderate work and rates of progress. Our systems for measuring progress are still being developed and will be a priority on our annual School Development Plan for 2018/19

Each pupil has an Individual Educational Plan, which covers core areas of the curriculum as well as PS.H.E. Initially these targets have been determined from the baseline assessment and outcomes outlined in the pupils Education Health Care Plan. All IEP's are reviewed and updated twice yearly

A baseline assessment is completed on entry to the school including literacy and numeracy testing, targets set and reviewed regularly.

All pupils attending the school will have an Education Health Care Plan. These are reviewed annually. At the annual review the EHC plan is considered together with progress against individual targets. Parents and other professionals involved with the pupil/ student are invited to attend the review, which is conducted in accordance with the guidance set out in The Code of Practice. The review is completed using a person centred approach. The 3 staff facilitating reviews are all trained in person centred planning. Longer-term outcomes are discussed and agreed at the annual review.

Annual reports are issued in the second half of the summer term. These fulfil the statutory reporting requirements. Parents are invited into school to review the work of their child and discuss issues with staff at the biannual parents' evenings.

Careful preparation is made for pupils/ students moving to a new class at the beginning of the autumn term, with liaison taking place between relevant staff towards the end of the preceding summer term.

5.5 Supporting pupils moving between phases and preparing for adulthood

During annual reviews we will invite and share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Curriculum

EYFS

The Early Years Foundation stage at Lancasterian school consists of three age phases; Nursery 1, Nursery 2 and Reception. It would usually be expected that a pupil in Nursery 1 would attend 2 full days, a pupil in Nursery 2 would attend 3 full days and a Reception pupil would attend 5 full days. This takes account of the pupils' developmental levels and the fact that pupils are unable to attend part days due to the requirement to use home-school transport. These are a guideline only and would be reviewed at the six week settling in review, individual circumstances sometimes necessitate that a pupil would attend more or less days than those stated.

Teaching and learning is based on the revised 2014 Early Years Foundation Stage framework. The framework is separated into 7 areas of learning with pupils working throughout all 6 stages of development towards the Early Learning Goals. A different topic is focused on each half term and these are taken from a four year topic cycle in order to prevent repetition for the pupils.

Key Stage One

Key Stage One teaching and learning is based on the National Curriculum framework with Year 1 pupils continuing to consolidate the Early Learning Goals in the Autumn Term. The National Curriculum key skills have been mapped across a 4 year topic cycle and grouped into subject areas; English, Maths, People and Places, Explore and Investigate, Creative, Physical Education and Personal, Social, Health and Citizenship education.

Keys Stage 2

Each of our classes at the Key Stage Two level of schooling has, a Class Teacher, a team of Teaching Assistants and a link Physiotherapist supporting our children. We also work closely with the school Speech and Language Therapy team, Occupational Therapist and School Nurse in order to ensure our children are comfortable, safe, have appropriate resources and thereby have the best possible opportunity to access the curriculum on offer.

Every child at Key Stage Two receives daily lessons in English and Mathematics. They also all spend time each week with a teacher or a teaching assistant focusing on their individual learning programmes (ILP's) in English, Maths and ICT. Since September 2011 we have been trialling a creative approach to teaching the other curriculum subjects such as History, Geography, Science etc. Each half term the whole department focuses on a theme such as 'Amazing Animals'. The class teachers plan this topic together to ensure that there are lots of fun challenging activities for the children to engage in, as well as ensuring that there is opportunity to explore the objectives for each of the curriculum areas. So far this approach of linking learning and revisiting themes and information in different lessons seems to be working for our pupils.

Every child at Key Stage Two level also gets some opportunity to work with their non-disabled peers. Once a week children from St Ambrose Primary School on Princess Parkway come to Lancasterian for the afternoon to join our Creative Thursday afternoon groups.

Key Stage 3 and 4

All pupils/ students receive a broad and balanced curriculum. Attainment for pupils in Key Stages 4 is accredited through entry level awards, Duke of Edinburgh and ASDAN awards. All our students engage in vocational learning through work experience and enrichment.

Evaluation of work at Lancasterian

The evaluation of work at Lancasterian is the responsibility of Governors, Head Teacher, Deputy Head Teacher, Lead Teachers and Curriculum Co-ordinators. We are constantly looking for methods of self-evaluation. The following systems are in place:

- School Improvement plan- involving all staff and Governors
- Annual consultation process with pupils and parents (Big Tea Party)
- Governors are linked to areas of the school – There is a policy for visits to the school.
- Head Teacher's report to the Governing Body meetings
- Staff appraisal
- Staff reviews
- Monitoring of teachers' planning
- Classroom observations
- Pupils' annual review and targets
- Monitoring of IEP's
- Scrutiny of pupils' work
- External Accreditation for pupils
- Pupil Target setting
- The school has achieved Healthy Schools' award, and is working towards its Rights Respecting Schools award,

5.7 Complaints

The Governors have adopted Manchester One Education Guidelines for dealing with complaints regarding the curriculum and other related matters. The Governors also have a general complaints policy for dealing with other matters. Copies of both policies are available from the school.

5.8 Support Services

The pupils at Lancasterian benefit from the support services that work closely with the school. Visiting support staff from the Sensory Impairment Service, Independent Development Service, Lancasterian Travel Trainers assesses and support pupils periodically. We work in close conjunction with the School Psychologist, Community Paediatrician, Community Nurse and Social Care. We commission Occupational therapy, Speech and Language Therapy and are seeking an independent careers adviser.

School Nurse

We have a nurse on site during school hours. The nurse is a full member of the school team, working closely with all staff to ensure child welfare in all circumstances. A consultant has **monthly** clinics in school. The Physiotherapists run a weekly orthoptist clinic from school. The optician and dental team visit regularly.

Speech Therapy

The Speech and Language Therapists provides a service for those pupils or students who require a programme to develop communication or eating and drinking skills. The need for such therapy may vary

during the time a pupil attends Lancasterian. Therapy may be provided individually or in a group setting. Input may be provided by a speech therapist or by school staff under the direction of the speech therapist.

The school is allocated with 1 day a week speech therapy for the main part of school.

Occupational Therapy

The school has an SLA for 1.5 days a week for Occupational Therapy for the school.

The Therapists provides a service for those pupils or students who require a programme to develop a variety of needs such as; fine motor, sensory or eating and drinking skills. The need for such therapy may vary during the time a pupil attends Lancasterian. Therapy may be provided individually or in a group setting. Input may be provided by an Occupational Therapist or by school staff under the direction of the therapist.

Physiotherapy

Physiotherapy at Lancasterian may take place either in the class base, the physio gym or in other teaching areas. Pupils/ Students requiring physiotherapy are referred by their consultant or doctor. All referrals are individually assessed.

The physiotherapy team provides exercise programmes and advice. Either the physiotherapist or a member of the class team as appropriate may deliver these. This helps to extend the agreed care plan into daily management routines.

Pupils requiring hydrotherapy receive this on the school site if they in Primary and alternative sites for High School.

The role of Parents and Carers

Parents are recognised as the main educators of their child. Lancasterian School staff value the support given by parents to the school. We aim to work in partnership with parents and carers keeping them fully informed of their children's progress and the life of the school.

Parents are encouraged to attend Parents' Evening and the Annual Review meeting and state their views and aims for the children's future education.

We have a welcoming family room to encourage parents to come into school. We see one of our key roles as providers of support and information services to families. Early Help and Intervention Lead will provide support for families requiring extra help. We run regular support mornings and workshops for parents. We hold an annual information day for families to support them in understanding what is available through the local offer. We provide early help for those families requiring this coordinated by our three designated safeguarding leads together with our family support worker.

Links with other Schools

We work with a variety of special and mainstream schools. We are currently working closely with Northridge High School and are exploring a federation at present.

Community Involvement

Wherever possible pupils use facilities available in the local community. This includes local leisure facilities, colleges and shopping facilities. Students in the Key Stage 4 benefit from work experience placements provide by local employers.

We seek to involve the local community in the life of the school by inviting them to attend various social activities and providing them with information about the life of the school through regular newsletters and have close links with Siemens and Spire Hospital.

5.18 The local authority local offer

Our contribution to the local offer is published on the school website

Our local authority's local offer is published here: www.manchester.gov.uk/sendlocaloffer

6. Monitoring arrangements

This policy and information report will be reviewed by Headteacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions