



# LIGHTHOUSE

## SCHOOLS PARTNERSHIP

# SEND Policy and SEND Report

### Document History

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## Introduction

- The Lighthouse Schools Trust vision says collaboration between schools will deliver excellence for all pupils. The Trust and its schools believe in the transformational and life enhancing power of education. The Trust aims to deliver that through a rich curriculum where SEND pupils thrive, develop character, and achieve strong outcomes.
- A strategic priority of the Trust and its schools is to close the attainment gap for pupils with SEND.
- The Trust delegates decisions about the quality of provision for SEND to each headteacher and Local Governing Body. Trustees require a good standard of SEND provision in each school.
- The Trust promotes a whole school approach to supporting pupils with SEND to meet their needs.
- The Trust promotes a view that all teachers are teachers of SEND and that all leaders are leaders of SEND.

## The Trust SEND policy:

- Sets out how each school will support and make provision for pupils with special educational needs and disabilities (SEND).
- Explains the roles and responsibilities of everyone involved in providing for pupils with SEND.





## 1. The aims of this policy:

- To create an environment that meets the special educational needs of any pupil in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- For all staff to have regard to the Code of Practice (DfE, 2014) on the identification and assessment of special educational needs and/or disabilities.
- To identify and provide for pupils with special educational needs using a range of teaching and learning strategies, differentiation, monitoring and assessment to support their progress.
- To monitor and respond to parent/carers and pupil's views in order to evidence high levels of confidence and trust.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To ensure support for pupils with medical conditions as this will allow full as possible inclusion in all activities through consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for SEND pupils.
- To enable all pupils (through reasonable inclusive adjustments) to have full access to all elements of the school curriculum.
- To work in cooperation with the Local Education Authorities and other outside agencies, to ensure that there is a multi-professional approach to meeting the needs of all pupils with SEND.

## 2. Legislation and guidance

This policy and information report references 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 SEND.

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health, and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report.

[The Equality Act 2010](#)

This policy complies with the Trust funding agreement and articles of association.

## 3. Definitions

- A pupil has SEND if they have a learning difficulty or disability, which calls for special educational provision. Ref: SEND Code of Practice 0-25 September 2014.
- A pupil has SEND if they have a significantly greater difficulty in learning than most pupils of the same age.
- A pupil has SEND if they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.
- A pupil has SEND if they have educational provision or training provision that is additional to, or different from, that made generally for other pupils of the same age.



## **4. Roles and responsibilities**

### **4.1 The SENCO**

Each school will have a SENCO whose name and contact details are available on the school's website alongside a brief description of their role and responsibilities.

- The SENCO will have qualified teacher status and achieve a National Award in Special Educational Needs Coordination within three years of being appointed to the role.
- The SENCO will work with the headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- The SENCO will have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care Plans (EHCP).
- The SENCO will provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and quality teaching.
- The SENCO will advise on the graduated approach to providing SEND support.
- The SENCO will advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- The SENCO will be the point of contact for external agencies, especially the local authority and its support services.
- The SENCO will liaise with providers of education to ensure pupils and their parent/carers are informed about options and a smooth transition is achieved.
- The SENCO will work with the headteacher and Local Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- The SENCO will ensure the school keeps the records of all pupils with SEND up to date.

### **4.2 The SEND Governor**

- The SEND Governor will help to raise awareness of SEND issues at Local Governing Body meetings.
- The SEND Governor will meet with the SENCO each term.
- The SEND Governor will monitor the quality and effectiveness of SEND provision within the school and update the Local Governing Body.
- The SEND Governor will work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

### **4.3 The Headteacher**

- The headteacher will work with the SENCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- The headteacher will have overall responsibility for the provision and progress of pupils with SEND.
- The headteacher will carefully consider reasonable adjustments to make when applying school policies such as the behaviour policy to a pupil with recognised SEND.

### **4.4 Teachers and Support Staff**

- Staff who work with SEND pupils will be aware of the pupil's needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.
- Teachers are responsible for quality first teaching which underpins the graduated approach.
- Teachers are aware of the pupils in their class with SEND, the nature of their needs and agreed strategies to meet their needs.



- Teachers are responsible for the progress and development of every pupil in their class or subject.
- Teachers are responsible for working closely with teaching assistants, support staff or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Teachers and support staff are responsible for working with the SENCO to review pupil progress and development and decide on any changes to provision in partnership with parents/carers.
- Both school and family recognise each other's sincere goodwill.
- Both school and family use goodwill in discussion to consider the emotional wellbeing needs of pupils, family, and school staff.
- Teachers and support staff are responsible for ensuring they follow this SEND policy.
- Teachers need to demonstrate that they meet the [Teachers' Standards](#)

## **5. SEND information report**

### **5.1 SEND needs:**

Trust schools currently provide additional and/or different provision for a range of needs:

- Communication and interaction, for example, autistic spectrum disorder, speech, language, and communication 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 SEND and assessing their needs:**

Schools will assess each pupil's current skills and levels of attainment on entry.

Teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly lower than that of their peers starting from the same baseline;
- fails to match or better the pupil's previous rate of progress;
- fails to close the attainment gap between the pupil and their peers;
- is raised as a concern by a parent/carer;
- is a concern raised by a pupil.

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

Leaders do not automatically record the progress of a pupil or low attainment as a SEND need.

When deciding whether special educational provision is required, schools will start with the desired outcomes, including expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. Schools will use this information to determine the level of support needed.



### **5.3 Consulting and involving pupils and parents/carers:**

Each school will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty;
- the parents/carers concerns are considered;
- everyone understands the agreed outcomes sought for the child;
- everyone is clear on what the next steps are.

Leaders record notes which are added to the pupil's record and copied to parents/carers.

Schools formally notify parents/carers that a pupil requires SEND support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes:**

Schools follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs drawing on:

- the outcome of a Trust agreed Diagnostic Tool is used to assess one or more areas of need;
- the teacher's assessment and experience of the pupil;
- the pupil's previous progress, attainment and behaviour;
- other teachers' assessments, where relevant;
- the pupil's development in comparison to their peers and national data;
- the views and experience of parents or carers;
- the pupil's own views;
- advice from external support services.

Each school regularly reviews the effectiveness of support and intervention and the progress of pupils.

### **5.5 Supporting pupils moving between phases and preparing for adulthood:**

Schools within the Trust plan carefully for a good transition between different stages of a pupil's education to help them feel safe and to be able to continue to progress. Schools will share information at transition points. Schools will agree with parents/carers and pupils what information will be shared.

#### **Transition will involve a range of activities:**

- All pupils taking part in a 'moving up day' with their peers to their new school.
- Preparation for transition, additional visits, for example out of hours, to understand the size and geography of the school, during lessons and at break times.
- Pupils being accompanied by a named adult as part of the transition arrangements.
- Where possible secondary school SENCO will attend Year 5 and Year 6 annual reviews/multi-agency meetings for pupils with an Education Health Care Plan or who have complex needs.



### 5.6 Our approach to teaching pupils with SEND:

There is now a single category of support, SEND Support. To ensure that schools are effectively managing a graduated response, a system is in place as illustrated by the diagram below.

SEND Level	Key features	Shared features
Pupils receiving SEND support through an Education, Health and Care Plan (EHCP).	<ul style="list-style-type: none"> <li>An annual review of progress will be held.</li> <li>Specialist agencies will be involved.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will receive specific intervention to support learning and accelerate their progress.</li> <li>Pupils' details and provision will be recorded (what is often called the 'SEND register').</li> <li>Some pupils in North Somerset will receive top up funding.</li> </ul>
Pupils receiving SEND support without an EHCP.	<ul style="list-style-type: none"> <li>Some pupils may have been supported by specialist agencies.</li> </ul>	

Pre-SEND support	
Additional support	Pupils making slower than expected progress receiving pre-teaching or post-teaching. Some pupils will receive additional funding to support their needs
Provision for all pupils	Pupils receiving universal offer of quality first teaching from their class teacher

- Pupils identified as SEND may require provision that is different from that normally available.
- Data about these pupils and their provision is on the 'SEND Register'.
- Teachers are responsible and accountable for the progress of all the pupils in their class.
- In line with our curriculum policy, high quality teaching is our first step in responding to pupils who have SEND.
- Teachers plan lessons and intervention so that pupils with SEND can study each National Curriculum subject, wherever possible, by ensuring barriers to each pupil achieving are reduced.
- Schools within the Trust will provide interventions which are time bound and have a specific entry and exit criteria. Teachers monitor intervention to ensure effective impact.

### 5.7 Adaptations to the curriculum and learning environment:

Schools will make necessary adaptations to meet pupils' needs:

- By differentiating the curriculum offer to ensure all pupils can access it, by grouping, 1:1 work, pre-teaching, post-teaching, adjusting teaching, and determining the content of the lesson.
- By adapting resources and staffing.
- By using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- By differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- By ensuring each school has its accessibility plan on its website.
- By modification of the environment to meet the physical, sensory, or medical needs of a pupil.



### **5.8 Additional support for learning:**

- Each school delivers agreed Trust intervention programmes across the four areas of need.
- Learning support assistants support pupils on a 1:1 basis when the class teacher and SENCO have agreed this is the most appropriate form of provision (as we aim to ensure inclusive support includes other pupils).
- Learning support assistants help pupils in small groups when the class teacher and SENCO have agreed this is the most appropriate form of provision.

### **5.9 Expertise and training of staff:**

- Each SENCO will hold the relevant accreditation or be undertaking the accreditation.
- Each SENCO is allocated adequate time during the week to manage SEND provision.
- Each learning support assistant and higher-level teaching assistant will have accessed training identified by their schools, to deliver SEND provision.
- The Trust Lead Teacher for Pupil Engagement and SEND is available to support all schools. The Lead Teacher's role is to enable schools to address the additional needs of vulnerable pupils. This includes supporting pupils with specific learning difficulties (such as dyslexia) and those who struggle to manage their emotions, responses, and behaviours. The two other significant parts of the role are to deliver training to school staff and to help schools reflect on their approach to promoting positive behaviour.

### **5.10 Securing equipment and facilities:**

- Each school has a training plan for all staff to improve teaching and learning. Training plans must be flexible and responsive and able to accommodate training needs as they arise.
- Individual teachers and support staff are supported by attending training led by Local Authority professionals, e.g., ASD, visual impairments, dyslexia, and attachment as it becomes available. Each school holds a record of training attended.
- Where a pupil requires further equipment or specific furniture or adaptations to the building, for example handrails, the school will liaise with the appropriate outside agencies, the Trust Central Procurement Team, and the Local Authority as appropriate.

### **5.11 Evaluating the effectiveness of SEND provision:**

The effectiveness of provision for pupils with SEND is evaluated:

- By leaders reviewing pupils' individual progress towards their goals each term.
- By leaders reviewing the impact of interventions after an agreed number of weeks.
- By leaders using pupil questionnaires.
- By leaders capturing pupil voice by talking with SEND pupils.
- By leaders undertaking lesson visits.
- By leaders undertaking work sampling.
- By leaders conducting data analysis.
- By leaders planning time for the SENCO to undertake monitoring.
- By leaders ensuring using provision maps, pupil passports, individual education plans to measure progress towards goals.
- By the SENCO when holding annual reviews for pupils with top up funding and/or Education Health Care Plans.





### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND:**

- The intention of the Trust is that pupils with SEND have the same opportunities as other pupils in the school. Each school will make reasonable adjustments to make this so.
- All extra-curricular activities and school visits are available to all pupils, including before-and after-school clubs.
- All pupils are encouraged to go on residential trip(s).
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- Pupils are not excluded from activities because of SEND. Some activities may need adaptations. If there are concerns about the participation of a pupil with SEND, schools will complete a risk assessment (involving parents/carers) to identify risks and plan reasonable adjustments to meet needs and protect the pupil's safety and the safety of others (if appropriate).

### **5.13 Admissions:**

- Prior to starting school, meetings will be held with parents/carers of pupils with SEND or medical conditions. These meetings will involve all the professionals involved in planning the provision to meet their needs.
- The Trust is committed to equality of access for all families. Each school has an accessibility plan, which is a statement of the actions to be taken to improve the accessibility at each school for disabled pupils and adults.

### **5.14 Working with other agencies:**

- Each SENCO will seek advice or support from outside agencies. Outside agencies will then provide support through guidance, observation, attendance at annual reviews/multi-agency meetings and written reports.

### **5.15 Complaints about SEND provision:**

- Each school advises parents/carers about how to make a complaint about SEND provision. The headteacher will discuss the complaint with the class teacher and SENCO. If the matter is not fully resolved parents/carers will follow the school's complaints policy.
- Parents or carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that a Trust school has discriminated against their child. They can make a claim about alleged discrimination regarding:
  - Exclusion
  - Provision of education and associated services
  - Making reasonable adjustments, including the provision of auxiliary aids and services.

### **5.16 The local authority local offer:**

North Somerset local authority's local offer: <https://www.n-somerset.gov.uk/my-services/children-young-people-families/local-offer-and-early-help/local-offer/>

Bath and North East Somerset local authority's local offer: <https://www.rainbowresource.org.uk/>



## 6. Monitoring arrangements:

- Leaders in each school will review the SEND information report every year and consult with parents/carers.
- Leaders in each school will revise the SEND information report if there are any changes to the information during the year.
- The **Trust Board** will monitor the effectiveness of this policy and hold the Director of Education to account for its implementation.
- The **headteacher** will present the SEND information report to the Local Governing Body for approval.
- The **Local Governing Body** will monitor whether the school is meeting the offer for pupils with SEND through meeting with the SENCO, shadowing the work of the SENCO when undertaking provision reviews, lesson visits, sampling pupils work and talking to pupils.

## 7. Links with other individual school policies and documents:

This policy links with individual school policies on: Accessibility, Behaviour, Anti-Bullying, Equality, Supporting Pupils with Medical Conditions. Curriculum and Assessment

