

## Lady Lumley's School SEN information report January 2023

### Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

<https://www.northyorks.gov.uk/send-local-offer>

## Lady Lumley's School SEN information report

**Date – January 2023**

Link to SEN Policy (<https://www.ladylumleys.coastandvale.academy/about-our-school/send/>)

**Governors should describe:**

This is what we provide in our school	This is North Yorkshire LA's minimum expectations of good practice
<b>1 What kinds of SEN are provided for in your school?</b>	
<p>Lady Lumley's School is an inclusive school that provides for the full range of SEND needs: communication and interaction, cognition and learning, physical and sensory and social emotional and mental health needs. Children with EHCPs are welcomed into the school and staff work closely with parents to identify strategies to meet their needs.</p>	<p>Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.</p>
<b>2 What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?</b>	
<p><b>Contacts for Learning Support:</b>  <i>Tanya Elsworth - Assistant Headteacher</i>  <i>Sue Robinson - SENCo</i>  <i>Anita Frith - Learning Support Coordinator.</i></p> <p>Using information passed on during transition and/or following assessments (either within lessons or specialised assessments conducted outside the lesson), some students will be identified as having SEND.</p> <p>Lady Lumley's school is inclusive and promotes a culture of 'Being Our Best' for all. Quality first teaching is at the heart of everything we do. Learning in the classroom is a top priority and differentiated to cater for all student needs (see teaching and learning policy). Where necessary, some students may have some focussed provision either individually or in small groups away from the main lesson. This could be intensive work for a small period of time, with the aim that the work undertaken will impact on learning in the classroom and the student will return to the mainstream classroom with the subject specialist teachers.</p> <p>Support will also be available within some lessons; the staff undertaking this</p>	<p>The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education-plan. This should include:-</p> <ul style="list-style-type: none"> <li>• details of any strategies being used to support your child in class;</li> <li>• details of any extra support or interventions for your child</li> <li>• your child's learning targets and their long term desired outcomes</li> <li>• the next date when your child's progress will be reviewed.</li> </ul> <p>Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.</p>

<p>support are members of the Learning Support Team. They have responsibility for areas of need and help liaise with outside agencies. Each high need student on the SEN register is allocated a Key Worker who is tasked with ensuring the day-to-day provision meets the student's needs. All students on the SEN register have a personal support plan. Students with a high level of need have an Education Health Care plan (EHC plan). The arrangements highlighted below also apply to Children who are "Looked After".</p> <p>Additional information is also provided in the SEN policy on the School website,</p>	
<p><b>3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?</b></p>	
<p>We place a high priority on working with parents/carers. We have a fortnightly newsletter that is sent home via email each week and is also available on the school website.</p> <p>We have a contact point each term with parents, either in the form of a progress report, written report or consultation evening. For SEN students we aim to hold a termly review of progress meeting, and where appropriate communication via email, telephone and online video appointments. Students with an EHC plan will have a formal annual review which is a statutory requirement and will always involve both the parents and the student.</p> <p>Home Learning and updates are also available via "ClassCharts". In addition, for some students we use a school home book or daily emails/phone calls.</p> <p>When we feel students would benefit from an intervention, we contact parents and involve them, providing information on what will be covered, when and how long for.</p> <p>We are very pleased that parent/carers have access to Parent Partnership Co-ordinators provided by the local authority and are very happy to work in close liaison to help provide the best possible provision for students. Where we feel that a higher level of provision is needed for a student we will liaise with parents, outside agencies as appropriate and request a statutory assessment – Education Health Care Plan.</p>	<p>Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests.</p> <p>This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.</p> <p>On-going communication with school may include:</p> <ul style="list-style-type: none"> <li>• regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes</li> <li>• more regular meetings to update you on your child's progress and whether the support is working</li> <li>• clear information about the impact of any interventions</li> <li>• guidance for you to support your child's learning at home.</li> </ul>
<p><b>4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?</b></p>	
<p>Students on the SEN register will complete a Lady Lumley's support plan with their key worker. This enables students to express their views about their learning and is shared with their teachers.</p> <p>SEND students are encouraged to take part in Whole School Student Voice, Student Leadership Team, School Round Tables and participate in</p>	<p>School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible. Your school will be able to describe</p>

the appointment of staff. Students with an EHCP or Pupil Passport are encouraged to give their views in a format they feel comfortable to use.	how this is undertaken and the frequency with which the child is consulted.
<b>5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review</b>	
<p>We have regular internal reviews of students' work to measure progress made and expect that ALL pupils with SEND should make at least expected progress, in line with their prior achievement.</p> <p>Where expected progress is not being made in a subject area, further intervention work will be planned by the department and in liaison with learning support staff.</p> <p>SEN reviews will be held termly and will include the views of staff, students and parents/carers. At each review clear target will be set and monitored by the student's key worker.</p> <p>All students on the SEN register will complete a Lady Lumley's support plan with their key worker. This enables students to express their views about their learning and is shared with their teachers.</p> <p>Provision is reviewed regularly so that clear goals can be set, and progress celebrated.</p>	<p>All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum.</p> <p>Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.</p>
<b>6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society</b>	
<p>We are a fully inclusive school, promoting equal opportunities for all. We have very strong transition programmes; KS2 into KS3, KS3 into KS4 and KS4 into KS5. We believe that students and parent/carers should be fully consulted and be involved in all areas of transition; this includes accompanied visits to appropriate Post 16 providers.</p> <p>Where appropriate extra sessions are set up to support students especially as they move into KS3 and KS5. All students have access to a range of careers events and the school employ an external careers adviser and all SEN students have a formal careers interview(s).</p> <p>We place a high priority on developing the whole person, whilst academic qualifications are important, so are social and workplace skills. Work experience is offered to some Y10 students as are a variety of 'learning outside the classroom' opportunities for all students of all ages.</p>	<p>Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary.</p>
<b>7. What is your School's approach to teaching children and young people with SEN?</b>	
<p>Lady Lumley's school is inclusive and promotes a culture of 'Being Our Best' for all. Quality first teaching is at the heart of everything we do. Learning in the classroom is a top priority and differentiated to cater for all</p>	<p>High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels</p>

student needs. Where necessary, some students may have some focussed provision either individually or in small groups away from the main lesson. This could be intensive work for a small period of time, with the aim that the work undertaken will impact on learning in the classroom and the student will return to the mainstream classroom with the subject specialist teachers. For the majority of subjects, students are taught through mixed ability teaching; this allows all students to access adaptive teaching.

Support will also be available within some lessons; the staff undertaking this support are members of the Learning Support team. They have responsibility for areas of need and help liaise with outside agencies.

Each high need student on the SEN register is allocated a Key Worker who is tasked with ensuring the day-to-day provision meets the student's needs. Support to students in lessons is normally by members of the Learning Support team. They work in close liaison with teaching staff.

When in lessons they follow a plan provided by the teacher who is responsible for the learning of each student differentiating where appropriate. The teacher and Learning Support team member will then reflect on the work undertaken in the lesson to help inform future planning. An overarching aim is to help students gain independence and not become overly reliant on adult support.

Sometimes the support may be from an outside agency e.g., hearing support, SEND Hub. Where this is the case information is shared and any strategies suggested are put in place.

Following assessments (either within lessons or specialised assessments conducted outside the lesson), some students will receive planned intervention sessions, which mean they may work individually or in a group outside of the main lesson.

Intervention work is normally undertaken by a member of the Learning Support team and will be discussed with both home and students. Some interventions may be provided by outside agencies e.g., hearing or vision support.

In addition, at Lady Lumley's School we run peer mentoring schemes as and when needed - to support students with a range of skills, for example organisation, literacy, and numeracy.

These sessions take place during tutor time and again are discussed with the student and home. Careful monitoring of the above sessions is carried out to help measure the impact of the provision and progress made. All interventions aim to enable students to be included and make progress in

that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons

Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:

- what interventions your child is receiving and what are the intended learning outcomes;
- when during the week any interventions will be delivered and for how many weeks;
- who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom)
- how the interventions will relate to and support learning in the classroom;
- how they will be monitored closely to make sure they are helping your child to make accelerated progress.

their mainstream lessons.	
<b>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</b>	
<p>Lady Lumley's School offer a curriculum that is broad and balanced. We have retained a relatively free option programme – this is reviewed annually. In addition to the above sometimes it is appropriate to adapt the curriculum e.g. a small number of students may take Entry Level qualifications rather than GCSE examinations or follow three options and use the time released to support their other work. This will only be done in conjunction with parents and outside agencies when absolutely necessary so that all students have access to a broad and balanced curriculum. Teaching staff will be informed by the SENCo what adjustments need to take place in the classroom so that students can access the curriculum at their level.</p> <p>Some students may be offered additional work experience to complement their studies.</p> <p>The school is fully accessible to all students, and we run a variety of clubs and extra-curricular activities and encourage students to plan and run their own clubs.</p> <p>For those students who require them Lady Lumley's School will write Risk Assessments and co-ordinate Health Care Plans with parents and medical professionals.</p>	<p>Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies.</p> <p>Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.</p>
<b>9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?</b>	
<p>In Sept 2018 Tanya Elsworth was appointed to the school as Assistant Headteacher "Supporting Students" and oversees all provision for SEND. Tanya Elsworth has 20 years of pastoral experience including 9 years of specific SEND roles; she is a qualified SENCo with a National Award for Special Educational Needs Co-ordinators and also has experience of being the Lead Teacher in an ASD enhanced provision. She is well supported by a range of staff with particular expertise and training.</p> <p>Sue Robinson was appointed as SENCo for Lady Lumley's School from Sept 2021. She is a qualified SENCo with a National Award for Special Educational Needs Co-ordinators. She has over 20 years of experience, working with students with a range of SEND needs. Sue's background is in Physical Education. She has worked on the delivery of National programmes to increase engagement and participation of young people with SEND in sport and physical activity.</p> <p>In addition, we have a dedicated pastoral team who support students with a range of needs.</p>	<p>All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. Schools must make good use of their SEN funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.</p>

<p>We have a Learning Support Coordinator who helps to oversee the work of the Learning Support team. The Learning Support team have responsibilities in specific SEND needs and act as Key Workers for high need students.</p> <p>We also employ our own student counsellor who provides a confidential service to students.</p> <p>We liaise closely with relevant agencies to ensure the best possible provision for each student.</p> <p>All staff receive regular training from internal and external providers.</p> <p>The SENCo works closely with the Assistant Head Teacher for Teaching and Learning to support the development of all teaching staff and Teaching Assistants in school.</p> <p>New staff have bespoke training sessions focussing on the students with SEND at Lady Lumley's School and how to best use the Learning Support team to support their classroom practice</p> <p>The Learning Support team are trained to support students with specific SEND.</p> <p>The Learning Support team support students and staff.</p>	
<b>10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?</b>	
<p>The progress and attainment of all children is carefully monitored and reported to parents. Internal monitoring systems are robust, and all staff are held accountable for the progress all students, including those with SEN- this forms an integral part of the Schools Performance Management arrangements.</p> <p>We have regular internal reviews of students' work to measure progress made. Where expected progress is not being made in a subject area, further intervention work will be planned by the department and in liaison with learning support staff.</p> <p>SEN reviews will be held termly and will include the views of staff, students and parents/carers. At each review clear targets will be set and monitored by the student's key worker.</p> <p>Careful monitoring of intervention sessions through pre and post testing is carried out in order to measure the impact of the provision and subsequent progress made.</p>	<p>The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'.</p> <p>The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.</p> <p>Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.</p>

<b>11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?</b>	
We are a fully inclusive school with equal opportunities for all. All curricular and extra-curricular opportunities are made available to all students. This includes School trips and residential where the school will ensure additional staffing capacity is available to support students with SEN where appropriate. The school is fully accessible to all students, and we run a variety of clubs and extra-curricular activities and encourage students to plan and run their own clubs.	The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g., the school council.
<b>12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.</b>	
All high need students on the SEN register have a named key worker. In addition, the dedicated pastoral team support students with a range of needs. We have a Learning Support Coordinator who helps to oversee the work of the team. We also employ our own student counsellor who provides a confidential service to students. Some students receive 1:1 SEMH intervention sessions. We also deliver small group intervention sessions aimed at developing social interaction skills. We liaise closely with relevant agencies to ensure the best possible provision for each student. All student in the school received dedicated "Life" Lessons and year group assemblies/tutor time activities which include anti-bullying activities and methods to report bullying and seek support.	Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.
<b>13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?</b>	
Some students need to access support from other agencies, and we have good working relationships with various agencies. If we feel further support is needed by one of these agencies we consult with parents/carers before making a referral.	The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions. Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.
<b>14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.</b>	
Our named Governor for SEND is Heather Yeabsley Complaints follow the normal school complaints procedures-see Complaints Policy on School website. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed.	There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.



