

Lady Lumley's School SEN Information Report

Date: March 2024 (LGC approval 24/04/2024)

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Definition of Special Education Needs (SEN)

The SEN Code of Practice (DfES, 2014) says pupils have a learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age.

or b) have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill 2014).

- The Code of Practice (2014) provides an overview of the range of needs divided into four broad areas, upon which our school focuses its efforts to provide for SEND:
 - • Communication and Interaction
 - • Cognition and Learning
 - • Social and Emotional Difficulties
 - • Sensory and Physical Needs

Identification

For a child or young person to be entered onto Lady Lumley's SEND Register we take account of what work has been done previously and by whom. Teachers are responsible for providing Quality First Teaching (QFT) within their daily teaching. If a child or young person is not making adequate progress they will only be considered as having a SEN if the class teacher has provided reasonable adjustments through high quality, adaptive teaching in the first instance. As such, any child or young person on Lady Lumley's School SEND Register receives support that is additional to and different from that which is ordinarily provided for most of the other children of the same age.

Children or a young person are identified as having a SEND through a variety and combination of ways including.

- Communication with previous settings
- Children performing below 'age related expectations'
- Concerns raised by parents/carers
- Concerns raised by a teacher.
- Collaborative working with external agencies
- Use of standardised assessment such as NGRT reading assessments
- Children or a young person that already have an Educational Health Care Plan (EHCP)

Once a student has been identified as having SEND we take action to remove barriers to learning and put effective special educational provision in place. This is called the Graduated Response and it enables the right level of intervention and support when needed. It is a 4-part cycle: Assess, Plan, Do and Review.

The graduated response is as follows:

1. Assess. Assess the student's needs to ensure we obtain a clear analysis of the need. We will ensure that the assessment informs any adjustments, approaches, resources, intervention and/or support required.
2. Plan. The plan – 'My Support Plan' - is written by the SENDCo. The views of the student are vital, and form an important part of the plan. The focus will be on how to overcome the barriers to learning identified.
3. Do. The class or subject teacher remains responsible for the child. Where additional or different provision is provided by TAs or ATS, the responsibility remains with the class or subject teacher. AT's must supplement and not replace teachers. Teachers are still required to plan and assess the impact of adjustments and support. The SENDCo will support the class or subject teacher in the further assessment of the child's particular strengths and needs and by advising on the effective implementation of support.
4. Review. The SENDCo will review the plan with the parents and the student. The impact and quality of the support and interventions will be evaluated. This will feed back into the analysis of the student's needs and inform the assessment component of the next cycle of the graduated response.

There is a process of constant review and therefore possible movement within the graduated approach. It is important the children are given specific and relevant input, and this may be in the form of a short-term intervention. It does not mean that a child or young person will necessarily be placed on the SEND register. These targeted children or young people will be closely monitored, and their progress tracked. If a specific educational need is highlighted, a 'My Support Plan' may be put in place. These will be written with the parents, child or young person and school staff. These identify clear SMART targets to be supported in class and through clearly defined interventions. These will be regularly reviewed as part of the ongoing Assess, Plan, Do, Review cycle, such that we are aware of the effectiveness of the provision made for our pupils with SEND and made alterations to best meet their needs and fulfil their potential accordingly.

Other agencies are involved, when necessary, e.g., speech and language therapy. Any children or young people who then require an 'EHCP' will have annual and interim reviews. Parents, SENDCo, and LA representative- usually the appropriate caseworker, supporting TAs and any other parties involved in the EHCP provision are invited to the annual reviews.

School Policies that are linked to the identification and assessment of SEND

SEND Policy – <https://www.ladylumleys.coastandvale.academy/about-our-school/send/>

Accessibility Plan - <https://www.ladylumleys.coastandvale.academy/about-our-school/school-policies/>

Child Protection Policy and procedures - <https://www.ladylumleys.coastandvale.academy/about-our-school/school-policies/>

Supporting Pupils with Medical Conditions – (Appendix 2, SEND policy) <https://www.ladylumleys.coastandvale.academy/about-our-school/send/>

Positive Behaviour for Learning Policy - <https://www.ladylumleys.coastandvale.academy/about-our-school/school-policies/>

Equality Information and Objective Statement - <https://www.ladylumleys.coastandvale.academy/about-our-school/trust-equality-objectives/>

Special Educational Needs Policy Implementation

This SEND Information Report, along with our Special Educational Needs Policy, has been developed by the **SENDCo** – Sue Robinson

Contact details: s.robinson@ll.coastandvale.academy

It is the responsibility of all school staff to act within the policy and associated guidelines. All staff must follow the SEND Code of Practice 2014. With the SENDCo, it is the role of the headteacher to implement the school's SEND policy and to ensure that all staff are aware of the school policy and how to best support children with SEND. The headteacher will report to the governing body about the effectiveness of the SEND policy on request. The school will work collaboratively with parents/carers to ensure they are able to support their child. The governing body has the responsibility of reviewing and agreeing the policy. The governors support the headteacher in carrying out this policy. The **school governor for SEND** is Adrian Howe

The SEND Governor will support and challenge the school to ensure that no learner is treated less favourably, denied opportunity, or left behind because they have additional needs.

The Head Teacher will monitor the effectiveness of the policy on a regular basis and report to the governing body. The governing body will review the policy and information report annually.

My Support Plans

My Support Plans are created for all children or young people who are on the SEND register with a view that these are entirely working documents which are continually reviewed and follow the child or young person through their education, creating a holistic picture of the child and how best to support them. They are created in a joint process involving the child or young person and teachers with an outcome focused approach. When producing support plans we strive for targets to not only look at the term or year ahead (in the short/medium term), but also further into the child's future e.g., the next Key Stage (long term). This lends itself to the forward planning approach adopted by school to better meet the needs of all its SEND pupils. The support plans are very child centred and monitored and reviewed termly, in consultation with parents/carers.

Partnership with Parents/Carers

Lady Lumley's School will have regard to the SEN Code of Practice (2014) when carrying out its duties toward all pupils with special educational needs and ensure that parents/carers are involved with any decision that SEN provision is necessary for their child's or young person personal progression. Partnership with parents/carers plays a key role in enabling children and young people with SEN to achieve their potential. We recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be treated as partners, with due consideration given to our 'Equality Policy' (found in the Policies section on our school website) and supported to play an active and valued role in their child's education.

Home-school communication around SEND are detailed below:

The SENDCo is available to discuss your child's progress or any concerns/worries you may have.

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. All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report.

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.

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.

My Support Plans will be reviewed with parent/carer involvement each term, as appropriate.

Homework will be adjusted/adapted as needed to your child's individual needs.

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 with the potential to secure an Education Health Care Plan.

In addition, parent/carers may access support groups such as SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service). - <https://sendiassnorthyorkshire.co.uk/>

Student Voice

Teachers/SENDCo and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned, and interventions are allocated to individual needs. The children regularly discuss their progress and support with support staff. Student voice is highly valued in our school, and we feel their contributions to their own 'My Support Plan' is key to the Students' success.

A Graduated Approach

When a potential special educational need has been identified, a graduated approach will be taken. This involves assessing, planning, implementing, and reviewing the approach taken so that it is increasingly personalised to the child or young person. This cyclical process, as we build a deeper understanding of the child's needs, enables school to continually reflect upon the approach taken and to gain 'Student Voice' and 'Parental Input' along the way which is intrinsic to getting the provision correct for each individual child. Provision is reviewed regularly so that clear goals can be set, and progress celebrated.

Transition Arrangements and Preparing for Adulthood

We recognise that transitions can be difficult for a child or young person with SEND and take steps to ensure that any transition is as smooth as possible. We are a fully inclusive school, with 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.

Transition events are offered throughout Year 6 and where appropriate, additional sessions are arranged to support some SEND students. This is also the case as students transition into KS4 and KS5. The period of transition depends on the individual needs of your child or young person. Colleagues have also taken opportunities to visit and work closely with our partner primary schools to acquire a more in-depth knowledge of their routines, systems, and ethos. This also gives staff an opportunity to see what provision the schools have in place and how best to support your child for the transition into Year 7. Where possible, staff will attend a Year 6 annual review to meet you and your child, where there is an EHC plan in place. At this meeting, we hope to ease any worries and concerns you may have during your child's transition to Lady Lumley's School.

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. Students have access to a range of careers events and the school employs an external careers adviser and all SEN students have a formal careers interview(s). When writing and reviewing EHC Plans there is always a focus on the longer term transition to the next Key Stage for that individual student and what smaller 'SMART' targets are needed to achieve the aspirations of the student, parents/carers, and the staff within school. Our aim is to support all students so they may achieve their full potential and to provide all children and young people with an education that will enable them to be resilient within adulthood and become lifelong learners.

Teaching, Learning and Assessment

Lady Lumley's school is inclusive and promotes a culture of 'Being Our Best' for all. We are strong advocates that all teachers are teachers for children with SEND. Quality first teaching is at the heart of everything we do. Learning in the classroom is a top priority and adaptive teaching caters for all student needs. Our teaching, learning, and planning procedures reflect this and are as follows:

Individual 'My Support Plans' are produced for all children and young people on our SEND Register. Support plans include individual targets and are reviewed termly.

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.

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. This will be for a limited period of time – which will be discussed with both home and students. Intervention work is normally undertaken by a member of the Learning Support team. Some interventions may be provided by outside agencies e.g., hearing or vision support. The impact of these interventions is reviewed regularly and evidenced in progress towards targets.

Whole school data analysis supports the identification of students for participation in interventions and supports the assessment of impact of interventions.

Support will also be available within some lessons; the staff undertaking this support are members of the Learning Support team. Teachers and support staff work closely together.

An overarching aim is to help students gain independence and not become overly reliant on adult support.

Interventions

The SENDCo will decide on the action needed to help the pupil to progress in the light of their earlier assessment.

This might be: -

- To provide key learning targets appropriate to the child's/ young person's current achievement
- To provide different learning materials or specialist equipment.
- To introduce some group or individual support.
- To devote adult time to providing additional in-class support.
 - To undertake staff development and training aimed at introducing more effective strategies.
- To provide effective intervention without the need for regular or on-going input from external agencies.

How we adapt the curriculum and learning environment for children & young people with SEND?

Lady Lumley's School has a range of approaches to supporting children and young people with SEND needs. All children and young people benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children and young people to make good progress. Work is adapted for different groups and individuals. Sometimes this is enough to ensure a child or young person is on track to reach their full

potential, however sometimes a 'My Support Plan' will be needed with individual targets and strategies to work towards achieving them. This will be put in place in discussion with parents/carers and where appropriate the child or young person. This could mean additional work with a child or young person on a small group or 1:1 basis to carry out specific interventions to support a child or young person to meet their individual targets. The SENDCo works alongside class teachers and support staff to oversee SEND provision and monitor the progress of any child or young person requiring additional support. Where appropriate other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process.

To ensure all children and young people can access the curriculum at an appropriate level and fulfil their potential we take the following actions:

- Apply adaptive teaching to ensure that all students have access to a broad and balanced curriculum..

- Ensure that staff are aware of each student's individual needs and use adaptive teaching effectively, in a way that is appropriate for them.

- Provide opportunities for pupils to develop confidence, self-esteem, and resilience.

- Work in partnership with parents/carers, pupils, and external agencies to cater for children's special educational needs and disabilities.

- Make provision for children with SEND to fully develop their abilities, interests, and talents.

- Identify special educational needs at the earliest opportunity to ensure early intervention and support.

- Ensure all children with SEND are fully included in all aspects of school life, including enrichment activities and are supported to develop their Cultural Literacy.

- Lady Lumley's School is fully accessible to all students. 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.

Provision

We aim to provide all students, including those with SEND, with all the support necessary in order that they can realise their full potential. Listed below is the main body of our provision, however it may not list every skill, resource, and technique we employ to achieve this as these are continually developed and adapted to meet the changing requirements for individual students. Provision includes:

- Quality First Teaching

- Adaptive teaching

- Targeted interventions – individual or small group

Individual targets and a My Support Plan

Writing aids

Pre-teaching of new concepts to enhance learning

Tabletop resources – graphic organisers, task boards, spelling mats

Access to lap-tops and software packages

Access to reading pens

The school budget, received from North Yorkshire LA, includes money for supporting children or young people with SEND.

The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors based on needs in the school.

How do we evaluate the effectiveness of provision?

The progress and attainment of all students is carefully monitored and reported to parents. Internal monitoring systems are robust, and all staff are accountable for the progress of all students, including those with SEND. 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 curriculum area and in liaison with Learning Support staff.

SEND reviews are held termly. At each review clear targets are monitored and set.

Careful monitoring of intervention sessions through pre and post assessment is carried out in order to measure the impact of the provision and subsequent progress made.

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?

We are a fully inclusive school with equal opportunities for all. All curricular and enrichment opportunities are made available to all students. This includes school trips and residentials 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 enrichment activities. SEND students are encouraged to attend, and, as appropriate, supported to do so.

Staff expertise and Provided Training Opportunities

All staff receive regular training from internal and external providers. Staff training in relation to SEND is carried out on a regular basis depending on the needs of the children/ young people within our school. Individual staff may attend the training, and this may be on specific areas of need such as Dyslexia or Autism or more whole school issues such as Inclusive Classroom Practice. In-house training can also be offered to a number of staff where a specialist will come into school and provide training on a specific area of SEND, if needed e.g. vision support, emotional regulation.

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.

We employ our own student counsellor who provides a confidential service to students.

We liaise closely with relevant agencies to ensure the best possible provision for each student.

The SENDCo works closely with the Deputy Head Teacher for Teaching and Learning to support the development of all teaching staff and Teaching Assistants in school.

Our SENDCo has the National Award for Special Educational Needs Co-ordination.

External Agency Support

Links with external agencies are vital to ensure that we provide the highest levels of support for our students with SEND. Any one of the support services can raise concerns about a student. This will be brought to the attention of the SENDCo and the student's parents/carers.

A request for support from external services is likely to follow a decision taken by the SENDCo, colleagues, in consultation with parents/carers. External support services will usually see the child or young person, so that they can advise subject and pastoral staff on strategies and provide more specialist assessments that can inform planning and the measurement of a student's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Below is a list of the services that the school most regularly work with:

- NYC SEND Hubs
- Early Help

- CAMHS
- Educational Psychology team

To find out about the local authority's Local Offer of services and provision for children with special educational needs and disabilities please use this link: [SEND Local Offer | North Yorkshire Council](#)

Use of Alternative Provision

Alternative Provision is defined as 'education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour' (DfE 2013).

Schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education.

When commissioning alternative provision, the school will carefully consider what providers are available that can meet the needs of individual students, including the quality and safety of the provision, costs, and value for money.

Once the school has commissioned alternative provision, we will maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.

Supporting Pupils with their Emotional and Social Development

We recognise that students with SEND may well have an Emotional and Social Development needs that will require support in school. We have a robust Child Protection Policy in place, and we follow National and LA Guidelines. We believe that all children with Special Educational Needs and/or Health & Well-being needs must have their needs recognised and assessed, through a whole-school approach, with appropriate and timely intervention put in place through an Assess, Plan, Do, Review cycle.

We believe that all teachers are teachers of children with special educational needs, and it is therefore a whole school responsibility to ensure that these children's/ young people's needs are addressed. All staff have due regard to general duties to promote disability equality, including having a clear understanding of youth mental health issues and how to approach these with sensitivity and care. A range of support strategies are in place for students who need them including: 1:1 mentoring, feelings books, Lego Therapy, Social Stories, Zones of Regulation and tailored-bespoke interventions that are created on an individual needs-assessed basis.

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 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 students in the school received dedicated “Life” Lessons and year group assemblies/tutor time activities which include areas of social and emotional development, anti-bullying activities and methods to report bullying and seek support.

Arrangements for Dealing with Complaints from Parents/Carers

The school deals with any complaints from parents/carers through standardised procedures (please refer to our ‘Complaints Procedure’ which can be found on our website for further details). It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed.

Admission Arrangements (also see admissions policy)

The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010 and Lady Lumley’s School’s key information around this can be found in our ‘Equality Information and Objectives’ policy. This includes pupils with any level of SEND: those with an EHCP plan and those without.