



**LATHOM
HIGH SCHOOL**



ENJOY • BELIEVE • ACHIEVE

Headteacher: Mrs J M Galbraith



SEND Policy

The person responsible for managing SEND provision (SENCo) in Lathom High School: Miss Jennifer Clarke
SEN SLT Line Manager: Mrs Jane Galbraith
Designated Lead for Safeguarding: Mrs Alison Wilcock
Children Looked After Lead: Mrs Alison Wilcock
Children with Medical Needs: Mrs Alison Wilcock/Mrs Janet Marshall
Special Educational Needs and Disability Officer (SENDO) from the Local Authority: Catherine Martin

Contact details for SENCo at Lathom High School:

Miss Jennifer Clarke
Lathom High School
Glenburn Road
Sklemersdale
West Lancashire
WN8 6JN

01695 725 653

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2014 (0-25) and has been written with reference to the following documents:

- Equality Act 2010: Advice for Schools DfE Feb 2013
- Schools SEN Information Report Regulations
- Statutory Guidance on Supporting Students at School with Medical Conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

SEN Vision at Lathom High School:

“For all SEN students to enjoy life of Lathom High School, reaching their goals and celebrating their achievements.

For all SEN students to believe and have the stimulus to express themselves, to grow and develop and become confident in their learning.

For all SEN students to achieve through guidance and consistent reassurance, meeting all individual’s needs, providing opportunities to enrich learning and help make good progress.”



Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014.

1. A child or young person has Special Educational Needs if he/she has a learning difficulty or disability which calls for special educational provision to be made for him/her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he/she:
 - a) Has a significantly greater difficulty in learning than the majority of others at the same age, or
 - b) Has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
3. A child under compulsory school age has a learning difficulty or disability if he/she is likely to be within section 2 when of compulsory school age (or would be likely, if no special educational provision were made).
4. A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he/she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

This policy was created by the school's Special Educational Needs Coordinator and SEN SLT Line Manager.

Lathom High School is a smaller than average sized Secondary School. However, since September 2015 number on roll has increased due to the closure of a local Secondary School, so increasing the number of students with SEN or additional learning needs on roll.

Aim (The Longer View)

At Lathom High School we aim to create a school that is accessible to provide a curriculum that is both successful and challenging. We believe that all students should ENJOY, BELIEVE and ACHIEVE. We endeavour to create an inclusive culture and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills in order for all students no matter what the individual need to make the best possible progress. This is supported by the high level of teaching at Lathom High School where every teacher is a teacher of every child or young person including those with SEN, and provision which takes into account each student's specific needs.

The high quality of teaching for all learners at Lathom High School is tracked and monitored closely to ensure a positive learning environment is created to meet the needs of all learners. Tracking progression for all learners through a continuous cycle of assess, plan, do and review to ensure learning is taking place.

Aims of SEN provision at Lathom High School:

- To identify students with SEN as early as possible and put relevant and purposeful intervention in place
- To recognise children who are underachieving and identify reasons for this
- To support children to make the best possible progress of which they are capable
- To maintain appropriate records and to monitor student progress

- To provide full access to the curriculum at all times
- To work in partnership with children and parents/carers

At Lathom High School we endeavour to:

- Differentiate lessons based on the needs of individuals. This ensures a flexible working environment accessible for all students.
- Continually track student progress and record current progress against their targets including attitudes to and barriers to learning.
- Usually identify SEND student in the transition of Year 6 – 7 although this may not always be apparent at the time.
- Hold regular meetings between the SENCO and Learning Support Assistants.
- Ensure the Pastoral Team consisting of Lead for Student Welfare and DSL for Safeguarding. Assistant Headteacher who oversees Student Premium, Heads of House, Attendance Officers and Learning Mentors discusses any issues surrounding the student progress and/or concerns they may have.
- Put support and intervention in place ensuring it is appropriate and benefits the needs of the student.
- Have regular communication with parents/carers via letter, phone, text and email to keep them informed of progress and attainment.
- Use outside agencies when/if a student's needs cannot be met by school alone.
- Ensure all staff receive appropriate training to support SEND students with their progress.

Identifying Special Educational Needs

Special Educational Needs and provision can be considered as falling into four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

(SEN Code of Practice 2014)

At Lathom High School we place emphasis on early identification of students experiencing difficulties accessing learning and general school life. Learners may experience these difficulties for a number of reasons. The following may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Student Premium Funding
- Being a Looked After Child
- Being a child of a Serviceman/woman

However, only those with a learning disability that requires special educational provision will be identified as having SEND.

The SENCo works closely with Primary Schools, The Inclusion Manager, Heads of House and Learning Mentors to analyse data on entry into Lathom High School. Each half term, data is analysed and students are individually tracked and those experiencing difficulties are identified. Entry data, baseline information, SATs/PIVOTS, CATs and assessment are all used to identify children who require additional intervention in order to achieve. This allows teaching staff to work out what action school needs to undertake.

At Lathom High School, if a student arrives or is identified as having SEND, we will provide provision that is tailor-made to them providing personalised learning within the normal differentiated mainstream curriculum, ensuring support and provision when addressing the barrier to his/her learning.

Students will be placed on the Special Educational Needs Register by considering the needs of the whole child. This will be if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities. Timescale for the SEN register may differ depending on the observations of progress being made. Sometimes students will remain on the SEN register for the duration of their education. As with our assess, plan, do, review approach the SEN register will be reviewed every half term. All staff have input on any changes made.

A Graduated Approach to SEN

Wave 1: High Quality Teaching

At Lathom High School differentiated learning for all individual students is the first step in responding to students who may have SEN.

This means:

- That the teacher has the highest possible expectations for all students in their class
- That all teaching is built on what children already know, can do and can understand
- Different ways of teaching are in place so that children are fully involved in learning
- Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support children to learn
- Communication between staff and parents is ongoing to inform how their child is progressing

Quality of teaching for all students is regularly reviewed, including those at risk of underachievement

Student progress is constantly assessed and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets and interventions. The decision to make Special Educational Needs Provision involves SENCo, SLT SEN Line Manager and Head of House. All information about a student's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of progress. Parents and Carers and students are involved in decision making. This level of support is termed SEN Support and is school based. This may also include additional provision at Wave 2/3. The programmes of intervention and support for students reflect the need to access the whole curriculum.

Wave 2: Targeted Intervention

This is reviewed every half term from teacher feedback and when possible prior intervention records. Students will receive intervention to address their specific learning needs.

- These may run in the classroom or in sessions outside of whole class learning
- They are planned and prepared by specialist teachers and may be delivered by either teachers or learning support assistants
- These are usually group sessions with specific targets to help children to make progress – targets are used in both group work and class work
- Interventions will be assessed and monitored by the SENCo
- Parents are informed when their child is in intervention groups and targets and progress are shared

Wave 3: Specified Individual Support

Depending on needs of individual students, intervention that takes place in Wave 1 and 2 may not meet the needs of all students.

- Some students will follow 1:1 work; such as if the learner has a Statement of SEN or Education Health and Care Plan or if they have been assessed by outside agencies.
- Children with Social and Emotional and Mental Health needs are supported by The Centre. This may either be our Senior Learning Mentor, Learning Mentor or Counsellor.

For higher levels of need school may liaise with external agencies and professional. Specialist agencies we liaise with regularly include:

- Speech and Language Therapy Service
- Educational Psychology Service
- The Acorns School (Medical) – Short Stay School for West Lancashire, for students who we are able to refer for SEMH.
- Occupational Therapy
- Physiotherapists
- School Health Services
- Children and Adolescents Mental Health Services

Lathom High School also has access to specialist teachers – Ms Nicola Richard (Reading Recovery teacher) and Mrs Helen Johnson (specialist in ASD).

Staff are trained regularly with regard to SEN and specific training is offered according to need. The School Health Services are available to train staff for any specific medical need.

We have learning support assistants that cater for varying needs, these being Autistic Spectrum Disorder, Physical Difficulties and Specific Learning Difficulties.

Teachers are responsible and accountable for the progress and development of all students in their class, including students who may need additional support from learning support assistants or specialist staff.

We review educational processes for all students in school regularly.

Assess

Once a concern is raised, the SEN department in Lathom High School has a wide range of SEND assessment tools available with which to identify the student's need(s), taking into account previous experiences of the student, prior progress and attainment, and behaviours for learning.

Plan

Before any additional provision is selected to help students, the SENCo, teacher, parent/carer and student, agree what they expected to be different following intervention. A baseline will also be recorded, which can be used to compare the impact of the provision and then the necessary adjustments, interventions and support will be selected and integrated in a plan with the aim meeting the learning outcomes where a student requires SEND support. The students will be tested on a termly bases to assess impact.

Strategies may include:

- Dyslexia Support
- Literacy Intervention (1:1 and small group intervention)
- Numeracy Intervention (1:1 and small group intervention)
- English Academic Mentoring
- Mathematics Academic Mentoring
- Small Talk (Speech and Language intervention)
- Social Skills (Behaviours and Friendship intervention)
- Handwriting Support
- Reading Support
- Spelling Support
- Synthetic Phonics Reading Programme delivered to those students with a reading age of below 9.6 years
- 1:1 assistance for students with needs in the area of SEMH (1:1 and small group interventions)
- Exam access arrangements

Do

Every teacher is required to adapt the curriculum to ensure learning is accessible for all students in their class. The Teacher Standards 2012 detail the expectations for all teachers and we at Lathom High School are proud of our teaching and development of staff. Current developments include additional training for middle leaders. The Senior Leadership Team is highly supportive of all staff and their development.

The class teacher will monitor the student closely and will work with learning support assistants and the SENCo to ensure barriers to learning are overcome and that all students make progress. Tracking data is collected on all students every half term, and all teaching staff use this data to inform their planning and differentiate their lessons accordingly.

Learning Support Assistants are active in delivering in class support and intervention programmes to individuals or small groups. Interventions also happen outside of lesson in The Inclusion Centre, Nurture Room, SILC or Academic Mentors' Offices.

Review

All students on the SEN Support Register have a Learning Passport which is reviewed every term. Targets are set and reviewed each term. Interventions will be put in place to support students who have not met their termly target.

A review will evaluate the impact of the intervention given to the students. This can be done annually for those students with statements/EHC Plans. This is a more formal meeting with documentation sent to Lancashire County Council. This meeting involves parents/careers, relevant school staffing, outside agencies and the student.

All students have a half termly tracking report which is sent out to parents/carers. There are opportunities for parents come into school during Consultation Evening and Parent Drop-In's as well as pre-arranging meetings with the SENCo, Inclusion Team or Head of House to discuss needs of students.

Managing Students Needs in the SEN Register

Every class teacher, working alongside other professionals both in and out of school, is responsible for evidencing progress. Students' attainment and progress is reviewed half-termly and targets and interventions are put in place for the next academic window.

Year 7 students (and any new intake student) are testing upon entry. The tests include:

- Cognitive Ability Tests (CATs)
- Reading Tests
- Spelling Tests
- Dyslexia Screening

The class teacher has access to documentation such as:

- Students individual Learning Passports
- Strategies to Support Students with SEN
- Individual Behaviour Management Plans
- Individual Nurture Plans

Targets are set on the above documents which teachers can refer back to and work on with students.

Children and families are involved in planning for progress through regular discussions. The student's voice is central to every review of feedback.

Criteria for Exiting the SEN Register

Students will be exited from the SEN register when they are accessing differentiation within the class that is they do not need anything above and beyond what is offered to the class as a whole.

Supporting Students and Families

Families can be directed towards Lancashire's Local Offer at www.lancashire.gov.uk/send and also view the SEN Report for Lathom High School.

Lathom High School strives to be an inclusive school. We work closely with the Local Authority to ensure students are placed appropriately and all resources necessary are available in school. Students with a Statement or EHC Plan will not be discriminated against in line with the legislation outlined in the SEN and Disability Act 2001. Building adaptations have taken place to achieve full access for all students. We also have a lift for students with physical difficulties and ramps are available at all levels. Our admission procedures for all students including those with SEN can be found on the school website, and are subject to Lancashire County Council admission protocols.

All transition is fully supported by Lathom High School. Students and families have opportunities to visit school at their convenience and transitional visits begin during the Summer Term for students who we feel, through communication with families and primary schools will need extended support during the transition period.

At Lathom High School we pride ourselves on having strong links with other agencies. We work alongside:

- Parent Partnership
- Local Children's Centres
- Children's Social Care
- School Nurse Team

We use the Common Assessment Form (CAF) process and Team Around the Family (TAF) to facilitate links with other agencies.

Supporting Students at School with Medical Conditions

Lathom High School recognises that students at school have medical conditions which should be properly supported so that they have full access to their education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEN and may have a statement or EHC Plan which brings together health and social care needs, as well as their special educational provision to which the SEND Code of Practice (2014) is followed.

The person for coordinating provision for children with medical needs is Mrs Janet Marshall.

Monitoring and Evaluation of SEND

The SENCo regularly completes audits of SEND provision in school in order to gain child, parent and staff views. Alongside audits, parents and students are also asked to complete questionnaires at Consultation Evening and Student Voice is actioned when termly targets are set as well as when annual reports are carried out. The SENCo regularly feeds back to governors following audits of provision. Evaluating and monitoring arrangements promote an active process of continual review in school and improvement of provision for all students.

Training and Resources

All mainstream schools are provided with resources that they can use to support those with additional needs. Most of these resources are determined by a local funding formula discussed with the local schools forum.

Schools have an amount defined within their own budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

Training needs and resource implications are identified through student progress tracking and meetings and a Provision Map for intervention is put in place. The person responsible for updating the Provision Map for intervention across SEN is Miss Jennifer Clarke.

Teacher appraisals and professional discussions identify individual training needs. Training is put in place in response to these discussions. As well as teacher appraisals, support staff appraisals will be introduced during this academic year. This will ensure all staff working with our learners are equipped with the relevant training and support to ensure all students make the progress required.

All new staff undertake an induction meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

Resources are identified to meet individual needs through regular reviews of student attainment and progress.

The SENCo regularly attends training to keep up to date with local and national updates in SEND. The SENCo is an active member of the West Lancashire SEN Cluster.

Roles and Responsibilities

The Governing Body's responsibility to students with SEND include:

- Ensuring that provision of a high standard is made for students with SEND.
- Identifying a designated governor who will take responsibility for assuring the quality of SEND provision.
- Ensuring that SEND students are fully involved in the whole school.
- Having regard for the Code of Practice 2014 when carrying out their responsibilities.
- Being fully involved in developing, monitoring and reviewing the SEND policy.
- Reporting to parents through the SEND report.

Learning Support Assistants' responsibility to students with SEND include:

- Ensuring all students are supported in their learning both in class and during small group interventions.
- Supporting additional needs of students in out of lessons interventions (e.g. during Tutor Time), recording this information and feeding it back to their line manager, SENCo (Miss Jennifer Clarke)
- Listening and working in partnership with class teachers to ensure that progress is being made when supporting students with SEN.

The Designated Senior Leader with specific Safeguarding responsibility is Ms Alison Fairclough.

The Designated Senior Leader responsible for managing LAC funding is Ms Alison Fairclough.

The Designated staff responsible for managing the responsibility for meeting the medical needs of student is Mrs Janet Marshall.

Storing and Managing Information

Documents are stored securely in school. Hard copies of documents are kept in locked cabinets in the SENCo's office. Once a student leaves Lathom High School, all documentation is stored in a central area until the students reach 25, when all documentation will be destroyed.

Reviewing the Policy

This policy will be amended when any adjustments to SEND take place during the academic year, however in line with statutory SEND requirements, this policy will be reviewed annually.

Dealing with Complaints

If any parent/carer has any concerns regarding the education of their child with SEN they should contact school immediately and make an appointment to see Miss Jennifer Clarke – SENCo, or their child's Head of House. All complaints will be dealt with sensitively and with the child's needs and care at the heart of our work.

Bullying

In line with Lathom High School's anti-bullying policy, vulnerable students and their families work closely with a member of the Inclusion Team. All students are encouraged to share their problems and parents/carers are asked to keep school informed if any bullying issues are shared that they are passed onto school as soon as possible in order for the correct procedures to be carried out.

All students and students with SEN have a number of specialist services in school to use at their leisure in order to allow students to gain independence and build resilience in their learning.

This policy is reviewed annually. The next date for review is February 2019.