Special Educational Needs Policy

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Review period	Annual
Next Review date	Autumn 2026
Reviewed by	Becca Wall
Approving committee	Pastoral Committee
Policy type	Legislative
Other related policies	Child Protection and Safeguarding Policy

Special Educational Needs (SEN) at Lawrence Sheriff School recognises that every member of the school community is special and has individual learning and wellbeing needs. We value the abilities and achievements of all our pupils, and we are committed to providing the best possible learning environment for each pupil. The SEN Policy and practices are based on the needs of the individual student, national legislation, and Local Authority (LA) guidance and in line with Warwickshire Inclusion Charter. The Trust Board will seek to implement the objectives of this Policy.

Our SEN Objectives:

The SEN objectives at Lawrence Sheriff School are in line with the current Code of Practice and include:

- Ensuring all pupils have access to a broad and balanced curriculum.
- Providing a differentiated curriculum appropriate to each individual's need and ability.
- Identifying pupils requiring SEN provision at the earliest opportunity in their school career and informing parents promptly.
- Ensuring SEN pupils take part as fully as possible in all aspects of their school life.
- Providing parents with regular information regarding pupil academic progress and attainment.
- Involving pupils in decisions affecting their future SEN provision, where practicable.

We recognise some pupils may have existing SEN on entry and others may experience SEN at some point in their school career. We also recognise that SEN can be temporary and can be present at different times. Our staff are committed to the principles of this Policy. By implementing this Policy and working collaboratively we believe pupils with SEN will be helped in managing their difficulties. This Policy was created with input from pupils, parents, trustees, staff and relevant outside agencies. The final policy was issued by the board of trustees and will be implemented in conjunction with our existing behaviour, equal opportunities, disability equality and complaints policies. SEN objectives are also addressed in part 3 of the operational target setting plan of our School Development Plan (SDP).

What is SEN?

A pupil has special educational needs if they require specific educational provision to be made. Difficulties may include:

- Pupils experiencing significant difficulty in learning in comparison with peers.
- Having a disability which prevents the pupil from accessing educational facilities.
- Pupils experiencing emotional difficulties which prevent them from engaging on a social or academic level.

Particular care will be taken in identifying SEN where lack of progress may be attributed to any of the following:

- English as an Additional Language (EAL).
- Absences due to long term illness/hospitalisation.
- Frequent geographical re-location.

The school and its Trust Board believes that the admissions criteria should not discriminate against pupils with SEN ensuring they be treated as fairly as all other applicants for admission.

Stages in the process of identifying and meeting special educational needs:

A pupil who is perceived by any member of staff as having a SEN need, is referred to the SEN Department with appropriate evidence, who will then investigate. The initial responsibility of care lies with subject teachers and form tutors unless the pupil is identified as being in need of intervention, in which case the SENCo becomes responsible for co-ordinating SEN for that pupil. Early identification of pupils with SEN is a priority. The identification of all educational needs will be met through considering the following:

- Information from outside school:

    1. Parents
    2. Previous school
    3. Specialists e.g. Education Psychologist, Specialist Teacher Service
    4. Information provided through extra-curricular activities

- Information from within school utilising the teacher's knowledge based upon:

    1. Observations
    2. Internal tests
    3. Written work
    4. Oral work
    5. Extracurricular activities

- Information from within school based upon the pupil's performance in:

    1. Public examinations
    2. Standardised tests

- Additional relevant information from:

    1. Self-identification
    2. The pupil's identification by other pupils

In some instances, diagnostic testing may be required. Once identified, priority will be given to liaising with parents and teachers regarding the pupil's SEN requirements and a plan of provision will be agreed upon.

What our expectations are:

Parents/pupils are expected to support the school, wherever possible, in addressing their child's/own SEN. We believe a strong partnership with parents is essential in effectively addressing pupils' SEN and enabling them to achieve their potential. SEN pupils will be encouraged to participate in the decision-making processes affecting them. We will also provide on request, details of the local parent partnership to ensure parents receive comprehensive, neutral and appropriate advice.

Our SEN Policy recognises and reinforces the need for teaching that is fully inclusive. The Trust Board will ensure appropriate provision is made for all pupils with SEN. We have adopted a whole school approach whereby pupils with SEN are, as far as is practicable, fully integrated into mainstream classes. The SEN Code of Practice makes it clear that all teachers are teachers of pupils with SEN and are expected to differentiate appropriately for different levels of need.

The role of the SENCo:

The SENCo works within the school and with outside agencies and is responsible for overseeing the administration of SEN provision and supporting staff to meet pupils' needs. Contact details are available via the school website and at the front of this Policy. Every effort will be made to prioritise needs and to provide necessary provision, based on relevant evidence.

The SENCo is supported in her role by:

- The Link Trustee for SEN
- The SEN Champion of the school – the Headteacher
- The Pastoral department (including Heads of Houses, Heads of Years & tutors)
- Teaching staff
- The SEN Teaching Assistants
- A variety of SEN professionals from external agencies

In School Provision:

The aim of the SENCo (and that of support staff) is to support pupils and to enable subject specialists to teach their subject to all pupils. On admission, we commit to continuity of support for pupils with existing SEN.

Through contacting primary schools during the preceding term of entry (as part of our transition programme from Year 6 to Year 7), we gain information about pupils to shape provision for the initial few months of the first term. Pupils in Year 6 are invited to an induction session with their peers to aid their transition during July prior to formally joining us in September. Their parents are also invited to an induction session during July enabling them to meet members of the Senior Leadership Team and to ask any questions prior to the start of the new academic term. Pupils with existing SEN may be offered an enhanced transition – dependent upon need and circumstance.

Upon entry to the Sixth form, we gain information regarding pupils who join the school at Year 12 through their application forms and correspondence from their previous schools.

To ensure that all staff are aware of current pupil needs, the SENCo publishes a continually updated SEN register, and a Quality First register on the school's secure Shrepointsite and within the SIMS register software. Any examination Access Arrangements are also recorded within both registers (a pupil being in receipt of Extra Time or needing to use a laptop for example).

On the SEN register levels of provision now fall into two categories – SEN Support and EHC Plans (Educational Health Care Plans).

SEN Support

A pupil is deemed to be in receipt of SEN Support if they are unable to access the curriculum despite Quality First teaching strategies being utilised by their teachers or they have sustained input from external agencies, such as Specialist Teacher Service, Educational Psychologist, etc.

Educational Health Care (EHC) Plan

In the event of a pupil having an EHC Plan the school will work with all relevant agencies to ensure appropriate recommendations are duly met (in line with the SEND Code of Practice – June 2014). The Assess, Plan, Do, Review (APDR) cycle is utilised each term in order for pupils to self-identify the areas of support currently needed in line with the outcomes specified within their EHC plan. Regular communication is promoted between home and school, with support plans shared with parents/carers as they are produced or updated.

Strategies for SEN:

School staff use a variety of strategies to support pupils in the widest sense. The main methods of provision include:

- Inclusive education with teacher support through a differentiated curriculum and Quality First teaching.
- Sharing of Quality First teaching strategies that are linked to the Quality First and SEN registers for ease of access by staff.
- Sharing of pupil information (top strategies to use) via pupil passport documents that are linked to the Quality First and SEN registers for ease of access by staff.
- Periods of withdrawal to receive 1:1 support (with outside agencies such as the Educational Psychologist for example).
- In class support, with SEN Teaching Assistant on an individual or group basis.
- Opportunities for pre-teaching (sharing lesson outlines or schemes of learning where appropriate).

We offer targeted pupil updates to parents through regular progress reports. We also offer regular staff SEN inset training via specialist organisations. We provide teaching guidelines on general SEN issues, and SEN also forms part of our current staff in-house development whereby best practice is regularly shared. We support pupils individually as necessary for specific reasons, on agreed programmes, working closely with the following external agencies:

- Local Authority (LA)
- Educational Psychologist (EP)
- Specialist Teacher Services (STS)
- Medical professionals
- Speech and Language Therapists (SaLT)
- RISE – formerly Children, Adolescent Mental Health Service (CAMHS)
- Flexible Learning Team

- Educational Social Worker (ESW)
- Connexions advisors
- Relevant charities and organisations.

We apply for special examination access arrangements to support pupils in their class tests and external,when necessary, where academic evidence supports this need. The SENCo regularly meets with the school's principal examination officer to ensure that the register of provision for access arrangements held are current and valid.

The emotional and mental wellbeing of all our pupils is also important, and we provide an external counselling service and the Mental Health in Schools Team (MHSTs) for pupils within school to support them as necessary.

We recognise recommendations made by the LA and outside agencies regarding provision and aim to implement these where appropriate.

The progress of SEN pupils will be monitored by considering observational evidence, formative and summative assessment. This information will be shared as necessary and reviewed regularly.

Policy for the education of the 'more-able' pupils at Lawrence Sheriff School:

Please refer to the school's Curriculum Policy for details.

It is worth noting that some especially able pupils may have other SEN, resulting in Dual or Multiple Exceptionality (DME). This can often be less easy to recognise, but every effort will be made to ensure DME pupils are identified and that appropriate provision is offered.

Evaluating our SEN Policy:

Through the evaluation of this policy, we will consider the views of:

- Pupils
- Parents
- Teachers
- Trustees
- External professionals

Pupil progress will provide evidence for the success of the SEN policy. This will be analysed through consideration of pupils meeting the targets set within our School Improvement Plan (SIP) and evidence gathered through dialogue with pupils.

We consider the SEN Policy document to be important and, in conjunction with the Trust Board, will review it annually. The outcomes of the review will ensure the Policy is current and that it continues to inform the SIP.

Accessing Our SEN Policy and SEND Information Report

Parents and carers can view the full **Special Educational Needs and Disability (SEND) Policy** and the **SEND Information Report** on the school website at http://www.lawrencesheriffschool.net/ under "About us" - "Policies" section. Hard copies are also available on request from the school office. These documents

provide detailed information about how we identify, support, and monitor pupils with special educational needs and disabilities, and how parents and pupils can be involved in this process.