Special Educational Needs/Disabilities (SEN/D) Information Report

Review date	**Autumn 2025**
Review period	Annual
Next Review date	Autumn 2026
Reviewed by	Becca Wall
Approving committee	Pastoral Committee
Policy type	Legislative

Lawrence Sheriff School is a mainstream setting, able to provide for a variety of SEN/D needs encompassing Cognition & Learning, Communication & Interaction, Social, Mental & Emotional Health needs and Sensory and/or Physical needs.

This SEN Information Report should be read alongside the school's Special Educational Needs and Disability (SEND) Policy, which sets out our detailed approach to identifying and supporting pupils with SEND.
The SEND Policy is available on the school website under *Policies* or by contacting the school office.

Identification of pupils with SEN/D

During transition, we may refer to the following information:

- That provided on transfer documents written by the current educational setting, Local Authority - if an Educational Health Care Plan (EHC plan) is in place, parents and pupils.
- Liaisons with outside agencies including Educational Psychologists, Social Workers, Specialist Teaching Services (STS) and RISE (formerly known as CAMHS).

Within the school setting, we may refer to the following information:

- Academic progress data (both in-house and external).
- Attendance data.
- Concerns raised by members of staff, parents or pupils.
- Specific assessment/screening – for example, Assess Arrangement testing.

Identification procedure

If a SEN/D concern is identified the following procedure would be implemented:

- Subject teacher refers pupil to their Head of Department. Then specific interventions are trialed to support the student's individual needs in lessons, using Quality First Teaching strategies. Individuals are tracked, and interventions are adapted as necessary for half an academic term.

- The SENCO and Heads of Year have an overview of all students referred. This forms the initial step in the 'graduated response' (The graduated response is a four-part cycle of Assess, Plan Do, Review, used to identify and support children with special educational needs)
- If initial interventions are not effective, the subject teacher will complete the SEN referral form, and the Inclusion department will review interventions.
- Initial investigations are conducted by the Inclusion Department, prior to parental contact.
- Discussions with the pupil and parents concerned to establish their point of view regarding teacher concerns and collaborative plan created to support the pupil, including permission gained for relevant referrals/assessments. Copies of subsequent professional reports are shared between school and home.
- Any further action/need to be agreed upon with parents and staff concerned

SEN/D assessment procedure

If warranted, a SEN/D assessment may be made, with parental approval by the following bodies:

- Family Connect
- Specialist Teaching Service (STS).
- Regional Integrated Support for Education (RISE).

Contact details for these agencies can be found at the end of this report.

Provision for students with SEN/D

Pupils are initially placed on the Quality First register. This register is for students with needs that can be met by quality first teacher strategies (Quality First Teaching strategies include high expectations, differentiated instruction, and ongoing assessment to provide high-quality, inclusive instruction for all students).

A pupil passport is created for all students on the Quality First register. The passport is made in collaboration with the student and explains their barriers to learning and teaching strategies to best support their needs.

A pupil is moved from the Quality First register to the SEN register, if their needs are not met by quality first teaching strategies alone and external professional involvement is implemented on an ongoing basis.

Both registers are updated as necessary (by the school's SENCo and Learning Mentors) and shared with all members of staff. Both registers also include links to pupil passport documents and to Quality First teaching strategies documents (allowing the sharing of current information for staff to utilise).

Parents of pupils whose son or daughter are on SEN register are invited to attend termly review meetings, where the pupil's interventions and progress will be reviewed and parent and pupil feedback will be included in the 'Review' section of the 'graduated' response. Following on from the review, a collaborative 'plan' will be developed to continue the ongoing graduated response cycle.

Our approach to teaching pupils with SEN/D

All pupils receive high quality teaching, with staff promoting inclusion and utilising differentiation, allowing all to progress. Specific strategies may be utilised where appropriate, along with 1:1 support being available to those most in need (provided by the Learning Mentors).

The Assess, Plan, Do, Review (APDR) cycle is utilised each term, as part of the graduated response for pupils with EHC plans to identify areas of support currently needed in line with the outcomes specified within their plan. Regular communication is promoted between home and school, with a collaborative approach implemented in the production and updating of support plans.

Evaluating the effectiveness of SEN/D provision

We will endeavor to utilise the following methods of reflection:

- Termly,tracking of attendance, attainment and pupil wellbeing, alongside pupil, parent and staff feedback to inform APDR processPupil progress – through internal assessments, APDR cycles, where utilised and external examination results.
- Lesson observations and learning walks.
- Annual reviews of EHC plans.

Additional support for pupils identified as having SEN/D

To complement our inclusive teaching pupils may also engage with:

- One-to-one mentoring sessions with Learning Mentors.
- Counselling and/or mentoring sessions with a trained counsellor, a Specialist Teacher Service (STS) or an Educational Psychologist.
- Pastoralsupport sessions – provided by the Pastoral department: Form tutor, Head of Year, Head of House or Senior Leadership Team.
- Use of a quiet room to calm down if an incident occurs, monitored by the Well-beingdepartment & Learning Mentors.
- Medication is kept in the Well-being department or school front office, available for pupils to take as needed under adult supervision.

Promoting Equality, Preventing Discrimination and Supporting Inclusion

At Lawrence Sheriff School, we believe every pupil should feel valued, included and able to succeed. We are committed to making sure that pupils with special educational needs or disabilities (SEND) have the same opportunities to learn, achieve and take part in school life as everyone else.

In line with the Equality Act 2010, we make reasonable adjustments to remove barriers to learning and participation. This means adapting our teaching, environment and support so that all pupils can access the curriculum and wider school activities.

We promote equality and inclusion through high-quality, inclusive teaching and by celebrating the strengths and achievements of all pupils. Staff work together to create a supportive environment where differences are understood and respected.

Contact information for members of staff

The school's SENCo Mrs B Wall may be contacted by telephoning the school office (01788 542074) or via email at Becca.Wall@lawrencesheriffschool.com

The school's Well-being department (Miss R Fox) may be contacted by telephoning the school office (01788 542074) or via email at rachel.fox@lawrencesheriffschool.com.

The school's SEN/D Trustee may be contacted by telephoning the school office (01788 542074).

Staff training/expertise

Staff share training via 1:1 meetings, small group sessions, learning hubs and whole staff sessions – to cascade up to date initiatives and information.

Equipment and facilities

The SEN department has 30 laptops available for pupils to use in lessons, as part of their agreed normal way of working across the curriculum, and the Examination Officer provides the same make and model of laptops for examinations.

Handwriting pens are available for those pupils undertaking handwriting support with the SEN Teaching Assistant.

Reader pens are available for those pupils who need support with processing information.

The site is accessible to wheelchairs with lifts available in each block of buildings. Disabled parking is available at the front of the school (Clifton Road entrance).

Making a complaint (initial concern)

We seek to speedily resolve all concerns and would emphasise that most are resolved through informal discussion with a member of the SEN/D or Pastoral team, class teacher or form tutor, who should be contacted in the first instance, if parents have any general concerns. Please note that all complaints are confidential and therefore if your complaint relates to a disciplinary issue, we will not reveal any sanctions imposed on other pupils.

However, if there is a continuing concern, this can be directed through the formal stages as outlined in the school's complaints procedure.

Transition arrangements

When SEN/D pupils require support during key transition points this will be available through:

- An enhanced 1:1 transition programme, for pupils moving from year 6 to year 7 including participation in individual induction sessions, production of a pupil passport, meetings between parents, the SENCo and Learning Mentor and attendance at whole year induction sessions.
- School/home conversations for pupils moving from year 11 to year 12 and attendance at whole year induction days.
- School/home conversations for pupils moving from year 11 to higher education (not within the school) or into the workplace.
- School/home conversations for pupils moving from year 13 to further education or into the workplace.

Useful websites/information points

The Local Authority's local offer is published at: www.warwickshire.gov.uk/sendlocaloffer

A list of SEN/D services for those residing in Warwickshire can be found at:

https://www.warwickshire.gov.uk/send
Parents can also contact the following services for information:

SENDIAS – SEND Information, Advice & Support Service
https://www.warwickshiresendiass.co.uk/ 01788 593159

FIS – Family Information Service
www.warwickshire.gov.uk/fis

Contact details for support services

Family Connect **https://www.warwickshire.gov.uk/childrens-social-care** 01926 414144
Specialist Teacher Service (STS)
Claire Batchelor, Assistant Area Manager - East
Telephone: 01788 418130
Email: clairebatchelor@warwickshire.gov.uk

RISE Rise is Coventry and Warwickshire's CAHMS service.
Navigation Hub, Swanswell Point, Stoney Stanton Road, Coventry CV1 4FS 0300 200 2021