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Special Educational Needs and Disabilities (SEND) policy

Lampard Community School 2023

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Contents

1. Context	1
2. Aims	3
2. Legislation and guidance	3
3. Definitions	4
4. Roles and responsibilities	4
5. SEND Provision	6
6. Monitoring arrangements	11
7. Links with other policies and documents	11

Context

Lampard Community School is a special school whose provision meets the needs of students with a complex profile of needs, all of whom have significant needs in the area of communication and interaction (including speech, language and communication and autism) and who are working significantly below age-related expectations.

Our Mission Statement

We are a positive learning community built on the relationships we make. Our curriculum is based on developing independence, communication and emotional wellbeing. We are committed to providing our students with the best education to equip them to go on to live an active and fulfilled life as adults in the modern world. We want our students to realise their aspirations and make positive steps towards developing the skills needed for future employment.

Our Key Values

We show each other respect when:

- We are kind to each other
- We listen to each other
- We work together
- We have the courage to keep trying our best
- We celebrate and build on our own and each other's strengths and differences.

Our School Vision

Our students are independent. We support our students to become more independent in their learning and in their daily life skills. We work collaboratively with families to ensure they have opportunities to demonstrate their developing independence around the school, at home and in the local community.

Our students are effective and appropriate communicators in their daily lives. Through high quality provision we enable our students to be successful communicators, who are empowered to make choices and to fully contribute to their community.

We help each other to overcome challenges. Our learners possess the skills they need to manage challenge, the belief they are capable and know who can help them should they need support. Working collaboratively with families and multi-agency colleagues help to better identify learning pathways and strategies to improve outcomes.

We build on each other's strengths. We recognise each of our students are unique and we are committed to developing the whole self. Success is driven by the relationships we build, our knowledge of each child and in knowing what their aspirations are to empower them to aim high and to make steps towards these.

We use digital technology to engage and empower our students in their learning to enhance and extend opportunities for them beyond the classroom.

Our provision is provided by highly skilled and trained champions of SEND. Our strong workforce provides a positive community of specialised support to enable students with SEND excel and to realise their potential. Our work is guided by the Ethical Leadership Framework

1. Aims

- To provide a high quality and appropriate curriculum, further personalized to suit individual needs
- To ensure a high level of expertise to meet student need, through well targeted continuing professional development
- To work in a co-operative and productive partnership with parents/carers
- To ensure that that the voice of the student is heard, listened to and embedded
- To work in partnership with other agencies including those from Health and Social Care and the local authority to help students to reach their potential
- To develop an inclusive culture where staff skillfully use a wide range of effective approaches and strategies
- To meet the needs of students and achieve their potential through the 'assess, plan, do and review' process
- To set appropriate individual outcomes based on our extensive knowledge of the student, prior achievement, realistic aspirations and the views of the learner and the family
- To make efficient and effective use of school resources
- To share expertise and good practice across the school, the local learning community and the educational community of North Devon
- To have regard to guidance detailed by Devon County Council

2. Legislation and Guidance

This policy is based on the statutory Special Education Needs and Disability (SEND) Code of Practice 2015, and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Education Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- The Equality Act 2010, which legally protects people from discrimination in the workplace and in wider society

This policy is in line with and should be considered alongside our Teaching and Learning Policy, Equality of Opportunity Policy, Admissions Policy and Medical Policy.

3. Definitions (DfE 2015)

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Lampard is a special school; all students have an Education, Health and Care Plan to support their complex needs.

Definition of Complex Learning Difficulties and Disabilities

Children and young people with Complex Learning Difficulties and Disabilities (CLDD) have conditions that co-exist. These conditions overlap and interlock creating a complex profile. The co-occurring and compounding nature of complex learning difficulties requires a personalised learning pathway that recognises children and young people's unique and changing learning patterns. Children and young people with CLDD present with a range of issues and combination of layered needs – e.g. mental health, relationships, behavioural, physical, medical, sensory, communication and cognitive. They need informed specific support and strategies which may include transdisciplinary input to engage effectively in the learning process and to participate actively in classroom activities and the wider community. Their attainments may be inconsistent, presenting an atypical or uneven profile. In the school setting, learners may be working at any educational level.

(SSAT CLDD Research Project 2011)

4. Roles and responsibilities

Provision for our students, who all have special educational needs, is a matter for the school. In addition to the Governing Body, Head Teacher and Senior Leadership Team, all members of staff have important responsibilities.

- All staff are aware of the school's SEND policy and associated procedures.
- All staff are fully trained in using Team Teach
- All staff are trained at a minimum level 2 Safeguarding

Governing Body:

The Governing Body follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- use their best endeavors to make sure that all students get the support they need and have their needs met appropriately
- ensure that all students have access to and engage in the activities of the school
- work with senior leaders to prepare a SEN information report
- set out their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work. The Headteacher will keep the Governing Body fully informed on all relevant issues. The Headteacher will work closely with the Senior Leadership Team (SLT) and the Governor with responsibility for SEND.

Assistant Head Teacher with responsibility for SEND and the Senior Leadership Team (SLT):

In collaboration with the Headteacher and governing body, the SLT determines the strategic development of policy and provision with the aim of raising the achievement of all students.

Members of SLT are responsible for various aspects of implementation of the SEND policy, including:

- Ensuring appropriate provision is in place for each individual student
- Thorough analysis and assessment of students' needs and progress
- Providing relevant professional guidance to colleagues concerning student needs
- Advising on the deployment of the school's resources to meet students' needs effectively
- Monitoring the quality of teaching
- Monitoring the impact of interventions
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Providing and monitoring relevant SEN CPD for all staff
- Working closely with parents/carers and relevant external agencies.
- Liaising with feeder schools and ensuring an appropriate transition package is in place for students joining the school
- Liaising with potential next providers of education to ensure students and their parents/carers are informed about options and a smooth transition is planned
- Liaising with the local authority and its support services
- Ensuring the School Development Plan reflects the need for continual and relevant improvement to provision – in line with the needs of the current cohort of students
- Coordinating therapeutic provision including visiting professionals in conjunction with the care and safeguarding team as appropriate.

Care and Safeguarding Team:

- Supporting the staff team in meeting the wider pastoral and holistic needs of students
- Providing specialist support, guidance and signposting for students and their families, when outside the remit of the tutor
- Maintaining regular contact with families in need of additional support, including home visits
- Liaising with Children's Services and multi-agency professionals and coordinating multi-agency delivery where applicable
- Designated safeguarding leads and monitoring of safeguarding practice, policy and procedures throughout school
- Lead roles in supporting and monitoring of Children in Care, Children in Need and Adopted/Post Looked After children/care experienced children.

Tutors:

- Tutors are the key professionals for each of the students within their Tutor Group. They are the holder of all current and relevant knowledge and information in respect of those individuals and their needs. They maintain thorough and extensive records and ensure that colleagues have access to all pertinent information. Tutors lead on all aspects of each tutee's experience at Lampard within a holistic framework, supported where necessary by internal and external specialist colleagues. They build positive and mutually supportive relationships with families and ensure that regular communication is maintained.

Support Staff:

- HLTAs & Senior TAs deputise for tutors and teachers in their absence and fulfil the roles to the best of their ability.
- Teaching assistants have a crucial role both within and outside of the classroom. Under the direction of the tutors they support groups and individuals across all aspects of the school day. Under the direction of the teachers they support access to learning and contribute to assessment.
- All participate in the delivery of Personal Programmes under the direction of the tutor.

- Teaching assistants also support students within the dining room and have an important role in proactive engagement of students in the playgrounds.
- Admin staff have an essential role in relation to building relationships with parents / carers. They play a positive role in their dealings with students in a variety of contexts, most particularly in relation to administration of medication and first aid.

5. SEND Provision

5.1 The kinds of SEN that are provided for

Children and Young People attending this school have significant needs in the area of Communication and Interaction and this is specified in an EHCP. Many have a diagnosis of Autism and/or have needs relating to speech, language and communication (SLCN).

Due to their complex profile of needs, pupils are working well below age-related expectations, therefore at KS4 students take Entry Level/Level 1 Functional Skills qualifications and a range of vocational options at Entry Level. Typically, our students move on to Supported Learning at Petroc to access a progressive and meaningful Post 16 education.

The Four Broad Areas of Special Educational Need

Under the SEND Code of Practice 2014 students are identified as having a special educational need (SEN) will be considered within one or more of the following broad areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and mental Health difficulties
- Sensory and/or Physical Needs

The Code of Practice sections 6.28 – 6.35 provides an overview of each of these broad areas of need

5.2 Recording Student Needs and Strengths

Each student has an electronic folder which contains their Education, Health and Care Plan, the most recent reports from external agencies, termly Personal Learning Goals and Learning Journals, records of Personal Programmes and assessment data in addition to a hard copy folder kept securely in school. The tutor is the holder of the current and relevant knowledge and information about the students in their class. They will use this knowledge to inform the termly learning goals for each child. Each student has a Student Profile which provides an overview regarding the strategies that the students responds to and the approaches that need to be in place. The Student Profile also lists assessment data and student views linked to the Annual Review cycle.

5.3 Assessing and reviewing pupils' progress towards outcomes

Annual Review of Education Health and Care Plans

At the annual review/transfer review we summarise the student's progress and needs to ensure that the Local Authority has full and up to date information.

We can identify what is working and/or if we need to adjust our provision to better meet emerging needs. Our tutors are continually assessing, planning, implementing and reviewing their approach to teaching so that they build up a bank of successful strategies which are shared with parents. Through this graduated response we endeavor to meet any emerging or changing needs to ensure that students make progress. Student views are incorporated into the meeting. Ideas from both school and parents regarding the key areas of focus for the coming year and next steps will be agreed upon and built into plans for the coming year. If required reviews can be held more frequently and can be held remotely if appropriate.

A Graduated Response to SEND

In order to meet the needs of our students and to enable them to reach their full potential each school term runs on a cycle of assess, plan, do and review.

Assess

The tutor assesses the needs of the students against their Education, Health and Care Plan outcomes. Assessments include observations, informal and formal assessments and the use of any assessments carried out by external agencies such as Occupational Therapy, Educational Psychology and Speech and Language Therapy. This period provides the tutor with information regarding the next steps which the student needs to work on.

Plan

- **Personal Learning Goals**

Tutors then draft the next short-term Personal Learning Goals which the students will work towards during that term. A Personal Learning Goal Meeting is held with parents, during which parents/carers are encouraged to share their ideas about the areas which they feel their child needs to focus on, often students attend these meetings in order to share their ideas. It is important that these Personal Learning Goals are co-written with parents and the student and as such suggested activities that can be complete at home are included in the meeting. Personal Learning Goals are then set for the term, these focus on the areas within the child's Educational Health and Care Plan.

- **Personal Programmes**

The tutor will design any Personal Programmes which they feel are required to provide targeted support for specific areas in which the student requires additional support. The Personal Programmes are in the first instance delivered by the tutor team under the supervision of the tutor. More specialist Personal Programmes may be offered outside of the tutor team, if a skill set is required which cannot be offered by the tutor team. The tutor remains responsible for ensuring that they have oversight of the programme and ensure that it links back to the strategies used within class. Each Personal Programme will last a minimum of three weeks and a maximum of one term.

Do

The Personal Learning Goals and Personal Programmes for each child are then added to the Evidence for Learning App on the tutors' iPad. These PLGs are submitted for review by the Phase Leader and once agreed the tutor team starts to work on them with the students. Evidence is captured throughout the term in the form of photographs, videos and written observations and uploaded into the Evidence for Learning app, to demonstrate the progress that the student is making.

Review

Tutors update the assessments made against each Personal Learning Goal in each student's assessment book on Evidence for Learning and add photos and comments about the progress a student has made towards their Personal Learning Goals. The evidence captured throughout the term supports the judgements made. Parents and carers are also encouraged to contribute evidence towards the Personal Learning Goals using the Evidence for Learning app. Tutors will produce a Learning Journal using Evidence for Learning for each student which details the progress made towards each Personal Learning Goal, these are shared with parents/carers.

The cycle then starts again the following term.

Pupil progress meetings are held at the end of each term between the Phase Leader and the tutor. Both progress towards the Personal Learning Goals and the academic progress made by the students will be discussed. The impact of any Personal Programmes which have been delivered will be reviewed during this meeting and progress towards EHCP outcomes will be reviewed. Students making limited progress will be highlighted and actions will be discussed in order to ensure that barriers to progress are removed. If support is required from outside agencies in order to inform on the strategies for support which are required, then relevant referrals will be made.

Students Causing Concern

Students causing concern due to emotional, attendance or behaviour issues are discussed during weekly safeguarding meetings attended by the care and safeguarding team and during weekly behavior meetings attended by all of the senior leadership team. Actions are agreed upon during these meetings and these may include support for the child's class team, family and also the involvement of external agencies. These actions are coordinated by the care and safeguarding team and the assistant head for SEND. Progress for these students are discussed and monitored on an ongoing basis by the care and safeguarding team and the senior leadership team through weekly meetings in addition to the termly Student Progress Meetings.

5.4 Consulting and involving parents

Parents are invited to attend termly Personal Learning Goal Meetings in addition to the Annual Review. These meetings ensure that tutors and parents collaborate to build termly plans for the students and to contribute to the decisions that are made regarding the focus of support for each term.

Tutors provide less formal feedback and communication with parents through regular telephone calls and using home/school contact books.

Parents/carers are encouraged to seek help and advice from Independent Information, advice and support services including Devon DIAS [Home - Devon Information Advice & Support \(devonias.org.uk\)](http://devonias.org.uk)

Parents/carers are also encouraged to visit the Devon County Council Local Offer Website [Devon's SEND Local Offer - help and support for children with SEND](#)

5.5 Consulting and involving students

The class teams work hard to form positive relationships with each child and student voice is an important aspect of the work we do.

Prior to the student's annual review / transition review, we ask them about how they feel they have got on during the year and what they are most proud of. We also ask them what they would like to get better at, and we use this information to help set relevant Personal Learning Goals. A variety of approaches are used to ensure that the student's voice is heard, for some of our students, video is the best format, for others visual symbols provide the easiest way to access their thoughts and ideas. We encourage children to play an active part in their Annual Review.

We have an elected School Council and students help with staff interviews, showing visitors around the school, and charity events. The School Council are invited to send representatives to a Senior Leadership meeting to highlight topics which have been discussed at School Council Meetings. The Senior Leadership Team will then report back to the School Council representatives with actions which have been carried out prior to their next meeting. We consult with the School Council to find out what the students' priorities are for our School Development Plan.

Champions for Change – We have student representatives who act as Champions for Change who are a student voice group run by Devon Local Authority.

5.6 Supporting pupils moving between phases and preparing for adulthood

We encourage parents to visit if they are considering requesting a place for their child. We show parents round and explain what we do. We encourage parents to visit other schools and discuss their child's needs with the Local Authority in order that they get the best possible advice. It is very important to us that children are placed in the right setting. When the Local Authority consults us on a possible placement, we read through all the consultation paperwork, observe the child in their current setting where possible and speak with their current school / other professionals before deciding. We then inform the LA whether we can meet the child's needs.

When a place is agreed by the Local Authority, we liaise closely with the parent/carer and sending school and put in place a bespoke transition programme. This includes visiting the sending school to meet the child and gather information from the relevant professionals. We then arrange a minimum of two visits to Lampard, creation of a transition book with photographs and written prompts, together with a parent evening for new parents and meet the tutor morning for new students.

Transition may include home visits for those children who are being home educated. When requested our

transition coordinator can attend annual reviews and Team around the Child meetings for confirmed students. If necessary, children can have a phased introduction to Lampard.

The term "Preparing for Adulthood" is used to describe the process of moving from childhood into adult life. 'Preparing for adulthood from the earliest years' forms Chapter 8 of The SEND Code of Practice (revised edition, 2015). The ultimate aim of the SEND Reforms is to enable children and young people to make a successful progression to adulthood.

At Lampard we aim to provide students with opportunities, skills and knowledge to make a successful transition to adulthood throughout their school life. Our curriculum is an appropriate vehicle in which to achieve this, enhanced with opportunities beyond the classroom. Through each phase of school, we aim to prepare individuals for adulthood and focus on the development of the key areas as outlined in the EHCP process: Education and Employment, Independent Living, Community Inclusion and Healthy Living. Students have the opportunity to develop knowledge, skills and experience in these key areas to raise their aspirations, make informed decisions and enable them to be as independent as possible in their everyday life and to access paid employment.

From Year 9 onwards the EHC Plan has a focus on Preparation for Adulthood and students aspirations and goals for the future are formally recorded as part of this process. A Career Development Consultant from CSW Group provides 1:1 advice and support to young people and their families on all aspects of choosing post 16 education as commissioned by the Local Authority. Our link CSW Career Development Consultant contacts students and families from Year 9. They talk to students and families again in Year 10 to talk about options in at post 16 and then, if necessary, attend the Year 11 annual review to make the final decisions. Representatives from our feeder FE College are also invited to Year 11 annual reviews to answer your questions about support and provision. In addition this student will receive in-house and external personal careers, advice and guidance during their time at Lampard Community School.

Lampard Community School will help to sign post students and families to the information and support that you need when making the transition to Post 16. This includes publicising Post 16 events, attending taster days, organising transition events, hosting a next step event and supporting families with Post 16 applications as required.

5.7 Our approach to teaching pupils with SEN

Most Tutor Teams consist of one tutor and two teaching assistants working with on average 10 students. The tutor team provide for all students through high quality teaching. Personal Programmes are designed and delivered by the tutor team. If specialist knowledge is required which is not within the skill set of the immediate tutor team then range of specialist Personal Programmes can be offered but closely monitored by the class tutor. These specialists and targeted Personal Programmes include: -

Sounds Write

Additive Reasoning

Counting to Calculating

Bikability

Fun Fit

High Five

Students can be referred to Occupational Therapy or the Speech and Language Therapy service through Children and Family Health Devon. Our staff will then work with these professionals to deliver any recommendations and programmes of work in school.

5.8 Adaptations to the curriculum and learning environment

Class environments follow the National Autistic Society SPELL approach, ensuring that the class offers structure, is positive, demonstrates empathy, is low arousal and provides students with links between learning.

We use a Total Communication approach in school where we use visuals and Makaton to aid understanding.

The TEACCH approach is used in some classes to provide a higher level of structure to support learning.

5.9 Assistive Technology/iPads

If required, each student throughout the school can have access to an iPad. The iPads are used as a way to aid communication, and work alongside current practices and equipment to support the learner. The iPads are seen as a tool to help. They have accessibility features which allows text to be spoken to the students and for students to convert speech to text. The iPads have several assistive apps to use in a classrooms setting i.e. the number line, calculator, counting and hundred squares. The use of Widget writer, Lexia and access to online resources such as Discovery Education Espresso all support various aspects of the curriculum. All students also have access to Laptops and these can also be used by individuals as needed to support their learning. Identified students have also been provided with reader pens which enable them to access reading independently. Students that may benefit from the use of a reader pen are identified through our 'Access to reading' policy.

5.10 Expertise and training of staff

Most of the staff training is delivered on-site, either by experienced staff members or external specialists, in order to maximise the number of staff benefitting. It takes place primarily through Inservice Training Days, Twilight sessions and the Tuesday training cycle, or at times through attending courses or visiting exemplar provision off-site. We regularly revisit those aspects of training that cover the key needs of our student population. Each year we identify and focus on aspects through the School Development Plan. We also respond to the need for training in relation to individual students where they have needs that we are unfamiliar with.

There are a variety of qualifications and specialist experience across the staff team. There are a mix of fully qualified primary and secondary teachers who have qualified teacher status. We also have two unqualified teachers and Higher Level Teaching Assistants who work with our students and sometimes cover classes. All staff are Team Teach trained and understand a positive and supportive approach to behaviour management. [Team Teach – Training in positive behaviour management](#)

Specific SEND related qualifications or experience include: National Award for SENCO, MEd in Special Educational Needs, level 6 Careers Leader of Education qualification, Forest School Level 3 practitioners and several TEACCH trained teachers.

Teaching Assistants are trained in a variety of interventions and approaches including: Sounds Write, Additive Reasoning, Counting to Calculating, decision spelling, TEACCH, Social Stories, Write Dance, High Five, autism and anxiety, attachment, SEAL, social communication, Speech and Language and PECS. We are developing our Thrive provision this academic year and have two Higher Level Teaching Assistants who are undertaking their Thrive Practitioner Training and this is being overseen by The Assistant Head for SEND who has undertaken their 'Leading Emotionally Healthy Primary Schools' training.

5.11 Securing equipment and facilities

Specialised resources and equipment which are required by individual students are provided by the Care and Safeguarding and SEND Team following consultation and advice with external agencies and parents/carers. Any individual strategies or recommended aids are included in the student's health care plans.

5.12 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their personal learning goals each term
- Monitoring progress through pupil progress meetings
- Holding annual reviews for pupils with EHC plans
- Monitoring progress towards EHC plan outcomes

As all our students have special educational needs and Lampard is a special school, our provision for students is monitored and evaluated as part of the whole school quality assurance system [see the Quality Assurance Statement].

5.13 Complaints about SEN provision

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the school's Complaints Policy: [Policies & Procedures - The Lampard Community School](#)

If there continues to be disagreement regarding SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Parents are also encouraged to make contact with the Devon Information Advice and Support Service (DIAS) if they have a concern or would like further advice and support. [Home - Devon Information Advice and Support \(devonias.org.uk\)](#)

6. Monitoring arrangements

This policy will be reviewed by the Assistant Head teacher for SEND every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Full Governing Board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions