

LONSDALE



SEND Policy

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1. Aims and objectives

At Lonsdale School we aim to:

- Support and make provision for all pupils with special educational needs and disabilities.
- Ensure that every pupil can access a broad, balanced and ambitious curriculum appropriate to their individual needs.
- Enable pupils to engage fully in all aspects of school life and the wider community.
- Deliver highly personalised provision that supports pupils in achieving the outcomes identified within their Education, Health and Care Plans (EHCPs).
- Promote communication, independence, confidence, resilience and emotional wellbeing.
- Help pupils fulfil their aspirations and achieve their best possible outcomes.
- Prepare pupils for adulthood, including further education, employment, independent living, community participation and healthy lifestyles.
- Work in partnership with parents, carers, health professionals, therapists, social care and local authorities to provide coordinated support.
- Ensure that pupils and their families are listened to and actively involved in decisions regarding provision and support.
- Promote equality of opportunity and eliminate barriers to learning, participation and achievement.
- Ensure that all staff understand their responsibilities for supporting pupils with SEND and implement this policy consistently.

2. Vision and values

Lonsdale School is a specialist provision for children and young people aged 3 to 18 with Physical and Neurological Impairments (PNI). All pupils attending the school have an Education, Health and Care Plan and require specialist educational provision to access learning and achieve their potential.

At Lonsdale School we believe that every child and young person has the right to:

- Be valued as an individual.
- Feel safe, respected and included.
- Access high-quality learning experiences.
- Develop independence and self-advocacy skills.
- Achieve their personal goals and aspirations.
- Participate fully in school and community life.

We are committed to creating a nurturing, inclusive and aspirational environment where barriers to learning are identified and removed. Through close collaboration between education, health, social care services and families, we seek to provide a holistic approach that supports pupils' educational achievement, health needs, emotional wellbeing and preparation for adulthood.

Our provision recognises that pupils may have a range of additional needs alongside their primary physical or neurological impairment, including:

- Communication and interaction needs.
- Cognition and learning needs.
- Social, emotional and mental health needs.
- Sensory impairments.
- Complex medical conditions.

Provision is tailored to meet individual needs through a combination of specialist teaching, therapeutic intervention, assistive technology, adaptive equipment and personalised support.

We are committed to:

- Taking account of the views, wishes and feelings of pupils and their families.
- Enabling pupils and parents to participate in decision-making.
- Working collaboratively with education, health and care services.
- Making high-quality provision to meet identified need.
- Promoting inclusive practices and removing barriers to learning.
- Supporting pupils to successfully prepare for adulthood

3. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for maintained schools which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

As a special school, all pupils admitted to Lonsdale School have identified special educational needs and/or disabilities that require specialist educational provision. All Lonsdale pupils have a physical and neurological impairment (PNI) as their main presenting need and an Education, Health and Care Plan (EHCP) and are placed through agreed local authority procedures pending finalisation of statutory arrangements.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The four areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have additional needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment <p>At Lonsdale School, pupils may have moderate or specific learning difficulties.</p>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p> <p>At Lonsdale School, all pupils have a physical and/or neurological impairment as their main presenting need.</p>

6. Roles and responsibilities

The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child

- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

The headteacher

The headteacher will:

- Work with the governors to determine the strategic development of the SEND policy and provision within the school
- Work with the school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Have an overview of the needs of the current cohort of pupils on the school's roll
- Advise the LA when a pupil needs an EHC plan needs an early review
- Monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the teaching staff, reflect on and reinforce a high quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching
- Review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them

- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent/s, the pupil and the school
- Listen to the parents'/carers' concerns and agree their aspirations for the pupil

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly progress meetings and an annual EHCP review to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions
- Contributing to pupil questionnaires
- Sharing their voice through their "All About Me"
- Sharing their views with their class's school council representative

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

As a special school, Lonsdale School does not identify whether pupils have SEND, as all pupils are admitted because they have identified special educational needs requiring specialist provision. Assessment therefore focuses on understanding each pupil's individual strengths, needs, aspirations, learning profile and barriers to participation so that appropriate provision can be implemented and reviewed.

8.2 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

We will liaise with the pupil and their parents/carers to ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

8.3 The graduated approach to SEN support

We will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher in liaison with supporting therapists and professionals will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor, and will be made accessible to staff in a school-based care support plan.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Senior Leaders will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching and support staff who work with the pupil

The teacher will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

At Lonsdale School, all pupils receive specialist SEND provision within the framework of their EHCP. Provision is delivered through a multidisciplinary approach involving teachers, support staff, therapists, healthcare professionals and external agencies where appropriate. The effectiveness of provision is reviewed regularly through annual reviews, EHCP outcomes monitoring, pupil progress meetings and ongoing assessment.

8.5 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including by using Individual Learning Plans (ILPs)
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Holding annual EHCP reviews
- Getting feedback from the pupil and their parents/carers

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil, and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer our pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

Staff receive specialist training relevant to the needs of pupils attending Lonsdale School. This may include training on/in:

- Physical disability and neurological impairment
- Manual handling and moving and handling procedures

- Medical needs and administration of medication
- Augmentative and Alternative Communication (AAC)
- Assistive technology
- Sensory impairment awareness
- Autism and communication approaches
- Positive behaviour support
- Safeguarding children with complex needs
- Preparation for adulthood and independence skills

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Specialist advisory teachers or support services
- Educational psychologists
- NHS Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- NHS School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

13. Admission and accessibility arrangements

All pupils at Lonsdale are referred by Hertfordshire local authority, because their needs cannot be met in a mainstream setting. All pupils on roll have an EHCP, which details their specific needs and the provision required. School caters for pupils with physical and neurological impairments as their main presenting need, and these are often accompanied by other difficulties.

Lonsdale School shares a site with Marriotts School (a mainstream 11-18 school). Lonsdale is fully accessible. Each class and other main rooms have overhead hoists, as do many of the bathrooms.

Lonsdale School has a swimming pool and a range of specialist rooms that include Food Technology, Science/Art and Music/Drama. Other spaces include a library, the main hall, a dining area and conventional classrooms. There is also a sensory room. Group rooms and breakout areas provide further spaces where individual pupils and small groups can work. There are lifts to the first floor where beside learning areas the NHS Nurses, Occupational and Physiotherapists are based.

Pupils have access to computers or laptops in each class. A wide range of input devices, e.g. tracker balls, touch screens, switches, eye-gaze computers etc. are used. There is a variety of mobility systems including switch-controlled power chairs, height-adjustable furniture and changing beds, well equipped bathrooms, hoists, etc. There are also a wide range of resources which help pupils to overcome their physical and related difficulties such as specialised feeding equipment, scissors and magnifying devices. School has three tail-lift minibuses and one people carrier that can take up to three wheelchairs.

Pupils with communication difficulties are supported through the school's AAC Team, who work closely with the NHS Speech and Language Therapists who also support specialist eating requirements at Lonsdale School.

14. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy.
<https://www.lonsdale.herts.sch.uk/attachments/download.asp?file=4369&type=pdf>

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

15. Monitoring the policy

This policy will be reviewed by the Headteacher **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

16. Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy