



THE LAMMAS
SCHOOL

Lammas School and Sixth Form Special Educational Needs Policy

Last Reviewed: July 2023
Review Due: July 2024

Reviewed Annually

SENCO contact details:
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A member of the Griffin Schools Trust

<p>Named Personnel who will ensure policy is implemented by all staff:</p>

<p>Mark Bland– Executive Head Carla Kenny – Head of School Cordelia Campbell – SENCO and Director of Inclusion</p>
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<p>All staff are aware that it is a whole school responsibility and that the responsibility lies with them to implement and follow it.</p>
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Rationale

Lammas School and Sixth Form is committed to providing an inclusive curriculum and appropriate, high quality education to all students living in our local area. We aim to ensure the best possible progress for all our students whatever their needs or abilities. We strive to encourage each student to develop a positive self-image, a sense of community and a greater level of independence both in the classroom and in the wider social world. We aim to put young people and their families at the centre of discussions about support offered.

We believe that all students - including those identified as having Special Educational Needs - have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that they should be enabled to be fully included in all aspects of school life.

<p>‘All children have the right to a good education and the opportunity to fulfil their potential. All teachers should expect to teach children with Special Educational Needs (SEND) and all schools should play their part in educating their local community, whatever their background or ability’.</p>

<p>Removing barriers to Achievement, DCFS (2004)</p>
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We believe that all students should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all students can flourish and feel safe.

Lammas School and Sixth Form is committed to Inclusion. Part of the school’s strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs and we will listen to their views.

We believe that early identification, assessment and appropriate provision are vital in terms of academic achievement and that both families and all staff have an important role to play in this.

Legislative Framework:

Our SEN Policy operates within the statutory framework set out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE February 2013)
- SEND Code of Practice 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

Definition of Special Educational Needs:

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Definition of disability:

A disabled person is one who has;

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

(Equality Act 2010)

Some children with Special Educational Needs will not be disabled under the terms of the Equality Act 2010.

There may be children with disabilities who do not have Special Educational Needs but require “reasonable adjustments” to be made to allow them to fully access the curriculum and all activities.

Medical Conditions

The Lammas School will make arrangements to support pupils with medical conditions, as stipulated by the Children and Families Act (2014), inclusive of Individual Healthcare Plans, which will specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have Special Educational Needs, their provision will be planned and delivered in a co-ordinated way with their healthcare plan.

Our Core Objectives:

- To ensure equality of provision for young people with SEN.
- To value students of different abilities and support inclusion. All staff are aware that the responsibility for SEN is whole school.
- To constantly involve staff and students in the best ways to support all students' needs within the school. There is flexibility in approach in order to find the best placement for each student.
- To ensure that within each class, teaching and learning styles and organisation are flexible to ensure effective learning. Grouping to support students identified with additional needs will be part of this process.
- To ensure the views of the child are taken into account.
- To work in partnership with parents/carers to enable them to make an active contribution to the education of their child and be fully involved in the decision-making.
- To provide information on how identification, assessment and provision is arranged.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, students with special educational needs.
- To continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
- To provide specific input - matched to individual needs and in addition to differentiated classroom provision - for those students recorded as having Special Educational Needs or Disability (SEND).
- To ensure that students with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is valued and accessed by staff and parents/carers.
- To enable students to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of transition to college and 6th form.
- To support all students in achieving and reaching their full potential.
- To ensure students have access to a broad and balanced academic and social curriculum and to enable them to be fully included in all aspects of school life.

Responsibilities:

The development and monitoring of the school's work on Inclusion will be undertaken by the Inclusion Executive Group which meets fortnightly and includes the Director of Inclusion: Cordelia Campbell, the Deputy Head Teacher: Sarah Sawtell, the Assistant Head Teacher: Carolina Belmonte and the Place2Be Coordinator: Nichole Raif.

The Governing Body will ensure that the school is meeting all their statutory obligations with regards to SEND and Inclusion as set out in the Code of Practice 2015.

In collaboration with the above, the SENCO will:

- Contribute to the strategic development of the SEND policy and provision
- Manage the SEND team of teachers, HLTAs and learning support assistants.
- Contribute to the continuing development and training of school staff.
- Oversee the day-to-day operation of the school's SEND Policy.
- Co-ordinate and map provision for SEND students.
- Maintain the SEN list and regularly update the SEN provision map.
- Maintain resources and specific interventions to ensure appropriate provision is made.
- Track progress using school-based and statutory assessment data.
- Complete referrals to outside agencies when required.
- Complete relevant documentation required for additional funding for students at SEN Support, those with an EHC Plan or Additional Top-Up Funding.
- Support and advice colleagues.
- Act as a link with outside agencies.
- Advise on the graduated approach to providing SEN support.
- Liaise with parents of students with SEN.
- Liaise with primary feeder schools and all external agencies
- Be a key point of contact with external agencies.
- Work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements, including those for public examinations.
- Ensure that the school keeps the records of all students with SEN up to date.

Categories of Need:

There are four key areas of need:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

It is possible that a student may fall into one or more of these categories.

<u>Cognition and Learning</u>	<u>Communication and interaction</u>	<u>Social, Emotional and Mental health</u>	<u>Sensory and/or physical</u>
<ul style="list-style-type: none"> • Moderate (MLD) • Severe (SLD) • Profound & Multiple (PMLD) • Specific Developmental Disorder • Dyslexia • Dyspraxia • Dyscalculia 	<ul style="list-style-type: none"> • Speech, Language & Communication (SLCN) • Autistic Spectrum (ASD) • Asperger's Syndrome 	<ul style="list-style-type: none"> • Social & Emotional <li style="padding-left: 20px;">Withdrawn <li style="padding-left: 20px;">Isolated <li style="padding-left: 20px;">Challenging, disruptive or disturbing behaviour • ADD • ADHD • Attachment disorder • Mental <li style="padding-left: 20px;">Anxiety <li style="padding-left: 20px;">Depression <li style="padding-left: 20px;">Self-harming <li style="padding-left: 20px;">Substance misuse <li style="padding-left: 20px;">Eating disorders <li style="padding-left: 20px;">Physical symptoms that are medically unexplained 	<ul style="list-style-type: none"> • Sensory impaired • Multi-Sensory Impaired (MSI) • Physical <li style="padding-left: 20px;">Visual Impaired (VI) <li style="padding-left: 20px;">Hearing Impaired (HI) <li style="padding-left: 20px;">Physical disabled (PD) <li style="padding-left: 20px;">Disfigurement

<p>English as an Additional Language (EAL)</p>	<ul style="list-style-type: none"> • It should not be assumed that children with EAL have SEND. • Difficulties related solely to limitations in EAL are not SEN. • Children with delayed language will receive support in small Speech & Language nurture groups. • If however SEND concerns are raised, then an assessment will be done.
<p>Behaviour</p>	<ul style="list-style-type: none"> • Behaviour is NOT classified as SEND. Difficult or withdrawn behaviour does not necessarily mean that a child has SEND. • Consistent disruptive or withdrawn behaviours can be an indication of unmet SEN, and where there are concerns about behaviour, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. • There needs to be a focus on the underlying reasons for behaviour, e.g. emotional concerns affecting behaviour. A referral may be made to the Local Authority's Social Inclusion Team for support and advice. • If Parents/Carers and school are concerned that a child may have mental health needs, we encourage Parents/Carers to ask their GP for a referral to CAMHS or the school may do this on their behalf.
<p>Well-Being</p>	<ul style="list-style-type: none"> • Other events such events such as bullying or bereavement will not always lead to pupils having SEND, but it can have an impact on well-being and sometimes this can be severe. • Where applicable, a referral to the Local Authority's Early Help Team is advised. • Appropriate provision will be provided to meet short-term needs, in order to prevent problems escalating. • Pupils' well-being will be monitored termly using Leuven scales
<p>Other areas of impact on progress and attainment which are NOT SEN</p>	<ul style="list-style-type: none"> • Disability alone does not constitute SEN. • Attendance and punctuality. • Health and Welfare. • Being in receipt of Pupil Premium Grant. • Being a Looked After Child. • Being a child of Serviceman/woman.

Admissions

The Lammas School complies with the Waltham Forest admissions criteria, which do not discriminate against children with Special Educational Needs and/or Disability, and has due regard for the guidance in the Code of Practice. In line with The Equality Act (2010), the school adheres to its legal obligations:

- We do not directly or indirectly discriminate against, harass or victimise disabled children
- We will make reasonable adjustments (e.g. physical alterations where appropriate) and access arrangements, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- We promote equality of opportunity and foster good relations between disabled and non-disabled children.

Children with Education, Health and Care Plans (previously statements), should apply for placement through the Local Authority's Special Educational Needs and Disability Team.

Parents/carers seeking the admission of a child with mobility difficulties are advised to approach the school well in advance, so that reasonable steps can be taken to accommodate safely.

Identification

The school's system for regularly observing, assessing and recording progress of all students is used to identify students who are not progressing satisfactorily and who may have additional needs.

We take into account the following:

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| <ul style="list-style-type: none"><input type="checkbox"/> Baseline assessment results<input type="checkbox"/> National Curriculum descriptors for the end of a key stage<input type="checkbox"/> Standardised screening and assessment tools<input type="checkbox"/> Observations of behavioural, emotional and social development<input type="checkbox"/> An existing Statement of SEND<input type="checkbox"/> Assessments by a specialist service, such as educational psychology, identifying additional needs<input type="checkbox"/> Another school or LEA which has identified or has provided for additional needs<input type="checkbox"/> Observations from teachers, LSAs, support staff and external agencies. |
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The graduated approach to SEN at Lammas School and Sixth Form:

We work closely with our feeder schools before, during and after transition to collate as much information as possible on our students. Some of them will have previously been identified with SEND during Primary School.

Our students are supported through quality first teaching, with differentiated input and outcomes, provided by teachers. They use our baseline data to plan for this which is compiled and summarised within Group Models (context sheets).

SEND support and provision follows a 4 stage model; ASSESS, PLAN, DO, REVIEW.

Assess:

Subject teachers, Support staff and the SENCO will carry out a clear analysis of the student's needs.

Plan:

Using the information obtained from the assessment stage, plan the support needed to enable the students to achieve their potential.

Do:

The support will be implemented and monitored. Subject teachers will remain responsible for working with the student and will retain overall responsibility for their progress and outcomes. LSAs and the SENCO will ensure that teachers are equipped with the correct knowledge to support the students.

Review:

The student's progress will be reviewed at the same intervals as for the rest of the class. Information gathered at the review meeting will form the Assess phase of the next cycle of support.

TAC meetings will be held weekly to support the review stage.

If students are identified as having SEN, they will be added to the Register. This Register is monitored and updated regularly. Parents will be informed.

Individual Education Plans (if relevant) will be reviewed throughout the year. The SENCO will take the lead in the review process. Parents/Carers and students will be invited to contribute and will be consulted about any further action.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice*; that is progress which:

- Closes the attainment gap between the student and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the student’s previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills

Action will be put in place when:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs.

Education, Health and Care Plan:

Where a student is identified as having complex, severe and long-term needs that present a barrier to learning the school can make an application for the student’s needs to be assessed and, if appropriate, an Education, Health and Care Plan to be issued for the student. Below is an indication of the criteria considered when applying for an EHCP.

<u>Criteria</u>	<u>Evidence</u>
1) Has severe and/or complex long-term needs that affect their everyday life.	<ul style="list-style-type: none"> • Evidence of the child or young person’s academic attainment (or developmental milestones in younger children) and rate of progress
2) Requires provision and resources that are not normally available in school.	<ul style="list-style-type: none"> • Information about the nature, extent and context of the child or young person’s SEN • Evidence of the action already being taken by the early years provider, school or post-16 institution to meet the child or young person’s SEN
3) Requires intensive help and support from more than one agency (e.g. Education, Health and/ or Care.	<ul style="list-style-type: none"> • Evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
4) Despite high levels of support is making limited or no progress.	<ul style="list-style-type: none"> • Evidence of the child or young person’s physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professional and what has been done to meet these by other agencies, and
5) Evidence of a graduated response; i.e. appropriate	<ul style="list-style-type: none"> • When a young person is aged over 18, the local authority must consider whether the young person requires additional time, in comparison to the majority of others

<p>interventions, support and resources available through the Local Offer have already been put in place and the expected progress has not been made.</p>	<p>of the same age who do not have special educational needs, to complete their education or training. Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life.</p>
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The link below provides an overview on how referrals are managed. Comprehensive information for parents can be found via:

<http://walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsd/localoffer.page>

SEN Policy Development and Review:

In the spirit of the Code of Practice for SEN (2015), this SEN and Inclusion Policy has been developed in consultation with all our stakeholders: Lammas staff, students, governors and parents/carers.

It will be reviewed again in September 2024

Lammas School Core Offer

<p>Wave 1:</p> <p>Whole School Response:</p> <p>What every child can expect from the school:</p> <p>Lammas School and Sixth Form has the following procedures in place:</p>	<p>Wave 2:</p> <p>All of A, plus the following:</p> <p>Targeted support for individual and small groups - short term interventions</p>	<p>Wave 3:</p> <p>All of A and B plus the following:</p> <p>Personalised / Individualised Learning Long term interventions (available for children who are receiving support from external specialists and who may have a statement of special educational needs or be under assessment)</p>
<ul style="list-style-type: none"> • An Inclusion Policy • An Equality Scheme & Accessibility Plan • A School Development Plan which outlines current and future developments for all staff and students • Transition Plan <p>Wave 1:</p> <ul style="list-style-type: none"> • An accessible curriculum for all learners • Health & Safety Plan • Individual Learning Plan reviewed termly • Pupil passport <p>Teaching & Learning</p> <p>All students entitled to a mainstream education with an inclusive learning environment</p> <p>Accessibility to student profiles and provision maps so that all staff are aware of needs and interventions</p>	<p>Additional assessment / information: choice of intervention and composition of groups</p> <ul style="list-style-type: none"> - Access to external agency support such as the school educational psychologist, SEND Success outreach support worker, speech & language therapist, specialist SEN teacher - Referrals to external agencies such as Child and Family Consultation Service, the Educational Psychology service, Mental Health Services, family/parental support <p>Wave 2:</p> <p>groups, Educational Welfare Officer, SEND Success Outreach Programme</p> <p>Interventions that may provide individual and group tuition</p> <p>Further training for all teaching and support staff that focus on particular areas of SEN as appropriate for the student</p> <p>Opportunities to work collaboratively with members of Inclusion team for differentiation support</p>	<p>May have an EHCP which outlines strategies and provision, some of which may need to be delivered on an individual basis</p> <p>May have a Health Care Plan</p> <p>Interventions and planning for this student is personalised and links to clearly identified, individual needs</p> <p>Wave 3:</p> <p>Support timetables providing the student with additional adult support in lessons and interventions to address their identified needs (with greater input than at Wave 2)</p> <p>Additional support from outreach workers and support staff to differentiate materials and delivery to meet the needs of the student</p>

<p>Continuous CPD training to ensure staff cater to the needs of all learners</p> <p>Student's progress and attainment is rigorously monitored every half term and academic reports are shared with parents/carers</p> <p>ICT, Smartboards and other technological equipment is used to enhance and support the learning of all students</p> <p>Evaluative reports and procedures are put in place to monitor the effectiveness of all interventions and the progress/attainment of all students</p>		
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<p>Cognition & Learning Needs</p> <p>Wave 1:</p> <ul style="list-style-type: none"> Classroom teaching takes into account the needs of all learners and utilises various intervention techniques to cover literacy, numeracy, behaviour for learning, spoken language and communication and motor development Application of teaching strategies and intervention techniques are used to ensure students make outstanding progress in their lessons regardless of their individual needs or barriers to learning 	<p>Wave 2:</p> <p>The following are examples of interventions which may be considered;</p> <ul style="list-style-type: none"> Literacy intervention lessons Applied English Literacy intervention software i.e. Lexia Numeracy intervention Homework Club & Study Support Access Arrangements for GCSE examinations SRS Phonics intervention Support with curriculum options for KS4 Nurture groups Seating plans that reflect student need In-house diagnostic testing Fine Motor Skills Key Worker 	<p>Wave 3:</p> <p>The following are examples of other professionals that may be involved with working with the young person;</p> <ul style="list-style-type: none"> Educational Psychologist SEND Success Outreach Support Worker Specialist Teacher Keyworker Child and Family Consultation Service
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<p>Communication & Interaction</p> <p>Wave 1:</p> <p>Classroom teaching takes into account the needs of all learners and utilises various intervention techniques to cover spoken language and communication and interaction</p> <p>Application of teaching strategies and intervention techniques are used to ensure students make outstanding progress in their lessons regardless of their individual needs or barriers to learning monitored</p> <p>Members of Middle and Senior leadership teams analyse the results of the data to ensure needs are being met for all groups represented</p> <p>Whole school training (students and staff) on behaviour for learning and self-regulating behaviour delivered regularly</p>	<p>Wave 2:</p> <p>The following are examples of interventions which may be considered;</p> <ul style="list-style-type: none"> - Visual timetables/Alternative timetables - Seating plans that reflect student need - - Reading groups - Speech & Language groups - Nurture groups - Social stories groups - Lunch Time clubs - Keyworker - In-house diagnostic assessment 	<p>Wave 3:</p> <p>The following are examples of other professionals that may be involved with working with the young person;</p> <ul style="list-style-type: none"> - Speech & Language Therapist which will devise specific intervention programmes and discuss recommendations and strategies with staff - Specialist Social and Communication teacher who will conduct observations and assessments and devise specific intervention programmes and discuss recommendations and strategies with staff
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<p>Social, Emotional and Mental Health</p> <p>Wave 1:</p> <p>Behaviour policy which supports behaviour for learning and utilises restorative justice techniques.</p> <p>Behaviour of students is rigorously tracked and monitored</p> <p>Members of Middle and Senior leadership teams analyse the tracking information to ensure needs are being met for all groups represented</p> <p>Whole school training (students and staff) on behaviour for learning and self-regulating behaviour delivered regularly</p>	<p>Wave 2:</p> <p>The following are examples of interventions which may be considered;</p> <ul style="list-style-type: none"> • Seating Plans that reflect student need • Alternative timetables • Peer Mentoring • Keyworkers • pastoral plans • External speakers/training • Reward Trips & Incentives • Breakfast club • Lunchtime club • Holiday activities and booster support • Restorative justice techniques and practice • Interventions from the Student Support Team 	<p>Wave 3:</p> <p>Students with on-going Behaviour, Emotional & Social difficulties (this may include those with a statement of Special Educational Needs</p> <p>External Agency support i.e. Educational Psychologist. Child and Adolescent Mental Health Service</p> <p>External Agency support will be directly linked to student need.</p> <ul style="list-style-type: none"> • School counselling service • Peer Mentoring • one-to-one Mentoring • Keyworkers • External support services
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<p>Physical & Sensory Need</p> <p>Wave 1:</p> <p>All staff are aware of students who have physical & sensory needs; care plans publicised and clear procedures put in place</p> <p>Classrooms fitted with appropriate resources/technology to assist students needs i.e. Hearing Aid Loops, interactive whiteboards that can alter the size of text or the background colour etc.</p> <p>Lammas ensures building is accessible for all students and meets the expectations of the Equality Act 2010</p>	<p>Wave 2:</p> <p>The following are examples of interventions which may be considered;</p> <ul style="list-style-type: none"> • Seating plans that reflect student need • External Agency support i.e. Physiotherapy or Occupational therapy programmes • Adapted workspaces & Classrooms 	<p>Wave 3:</p> <p>The following are examples of other professionals that may be involved with working with the young person;</p> <ul style="list-style-type: none"> • Individualised Physiotherapy plans delivered by a physiotherapist • Recommended therapy and intervention programmes from external agencies; support staff administering these programmes will be given appropriate training and support and they will be monitored by the external agency • SEND Success Outreach support worker
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Note: For further information on Support Services within Waltham Forest, please visit the following link:

<http://walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsd/localoffer.page>

Lammas School and Sixth Form acknowledges the combined effort of all schools and agencies involved in collating this information.

Key Responsibilities

Executive Head and Head of School

To be responsible for the overall management of the SEND provision.

Designated Inclusion Lead

To oversee day-to-day operation of the school's SEND policy.

All adults / staff working with SEND children (including agency staff and outside providers)

- All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN.
- Have the responsibility to liaise with the class teacher in order to share SEND information regarding identified children and give feedback of evaluations and assessments.
- Must maintain a record and/or reports of impact of provision provided.

Class teachers

All teachers are teachers of children with SEN and endeavour to adapt the curriculum to meet their children's needs. Class teachers work with support staff to ensure individual needs are met. Class teachers directly work with SEN pupils at some time during each day. Learning Support Assistants work with small groups or individuals who have an Individual Educational Plan as planned for and guided by the class teacher. Every teacher is responsible and accountable for the progress and development of all pupils in their class wherever or with whoever the pupils are working with (including support provided by LSA or specialist staff).

Higher Level Teaching Assistants and Learning Support Assistants

To make use of a range of teaching strategies (Visual, Auditory and Kinesthetic) to meet children's SEND.

Assess, evaluate and monitor progress in order to inform the next stage of learning.

Children

To know and work towards their individualised targets set out on their learning plan.

Parents/Carers

To be involved in their child's learning through home-learning, educational visits, school based projects, open evening, visits to the school and homework etc.

Governing Body

To ensure that it makes appropriate SEND provision available to all children identified as in need of it.

Local Authority (See Local Offer)

To provide external support for SEND children and resource additional requirements for SEND statements. To provide disagreement resolution arrangements and mediation services.

Allocation of resources

Lammas School and Sixth Form does not have a special unit for SEND. The Designated Inclusion Lead is responsible for the operational management of SEND provision throughout the school, inclusive of provision mapping.

The specified and agreed SEND budget will be used for the purchasing of SEND resources (on request from staff where specific SEND resources are identified as being needed). The SEND budget can be used to employ human resources i.e. Learning Support Assistants (LSAs) either by the school or from supply agencies.

Provision for EHCP SEND children will be in line with their allocated level of SEND funding. Parents/carers need to be advised that additional support is not always possible due to specific SEND budgets which are allocated to all SEND children throughout the school in line with equal opportunities. One-to-one provision can thus not be expected as a given.

Continuous Professional Development (CPD)

The school considers the training needs of all staff, which will empower and enable them to feel confident and skilled to work with children with SEND most effectively.

Complaints

Refer to the school's Complaints Policy. Class teachers will work closely with parents/carers at all stages regarding children's SEND education and should be the first port of call in case of any queries and/or difficulties. If matters are unresolved and/or a request is made by the parent/carer, a meeting will be arranged with the Director of Inclusion. However, if the issue is complex or the parent/carer is not satisfied with the outcome, the Headteacher and /or governing body will be involved. As a last resort, the school's Local Authority SEND Inclusion Officer or SEND Standards and Service Manager can be involved.

Monitoring and equality impact assessment

Governors and the Senior Leadership Team (SLT) will evaluate the effectiveness of the policy. Review The SEND policy is to be reviewed and published annually (6.79 of the Code of Practice (2015)). Part of this procedure will be the gathering of views from all parties involved on its effectiveness.