



LIGHTHOUSE
SCHOOLS PARTNERSHIP

SEND Policy and SEN Report

Approved by: [Name]

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Introduction

- The Lighthouse Schools Trust vision says, collaboration between schools will deliver excellence for all children and young people. The Trust and its schools believe in the transformational and life enhancing power of education. The Trust aims to deliver that through a rich curriculum where pupils thrive, develop character, and achieve strong outcomes.
- A strategic priority of the Trust and its schools is to close the attainment gap for pupils with SEN and/or disabilities.
- The Trust delegates decisions about the quality of provision for SEN and/or disabilities to each Headteacher and Local Governing Body. Trustees require a good standard of SEN provision.
- The Trust promotes a whole school approach to supporting pupils with SEN and/or disabilities in order to meet their needs. The Trust promotes a view that all teachers are teachers of SEN and that all leaders are leaders of SEN.

The Trust SEN policy:

- Sets out how each school will support and make provision for pupils with special educational needs and disabilities (SEND).
- Explains the roles and responsibilities of everyone involved in providing for pupils with SEN and/or disabilities.





1. The aims of this policy are:

- to create an environment that meets the special educational needs of each (every?) pupil in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN and/or disabilities;
- for all staff to have regard to the Code of Practice (DfE, 2014) on the identification and assessment of special educational needs and/or disabilities;
- to identify and provide for pupils with special educational needs using a range of teaching and learning strategies, differentiation, monitoring and assessment to support their progress;
- to request, monitor and respond to parents/carers and pupil's views in order to evidence high levels of confidence and trust;
- to make clear the expectations of all partners in the process;
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- to ensure support for pupils with medical conditions as this will allow full as possible inclusion in all activities through consultation with health and social care professionals;
- to identify the roles and responsibilities of all staff in providing for children's special educational needs;
- to enable all pupils (through reasonable inclusive adjustments) to have full access to all elements of the school curriculum and;
- to work in cooperation with the Local Education Authority and other outside agencies, to ensure that there is a multi-professional approach to meeting the needs of all pupils with SEN and/or disabilities.

2. Legislation and guidance

This policy and information report references the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 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 Educational 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](#)

This policy complies with our funding agreement and articles of association.

3. Definitions

- A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of 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;
- special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by all schools.

SEND Code of Practice 0 – 25 (Sept 2014, updated May 2015)



4. Roles and responsibilities

4.1 The SENCO

Each school within the Trust will have a SENCO whose name and contact details will be available on the school's website alongside a brief description of the role and responsibilities.

The SENCO will:

- have qualified teacher status and achieve a National Award in Special Educational Needs Coordination within three years;
- work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school;
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN and/or disabilities, including those who have Education Health Care Plans (EHCP);
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN and/or disabilities receive appropriate support and quality teaching;
- advise on the graduated approach to providing SEN support;
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- be the point of contact for external agencies, especially the local authority and its support services;
- liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is achieved;
- work with the headteacher and Local Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements and;
- ensure the school keeps the records of all pupils with SEN up to date.

4.2 The SEN Governor

Each school will have a named SEN Governor who will:

- help to raise awareness of SEN issues at Local Governing Body meetings;
- meet with the SENCO each term;
- monitor the quality and effectiveness of SEN and disability provision within the school and update the Local Governing Body on this and;
- work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The Headteacher

The Headteacher within the Trust school will:

- work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school and;
- have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class Teachers and Support Staff

All teachers and support staff who work with each SEND pupil will be aware of the pupil's needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

Each class teacher within the Trust is responsible:

- quality first teaching which underpins the graduated approach;



- aware of the pupils in their class with SEND, the nature of their needs and agreed strategies to meet their needs (using provision maps, pupil passports, individual education plans to measure progress towards goals);
- for the progress and development of every pupil in their class or subject;
- for working closely with any teaching assistants, support staff or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- for working with the SENCO to review each pupil's progress and development and decide on any changes to provision and;
- for ensuring they follow this SEN policy fully and;
- teachers meet the [Teachers Standards](#)

5. SEN information report

5.1 SEN needs

Trust schools currently provide additional and/or different provision for a range of needs.

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech, language and communication difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

5.2 Identifying pupils with SEN and assessing their needs

Trust schools will assess each pupil's current skills and levels of attainment on entry.

Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the pupil's previous rate of progress;
- fails to close the attainment gap between the pupil and their peers;
- is raised as a concern by a parent or carers and;
- is a concern raised by the pupil themselves.

This may include progress in areas other than attainment, for example, social needs.

Leaders do not automatically record the progress of a pupil or low attainment as an SEN need.

When deciding whether special educational provision is required, Trust schools will start with the desired outcomes, including expected progress and attainment, and the views and the wishes of the pupil and their parents or carers. Trust schools will use this information to determine the level of support needed.



5.3 Consulting and involving pupils and parents

Each school within the Trust will have an early discussion with the pupil and its parents or carers when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty;
- the parents' concerns are taken into account;
- everyone understands the agreed outcomes sought for the child and;
- everyone is clear on what the next steps are.

Leaders record notes which are added to the pupil's record and copied to parents/carers.

Schools formally notify parents/carers that a pupil requires SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

Schools within the Trust follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- the teacher's assessment and experience of the pupil;
- the pupil's previous progress, attainment and behaviour;
- other teachers' assessments, where relevant;
- the pupil's development in comparison to their peers and national data;
- the views and experience of parents;
- the pupil's own views and;
- advice from external support services.

Each school regularly reviews the effectiveness of support and intervention and the progress of pupils.

5.5 Supporting pupils moving between phases and preparing for adulthood

Schools within the Trust plan carefully for a good transition between different stages of a pupil's education to help them feel safe and to be able to continue to progress. Schools will share information at transition points. Schools will agree with parents/carers and pupils what information will be shared.

Transition will involve a range of activities which could include:

- all pupils taking part in a 'moving up day' with their peers to their new school;
- preparation for transition, additional visits, for example out of hours to understand the size and geography of the school, during lessons and at break times;
- pupils being accompanied by a named adult as part of the transition arrangements and;
- the secondary school SENCO will attend Year 5 and Year 6 annual reviews/multi-agency meetings for pupils with an Education Health Care Plan or have complex needs.



5.6 Our approach to teaching pupils with SEN

There is now a single category of support, SEN Support. In order to ensure that schools are effectively managing a graduated response, a level system is in place as illustrated by the diagram below.

- From the code of practice, a child is identified as having SEN if ‘they have greater difficulty than the majority of their peers...or disability that hinders’ (part xiv the introduction, page 15)
- This calls for ... provision different from or additional to that normally available to pupils of the same age (6.15). A school ‘may involve specialists at any point to advise them’ (6.59)
- In terms of record keeping (of a ‘register’ for example) the provision made for pupils with SEN and/or disabilities should be recorded accurately (6.72).

SEN Level	Key features	Shared features
Pupils receiving SEN support through an Education, Health and Care Plan (EHCP)	<ul style="list-style-type: none"> • An annual review of progress will be held • Specialist agencies will be involved 	<ul style="list-style-type: none"> • Pupils will receive specific intervention to support learning and accelerate their progress • Pupils’ details and provision will be recorded (what is often called the ‘SEN register’) • Some pupils in North Somerset will receive top up funding
Pupils receiving SEN support without an EHCP	<ul style="list-style-type: none"> • Some pupils may have had involvement from specialist agencies 	

Pre-SEN support	
Additional support	Pupils making slower than expected progress receiving pre-teaching or post-teaching. Some pupils will receive additional funding to support their needs.
Provision for all pupils	Pupils receiving universal offer of quality first teaching from their class teacher

- Pupils identified as SEN and/or disabilities may require provision that is different from that normally available.
- Data about these pupils and their provision is on the ‘SEN Register’.
- Teachers are responsible and accountable for the progress of all the pupils in their class.
- In line with our curriculum policy, high quality teaching is our first step in responding to pupils who have SEN and/or disabilities.
- Teachers plan lessons and intervention so that pupils with SEN and/or disabilities can study each National Curriculum subject, wherever possible, by ensuring barriers to each pupil achieving are reduced.
- Schools within the Trust will provide interventions which are time bound and have a specific entry and exit criteria. Teachers monitor intervention to ensure effective impact.



5.7 Adaptations to the curriculum and learning environment

Trust schools will make necessary adaptations to meet pupils' needs, including:

- differentiating the curriculum offer to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, and content of the lesson;
- adapting resources and staffing;
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font;
- differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud;
- ensuring each school has its accessibility plan on its website and;
- modification of the environment to meet the physical, sensory or medical needs of a child.

5.8 Additional support for learning

- Each school within the Trust delivers interventions.
- Learning support assistants will support pupils on a 1:1 basis when the class teacher and SENCO have agreed this is the most appropriate form of learning.
- Learning support assistants help pupils in small groups when the class teacher and SENCO have agreed this is the most appropriate form of learning.

5.9 Expertise and training of staff

- Each SENCO will hold the relevant accreditation, or be undertaking the accreditation.
- Each SENCO is allocated time during the week to manage SEN provision.
- Across the Trust, learning support assistants and higher level teaching assistants have accessed training identified by their schools, to deliver SEN provision.
- The Trust Lead Teacher for Pupil Engagement and SEND who is available to support all schools. The Lead Teacher's role is to enable schools to address the additional needs of vulnerable pupils. This includes supporting pupils with specific learning difficulties (such as dyslexia) and those who struggle to manage their emotions, responses and behaviours. The two other significant parts of the role are to deliver training to school staff and to help schools reflect on their approach to promoting positive behaviour.

5.10 Securing equipment and facilities

- Each school within the Trust has a training plan for all staff to improve teaching and learning. Training plans must be flexible and responsive and able to accommodate training needs as they arise.
- Individual teachers and support staff are supported by attending training led by Local Authority professionals e.g. ASD, visual impairments, dyslexia and attachment as it becomes available. Each school within the Trust holds a record of training attended.
- Where a pupil requires further equipment or specific furniture or adaptations to the building, for example handrails, the school will liaise with the appropriate outside agencies, the Trust Central Procurement Team and the Local Authority as appropriate.



5.11 Evaluating the effectiveness of SEN provision

The effectiveness of provision for pupils with SEN is evaluated by leaders:

- reviewing pupils' individual progress towards their goals each term;
- reviewing the impact of interventions after an agreed number of weeks;
- using pupil questionnaires;
- capturing pupil voice by talking with SEN pupils;
- lesson visits;
- work sampling;
- data analysis;
- monitoring by the SENCO;
- using provision maps, pupil passports, individual education plans to measure progress towards goals;
- holding annual reviews for pupils with top up funding and/or Education Health Care Plans.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- The intention of the Trust is that pupils with SEND have the same opportunities as other pupils in the school. Each school will always make reasonable adjustments to make this so.
- All extra-curricular activities and school visits are available to all pupils, including before-and after-school clubs.
- All pupils are encouraged to go on residential trip(s).
- All pupils are encouraged to take part in sports day/school plays/special workshops etc.
- Pupils are not excluded from activities because of their SEN and/or disabilities. Some activities may need adaptations. If there are concerns about the participation of a pupil with SEND, schools will complete a risk assessment (involving parents and carers) to identify risks and plan reasonable adjustments to meet needs and protect the pupils' safety and the safety of others (if appropriate).

Admissions:

- Applicants in receipt of an Education Healthcare Plan should contact their SEN Officer to apply for a school place. Prior to starting school, meetings will be held with parents/carers of children with SEND and/or disabilities, Education Health Care Plans and/or Medical Conditions and any setting /professionals involved in planning the provision in order to meet their identified needs.
- The Trust is committed to equality of access for all families. Each school has an accessibility plan, which is a statement of the actions to be taken to improve the accessibility at each school for disabled pupils and adults.

5.13 Working with other agencies

- SENCOs seek advice or support from outside agencies. External agency support is requested by the SENCO. Outside agencies will then provide support through school observations, attendance at annual reviews/multi-agency meetings and written reports.

5.14 Complaints about SEN provision

- Each Trust school advises parents/carers about how to make a complaint about SEN provision. The Headteacher will then discuss the complaint with the class teacher and SENCO. If the matter is not fully resolved parents and carers will follow the school's complaints policy.



- The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEN and/or disabilities tribunal if they believe that a Trust school has discriminated against their child. 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

5.15 The local authority local offer

North Somerset local authority's local offer: <https://www.n-somerset.gov.uk/my-services/children-young-people-families/local-offer-and-early-help/local-offer/>

Bath and North East Somerset local authority's local offer: <https://www.rainbowresource.org.uk/>

6. Monitoring arrangements

- Leaders in each Trust school will review the SEN information report every year and consult with parents.
- Leaders in each Trust school will revise the SEN information report if there are any changes to the information during the year.
- The **Trust Board** will monitor the effectiveness of this policy and hold the Director of Education to account for its implementation.
- The **Headteacher** will present the SEN information report to the Local Governing Body for approval.
- The **Local Governing Body** will monitor whether the school is meeting the offer for pupils with SEN and/or disabilities through meeting with the SENCO, shadowing the work of SENCO when undertaking provision reviews, lesson visits, sampling pupils work and talking to pupils.

7. Links with other individual school policies and documents

This policy links individual school policies on:

- Accessibility plan
- Behaviour Policy
- Anti-Bullying Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Curriculum Policy
- Assessment Policy

