



Leytonstone
SCHOOL

Special Educational Needs Policy

Special Educational Needs (SEND) and Inclusion Policy

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Contact Details

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Student Inclusion and Support Department

This policy reflects the Department for Health and the Department for Education **SEND Code of Practice, (CoP) 0-25 document**.

'All children and young people are entitled to an education that enables them to make progress so that they:

- *achieve their best,*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training'*

SEND cop 6.1

School Beliefs and Values around SEND

At Leytonstone, every student is valued and treated as an individual. We set high standards and expectations and we encourage and support our students to achieve their very best. We are also a school with great strengths. We are committed to achieving outstanding academic success, as well as providing an excellent standard of pastoral care. We want **all** students to flourish and grow and achieve excellent results – whatever their starting point.

At Leytonstone we have very high expectations of everyone who is involved with the school - from students to parents, staff and governors. Our goal is to see **all** students become highly skilled learners, achieving excellent standards and leading fulfilling and exciting lives. We are committed to fostering a learning culture, where students and teachers alike enjoy lessons.

Leytonstone School is committed to providing an appropriate, high quality education to all the children and young people (CYP) living in our local area. We believe that all children, 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.

They have the right to be fully included in all aspects of school life, and it is the responsibility of the school to make reasonable adjustments where identified as being needed to facilitate students'

We believe that all children and young people should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish, feel safe and supported.

We are committed to inclusive practice and equality of opportunity. We are a school that welcomes diversity, and celebrates difference; respects each person's individuality and values their creativity

We believe every teacher is a teacher of pupils with SEND

[illegible]

The school recognises that a student has a SEND (a learning difficulty or disability) if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have 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 or mainstream post-16 provisions.

(Special educational needs and disability code of practice: 0-25 years, July 2014, page 15)

This can be characterized by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap

(see Special educational needs and disability code of practice: 0-25 years, July 2014, page 95)

The four broad areas of need:

SEND is categorised into 4 key areas of need:



1. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. CoP 6.28

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. CoP 6.29



2. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and

complex learning difficulties as well as a physical disability or sensory impairment. CoP 6.30

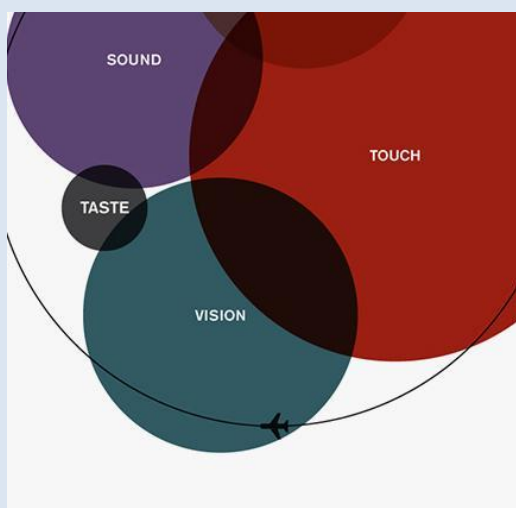
Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as literacy difficulties, numeracy difficulties and organisational difficulties. CoP 6.31



3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health

difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. CoP 6.32

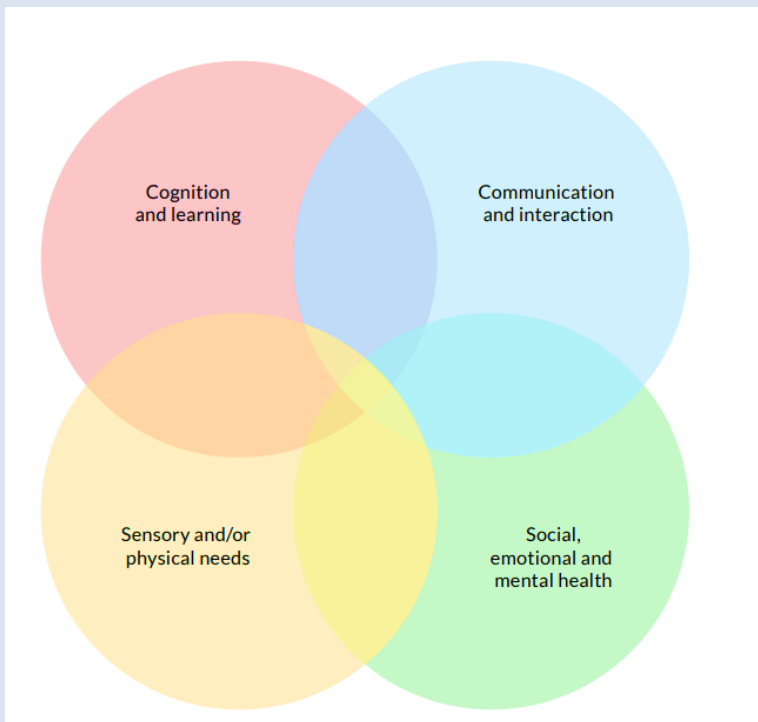


4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation

support. CoP 6.34

It is possible that a student's SEND may fit into more than one of the above categories.



The purpose of identification of SEND is to work out what action needs to be taken and what provision should be made for a young person; it is not simply a process of finding a label. This will involve considering the needs of the student as a whole, not just their SEND.

‘Some children and young people have a disability and many of them also have special educational needs.’

The Equality Act 2010 requires schools

- Not to discriminate against children and young people with disabilities
- Make reasonable adjustments... so that disabled children and young people are not disadvantaged compared with other children and young people
- More detail is available in the schools accessibility plan and policy on supporting pupils with medical needs—

Part of the school 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.

Core Objectives:

- To ensure equality of provision for young people with special educational needs and disabilities (SEND).
- To ensure that the needs of young people with SEND are identified, assessed, provided for and regularly reviewed to improve outcomes.
- To provide full access for all young people to a broad, balanced and relevant curriculum.
- To enable students with SEND to achieve their potential.
- To take the views, wishes and feelings of young people 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 decision making. .
- To provide detailed information about the arrangements for identifying, assessing and making provision for students with SEND.

SCHOOLS POLICY FOR IDENTIFICATION OF SEND

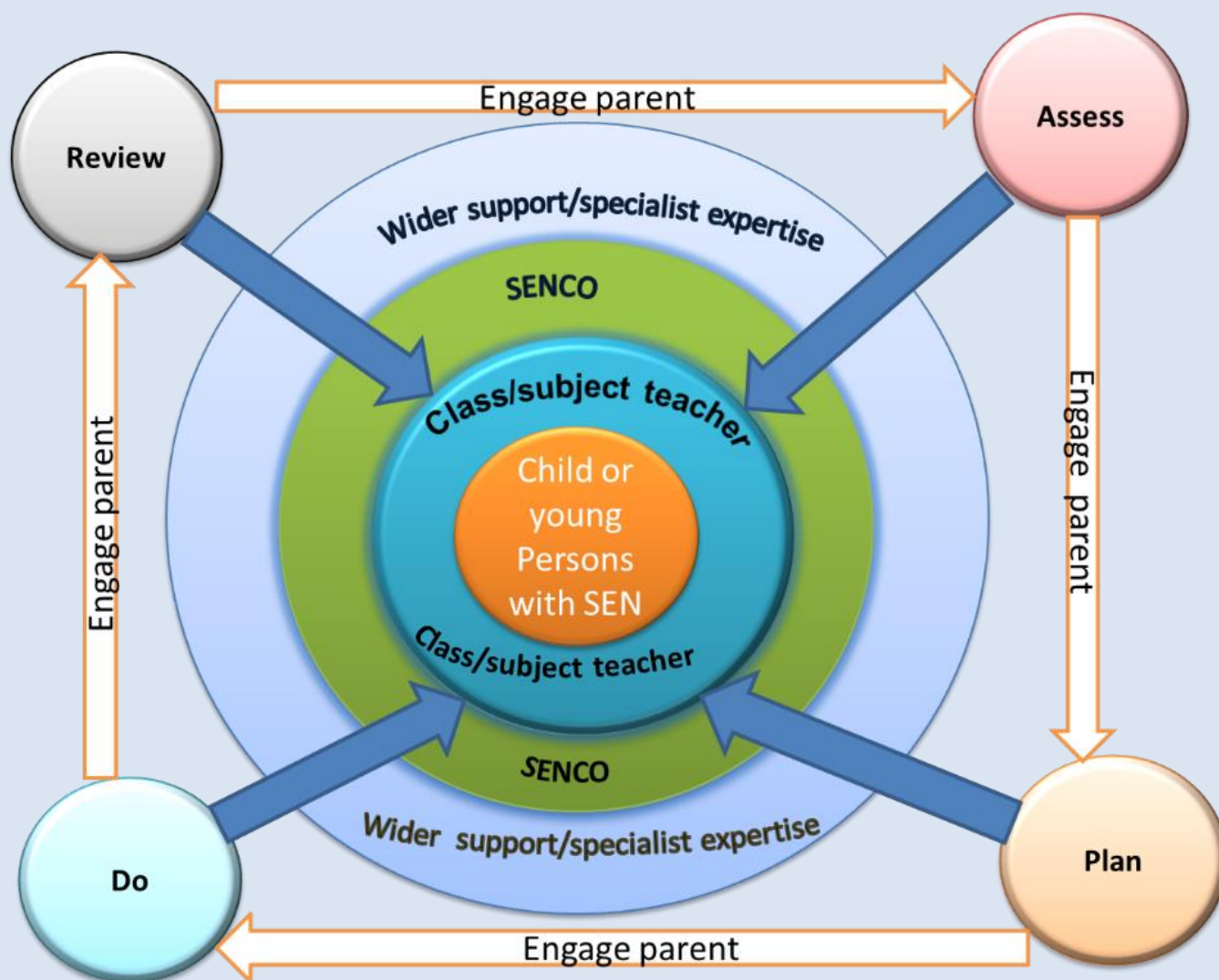
Identification, Assessment and Review Arrangements: A Graduated Approach to SEND

How does the school know if child needs extra help and what should I do if I think my child/young person may have Special Educational Needs?

In the first instance you should contact your child's subject teacher, form tutor or head of year.

This will begin the ASSESS process of the cycle. (See chart below)

The graduated approach is an ongoing 4 part cycle, with parents involved at every stage.



The identification of SEND is built into the overall approach to monitoring the progress and development of **all** students in school. **All** teachers are responsible and accountable for the progress of students with SEND in their classroom. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.

Subject teachers, along with key senior and middle leaders in the school, make regular assessments of progress for all students. With regard to the identification of SEND, this monitoring seeks to

identify students who are making less than expected progress given their age and individual circumstances

Stage 1: Assess

Subject teachers, support staff and the SENCO will carry out a clear analysis of a student's needs. This assessment will identify what provision needs to be made in order to facilitate progress, including how quality first teaching can be adapted in order to target the student's area of weakness. This involves looking at all the available data, including samples of a student's work. If appropriate, external specialist assessment is requested. This is coordinated by the SENCO.

A: Assessments suggest that the student has a SEND and a plan for support needs to be created. They are placed on the register for SEND Support (K). Parents are informed and asked for their views. Go to Stage 2 Plan.

B: Assessments suggest that the student does NOT have a SEND – Their progress is monitored alongside school and department tracking and assessment.

Stage 2: Plan

The pupil is allocated an *SEN Key Worker* from the SEND department. Parents are contacted and invited to attend a meeting where an INDIVIDUAL LEARNING PLAN is created, with areas of need and successful strategies. The plan is shared with parents and classroom teachers.

Quality First Teaching is the first response to Special Educational Needs. Teachers must be sure to adapt their plans and teaching approach to meet the needs of *all* learners in their classes. Where a pupil has an EHCP, the classroom teacher must be familiar with the outcomes being sought for that child from the EHCP. (SEND Department provides this information to all teachers)

The SEND Department will work in collaboration with students and their parents/carers to agree what *additional* provision needs to be offered to facilitate progress towards agreed targets/outcomes and ensure the student is fully included in all aspects of school life. All adjustments, interventions, support and a review date will be agreed with staff, parents and student.

Stage 3: Do

The student, parents or carers and all teachers and support staff carry out the plan.

The plan is available on PROVISION MAP. An excel version is shared with all staff every term.

Subject teachers will remain responsible for working with the student on a daily basis and retain responsibility for their progress and outcomes. The SENCO will ensure that subject teachers are

aware of the nature of any additional support being provided and the expected outcomes or specialist recommendations with regard to that intervention. This is to enable subject teachers to support the transference of skills to the classroom context and be involved in assessing impact.

The SEN department will be involved in checking on progress (alongside and exclusive of whole school data) to ensure that the provision is appropriate to meet the student's needs. Telephone or email contact will be maintained with parents or carers to offer updates on progress.

Stage 4: *Review*

The student, parents or carers, KeyWorker and SENCo, where appropriate, hold a meeting or speak on the phone to review progress. The views of classroom teachers will be sought ahead of the meeting.

The effectiveness of the Quality First Teaching, in class support and interventions and their impact on the student's progress will be reviewed termly. ***One of these meetings will be part of the schools regular parent evenings.***

Subject teachers, working with the SENCO, will revise the support in light of the student's progress. The progress will be assessed in relation to meeting identified outcomes and short term targets.

We will also:

- **decide whether the student still needs to be identified on the register for SEND support;**
- **identify any further support needs;**
- **identify any further assessment needs;**
- **agree new targets for development;**
- **amend the plan for provision;**
- **set the date for the next termly review meeting.**

*NB for pupils identified as having SEMH needs the process is different and details are not shared with staff.

A variety of methods are also used to monitor and evaluate the provision and achievements for the young people with SEND:

- regular observation of teaching by the middle and senior leadership team;
- analysis of assessment data;
- monitoring by the governor with responsibility for SEND;
- the views of parents/carers and students;
- regular meetings between SENCO and senior leaders;
- Gathering of information from subject teachers
- The views of Form Tutor and Head of Year

If a student does not make expected progress over a sustained period of time, despite targeted intervention, the SENCO, in consultation with the student, parents/carers and teaching staff, will consider involving external specialists. These may include the Educational Psychology Service, Speech and Language Therapy, SEND SUCCESS Service, Occupational Therapy, and, when appropriate, Early Help and the Looked After Children Team.

We attach a great deal of importance to working with parents as they know their child best. Working together can help achieve the best outcomes. Parents are asked to be involved from the initial identification through to the review 3 times a year. This may be at parent's evenings, parent's visits, learning sessions, parent support groups, coffee mornings, phone calls etc.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher or the SENCO at any time if they are concerned or have information which they would like to share that could impact upon their child's progress.

Contacts:

David Lyall 0208 988 7443 - SENco

Kate Williams 020 8988 7446 - Deputy SENco

Criteria for Exiting the SEND Register

A student may be removed from the register where it is felt they have made sufficient progress towards agreed targets such that:

- they no longer have a significantly greater difficulty in learning than the majority of others of the same age, or
- their disability no longer prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.



This decision will be made in discussion with the student and their parents or carers at a review meeting. However their progress and access to the curriculum will continue to be monitored to ensure that there are no further concerns.

How has the school improved the delivery of written information to disabled pupils and parents?

We are in the process of making all school communication with parents clearer and easier to understand from a parent's perspective. This is specifically important for SEND parents. We will do

this through consultation and with the support of PTA who are parents who actively wish to work to improve the parent school relationship. Adjustments may be through translation services. larger print size, visually provided information on the school website.

What additional support for learning is available to pupils with Special Educational Needs?



There are many types of ‘**additional to**’ and ‘**different from**’ provisions which can be offered to pupils with Special Educational Needs.

These include

- Speech and Language Therapy: Individual and small group
 - Social Skills group :
 - Group Room withdrawal for Maths, English, Science and some non-core subjects:
1-3 ratio generally
 - Circle of Friends groups
 - On-site Counsellors
 - In class targeted support throughout the curriculum
 - Nurture Groups
 - Phonics and Reading groups
 - Maths, small group work
 - Alternative GCSE provision such as BTEC Science, Entry Level Maths, English and Science
 - AQA Unit Awards
 - Princes Trust Achieve Programme
 - Access arrangements for tests and examinations, including use of scribes, readers, word processors and extra time* **See separate section below**
- ❖ It is important to bear in mind that decisions about additional support for individuals is based on a clear analysis of the child’s needs and a plan is devised to meet these needs. Parents and children are involved in this process. We will advise parents on how we are able to deliver the provision within the schools local offer and regularly review and feedback on progress and achievements.

We will also enlist the support of outside agencies and services:

- The Educational Psychologist
- Specialist advice and/or input from specialist outreach staff such as those based at Whitefield's and Joseph Clarke.
- Educational Welfare Service
- Child and Adolescent Mental Health Services (CAMHS)
- Community Paediatrician
- Speech Therapy
- Occupational Therapy
- Educational Psychologists
- SEND SUCCESS Support services

Activities available for pupils with SEND in addition to those available within the curriculum:

All extra-curricular activities are available to ALL students including those with SEND

In addition we run:

Breakfast club every day	8.00am – 8.30am
Lunchtime club every day lunch	1.20-1.40pm
Homework Club every day	3.10-4pm

Arrangements for Examination concessions:

Throughout their time in school, information about possible need for examination access and concessions will be gathered by classroom teachers. If a pupil needs special concessions we will begin by applying those concessions in assessments and examinations during KS3. This is so that we can identify the correct concessions and it can become their Normal Way of Working (NWOW)

Some concessions which might be granted would be:

- Extra time of up to 25%
- A Laptop or computer
- Use of a scribe
- Use of a reader or 'reading pen'
- Access to a quieter environment

Pupils who are given these concessions would need to be externally assessed in year 10 so that their concessions can be approved by an external assessor and the JQC (Joint Qualifications Council)

Pupils with an EHCP are entitled to concessions to support their access to examinations. These concessions are agreed with pupil and parent and trialled through year 10 and the year 11 mock examinations.

How will my child be included in activities outside the classroom including school trips?



For all school trips and events off-site we will carry out risk assessments and take into account the needs of SEND students and the views and expert information offered by their parents to make all the necessary reasonable adjustments to ensure the accessibility requirements are met. It is important that all students are able to access the full range educational experiences we offer as a school and we are committed to making this possible.

What training have the staff supporting SEND had or what training are they having?



In order to ensure that staff are well equipped to ensure that all students are able to access the curriculum and included fully in the life of the school, staff are provided with opportunities for Continuing Professional Development (CPD) as part of the whole school programme. The SENCO ensures that staff are informed of local and national developments in relation to SEND and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training.

Within the inclusion Department there are

3 HLTAs (Higher Level Teaching Assistants), 3 LSAs (Learning Support Assistants) and 1 SEND High Needs Learners Coordinator.

Training undertaken in last 2 years by Inclusion Team staff:

- Safeguarding Children
- Numicon training
- Autism training
- ELSA training
- Mental Health First Aid training
- Supporting Transition
- Working memory in the classroom
- Young Minds Trainings
- Speech and Language Support training from SAL Therapist
- Dyslexia Awareness
- Zones of Regulation training
- ASK training

The SENCO and the Deputy SENCO are holders of the Post Graduate Certificate in SEND Coordination. This is a National Special Educational Needs Award.

How are Parents involved in the school? How can I get involved? Who can I contact for more information?



The SENCOs are available for contact via the numbers on page 1 of this document.

The SEND department use Provision Map software. Parents can at any time request a copy of their child's ILP.

Parents can always contact their child's Key Worker for advice via the school office.

Parents can email the Senco or the school office.

We welcome feedback. A selection of parental comments to our latest SEND survey are available on the School website, as well as below.

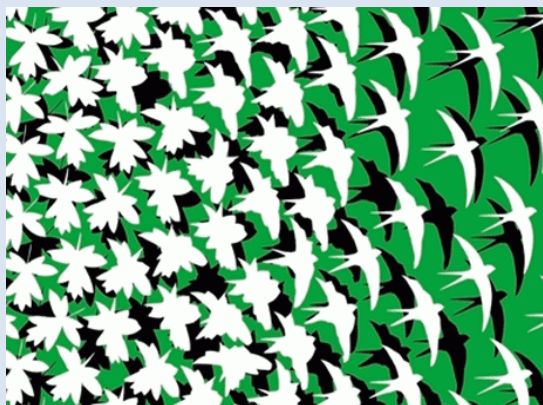
'My son has found every extra input to be helpful, even if not at the time. The school have gone above and beyond to support him and this has been much appreciated.'

'Provided a safe and supportive environment where my child feels heard and understood. Communicated well with teachers to ensure necessary information/ how to help is passed on. Excellent LSA who knows my child well and works sensitively to support him.'

'Emotional support and making sure all the teaching staff understood him so that he hasn't been penalised for things he struggles with. He has a passport which is really helpful'.

'My son's key worker has been exceptional in supporting him. She communicates with myself regularly and this helps us to work in unison. She has helped teachers to understand my son's needs and in that way the non-SEN teachers have been more educated as to how SEND students can present.'

How will the school prepare for my child to join the school, transfer to a new setting or to the next stage of education and life?



On entry and during KS3

We have a planned induction programme for children starting in the Summer Term. The SENCO would aim to meet with all parents of children known to have SEND and an immediate request for school records would be sent when a pupil transfers from another setting.

KS4: We deliver information about employability and colleges through our PSHCE

Post 16: SEND staff and the SENCO will support young people in college applications and transitions to post 16 learning, including assistance with filling in forms, support to parents and providing relevant information to the new setting to ensure smooth transition and level of provision.

What is the Local Offer?



The local offer is a guide to all the services that are available for children and young people in Waltham Forest with special educational needs and/or disabilities aged from birth to 25.

Comprehensive information for parents can be found via:

<https://www.walthamforest.gov.uk/service-categories/local-offer>

The Waltham Forest Education, Health and Care Pathway

Where a student is identified as needing provision beyond the nationally prescribed threshold (currently £6,000), the school can make a referral to the **Education, Health and Care** Pathway. This page provides an overview on how referrals are managed



The SENCO will make a referral to the SEN Team and provide evidence of the action taken as part of SEND support. Referrals can also be made by: parents, young people (over the age of 16) and professionals.

If there is agreement that a referral for an EHC assessment or additional top-up funding may be appropriate, a meeting with the student, parents or carers, the SENCo, SEN Officer and any other professionals involved with the student, will be held to discuss:

- what is working and what is not working for the student
- what matters to the student and what is important for the student
- what support is in place and what is needed for the future
- the eligibility criteria
- whether further assessments and support can be provided through the Local Offer
- whether a statutory or non-statutory plan is required.

The following evidence will need to be provided for the meeting:

- evidence of the student's academic attainment and rate of progress (progress measured through school data)

- information about the nature, extent and context of the child or young person's SEND (including the CAF and any assessments from external professionals)
- evidence of the action already being taken by the school to meet the child or young person's SEND (the provision map)
- evidence that where progress has been made, it has only been as the result of additional intervention and support that is over and above what is usually provided (£6,000)
- 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 professionals.

The eligibility criteria for EHC assessment is decided by considering all of the following:

- Whether the student has severe and/or complex long-term needs that affect their everyday life.
- Whether the student requires provision and resources that are not normally available in the school setting.
- Whether the student requires intensive help and support from more than one agency (e.g. Health/Education/Care or Health/Education, Education/Care).
- Whether, despite high levels of support, the student is making limited or no progress.
- Whether there is evidence of a graduated response; i.e. appropriate interventions, support and resources available through the Local Offer have already been put in place and the expected progress has not been made.

If it is clear that the student's needs are severe and complex and the student meets the eligibility criteria, support will be considered as high needs and a statutory EHC assessment will be started following the meeting without delay.

If it is not clear and additional funding is required, the SEND Officer will take the outcomes of the meeting and recommendations to the multi-agency SEND panel to make a final decision.

Details of organizations can be found at:

<http://www.walthamforestparentforum.com/>

<http://www.walthamforest.gov.uk/pages/services/parent-partnership.aspx>

The Common Assessment Framework (CAF) is used to coordinate support for students and their families who have a range of needs.

Medical Conditions

Leytonstone School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support students with medical conditions. The school policy for Supporting Students with Medical Conditions can be found on website or a hard copy requested from the school.

Where a student also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan.

SEN information report

This report can be found on the school website. It outlines the provision Leytonstone School makes within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

Data Protection

Leytonstone School endorses fully the statements and the intent of the Data Protection Act 1998. The Data Protection principles contained in the Act are designed to protect the rights of the individual. Information on students with SEND is stored and managed in line with the Leytonstone School Policy on Data Protection. Disclosure of information held about students will be shared with external agencies when those professionals are involved in supporting a student. Parents will be consulted about external agency involvement and are often asked to sign a referral form to show their consent.

Complaints Procedure

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.

Any issues that remain unresolved will be managed according to the schools Complaints Policy. The Complaints Policy is available on the school website.

If the complaint remains unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.