



SEND Policy

Author: R.Alleyne

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Introduction

As a fully inclusive learning environment LSA works with young people with a wide range of special educational needs and disabilities. This policy complies with all statutory requirements, especially those relating to the legislation contained in the Equality Act 2010 and the Children and Families Act 2014, as set out in the SEND (Special educational needs and disability) code of practice 0-25, May 2015. For the achievement of these young people, LSA is proactive in the recognition of the differences as well as the similarities within our community. These differences are acknowledged as a means of building each individual learner's pathway towards professional outcomes and outstanding transition opportunities. These acknowledgements will never develop into labels for our young people, nor will they ever be synonymous with '*falling behind*' as was highlighted in the Lamb Enquiry (2009). They will exist only to support our Academy professionals in providing the right services to those students that need them.

Roles and Responsibilities

The Special Education Needs Coordinator

The SENCo has day-to-day responsibility for the operation of the SEND policy and coordinating provision made for students with SEND. The SENCo provides professional guidance to colleagues with the aim of securing high quality teaching for students with SEND, and works closely with students, parents and other professionals to ensure students with SEND receive appropriate support. The SENCo plays an important role with the Principal and governing body in determining the strategic development of the SEND policy and provision within LSA in order to raise the achievements of students with SEND. [See here for more details](#). In compliance with the Special Educational Needs and Disability Regulations 2014, the SENCo is also responsible for the following:

In relation to each of the registered pupils who the SENCo considers may have special educational needs, informing a parent / carer of the pupil that this may be the case as soon as is reasonably practicable

In relation to each of the registered pupils who have special educational needs:

- Identifying the pupil's special educational needs, and coordinating the making of special educational provision which meets those needs
- Monitoring the effectiveness of any special educational provision made
- Securing relevant services for the pupil where necessary
- Ensuring the records of the pupil's special educational needs and the special educational provision made are maintained and kept up to date
- Liaising with and providing information to a parent / carer of the pupil on a regular basis about that pupil's special educational needs and the special educational provision made
- Ensuring that, where the pupil transfers to another school or educational institution, educational provision made is conveyed to the appropriate authority or the proprietor of that school or institution.

- The SEND Link Governor has specific oversight of the school's arrangements for SEND. Their responsibilities include:
- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEND provision within the school
- Helping to review the school's policy on provision for pupils with SEN
- Assuring the governing body that the school website publishes the school's SEN offer
- Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities
- Preparing and reviewing the information required by law to be published in relation to special educational needs provision

The Principal

The Principal has overall responsibility for the strategic planning and day-to-day delivery of SEND provision.

Principles

- 1) LSA is proactive in identifying students with Special Educational Needs
- 2) LSA supports all students educational needs through a wide range of strategies
- 3) LSA is committed to the wellbeing of students by supporting social, emotional and pastoral needs
- 4) LSA is committed to ensuring all teaching staff effectively differentiate lessons to meet all students needs
- 5) LSA works collaboratively with a wide range of partners to support all students achieve their outcomes
- 6) LSA provides an accessible learning environment for all learners
- 7) LSA is committed to improving SEN Provision and provides staff with necessary strategies and tools
- 8) LSA is committed to working with parents to support SEN
- 9) LSA takes a critical assessment of the effectiveness of this policy
- 10) All Staff at LSA are committed to ensuring all SEN Learners have the support they require to achieve at LSA

Identification and Assessment

LSA will use a number of data sources to generate an initial SEN outline of each student, and as the basis for individual learner SEND profiles. The Assistant Principal: Director of Inclusion (SENDCo) and Deputy SENDCo will also gather any Section 139a Learning Difficulty Assessments where applicable from previous schools, parents and the local authority for students that were Statement supported at Key Stage 4.

Any student with a history of having an SEN, or who has been assessed for an Educational Health Care plan, or has been highlighted as vulnerable, will be further investigated to help identify their needs.

This assessment procedure will be used by the SENCo & Deputy SENDCO to populate and maintain LSA's SEN register and may be used at any other time to assess the needs of a student that is identified as needing additional services. Beyond initial assessment, identification of SEN is a shared responsibility across all of LSA's teaching staff who will use any of the following as triggers for action:

- student is making little or no progress despite targeted teaching strategies.
- student has difficulty developing literacy, numeracy or value based skills resulting in poor attainment.
- student has persistent emotional and/or behaviour difficulties that are not improved by normal behaviour management.
- student has sensory or physical problems and is making little or no progress despite specialist equipment.
- student with communication/interaction difficulties is making little or no progress despite a differentiated curriculum.

As soon as a student is identified as having an SEN, even if it was previously identified at another institution, LSA will notify their parents or guardians as per the SEN Policy of the Education Act 2005 s104.

Supporting SEND

Students on the SEN register will have been identified as SEN in their previous school and have the relevant paperwork to evidence; or have arrived at LSA with a full ECHP completed by their local authority, and this will be dependent on the level of support that they need and whether outside agencies will be involved in the delivery of this.

LSA learners on the SEN register will make use of some level of intervention(s) and this will be stored, tracked and assessed in their action plan or Learner profile. Students will make a significant contribution to the writing and review of their own action plan and profiles, as they prepare for life beyond formal education. Every action plan will feature short-term targets specific to the additional learning need of the student, teaching strategies to support in their achievement, extra help required including resources and use of ICT, a date of review and success and/or exit

criteria. As with provision for EAL, action plans will also highlight the role that parents or guardians can play in supporting each student's development and the latest revision of these will always be passed on by the SENDco & P&PDL.

Social Emotional and Pastoral Needs

LSA is committed to support the needs of every individual student and to ensuring that all learners are healthy, safe and achieving. Young people who have grown up at a social disadvantage are evidently given strong consideration in order to ensure that the appropriate level of support is in place.

All Academy staff are responsible for identifying the indicators of social and emotional issues within our cohort; the DSL and DDSL are responsible for the training of this along with child protection and safeguarding. All social and emotional concerns for LSA's young people are reported to the DSL and DDSL who will review and decide on the most appropriate next steps. These may include the involvement of other agencies as instances of mental health issues with young people in Islington are high. This may include the use of CAMHS who offer psychologist support to young people (16-25) in North London. It may involve referring a student for LSA in-house therapeutic services.

Other intervention strategies for young people suffering with social, emotional or pastoral needs and SEMH (Social, Emotional, Mental, Health) include establishing a structured routine; working closely with parents/guardians; rewarding and reinforcing positive behaviour; peer support; small group and one-to-one working; differentiated work. There is guidance for staff on how to support students and SEMH.

LSA is aware of the need to be vigilant with regards to the learning environment for all vulnerable students. There is a zero tolerance approach to any form of peer on peer abuse, bullying, cyber bullying, prejudiced and discriminatory bullying. LSA staff are trained to identify these forms of bullying. There is a whole school responsibility to promote student welfare (Keeping Children Safe In Education 2021)

See Safeguarding policy for further guidance.

PARTNERS

LSA is committed to working in partnership with other organisations to support the learning and achievement of students with the variety of different abilities and needs outlined.

Islington Council and local mainstream schools

We hold strong relationships with local stakeholders by working with them to solve common issues. This collaborative approach has been highlighted as a key to success for free schools.

Outcome: The sharing of best practice and pooling of resources and expertise will serve to avoid any duplication of work in understanding the problems of learners in North London. It will also ensure that a joined up and collaborative approach is being taken to address

pertinent issues relating to, for example, Social, Emotional and Pastoral Needs, SEND and EAL.

Nasen

Nasen is a national membership organisation which promotes the education, training, advancement and development of all those with special and additional support needs by providing professional development and training to those working with learners with SEND.

Outcome: To further the professional development of relevant staff through training and updates on SEND policy and best practice.

Industry Partners

We work with our Industry Partners.

Outcome: To provide students with inspirational learning briefs and contexts that will support a wide range of learning styles and needs. This will also raise the aspiration of all LSA students towards high quality employment and higher study outcomes, regardless of learning needs or background.

The School Environment

DISABILITIES

LSA is committed to ensuring accessibility for young people with physical disabilities. Academy facilities will be planned in accordance with the Equality Act 2010 and LSA's Senior Leadership Team will make contingency for reasonable adjustments across the breadth of the Academy that will ensure an equal learner experience for every student. This planning will extend not only to the curriculum, but across extra-curricular and leisure activities, sporting activities and trips and throughout all Academy facilities.

These considerations will also extend to the time that each student will spend outside of LSA, for example as part of work placements or on particular modules. Where this happens, programme leaders will ensure that host organisations have the infrastructure to support the needs of each learner.

Facilities

LSA students develop the skills and characteristics of professionals; the curriculum and Industry team programmes build their abilities towards *Industry-Readiness*.

As such, LSA's learning environment is professional and reflects the creative sectors that we work alongside wherever that is possible. LSA's working spaces facilitate this and are appropriately sized to support the project learning that occurs throughout much of the programme of study.

LSA features specialist studio spaces, equipped to a recognised industry standard. There are other traditional school spaces and areas where students can develop by engaging in specialist interventions with SEND and Pastoral staff. With consideration to those students experiencing social, emotional and pastoral issues, there is a quiet and comfortable space for LSA's Tutors and pastoral teams to meet with external agencies and students.

Training and Development

Training requirements for all staff will be identified within LSA's Development Plan in conjunction with an analysis of the needs of learners and factors identified from the line management and performance management processes. All teaching and educational support staff will receive a special educational needs awareness session as part of their induction programme, targeted towards the needs of the specific cohort of students. The SENCO will undergo the necessary statutory training to undertake the role within the appropriate timescales.

It is acknowledged that there will be occasions where bespoke training is required to support learner with specific conditions or needs of an individual learner; this will be arranged by liaison with the appropriate external agencies.

In addition to that described above, voluntary training sessions will be held throughout each academic year to maintain an ongoing awareness of strategies for supporting learners with special needs.

The Assistant Principal responsible for Inclusion will use LSA's data cycles to work with Heads of Department on implementation change to support SEND students in their pathway.

Parental Partnerships

Parental involvement in supporting and encouraging learners with special needs is actively sought at all stages of the process from referral to assessment through to review as it is a crucial factor in achieving success. Parents are encouraged to raise any concerns by contacting the designated SENDCO. Parents will be kept informed consistently in accordance with the recommendations of the Code of Practice.

Parents will also be able to contribute to the development of LSA through the parental forum and LSA Advisory Body which will include opportunities to discuss the support given to learners with special educational needs.

Managing Parental Complaints

With regard to special educational needs provision and arrangements parents who have queries or concerns should contact Rafael Alleyne (designated SENDCo) who will ensure a response is received within 3 days. It is the intention of LSA to maintain open and regular communication with parents at all times to ensure that all provision and arrangements receive full parental support and agreement. If parents are not satisfied with the outcome of such discussions then they should follow the Complaints Procedure as detailed in the policy located on LSA's website.

Monitoring and Evaluation

The success of this policy will be monitored by LSA using a range of evidence. These could include:

- progress of learners towards targets outlined in the ongoing systems used by LSA and review meetings for learners with special needs;
- staff awareness of learners needs;
- improved behaviour of learners where appropriate;
- increased inclusion of all learners in the whole LSA setting as a percentage of time;
- number of students involved in enrichment catch up sessions for numeracy and literacy;
- student attendance;
- exclusions;
- evidence gained from learning walks;
- reports to governors;
- parental forum feedback;
- student executive board feedback;
- external reviews of provision.

Supporting Students at School with Medical Conditions

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the academy will comply with its duties under Equality Act 2010.

Some pupils with medical conditions may also have special educational needs and where this is the case the college will comply with the SEND Code of Practice 0 – 25 (2015)

This policy will be reviewed annually.

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.