



SEND POLICY

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of review	March 2024
Date of next review	March 2025

SEND POLICY

This policy has been drawn up in consultation with students, parents, teachers, other staff and senior leaders of the school. This policy has been written to take into account the six equality strands: gender, disability, ethnicity, sexuality, belief and age. The SEND Policy is written in line with the requirements of:

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

It is important that this policy be read in conjunction with the following:

- Teaching and Learning Policy
- Curriculum Policy
- Behaviour Policy
- Accessibility Plan

The SENCO at Lindsworth School is Julie Coombs (Deputy Headteacher), who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination (distinction). She is available via email coombsj@lindworth.bham.sch.uk or via the school reception on 0121 693 5363.

1.0 Aims and Objectives

The aims and objectives of our special needs provision are:

- To ensure that all pupils with SEND are accurately assessed and that their needs are reflected in the objectives of their Education, Health and Care Plan (EHCP).
- To create a learning environment that meets the SEND needs of each pupil.

- To ensure all pupils have equal access to a broad, balanced and differentiated curriculum.
- To promote education in a safe and secure environment within a supportive atmosphere where pupils can learn effectively, improve their confidence, build up their self-esteem and develop their independence as individuals within the community.
- To enable pupils to take an increased responsibility for their own learning.
- Help pupils with SEND make a successful transition into adulthood
- Ensure that all pupils from year 8 until year 11 are provided with independent careers advice
- To work effectively with all partners and make clear the expectations in the process and provision of education for our pupils.
- To actively seek ways of helping and involving parents and carers in the care, development and education of their child.
- To ensure parents/carers are kept fully informed and are engaged in effective communication about their child's SEND.
- To extend and afford our services to mainstream schools, adopting the principle of inclusion as a two way process.
- To support the professional development aspirations of all staff and Governors in relation to SEND training.

2.0 The Nature of Lindsworth School

The present school population, aged 8-16 years, has a wide range of learning rates and attainments, together with combinations of disadvantages that vary in number and intensity. All pupils have an Education, Health and Care Plan, with a predominant need in Social, Emotional and Mental Health. As well as these, pupils may have additional needs in one (or multiple) or the following:-

- Adverse Childhood Experiences
- Attention Deficit and Hyperactivity Disorder
- Emotional, physical or sexual abuse together with environmental deprivation
- Attachment difficulties
- Specific learning difficulties
- Mild Autistic Spectrum Conditions
- Speech, Language and Communication Needs

At Lindsworth School we recognise and respect the fact that pupils:

- Have different educational, medical, physical, Social, Emotional and Mental Health needs and aspirations.
- Require different approaches to learning.
- Learn at different rates.
- Require a range of different teaching strategies and experiences.

In the absence of a formal categorical system underpinning the term “Social, Emotional and Mental Health Difficulties”, it is important that Lindsworth School clarifies the pupils for whom it offers provision.

The pupils at Lindsworth School have been identified as having Special Educational Needs for Social, Emotional, and Mental Health Difficulties. The pupils may have a history in which they have not been able to thrive and develop in mainstream education because of the level of Social, Emotional and Mental Health Difficulties with negative behaviours displayed. This is often, but not always, accompanied by delayed basic skills acquisition, due to poor attendance or frequent exclusion. In addition to children presenting challenging behaviours, Lindsworth School also caters for children with diagnosed conditions such as SEMH, ADHD, ODD and children who have a diagnosis from the Autistic Spectrum Continuum (usually in conjunction with one of the diagnosis previously mentioned). All our children require a safe, structured environment within which they can develop self-esteem and the ability to relate to others.

We aim to develop useful and productive members of society and to achieve this, staff at Lindsworth School will respond to pupils needs by:

- Providing personalised support in all curriculum areas.
- Planning to meet individual needs with personalised target setting.
- Developing each pupil’s understanding through a variety of learning experiences.
- Planning for full participation in learning, including physical and practical activities.
- Planning to manage behaviour, enabling pupils to participate effectively and safely in learning.
- Monitoring and reviewing progress on a regular basis.
- Ensuring that all pupils, regardless of ability and need, have full access to all aspects of the school curriculum. They will have the same opportunities to be involved in the broad range of enhanced learning opportunities presented by the school in terms of inclusion, school visits, residential activities and curriculum enrichment projects.

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

This policy ensures that teaching arrangements are fully inclusive. Pupils will have their needs met through appropriate personalisation, which may include support from other professionals where appropriate.

3.0 Roles and Responsibilities

At Lindsworth School educational provision for pupils with Special Educational Needs is the responsibility of all members of staff.

The Senior Leadership Team under the leadership of the Headteacher is responsible for the day-to-day operation of the SEND provision.

The key responsibilities as outlined in the Code of Practice are:

- Liaising with and advising colleagues.
- Managing teams and departments.
- Coordinating and reviewing the provision for pupils with SEND.
- Maintaining records on pupils with SEND.
- Communicating with parents and carers of pupils with SEND.
- Liaising with external support agencies.

The Governing Body aims to secure the appropriate provision for any identified pupil with SEND. The Governors ensure all teachers and support staff are fully aware of their responsibilities towards pupils with SEND. The Governing Body, through its Admissions Policy, ensures that pupils with SEND are not discriminated against. The Governing Body has due regard for the guidance in the Special Educational Needs and Disability Act and Code of Practice in its equal opportunities commitment.

4.0 The Effect on Pupil's Learning

Base line assessments of all pupils are carried out by both classroom and pastoral staff very soon after admission. Information is sought from all those who are involved with the child including parents/carers and external agencies.

All the pupils, to a greater or lesser degree, manifest unpredictable and challenging behaviour (including verbal and physical aggression towards children and adults); have poor learning strategies and low motivation to a considerable extent. Whilst their entitlement is not in doubt, access to, and benefit from, the National Curriculum is contingent upon addressing individual difficulties and ensuring the pupil is in a fit state to learn. For some of the pupils this will be supported through our residential provision which is available for up to four nights per week in term time.

5.0 Admission Arrangements

Children are recommended for admission directly from Local Authorities and then the following process is undertaken:

- The referrals are addressed to determine whether the school may be able to meet the needs of the pupil.
- A member of the Senior Leadership Team (SLT) will visit the pupil in their current educational setting.
- A member of the SLT will complete a home visit.
- Parents/carers are contacted and invited to visit the school with their child.
- If parents/carers, school staff and professionals feel the school can meet the child's needs, a place is offered.
- When appropriate documentation is received the parents/carers are contacted and an admission date is agreed upon.

Between the initial visit and admission, contact is maintained with the parents/carers in order that they may be fully aware of any developments. Parents/carers are encouraged to communicate with the school in order to discuss any concerns or make any enquiries.

6.0 Access to the Curriculum

The primary task of this school is to provide a stable, safe learning environment where each pupil is able to:

- Experience, be engaged in, and/or gain skills and understanding of the purpose of learning activities.
- Have access to a curriculum that enables him/her to overcome individual difficulties whilst developing their strengths.
- Experience rates of progress that brings feelings of success and achievement appropriate to their levels of attainment and understanding.

Lindsworth School caters for an extremely wide range of abilities and attainments. Pupils are placed in a class no larger than eight. Each class is supported by a member of the Pastoral and Learning Support team. These classes are set by ability to a degree but social mix is also considered. Flexibility is maintained and these groups are under regular review as the circumstances of pupils change.

At KS2 and KS3 pupils follow the National Curriculum. At KS4 pupils study GCSE, Vocational or Entry Level subjects. Alternative programmes at colleges or with training providers also form part of individual programmes if necessary.

7.0 Subjects

All the subjects of the National Curriculum, including religious education, are taught as set out in the latest orders. The only exception to this is Modern Foreign Languages, due to the literacy needs of our pupils.

The content is retained but the subject is presented in accessible form for each pupil. Classes are small enough for individual programmes of work to be delivered to each pupil. Lindsworth School creates a Cognition and Learning target for each pupil which is monitored in each subject area. This is to ensure all pupils are suitably challenged academically. These are reviewed three times a year. In addition, a referral system is in place to provide additional support as necessary. Progress is recorded on Behaviour Watch and regular meetings review the support offered.

High quality teaching, personalised for individual pupils, is the first step in responding to pupil's SEND. Additional intervention and support cannot compensate for a lack of good quality teaching in the classroom. The school regularly and carefully reviews the quality of teaching for all pupils including those at risk of under achievement. This includes reviewing and, where necessary, improving, teacher understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered, as per the Sen Code of Practice (2014, 6.17).

It is important to note that pupils attending Lindsworth School require additional support with their emotional resilience, regulation and social skills. We understand the importance of enabling pupils to further develop in these areas so additional support is put in place in recognition of this. Pupils have weekly TalkAbout sessions to directly teach social skills and resilience, while whole school approaches (such as Zones of Regulation and restorative practices) support young people indirectly. Where a pupil's needs are greater than this, the graduated approach will be used to inform internal support or referrals to more specialised external agencies.

8.0 Assessment Arrangements.

The Annual Review is the statutory Record of National Curriculum Achievements.

The school should show evidence of meeting the special needs of each pupil.

SEND provision will be reviewed in conjunction with the pupil, their family and their teachers. Whilst attending the school, children should show progress in educational attainments and social and behavioural development. Evidence for this should be found in the school's developing assessment and recording systems. Parents/carers should feel comfortable with the school and be confident that their child is being helped and well cared for. They should feel that all that is possible is being done to meet their child's needs, both within the school and with the help of outside professionals. A graduated approach to support will be taken, which will enable an evaluation of the effectiveness of the special provision.

Each pupil in school has their progress tracked regularly throughout the year. In addition to this, (dependent on a pupil's needs) they will have additional assessments, for example Boxall Profile or TalkAbout Assessment Wheel. Using these it is possible to see whether pupils are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made, the support in place will be reviewed and adjusted.

9.0 Pupil Voice

Each pupil at Lindsworth School will be allocated a member of staff from the Pastoral and Learning Support Team. This member of staff will meet regularly with their mentees in order to discuss any concerns and review their progress. Each pupil will have agreed targets which will be discussed, reviewed and evaluated for progress between the pupil and mentor.

Pupils are encouraged and expected to review their own progress in lessons and to respond to feedback from teachers in regards to their learning.

At Lindsworth School pupils are invited to attend their Annual EHCP Review meetings and their views will contribute to the meeting. The pupil's opinion on their progress will be sought prior to the meeting.

Lindsworth School has a student council and in this forum pupils will be consulted on aspects of school life and encouraged to suggest ideas to improve their school experience.

10.0 Allocation of Resources

The SLT, under the leadership of the Headteacher, is responsible for the timetabling and management of resources including staffing and facilities to meet the needs of all pupils. The Headteacher will inform the Governing Body on a regular basis as to how funding has been allocated to meet pupil's needs. Requests for additional resources are discussed and approved at Governing Body meetings. The effectiveness of the school resources for pupils with a range of SEND will be monitored as part of the continual process of school self-evaluation.

Some pupils will require consistent support via an additional adult. Where this is the case, ESN funding will be applied for. This funding can be used for a variety of resources, such as additional 1:1 staffing, specific ICT programmes or training for individual staff.

Staff at Lindsworth School have had the following awareness training: Phonics and Literacy; Speech, Language and Communication – vocabulary; Centre of Excellence TalkAbout Social Communication Training; ADHD CPD from external national specialists. In addition to this, some staff have received the following enhanced and specialist training: Nurture Group Network (focus on Boxall Profile); Access Arrangement training; SLCN Expected and Unexpected behaviour mapping, TIAAS. Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach include: Educational Psychologists; Speech and Language Therapists; CAMHS.

11.0 Complaints Procedure

Parents/carers are welcome to discuss any issues regarding to their child's placement at Lindsworth School at any time throughout the year, by prior appointment. In the first instance, we would always seek to resolve any issues informally before proceeding to a formal complaint.

Information about the schools Complaints Procedure is available from the HR Manager, and can be accessed on the school intranet and website.

Under the SEN and Disability Regulations 2014 parents/carers can appeal against decisions made or request a review of placement. The school can provide information from the Local Authority about this upon request.

12.0 Multi-Agency Working

Lindsworth's links to other agencies are under constant development. The school considers a multi-agency approach to be essential in order to meet the complex needs of the pupils in our care. A growing list of agencies includes:

- SENAR
- Education Psychology
- Malachi
- School Nurse and Doctor
- Early Intervention Team
- Speech and Language Therapy
- FTB
- LACES
- Youth Offending Service
- Police
- Birmingham Careers Service
- Children's Trust
- Alternative Curriculum providers
- Specialist Support Services
- Learning Disabilities Team

Meetings are held with the different agencies in order to plan individual support packages for our pupils and to develop enhanced working systems.

13.0 Partnerships with Parents/Carers

We are in regular contact with all parents/carers. Parents/carers will receive formal information on their child's progress each term and will receive one written report per academic year. One formal Annual EHCP Review will be held and others may be scheduled as the need arises.

Parents/carers as well as other agencies will be invited to attend. Copies of the Annual Reviews and Education Health Care (EHC) plans will be made available. Parents/carers are kept fully informed throughout the school's SEND intervention and their wishes are taken into account. Pupils are also consulted as part of our person-centred, personalised planning.

The support of parents/carers is vital if the provision made for their child is to be successful. Parents/carers are encouraged to make an active contribution to their child's education. Progress days will be held twice a year to enable parents/carers to visit the school and speak to their child's form tutor and pastoral mentor to discuss their progress. A formal parents evening will be held on an annual basis in which parents/carers can meet with each of their child's teachers.

Details of the local Parent Partnership Coordinator can be obtained from the Local Authority. The Parent Partnership Coordinator can provide independent support and advice.

14.0 Links with Other Schools

Lindsworth School is a part of the Birmingham Special Heads Network, the West Midlands SEMH Headteacher's Network, the Kings Norton Consortium, the South Area Network, and subject leaders are encouraged to attend meetings with other schools in the area. This enables staff to remain up to date with developments and share good practice externally.

Lindsworth School also continues to develop relationships with mainstream schools both within the city and in surrounding areas. This enables us to re-integrate pupils into mainstream schools when a child is ready to do so and wishes this. This is supported by the pastoral team and pupils are dual rolled until the receiving school is confident of success.

As a school, we regularly monitor and evaluate our provision and practice to ensure individual success and development.