





# Lumen Learning Trust

Learning together for a brighter future

## Special Educational Needs Policy

<b>DATE APPROVED BY LUMEN LEARNING TRUST</b>	1 <sup>st</sup> June 2023		
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<b>SIGNED EXECUTIVE PRINCIPAL</b>	Mary Ellen McCarthy 	<b>DATE</b>	1 <sup>st</sup> June 2023
<b>SIGNED CHAIR OF DIRECTORS</b>	Ray Vango 	<b>DATE</b>	1 <sup>st</sup> June 2023

## **Our vision**

Lumen Learning Trust puts the children's needs at the heart of its provision. Our whole school community is committed to enabling the children to become successful lifelong learners and happy, fulfilled adults who can make positive choices about their future.

## **Policy on Meeting Special Educational Needs and Disability**

This Special Educational Needs and Disability policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the Trust.

The Lumen Learning Trust has the belief that all children have an equal right to a full and rounded education, which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014):

- Communication and interaction

Children 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. The profile for every child with SLCN is different and their needs may change over time. Children with 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.

- Cognition and learning

Learning difficulties covers 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. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- Social, mental and emotional health difficulties

Children 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. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- Sensory/physical

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

## **What are Special Educational Needs and Disability (SEND)?**

The 2014 Code of Practice says that:

*A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (Taken from 2014 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv)*

### **Headlines from the SEND 2014 Code of Practice**

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SEN Support).
- All children are closely monitored, and their progress tracked each term. Those at SEN Support are additionally tracked by the Inclusion Leader.
- We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child.
- All children benefit from 'Quality First Inclusive Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

### **SEND aims at Lumen Learning Trust**

- To create an inclusive environment that meets the special educational needs and disabilities (SEND) of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- Commitment to the inclusion and integration of children with SEND as well as to develop an ethos of care, understanding and empathy which fosters self-esteem and self-worth in all our pupils.
- Pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process. All staff will clearly understand their responsibilities regarding children with SEND thereby sharing a common vision and understanding.
- 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 and full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs and disabilities.
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
- Children with SEND will have their needs identified as early and as accurately as possible.
- Children with SEND will enjoy the same expectations regarding their progress as their peers.
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies in order to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **Key Objectives for SEND at Lumen Learning Trust**

- To ensure that all children with SEND make expected progress in reading, writing and maths.
- To monitor progress of identified children and to review these regularly.
- To ensure that parents and children are active participants in crafting necessary provision, resulting in pupil progress.
- To ensure the use of successful interventions which impact on the progress of identified children.
- To ensure a clear process for assessing, planning, providing and reviewing provision for pupils who have SEND with appropriate input from parents.

- To ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND.

### **The SEND teams within the Trust**

- The staff member responsible for co-ordinating the day-to-day provision of education for pupils with SEND at the school is the Inclusion Leader.
- The people with overall responsibility for the provision of education of children with SEND at each school are the Executive Principal of the Trust and Headteacher.

### **The Inclusion Leader is responsible for:**

- Implementing and overseeing systems which identify need and track provision for pupils with SEND.
- Coordinating the provision for SEND children.
- Devising and/or undertaking assessments of identified pupils.
- Tracking pupil progress.
- Advising and supporting all staff.
- Contributing to the Continuing Professional Development (CPD) of staff.
- Ensuring that appropriate personalised learning pathways are in place, that relevant background information about children is collected, recorded, updated and disseminated.
- Ensuring that provision is detailed on the class and individual provision maps and that they are regularly monitored and reviewed.
- Liaising with external agencies including but not limited to the Educational Psychology Service, Learning and Language Support Service, occupational therapy, Speech and Language Therapy, health and social services etc.
- Ensuring liaison between parents and other professionals.
- Enabling the full involvement of parents, carers and children.
- Organising annual reviews, gathering the information required and completing and disseminating the paperwork.
- Ensuring that transitions between year groups and key stages are well-managed and appropriate support is being put in place.

### **Class Teachers are responsible for:**

- Ensuring quality first inclusive teaching is available to all children.
- Ensuring that the needs of all children in his/her class are met through a differentiated curriculum and suitable for deployment of support staff.
- Supporting children to make progress by providing appropriate intervention within the classroom e.g. Occupational Therapy or Speech and Language programme and behaviour strategies.
- Familiarising themselves with children's records and information regarding their special educational needs and disabilities.
- Keeping the Inclusion Leader informed of any changes to need or circumstances.
- Using advice and strategies suggested by outside agencies.
- Informing the Inclusion Leader of their concerns, or concerns expressed by parents.
- Providing reports or information about pupils with SEND for SEND specialists (e.g. Educational Psychologist, Learning and Language, Behaviour Support) and for annual reviews.
- Ensuring a comprehensive handover of information about pupils with SEND is delivered to the next teacher.
- Embedding a clear behaviour system.

### **The Senior Leadership are responsible for:**

- Ensuring provision is made for children with SEND.
- Monitoring that the needs of pupils with SEND are made known to all who are likely to teach them.
- Monitoring teacher's awareness of the importance of identifying and providing for those children with SEND.
- Monitoring the inclusion of pupils and progress with SEND.
- Monitoring the evaluation of intervention on the progress of SEND pupils.

- Reporting to parents on the implementation of the Trust's policy for pupils with SEND.
- Having regard to the Code of Practice when carrying out their duties to pupils with SEND.
- Keeping up to date about the provision, deployment of funding, equipment and personnel resources.
- Taking due regard to the staff structure to ensure the children's needs are met.

## Provision

We offer a graduated response to SEN support which identifies those pupils who are not making the progress that is expected of them. 'Waves of support' are used in order to support them to achieve and action is taken to overcome barriers to learning.

**Wave 1** is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching.

**Wave 2** describes targeted small-group intervention for pupils who can be expected to catch up with their peers. Wave 2 intervention is designed for children for whom a well-structured short-term programme, possibly delivered by a teaching assistant working with a teacher, is all that is needed to enable them to make accelerated progress.

**Wave 3** is about intervention for children for whom Quality First Inclusive teaching and Wave 2 catch-up programmes are not enough. It may need to be a more intensive programme, involving more individual support or specialist expertise.

## A Graduated Approach to SEN Support at Lumen Learning Trust

Provision for children with special educational needs and disabilities is a matter for each school as a whole. In addition to the governing body, the school's Head Teacher, Inclusion Leader and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs and disabilities.* Teaching such children is therefore a whole school responsibility.

There is in place a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainment or attainment in specific subjects fall significantly outside the expected range may have special educational needs or disabilities.

SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (Assess, Plan, Do and Review).

## The Assess, Plan, Do, Review Cycle

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and putting effective special educational provision in place.

**ASSESS:** In assessing a child, the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments.

There is support available from:

- The Surrey Specialist Teaching Team – Learning and Language Support; Behaviour Support; Educational Psychology; Physical and Sensory Support; Speech and Language Therapy; and Race, Equality and Minority Achievement.

- NHS – Occupational Therapy; Physiotherapy; Child and Adolescent mental Health Service; School Nursing Team and paediatric assessments.
- Freemantles School ASD Outreach.

Any concerns by parents are actively listened to and recorded. Assessments are reviewed regularly throughout the academic year.

**PLAN:** We recognise that we must notify parents if their child is being provided with SEN support. The class teacher and Inclusion Leader agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

**DO:** The School's Inclusion Leader supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the Class teacher they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

**REVIEW:** Reviews are carried out on the agreed date. When we review we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The class teacher working with the Inclusion Leader will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. Some children have an EHCP (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the Inclusion Leader's role. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the Inclusion Leader attending meetings offsite to support the transition process.

### Identification of SEND

Some pupils may join a Lumen school with SEND which may have been identified in a previous educational setting or by a range of health professionals. Other children may enter the school with a need that is not yet identified.

The school reflects what the Code of Practice states in that pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as 'SEN Support'. The progress made by all pupils is monitored and reviewed regularly throughout the academic year. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of the strategies used. This can then be used in later discussions should concerns persist.

We are alert to emerging difficulties which may not be evident at an early age. These concerns may be expressed by parents or the pupil themselves. Equally, it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs or disabilities of the child.

The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012). Teachers are guided and supported in this by the Inclusion Leader and information is shared appropriately and frequently. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants.

Although the Inclusion Leader has overall responsibility for the identification of pupils with SEND in the school it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the Trust.

### **Identifying children at SEN Support**

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored regularly throughout the academic year. Where children are identified as not making progress in spite of quality first inclusive teaching they are discussed with the Inclusion Leader and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised 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 child and their peers.
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Inclusive Teaching or some parental support. Otherwise, the child is placed at SEN support on our SEND register.
- Children are placed on the SEND register according to the criteria that they meet in one or more of the four broad areas of need as well as evidence that they require additional or different provision to the Quality First Inclusive Teaching provided to all pupils.
- Information is gathered from feeder schools through liaison and sharing of records.
- Observations of the child are made by the teacher, teaching assistant and, where necessary the Inclusion Leader and/or an outside agency.

### **Person Centred Approach for children at SEN support**

Once a child has been identified as needing SEN Support the following pathway plan is completed with the child:

- Annually, a one-page profile is used to record the child's strengths and interests, what others admire about them and top tips on how to support them. The information may be updated during the year.
- Where more detailed support is required, a profile can be created with the child which includes information about next steps and how they will be achieved. Parents also have an opportunity to review the profile at fixed points during the academic year or during informal meetings as and when required.
- Teachers use a provision map to record and review impact of outcomes of short term targets from additional provision. Using evidence sheets, the teacher or teaching assistant can record a short comment about progress made towards each of the targets.

### **Moving to an EHCP (Education, Health and Care Plan)**

If children fail to make progress, in spite of high quality, targeted support at SEN Support, we may apply for the child to be assessed for an EHCP. Generally, we apply for an EHCP if:

- The child has a disability which is life long and which means that they will always need support to learn effectively.
- If the child's needs are complex and multifaceted.
- The child's attainment and rate of progress across the curriculum are so far below age related expectations that additional funding will enable on-going support to learn effectively.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHCPs. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHCP.

Where a pupil has an EHCP, the school must review the plan every twelve months as a minimum (for children aged below 5 years at the time that the plan is issued, this must take place within six months).

### **Supporting Pupils with Medical Conditions**

- Pupils with medical conditions are supported so that they have full access to the curriculum, including school trips and physical education.
- The school works closely with health care professionals to ensure a holistic approach is taken to supporting children's medical and educational needs.
- Staff receive training to enable them to support pupils with medical conditions.
- Each school employs at least one Home School Link Worker who provides full time welfare support.
- Further guidance is contained within our First Aid Policy.

### **Pupil Participation**

- Children have active involvement in the decision making process and contribute to the review process of the provision they receive.
- Child centred documents (e.g. one page profile) allow for the child's views to be shared and targets are written with the child in child friendly language.
- For pupils with an EHCP evidence is gathered towards their long-term targets. They have the opportunity to attend their annual review and share their views at the meeting.

### **Partnership with Parents**

Partnership with parents plays a key role in enabling children with SEND to achieve their potential.

- The Trust recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.
- All parents have the opportunity to share their views about their child's strengths and how best to support their child's learning.
- Parents are asked for their views regularly through the academic year.
- Parents are kept informed about their child's SEND through Parent/Teacher consultations, Annual Reviews and informal meetings with the class teacher and/or the Inclusion Leader. They are also encouraged to attend Curriculum Information Sessions and Parent Workshops.
- Parents will have access to information, advice and support during assessment and any related decision making processes about SEND provision.

All parents of children with SEND will be treated as partners and encouraged to play an active part in their child's education. We expect parents/carers to:

- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Alert the school to any concerns they have about their child's learning or provision.
- Fulfil their obligations under home/school agreements.

### **Assessment**

- Teacher assessment is continuous and rigorous – it can be either formal or informal.
- A range of whole school assessment procedures are in place including use of the EYFS profile, phonic screening and end of key stage assessments. Children and their progress is assessed using an assessment tracker. This is updated regularly throughout the academic year.
- Additional assessments may be carried out by the Inclusion Leader.
- Assessments can be carried out by outside agencies on the request of the Inclusion Leader or Head Teachers.
- The identification and assessment of the special educational needs or disabilities of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to



establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs or disabilities.

- We can use REMA Ethnic & Language Minority Support services where necessary which focuses on supporting identified pupils. The type and extent of intervention is negotiated and agreed to reflect the specific requirements of our school and the learning needs of our pupils.
- The team also provides language assessments and advises a school on working with parents of bilingual pupils who have special educational needs or disabilities. Direct teaching support may be provided to enhance bilingual learners' English language acquisition and access to the curriculum.

## **Resources**

- The provision of additional support is made as appropriate from the delegated SEN budget.
- Support materials and resources are made available and accessible to all children.
- Each school currently employs a number of Teaching Assistants.
- Each school employs an Inclusion Leader.

## **Equal Opportunities and Inclusive Teaching and Learning at Lumen Learning Trust**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in our school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess impact regularly through meetings with our support staff and class teachers to ensure all children have equal access to success across all subjects.

- All children have an entitlement to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning activities and to experience levels of understanding and rates of progress that bring feelings of success and achievement.
- Teachers use a range of strategies to meet children's special educational needs and disabilities. Lessons have clear learning objectives, learning is differentiated and assessments are used to inform the next stage of learning.
- Steps are taken to try to identify and address any barriers to learning through quality first inclusive teaching.
- Access to the curriculum is provided through differentiation, additional adult support, adaptations, specialist equipment, support groups etc.
- Specialist arrangements are made for those who require support with assessments.
- We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Withdrawal from the classroom for additional support only takes place when it is believed that it will help to maximise learning.
- Advice is sought from specialists where appropriate and this information is used to plan provision for individual children.
- Where interventions are used, they are tailored to the needs of the individual and the impact is monitored through the use of a costed provision map.

## **Review and Evaluation Procedure**

- SEND is monitored by the Inclusion Leader, Senior Leadership Team (SLT), Governors and outside agencies. It is monitored through provision maps, personalised learning pathways, annual reviews, data analysis, staff observations and interviews, discussions with parents and children and work sampling.
- This policy is subject to a regular cycle of monitoring, evaluation and review.
- The Inclusion Leader, SLT and Governing body evaluate the effectiveness of the policy against the principles and objectives set out within the policy.
- A termly breakdown of percentages at SEN Support and EHCP are provided by the Inclusion Leader.
- A termly breakdown of progress and attainment at SEN Support and EHCP are provided by the Inclusion Leader.

### **Procedures for Concerns**

The school values good communication and relationships with parents. If any parent has a concern about their child, they are encouraged to discuss it with their child's class teacher. If they feel significantly concerned, they can make an appointment to speak with the Inclusion Leader and/or Headteacher. If the parent is not satisfied that their concern has been appropriately dealt with, they can make a formal complaint in accordance with our Concerns & Complaints policy.

### **Admissions**

Our schools provide for children with a wide range of abilities and needs. Places for children with or without a special educational need or disability are allocated in line with the school admissions policy of the governing body.

### **Staffing and Partnership with Outside Agencies**

#### **Staff Development**

- The Inclusion Leader has regular meetings with all teachers and teaching staff to discuss concerns, strategies and targets.
- The Inclusion Leader and/or Head Teacher lead regular meetings with the Teaching Assistants.
- There are regular staff meetings where SEND issues are discussed.
- The Inclusion Leader and/or outside agencies deliver a regular program of INSET training to teachers and teaching assistants.
- The Inclusion Leader keeps staff informed about available courses and ensures that staff attend those courses that are most relevant.

#### **Specialisms**

- Each Lumen school has experience in supporting children with a variety of needs.
- Each Lumen school has designated intervention areas.
- Lumen Teaching Assistants receive training in the interventions they deliver.

#### **Involvement of Support Services**

- We are supported by a range of outside agencies including:
  - Educational Psychology Service
  - Learning and Language Support Service
  - Speech and Language Therapy Service
  - Behaviour Support Service
  - Occupational Therapy Service
  - Physical and Sensory Support Service
  - Freemantle's OUTREACH
  - CAMHS
  - School nurse
  - Developmental Paediatrics
  - Health Visitor
- Children are referred to one or more of the agencies when there is significant concern at SEN support. Parental permission is obtained before the child is referred.
- When there are several children who require assessment by a particular agency, they will be put in order of need, after an initial discussion between the Inclusion Leader and the outside agency.
- Reports are shared with class teachers and parents and are used to develop expected outcomes on provision maps.

#### **Links with other Educational Establishments**

- SENCOs from secondary schools are invited to a child's final Annual Review and the pupil's file is sent on to the school.
- Pupils attend induction days for their new schools in the Summer Term.
- Our Reception year teachers liaise with all of the nurseries that send children to one of our schools and keep the Inclusion Leader informed about any children who may require additional support.

- The Inclusion Leader and any other relevant members of staff attend transition meetings where information about Reception children or Year 6 children is shared and received.