



Keyham Lodge School

SEND Policy

Policy Presented to Advisory Board: July 2024

Policy Ratified and Agreed by Advisory Board:

Reviewed: July 2024

Next Review: September 2025

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Policy reviewed and updated: July 2024

Next Review Date: September 2025

Person responsible: SENCO, SLT

Overview

We are committed to inclusion, meeting individual needs, and the provision of the highest quality of education for all pupils. Following the SEND code of practice 2014 we believe that every child is entitled to an education that enables them to make progress so that they:

- Can achieve their best
- become confident individuals living fulfilling lives,
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 years (updated May 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (updated June 2014)
- SEN Code of Practice 0-25 (updated May 2015) and SEND Review 2022
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Sept 2014)
- The National Curriculum in England – Key Stage 3 and 4
- Safeguarding policy
- Accessibility Plan
- Teachers' Standards (2012)

Aims

The SEND aims of Keyham Lodge School are based on the aims stated in the LA's guidance for SEND, Local Offer and guided by the revised SEND Code of Practice. We aim to work with the LA to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need and to provide access to a broad and balanced and relevant curriculum for all pupils.

We aim to work with the LA to;

- Ensure that a student with special educational needs should have them met in the most suitable educational establishment.
- Ensure that all students are offered full access to a broad, balanced and relevant curriculum.
- Ensure appropriate resources are available for all.
- Ensure that no student is excluded from any activity or opportunity because their needs cannot be met.
- Ensure the views of students, carers and other agencies are listened to and taken into account when assessing and supporting the learning of the student.
- Ensure that all documentation relating to the education of a student are reviewed and monitored regularly.
- Ensure that the present and future well-being and education of the student is paramount during any decision making process.
- Ensure that parents and carers are involved in the education of their children and have a say in what provision is made for students with SEN.

Keyham Lodge School is an environment where the emotional support and development for all students is paramount.

Education is the key aim of any school, however within our school the lack of social skills and low levels of emotional literacy as students embark on their learning journey impacts on their ability to engage in the education provision on offer. The holistic approach at the schools, both for students and their families is of the utmost importance. We offer students support through creating an environment that is nurturing, engaging, structured and challenging allowing the students to feel included in the community of school. Each student's timetable allows for support at a crucial time to minimise the impact of negative influences through facilitating mentoring, counselling and specific therapy. This approach enables the students to fulfil their emotional and academic potential.

We are consistent in our rules and expectations and we celebrate all students' successes, however small. Our school believes in educating and nurturing the whole person through a holistic multi-agency approach. The schools apply a consistent approach of high expectations, discipline and a sense of caring, leading to raised self-esteem and self-confidence and ultimately more successful outcomes. Our aim is to enable our students to access quality learning in a supportive environment, with opportunities for robust careers and employability training including placements and FE college links where they can experience positive learning situations with their peers from other schools.

As all Keyham Lodge School pupils have a current EHCP (or Statement), this policy is of paramount importance and directly affects organisation, group size, content and presentation of the curriculum, resourcing, staff development and skills, links with parents and other agencies, assessment, monitoring and reviewing. All of these normal school activities are considered within the context of meeting the special educational needs of our pupils. It is the aim of the schools to meet the special educational needs as specified in Part B of the pupil's EHCP through making available the provision detailed in Part F of the EHCP. Progress towards achieving set outcomes in Part E of the EHCP, which form part of every pupil's individual programme of educational support, is through the effective implementation of this policy.

Admissions

Keyham Lodge is a co-educational specialist setting for up to 126 learners with Social, Emotional and Mental Health Needs. Ranging from year 7 to 11 with some Post 16 support. All students have an Education, Health and Care Plan (EHCP).

Admission is via the Local Authority Special Education Service (SES) who formally consult the Executive Head Teacher and Director of Schools to see if there is an available and appropriate place. Many students have associated difficulties such as ADHD, Conduct disorder, Attachment difficulties, ASD, ODD. Students will have a variety of needs from the below categories but placement is based on a primary need for Social, Emotional and Mental Health needs.

SEN categories provided for at Keyham Lodge School:

- Social Emotional and Mental Health
- Cognition and Learning needs
- Communication and interaction difficulties
- Sensory needs or Physical difficulties

Management of SEND in School.

All staff are teachers of special needs. In line with the revised Code of Practice the SENCO is responsible for:

- Overseeing the day to day running of the policy
- Co-ordinating provision for pupils with specific special educational needs
- Liaising with and advising teachers and other staff
- Overseeing the records on all pupils (with the support of other members of SMT)
- Liaising with parents of pupils
- Liaising with external agencies
- Contributing to the in-service training of staff where appropriate

The Head Teacher and the Advisory Board have delegated the responsibility for the day to day running of the policy to the SENCO. However, support from key members of the SLT (Safeguarding, pupil data, Quality and Assurance), and the Head Teacher are critical in ensuring all staff prioritise the meeting of the needs of our students.

While all staff support students with SEND we have dedicated SEND and Welfare team consisting of:

- Deputy Head (Safeguarding, SEND, Welfare)
- SENCO (Specialist Leader of Education SLE)
- Inclusion Support Workers (Keyham Lodge)
- Learning Behaviour Mentors
- Intervention Team (Literacy and Numeracy)
- SEN Teaching assistants
- Offsite intervention team - IRT
- On-site SALT Team
- On-site Occupational Therapist
- On-site Therapist / councillor

Roles and Responsibilities

SENIOR LEADERSHIP TEAM

- Working as part of the School's leadership team to determine the strategic development of SEND policy and provision
- Responsibility for monitoring the implementation of the SEND Policy across each school in the school, to ensure that it is embedded
- Being accountable for raising levels of achievement and rates of progress
- for student/pupils with SEND across all schools within the school
- Leading on strategic projects to develop the quality provision for students/pupils with SEND
- Working with relevant local authorities, external agencies and services to ensure that appropriate advice and

provision is sought and provided to student/pupils with SEND across the School

- Responsibility for the quality assurance of each Learning Support Team
- within school
- Ensuring that appropriate training is in place to support all staff to develop their professional learning, skills and expertise in relation to SEND across the school
- Recruitment of SEND staffing in consultation with school senior leaders and SENCO

SENCO

- Works with the school leadership team and School Directors of
- Inclusion to determine the strategic development of the SEND policy and provision
- Takes overall responsibility for managing SEND provision within the school
- Contributes to the effective management of the SEND budgets in each school
- Is accountable for raising levels of achievement and rates of progress for student/pupils with SEND
- Maintains an accurate and up-to-date register of provision made for student/pupils with SEND
- Is responsible for monitoring the implementation of the SEND policy across the school to ensure that it is embedded
- Works with relevant external agencies and services to ensure that appropriate advice and provision is sought and provided to student/pupils with SEND and regularly review the effectiveness of external agencies and link professionals when providing support for pupils
- Co-ordinates the support timetable for staff with Specialist SEND roles
- Is responsible for the quality assurance of the Learning Support team

The Learning Support team – behaviour mentors, support staff, therapy team

- Acts under the guidance of the SENCO/SEND Lead to deliver support to student/pupils with SEND, so that they make progress socially, emotionally and academically

All teachers and staff

- Are responsible for delivering high quality learning and support which takes into account the specific needs of student/pupils with SEND

Advisory Board

- All Advisory Board members have an understanding of the provision and leadership of SEND across the School – Yearly SEND report to Advisory Board

Partnership with Parents and carers

Keyham Lodge aim to work in partnership with parents/carers enabling and empowering them through:

- Giving parents opportunities to play an active and valued role in their child's education
- Making them feel welcome
- Encouraging them to inform the school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Allowing parents/carers opportunities to discuss ways in which they and the school can help their child
- Keeping parents informed and giving support during assessment and any related decision making process about SEND provision
- Parents have the opportunity to feed back at annual reviews and as part of the termly reporting process

Involvement of Pupils

We endeavour to fully involve pupils wherever possible in making decisions and exercising choice through including pupils in

- Identifying their own needs and learning about their own learning
- Individual target setting across the curriculum
- The self-review of their own progress and in setting new targets
- Formal reviews providing evidence for meetings and attendance at review meetings

Curriculum Access and Provision

All pupils may be identified as having special educational needs. Heads of Department, teachers and TAs provide for these needs in a variety of ways this may take the form of;

- Curriculum provision and differentiation
- Differentiated resources
- Contribute to the annual/transitional review process
- In class support for individual students and small groups
- Individual/small group withdrawal
- PSPs
- ISPs
- Personalised Educational Programmes
- Off-site, external and extended school placements
- Work Experience
- Links Courses
- Key Worker intervention

Identification and Assessment

All pupils arrive at Keyham Lodge School with an EHCP.

Original needs outlined will be met, and all staff will remain vigilant to ensure any newly observed needs are met as quickly as possible. Staff continually monitor for 'identifiers' for pupils who may have developing other special educational needs, perhaps including those **not** outlined in their EHCP. These include;

- Analysis of data including baseline assessment, SATs, reading analysis, spelling analysis, academic assessment, Educational Psychologists reports, behaviour tracking, FFT data and RAISE online, use of criterion referenced checklists.
- Initial teacher assessment of student's levels and subsequent progress tracking.
- Following up staff concerns
- Following up parental concerns
- Tracking individual progress over time
- Liaison with previous school
- Bereavement/social difficulties
- Information provided from other services and agencies

It is the role of the SENCO with the support of key members of the SLT to see that any assessment that is required will take place, or any additional support or referral occurs.

Special Provision

Due to the expertise and specialist setting at Keyham Lodge School, we are able to offer many different kinds of support for individual students. Staff are encouraged to participate in relevant training related to the developing needs of the young people attending the school. CPD and INSET opportunities are regularly reviewed as part of the professional development process.

The amount of support a student accesses will vary depending on their individual requirements outlined in their Education, Health and Care Plan and in discussion with those who know the young person well. These may include:

- Student Passports based on agreed packages of support and including RPI information
- Individual support from staff
- Behaviour support room
- Support for health needs
- Specialist teaching support
- Targeted social and emotional support
- Integrated Response Team
- Counselling
- Mentoring
- Support for communication needs both in the classroom and from other professionals
- Adaptions and differentiation during lessons
- Bespoke timetables and the provision of off-site learning experiences
- Daily and Weekly incentive offers
- Regular opportunities for learning outside the classroom
- Specialised literacy and numeracy support programmes
- Breakfast, lunch and after school clubs
- E-Safety session
- Education Welfare support
- Administration of medication
- Vulnerable students targeted groups
- School nurse drop in health care sessions
- Trained first aiders
- Exam Access Arrangements in line with JCQ regulations
- Access to technology – reader pen, immersive reader, talk to text and dictation devices are available in literacy packs in the school.

Links with Educational Support Services

We aim to maintain useful contact with education support services. Our pupils may have support from one or more of the following agencies:

- Educational Psychology Service – involvement in student meetings, joint planning meeting
- SEND Support Service – caseload reviews, annual review involvement, CPD, outreach work
- Special Education Service – EHCP maintenance
- EWO – Support with attendance and persistence absenteeism
- Connexions – Transition to post-16
- Virtual Schools – involvement in Annual reviews, PEPs, LAC Reviews

The SENCO will maintain links with other SENCOs through the SENCO network.

Links with other Services/Schools/integration Links

Effective and professional links will also be maintained with:

- Community Health Service
- Social Care and Safeguarding
- LSCB
- Educational Welfare Service

- Educational Psychology
- Children and Mental Health Service (CAMHS)
- School Health services including School Nurse services
- Complex Learning, Communication and Interaction Support Team (CLCI)
- Speech and Language Therapy Service
- YOS
- Visual or Hearing Support (VST/HST)
- ADHD Solutions
- Local Mainstream schools (Via EIP)
- Other special schools (Via CLASS)

INSET

All new staff receive induction with respect to the SEND policy from SLT and the SENCO when they start working at Keyham Lodge School. In order to maintain and develop the quality of our provision, staff receive regular training in a range of aspects of SEND.

This training will be sourced and co-ordinated by the SLT and supported as required by SENCO, accessing a range of support services where required.

This will include CPD provided by the local authority, specialist training on SEND aspects prevalent in the school, individual or group CPD for staff wishing to specialise in a certain area.

Regular in-house CPD is also part of the staff-training offer. All members of staff are expected to attend sessions to increase knowledge and understanding of SEND.

Success Criteria

The Advisory Board will include information on the implementation of this policy, and on any changes to it, in the annual report to parents.

We have identified the following success criteria to evaluate the effectiveness of the policy:

- All teaching staff are aware of the objectives and requirements as set out in EHCP's and informed as and when they change - EHCP's and summaries shared. Information shared following Annual Reviews.
- Parents/Carers are informed about all expressions of concern
- All pupils have subject and other targets regularly reviewed
- All pupils are aware of their targets
- All staff are aware of pupil targets
- All targets are SMART and are written in accessible language
- Parents/carers are informed of their child's targets
- All teachers and staff are aware of SEND procedures
- All teachers' weekly planning shows evidence of differentiation
- There is evidence of pupil progress over time
- SEND issues are included in staff development planning
- All staff are aware of their responsibilities

Resources

At Keyham Lodge School we believe that staff are our biggest resource and as such all staff are part of a regular and rolling series of CPD sessions through weekly INSET, external training and development opportunities. The executive Headteacher manages the whole school budget allocating training and resources and disseminating responsibility as required through the senior leadership team.

Complaints

If there are any complaints relating to the provision of SEN these will be dealt with in line with our schools complaints policy.

Relationships with other policies:

This policy has links with all policies within Keyham Lodge School, but particularly:

Equal Opportunities

Teaching & Learning Policy

Department Curriculum Planning

Behaviour Policy

Keyham Classrooms

Monitoring and Evaluation

This policy will be monitored and evaluated by the Deputy Head with responsibility for SEND in collaboration with the SENCo and reviewed by both to be put forwards to Advisory Board with any amendments annually.