

POLICY TITLE: Special Educational Needs (SEN) Information Report (Clause 65 new code of practice 2014)

STATUS: Statutory

DATE of REVIEW: July 2019



Contact details for the SEN Team

Should you believe your child has special educational needs please contact the Learning Support Manager (details below) who will be able to undertake investigations and appropriate assessments to see if they meet local and national SEN criteria.

Learning Support Manager: Mrs Bev Oliver Telephone: 01536 720300 or email boliver@latimer.org.uk

SENCO: Mrs Rebecca Hawkins Telephone: 01536 720300 or email: rhawkins@latimer.org.uk

| | |
|--|---|
| About The Latimer Arts College | The Latimer Arts College is a mainstream 11-18 comprehensive school with approximately 1050 students. At The Latimer Arts College our core value is care for the individual. We are committed to equality of opportunity through creating a positive, inclusive learning environment in which tolerance and mutual respect is promoted and diversity is recognised and celebrated in order to ensure that all members of the college community, whatever their ability, can thrive personally, socially, and educationally. |
| The kinds of special educational needs for which we make provision | As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed and would group this within the four broad areas of SEND: <ul style="list-style-type: none">• Communication and interaction• Cognition and learning• Social, emotional and mental health difficulties• Sensory and or physical needs |
| A definition of special educational need: | The 2014 SEN Code of Practice defines a child or young person as having special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. |

| | |
|---|--|
| <p>Identifying and assessing students with special educational needs</p> | <p>Learners may fall behind in school for many reasons. They may have been absent from school, they may have experienced inconsistency in their education provision. They may not speak English as a first language or they may suffer from self-esteem issues which prevents progress being made. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.</p> <p>We would expect to use a wide range of information sources to help us to identify students with special educational needs including:</p> <ul style="list-style-type: none"> ▪ Information received from a parent or carer and/or outside agencies ▪ Liaison with primary schools during the Year 6 transition process ▪ Attendance at Year 6 Annual Reviews by our Learning Support Manager ▪ Year 6 SATs scores ▪ Analysis of screening tests taken on entry into the college including reading and spelling tests and baseline assessments in each subject area ▪ On-going reviews of progress in line with our progress tracking system ▪ Referrals from staff |
| <p>Making provision for students with special educational needs</p> | |
| <p>Assessing and reviewing the progress of students with special educational needs and evaluating the effectiveness the college's provision</p> | <p>All interventions and support offered to students with special education needs is tracked through our provision mapping process.</p> <p>The progress of students with special educational needs will be reviewed regularly in line with the college's progress tracking systems and the Education, Health and Care Plan (EHC) processes. In reviewing the progress of students with special educational needs and evaluating the effectiveness of the provision, a range of evidence will be taken into consideration:</p> <ul style="list-style-type: none"> ▪ analysis of progress tracking reports and testing and assessment processes ▪ analysis of behaviour and attendance records and liaison with Education Inclusion Partnership Team ▪ analysis of progress through any intervention processes ▪ observations of teachers and Learning Support Assistants (LSAs) ▪ work sampling on a termly basis ▪ discussion with individual students and staff ▪ consultation with parents or carers at student progress review evenings and other meetings <p>Monitoring and evaluating the impact of this provision is co-ordinated by the Learning Support Manager, in liaison with the SENCO.</p> |

| | |
|---|--|
| | <p>Where provision is shown to be effective and having a positive impact on progress, it will be continued if required. Where a student is not making the progress expected, adjustments or improvements to the provision will be made.</p> |
| <p>Teaching students with special educational needs and providing additional support for learning</p> | <p>All students should have access to high quality learning and all teachers are teachers of special educational needs. Where a student has special educational needs, it is expected that the learning activities in the classroom are suitably differentiated to allow them to access the curriculum and make progress.</p> <p>For some students with special educational needs, more specialist provision may be required and a combination of strategies may be used, such as:</p> <ul style="list-style-type: none"> ▪ individual in-class support or individual withdrawal provided by a Learning Support Assistant (LSA) ▪ small group or individual specialist teaching for a specific period of time ▪ mentoring support ▪ in-class access to ICT facilities or other specialist resources |
| <p>Adapting the curriculum and learning environment for students with special educational needs</p> | <p>Through effective provision mapping, students with special educational needs should be able to fully access the relevant year group or key stage curriculum and make progress. However, where needed, reasonable adaptations to the curriculum and learning environment will be made. This may include the ability to access ICT more frequently than other students or a reduction in the number of subjects studied. These adaptations will be considered as part of the evaluation of progress for each individual student.</p> |
| <p>Activities that are available for students with special educational needs in addition to those available in accordance with the curriculum</p> | <p>We offer a range of extra-curricular activities for all of our students and promote an equality of access for all. These activities offer the opportunity to further extend learning and include trips and visits and a range of sporting and performing arts clubs.</p> <p>Where reasonable adjustments need to be made to accommodate students with special educational needs, these will be put in place. Risk assessments will be completed for each trip and the needs of individual students are considered as part of this process. A decision will then be reached by the SENCO, in collaboration with parents or carers, to decide whether or not it is possible for the student to attend. The safety and well-being of all concerned has to be considered as part of this process.</p> <p>If a student with special educational needs would benefit from a particular enrichment activity, where reasonable, we would seek to provide this or signpost parents or carers to relevant external organisations.</p> |
| <p>Support that is available for improving the emotional and social development of students with special educational needs</p> | <p>The college has a learning mentor to ensure students with special education needs who would benefit from emotional and social support receive this.</p> <p>We also work with external agencies that can provide support for individuals in specialist areas, such as bereavement counselling and mental health services.</p> |
| <p>Expertise and staff training</p> | <p>As a college we will ensure that all staff are trained as required to meet the needs of students with special educational needs.</p> |

| | |
|--|--|
| | <p>The SENCO is a trained teacher and has responsibility for co-ordinating staff training, supported by the Learning Support Manger, who has a wide range of expertise. They are supported by a team of experienced Learning Support Assistants (LSAs) who have expertise and training in a range of areas.</p> <p>Where it is identified that there is a training need for an individual or group of staff, this will be provided as required. Where expertise does not exist within the college, we will work with external partners and agencies as required, such as the Educational Psychologists service and Child and Adolescent Mental Health Services (CAMHS) to increase expertise to the standard required.</p> |
| <p>Securing equipment and facilities to support students with special educational needs</p> | <p>The college has been modified to increase accessibility for those with physical impairments. These include: a series of automatic doors; disabled parking spaces; where access to specialist facilities is not provided for by ground floor accommodation a lift is in operation; we also have a physio-therapy suite.</p> <p>Students have ICT access throughout the entire school through desktops, laptops or tablets.</p> <p>Individual needs of students are reviewed regularly and where additional equipment or changes to facilities are required these are discussed with the Principal and decisions made with regards to reasonable adjustments.</p> |
| <p>Consulting parents and carers of students with special educational needs and involving the parents and carers in the education of their child</p> | <p>The school aims to work in partnership with parents and carers. We do so through our regular communication processes, including fortnightly newsletters, annual Student Progress Review Evenings and our reporting processes.</p> <p>In addition, where a student has special educational needs, parents and carers will be invited to attend regular review meetings where they can discuss ways in which they feel the college can help their child and agree targets and support processes.</p> <p>Where a parent or carer requests additional meetings during the year to discuss their child's progress, these will be provided by prior appointment.</p> <p>The college will signpost parents and carers to relevant external agencies who may be able to provide further support and guidance.</p> |
| <p>Consulting young people with special educational needs about, and involving them in, their education</p> | <p>We recognise that all students have the right to be involved in making decisions and exercising choice.</p> <p>In lessons, all students are involved in monitoring and reviewing their progress through our 'closing the gap' process where they review their progress, set targets and monitor their success at achieving the targets.</p> <p>Additionally, all students are mentored by their tutor following our progress tracking weeks, where relevant targets are set and then reviewed.</p> <p>Where a student has special educational needs, they will be encouraged to attend regular review meetings, with their parents or carers and to suggest ways in which they can be further supported.</p> |

| | |
|--|--|
| <p>Arrangements for complaints from parents or carers of students with special educational needs concerning the provision at the college</p> | <p>We would hope to be able to resolve any concerns that a parent or carer has through an informal process. Any concerns relating to the learning support provision should be initially directed to the SENCO.</p> <p>Any concerns relating to a specific subject should be directed to the Progress Leader.</p> <p>However, if a parent or carer remains dis-satisfied, then a formal complaint should be made to the Principal following the college's complaints procedures, details of which can be found on the college's website.</p> <p>Any complaints relating to an individual member of staff should be directed straight to the Principal.</p> |
| <p>Involving other bodies in meeting the needs of students with special educational needs and in supporting the families of such students</p> | <p>In providing the best quality of education for students with special educational needs, where it is felt necessary, we would seek the support of other agencies and external partners and/or signpost parents or carers to this external support.</p> <p>We invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving students with special educational needs in our college. For students with Education, Health and Care Plans, we comply with requests from independent facilitators to provide information and cooperate fully with other agencies.</p> <p>At the request of families, we will liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a student are very specific.</p> |
| <p>The contact details of support services for the parents of students with special educational needs</p> | <p>Support for parents of students with SEN is provided by the Information, Advice and Support Services Network (IASS). Details about the support they provide and how to contact them can be found on their website: www.iassnorthants.co.uk</p> <p>Other support services can be found via the Northamptonshire County Council website.</p> |
| <p>Supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living</p> | <p>We have in place processes to ensure smooth transition into our college from a previous phase of education and from our college into the next phase of education.</p> <p>For Year 6 to Year 7 transition all feeder primary schools are visited by a member of staff. Information about students with special educational needs is collected. The SENCO identifies suitable secondary teaching strategies. Information is shared with all teaching staff in preparation for the student's arrival in September. All Year 6 students have a transition day before starting in September and some students with specific special educational needs have several visits to the college, to familiarise themselves with key staff and the learning environment.</p> <p>During Years 8, 9, 10 and 11, the Learning Support Manager works with our Independent Careers Advisor to support students with identified special educational needs with transition to Sixth Form or further education. Information is passed on to the college of further education establishment to ensure they are aware of specific needs and strategies to support. The Independent Careers Advisor, will actively advise and gather information during Year 11 to ensure all students are successful with applications for their next steps.</p> |

| | |
|--|--|
| | <p>We ensure early and timely planning for transfer to a student's next phase of education and, in the year before the year in which they leave, offer transition meetings to all students in receipt of special educational needs support.</p> <p>Students with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.</p> <p>Students and their parents or carers will be encouraged to consider all options for the next phase of education and the college will involve outside agencies, as appropriate, to ensure information is comprehensive and easily accessible and understandable.</p> |
| <p>The local authority's local offer</p> | <p>Northamptonshire County Council, along with all other local authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or Disabilities (SEND). This is known as the Local Offer.</p> <p>The Local Offer outlines all services and support available across health, education, and social care and leisure services and will improve choice and transparency for families.</p> <p>For further information about the Northamptonshire Local Offer please visit: http://www.northamptonshire.gov.uk/localoffer</p> |
| <p>Governing Body Ratification Date:</p> | <p>July 2019</p> |