



SEN Policy
Incorporating Special Educational Needs Information Report

In compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65) and Special Education Needs and Disability Code of Practice (2015)

Date Policy Drafted: 10th January 2017 and reviewed November 2019

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Member of staff Reviewing Policy: SENCO

Approved by Governing Body: November 2019

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1. Aims

Lighthouse School Leeds is a school for young people aged 11 to 19 with an Autistic Spectrum Condition (ASC) or related communication disorder.

Lighthouse School is a pioneering, dynamic, and progressive school. We strive for unequivocal excellence in everything we do, and as such, our aim is to be recognised as a sector leader at a national level for students who have a diagnosis of autism. Our vision is to deliver transformative experiences – that are destination led – for all our students and their families.

We are committed to inspiring and enabling our students, delivering meaningful skills for life in a holistic, nurturing, and stimulating learning environment. This is achieved through exceptional teaching, unwavering support, outstanding work experience, and positive interactions and role models. We repeatedly instil good behaviours in order to encourage resilience, independence, confidence, and wellbeing in all of our students.

Our core beliefs of ambition, versatility, compassion, innovation, happiness, devotion, optimism and respect underpin all that we do.

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and Guidance

This policy is based on the statutory 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 SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Lighthouse School caters for children who have a primary diagnosis of autistic spectrum condition (ASC) or related communication disorder.

- Students will have a range of needs associated with their diagnosis of Autism i.e. they will show impairments in the development of language and communication and social understanding development.
- They may often have associated anxiety or sensory processing difficulties
- Students will have been through the consultation process as outlined in our admissions policy.
- Students will have an EHCP with autism as a primary diagnosis or as an identified part of a recognised syndrome

4. Provisions for SEN

4.1 Universal Provision:

- All students will have access to well differentiated, quality teaching.
- Our teaching groups have a maximum of 9 students.
- We aim to support the needs of individual students by providing a ratio of 3 students to 1 adult where this is appropriate.

4.2 Other considerations.

- Where it is necessary, we will provide an individual programme for an existing child who is perhaps showing particularly challenging or anxious behaviour as the result of medical or emotional difficulties. We would aim to work closely with the child's family during this time to maximise the possibility of a return to involvement within a group.
- Our aim for all students is to develop skills within the four cornerstones of Lighthouse school, wellbeing, communication, curriculum and experience and skills.

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4.3 School Processes:

- The EHCP outcomes will be reviewed termly and discussed with parents at annual review and less formally at each update.
- Any individual intervention plans will be drafted and discussed with parents on a regular basis to ensure a consistent approach.
- No child is seen by a visiting professional - e.g. Educational Psychologist; SENIT, Physiotherapist without the prior knowledge and agreement of their parents.
- Our open door policy ensures that parents know they are encouraged to ask for explanation of events; to complain; or to praise as appropriate.

4.4 Staff and Parents:

- All school staff are aware of the pressures experienced by families with autistic children and welcome contact with all members of those families.
- All staff take part in extra training on the specific needs of autistic children and are able to borrow current literature from school resources and take part in external training.
- Staff are available for regular parents' evenings and meetings.
- All staff are involved in delivering EHCP outcomes and if needed individual interventions
- Parents are always the first reference point for staff that are concerned about their child. We value their contribution to the work we do in school and aim to support them in their efforts to generalise skills during evenings, at weekends and during the holidays.

4.5 Involvement of Pupils

We recognise that all students have the right to be involved in making decisions and exercising choice within our provision. The SenCo is responsible for reflecting the students voice within their EHCP and to then ensure this is heard and acted on within the delivery of their outcomes.

4.6 Governors:

Governors, with the ELT, have overall responsibility for ensuring that funds are allocated from the budget to meet the special educational needs of our pupils. The budget is therefore scrutinised at least annually by the governors and termly by the Finance committee to ensure that these needs are met. Our budget is focused on the special educational needs of all our children and aims to support the education and development of each child in our school.

5. Roles and responsibilities

5.1 The SENCo

The SENCo is Tracy O'Brien

The SENCo will:

- Work with the Principal, ELT and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students-related to their EHCP outcomes.
- Work as part of the consultation team to ensure that we can meet needs of all prospective students.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that our students receive appropriate support to achieve their EHCP outcomes and receive a high quality curriculum incorporating the four cornerstones and values.
- Liaise on the deployment of the individual student's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education and placement to ensure students and their parents are informed about options and a smooth transition is planned.

- Work with the Principal and Governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all our students up to date.
- Liaising with the relevant designated teacher if a student is a child looked after
- Monitor the progress of students within school to ensure they make progress towards their EHCP outcomes.

5.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the school

5.3 The Principal

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners within the school.

5.4 Teachers

Each teacher/ Curriculum lead/ Well being tutors is responsible for:

- The progress and development of every student in their-form and within the groups they teach.
- To be responsible for being aware and leading on incorporating EHCP outcomes for the students in their form.

- Working closely with tutors and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each student's progress and development and decide on any changes to provision.
- Keep up to date records of students' progress towards EHCP outcomes and record progress termly.
- Identify students not making progress towards EHCP outcomes and put in place a plan of action.
- Liaise closely with other staff in school to track the progress of students within their form towards EHCP outcomes.
- Ensure information for annual reviews is prepared by the time requested.
- Discuss progress towards EHCP outcomes with parents on a regular basis.
- Attend and contribute towards annual reviews.
- Ensuring they follow this SEN policy.

The name and contact details of the SEN co-ordinator.

Tracy O'Brien

Contact via the School Office: 0113 4570605

5.5- Contact details

The name and contact details of the SEN Governor.

Katie Parlett

Contact via the School Office: 0113 4570605

6. Monitoring and evaluation

This policy will be reviewed annually by the governing body and was last reviewed in November 2019

7. Policy Links

This Policy links to other school policies:

SEND report

Supporting Students with Medical Conditions Policy

Equality and Diversity Policy

Behaviour Policy

Child Protection and Safeguarding Policy

Complaints Policy

School Local Offer – School Website

Leeds Local Offer - <http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx>

Admissions Policy

Access Policy