



## LANGDON PARK SCHOOL SEND POLICY 2019-2020

*To be read in conjunction with the SEND information report.*

*Our Vision:*

*We are a community school that provides an aspirational learning environment for all our students, regardless of their specific needs. We are committed to enabling all our students to achieve their full academic potential and to develop into an independent and confident member of society.*

### **ASSESS, PLAN, DO, REVIEW: THE GRADUATED APPROACH.**

Langdon Park is an inclusive secondary school. The SEND department is dedicated to developing a range of provision to meet a range of different needs.

**Wave 1:** Good differentiated work in the classroom setting across the school with effective support from teacher assistants.

**Wave 2:** Focussed and often short term interventions to meet a specific need.

**Wave 3:** High needs provision in small groups taught by specialist teachers.

### **What is Special Educational Needs?**

The Department for Education (DFE) published a new Special Educational Needs and Disability (SEND) Code of Practice in July 2014. It came into force in September 2014, replacing the previous 2001 code. It was updated in January 2015 and revised again in April 2015. The new code reflects the changes introduced by the Children and Families Act 2014. Special Educational Needs (SEN) Definition from SEN Code of Practice p15:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her;
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of 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 or mainstream Post-16 institutions.

This policy outlines Langdon Park's pledge and expectations for the provision of special educational needs and disability. It is a statutory requirement that the school outlines its personalised Special Education Needs and Disability Procedure in the SEND Information Report (local offer) to accompany this policy.

### **SPECIFIC RESPONSIBILITIES INCLUDE:**

Policy determination	Governors and Headteacher
Establishment of appropriate staffing	Governors and Headteacher
Monitoring work on SEND and holding staff to account for the progress of SEND pupils	Link Governor for SEN
Day to day management	Headteacher
Day to day operation	SENCO
Reporting on policy	Governors

### **LANGDON PARK VISION**

Our vision is to significantly improve the quality of learning and life experiences of pupils in all of our academies, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability

### **ROLES AND RESPONSIBILITIES**

#### **The SENCO**

- Overseeing the day to day operation of the school SEND policy.
- Co-ordinating provision for SEND for students with SEND.
- Overseeing the progress of SEND students.
- Advising on a graduated approach for SEND support:

Ensuring SEND assessment is in place for all the four areas of needs Communication and Interaction (CI), Cognition and Learning (CL), Social, Emotional and Mental Health (SEMH) and Physical and or Sensory by:

- Planning provision for specific student need.
- Monitoring classroom and small group interventions.
- Arranging reviews.
- Liaising with the designated teacher where a Looked After child has SEND.
- Advising on the deployment of the delegated budget and other resources to meet student need effectively.
- Liaising with parents of children with SEND.
- Liaising with other schools, education psychologists, health and social care professionals and independent or voluntary bodies.
- Being a key point of contact with local authority support services.
- Liaising with other schools and colleges for transition.
- Working with the head teacher and governors to ensure the school meets its obligations under the Equality Act (2010) with regard to reasonable adjustments for all disabilities and Access arrangements.
- Ensuring that all SEND records are kept up to date.
- Arrange SEND Training for all staff.

### **LEARNING SUPPORT TEACHERS**

- Provide high quality specialist provision for the students in their classes.
- Liaising with the SENCO about meeting the needs of individuals.
- Planning and target setting for individual students; acting as a key worker for those students.
- All of the below as classroom teachers.

### **CLASSROOM TEACHERS**

All teachers are teachers of students with SEND. All teachers have a responsibility to provide high quality adapted teaching in mainstream classrooms. Teachers are encouraged to ask for advice from the SENCO or specialist teachers on how to meet the needs of individual students. Strategies are also in IEPs and pupil profiles for students with high level needs.

## **TEACHER STANDARD TWO**

*Promote good progress and outcomes for pupils*

Be accountable for pupils' attainment, progress and outcomes.
Plan teaching to build on pupils' capabilities and prior knowledge.
Guide pupils to reflect on the progress they have made and their emerging needs.
Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
Encourage pupils to take a responsible and conscientious attitude to their own work and study.

## **TEACHING STANDARD FIVE**

*Adapt teaching to respond to the strengths and needs of all pupils.*

Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
Demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils' education at different stages of development.
Have a clear understanding of the needs of all pupils, including those with special education needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## **TEACHING ASSISTANTS**

Have specific responsibilities for supporting individual or groups of students in mainstream or specialist classes. They do this by:

- Utilising strategies as outlined on individual or group education plans.

- Encouraging independence by developing students' abilities.
- Working with pupils, understanding how to motivate and encourage them to develop and achieve.
- Keeping records on student progress and contribute to the reporting system.
- Attending and contributing to reviews for the students they support.
- Teaching small group interventions: particularly HLTAs or aspiring HLTAs.
- Helping to prepare differentiated resources for use with specific students in liaison with subject teachers.
- Promoting the inclusion of all pupils ensuring they have equal access to opportunities to learn and develop.
- Being responsible for promoting and safeguarding the welfare of children and young people within the school.
- To be proactive in managing behaviour and promote self-control, independence and integration by developing behaviour management strategies.
- Accompanying students on trips when needed.
- Communicate their knowledge of students to other school staff and education, health, social and care professionals so that informed decision making can take place.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues.

#### **MEDICAL CONDITIONS LIST OR REGISTER FOR STUDENTS WITH EHCPS**

- a) Schools admissions forms request information on pre-existing medical conditions.
- b) Parents have easy pathway to inform school at any point in the school year if a condition develops or is diagnosed.
- c) A medical conditions list or register is kept, updated and reviewed regularly by the SENCO and information is stored in the whole school medical record
- d) All staff have an overview of the list and Care Plans for the pupils in their care, within easy access whilst preserving confidentiality.
- e) EHCPS are reviewed at least annually or when a child's medical circumstances change, whichever is sooner.

### MEDICINES

- a) Where possible, unless advised it would be detrimental to health, medicines should be prescribed in frequencies that allow the pupil to take them outside of school hours.
- b) Where this is not possible, prior to staff members administering any medication, the parents/carers of the child are required to complete and sign a parental consent to administration of medicine form.
- c) No child will be given any prescription or non-prescription medicines without written parental consent except in exceptional circumstances.
- d) Medicines **MUST** be in date, labelled, and provided in the original container (except in the case of insulin which may come in a pen or pump) with dosage instructions.
- e) Medications will be stored in the main office.
- f) Any medications left over at the end of the course will be returned to the child's parents.
- g) Written records will be kept of any medication administered to children.
- h) Pupils will never be prevented from accessing their medication.
- i) General posters about medical conditions (diabetes, asthma, epilepsy etc.) are recommended to be visible in the staff room.

### TRANSPORT ARRANGMENTS

- Where a pupil with an IHP is allocated school transport the school should invite a member of Transport team who will arrange for the driver or escort to participate in the IHP meeting. A copy of the IHP will be copied to the Transport team and kept on the pupil record. The IHP must be passed to the current operator for use by the driver /escort and the Transport team will ensure that the information is supplied when a change of operator takes place.
- For some medical conditions the driver/ escort will require adequate training.

### DAY TRIPS, RESIDENTIAL VISITS AND SPORTING ACTIVITIES

- Staff that accompanies students on trips is trained to deal with the medical needs of the young people they have.
- Unambiguous arrangements are made to ensure pupils with medical conditions can participate in school trips
- To comply with best practice risk assessments are taken in line with H&S executive guidance on school trips, in order to plan for including pupils with medical conditions.
- Consultation with parents, healthcare professionals etc. on trips and visits will be separate to the normal day to day requirements for the school day.

**It is the responsibility of the Head Teacher and the Governing body to ensure that this policy is put into practice across the whole school.**

**Memory Kampiyawo**

To be reviewed in 2020 summer term.