



LANGDON PARK SCHOOL SEND POLICY

To be read in conjunction with the SEND information report.

Responsibility	Governors
Reviewed	
Next Review Date	
Key legislation	Equality Act 2010 Children Act 1989 & Disability and Discrimination Act 1995
<p>The aims, objectives and practice of this policy comply with the statutory requirement laid out in the SEND Code of Practice 0-25 (1st September 2014) 3.65 and has been written with reference to the following guidance and documents</p>	
<p style="text-align: center;"> Equality Act 2010 Advice for schools DfE Feb 2013 SEND Code of Practice 2014 Schools SEN Information Report Regulations 2014 Statutory Guidance on Supporting Pupils at school with medical conditions April 2014 The National Curriculum in England 2014 Safeguarding Policy Accessibility Plan Teachers Standards 2012 Anti-bullying policy Safeguarding and Child Protection Policy Behaviour Policy KCSIE part 1 2020 </p>	

At Langdon Park School, we believe our teachers are all teachers of students with special educational needs (SEND). They are accountable for all students' progress and attainment including those who have SEND.

Vision

Langdon Park School will be widely respected as a community school that offers students a life changing education. Our purpose is to inspire, ignite and unlock the creativity and imagination of every child and adult in our community. Pedagogy and professionalism are the driving forces in our school. Adults and students value excellence, tolerance, understanding, collaboration and self-improvement. From a relentless focus on learning will emerge a sense of confidence, curiosity, resilience and determination to meet the challenges of the modern world. Everyone will reflect upon and articulate their personal learning journey. We will have a shared purpose, a shared language and a relentless formative culture that challenges everyone to grow, improve, support and raise standards.

Objectives

- 1) To identify students with special educational needs and additional needs and provide effective provision and support.
- 2) To work within the guidance of the SEND Code of Practice, 2014.
- 3) To operate a whole school approach to the management, identification and provision for students with SEND.
- 4) To provide a SENCO who will work with the SEN and Disability policy and ensure staff have the training and tools to implement support and provision.
- 5) To provide support and training for all staff working with children with special educational needs.
- 6) To ensure pupils, parents or carers and school are partners in planning, reviewing and strategic decision making.
- 7) To ensure that SEND and inclusive practice is positively valued by all members of the Langdon Park School community.
- 8) To ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream that sets high expectations for every student whatever their prior attainment.

9) To use our best endeavours to ensure that any student with SEND gets the support they require.

10) To implement a graduated approach and use the Assess, Plan, Do, Review (APDR) approach in line with the SEN Code of Practice, 2014 to achieve a high level of achievement for all.

11) To work collaboratively with external agencies and specialists including those from Health and Social Care.

12) To ensure the Equality Act 2010 duties for pupils with disabilities are met.

13) In conjunction with the Medical Policy assist in planning to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions.

A Graduated Approach to SEN Support

Special Educational Needs Provision at Langdon Park School

Students are entitled to personalised quality first teaching. This is always at the forefront of school monitoring and review which happens on a regular basis throughout the year to ensure this happens consistently across the school. This is carried out through teaching observations, book scrutinies, provision monitoring and pupil interviews. High quality teaching, differentiation and appropriate access strategies are always the first step in responding to pupils who may have SEND. It is vital to state that additional intervention can in no way replace good quality first teaching. Some pupils will need something additional to and different from that which is ordinarily available for the majority of pupils, this is special educational provision and the pupils in receipt of this provision are classified as SEND Teachers are responsible and accountable for the progress and development of all students in their class including where pupils access support from SEND Specialist Teachers, Higher Level Teaching Assistants and Teaching Assistants.

We use a range of different methods to ensure we identify any potential special educational needs early. If a student does not show any progress despite specific and targeted interventions, further professional assessments or interventions would be sought. In addition, there would be a number of formative assessments to be carried out.

Initial assessments

Students in school are assessed for their using the NGRT, ACCESS testing tools. Additionally, the SENCO will often observe students where concerns have been raised and parents are informed.

Specialist assessments

Specialists such as SEND Teacher, ELKLAN trained TAs, Educational Psychologist and Speech and Language Therapist who work closely with the school may conduct further structured observations or assessments. Prior to these formal observations or specialist assessments parental permission will be sought first, usually through a referral form which parents can agree or disagree for the assessments to take place.

Assess, Plan, Do, Review

We have a whole school approach to inclusion and in line with the SEN Code of Practice; we follow an Assess, Plan, Do, Review (APDR) cycle.

Underpinning ALL our provision in school is the graduated approach cycle of:

Assess, Plan, Do, Review. Below are steps leaders follow at each stage to ensure that students' needs are effectively identified, supported, and tracked.			
Assess	Plan	Do	Review
<p>Regular observations to identify any emerging difficulties in learning, behaviours or social interactions.</p> <p>Collect information from multiple sources, such as:</p> <ul style="list-style-type: none"> • Reading ages, data, IEPs • Feedback from parents • Input from TAs or other teachers • Student voice <p>Use standardised assessments, tests, and diagnostics to identify gaps in skills, knowledge, or learning progress.</p> <p>Ensure you establish a baseline of the student's current abilities and challenges to track progress over time.</p> <p>Teachers, Pastoral Team, Or any staff member can raise concerns</p>	<p>Collaborative with the student, parents on specific targets</p> <p>Set SMART targets</p> <p>Draw a short plan that both you and the student can refer to for tracking purposes.</p> <p>Identify resources e.g. Task Plan to support the student.</p> <p>Pastoral Team, SEND Faculty Reps & SEND Team – advice provided to teaching staff.</p>	<p>Deliver targeted interventions or strategies in line with the plan.</p> <p>Ensure teaching strategies or reasonable adjustments accommodate diverse needs.</p> <p>Do track progress through formative assessments (e.g., quizzes, observations, check-ins) to ensure interventions or strategies are working.</p> <p>Request for support or training as required</p> <p>Teachers</p> <p>Duration- 6 week cycle</p> <p>Log on SiMs – SiMS/SEN/Provisions/Graduated Approach</p>	<p>Hold regular review meetings with the student, parents, and SEND Faculty Rep to discuss progress and challenges.</p> <p>Compare the student's current progress against the SMART targets.</p> <p>Adjust plan if progress is limited, and refer to <u>HoY</u> for highlighting.</p> <p>Share detailed records of the student's progress, interventions, and adjustments made as evidence of the Graduated Response</p> <p>Escalation- via highlighting</p> <ul style="list-style-type: none"> • Referral to External Agencies: If internal interventions aren't meeting the student's needs, seek specialist support (e.g., speech and language therapy, mental health services).

Ordinary Available Provision (OAP)

Another way to think about it is by students graduating upwards within a pyramid. Even with the graduated approach, many students remain within 'universal support'.

In March 2023 the government produced an SEND improvement plan ('**Right Support, Right Place, Right Time**'). This indicated the move towards national standards for the types of support that should be ordinarily available in mainstream settings.

There are many strategies that can be put in place to support students at the universal level. For ease, a comprehensive selection of strategies and interventions are provided on the following pages. These are divided into:

1. **Universal level (Wave1)** – which can be put in place for any student at any time

2. **Universal + level (Wave 2)**- which can be added to an ‘assess-plan-do-review’ process for a student
3. **Targeted level (Wave 3)**– which can be drawn upon for students where universal approaches have not led to expected levels of progress

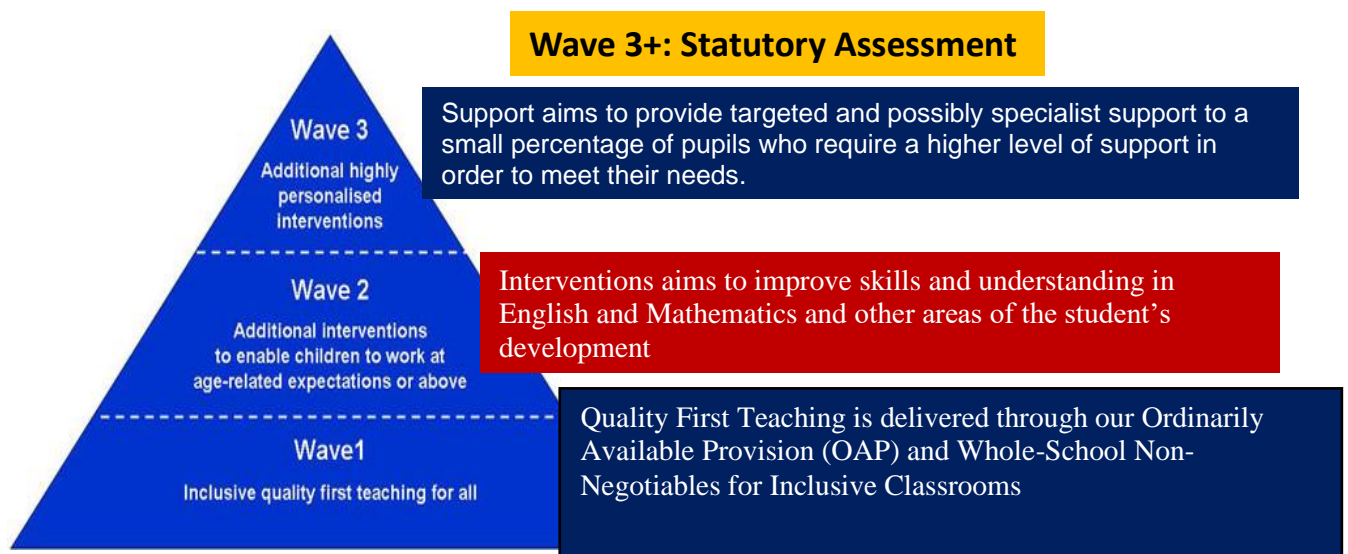
If there are still concerns about a student after following the graduated approach, referral to external agencies can be considered.

Managing Pupils’ needs on the SEND register Provision

Teaching students with special educational needs is a whole school approach. A continuous cycle of planning, teaching, assessment and reflection for every practitioner which consider all abilities, aptitudes and interests of pupils is vital to the success of every pupil.

The Waves of Support

The Wave of support for children which ranges from all children at the class support level right up to children with the most complex needs who have an Education Health and Care Plan.



The waves of support details what is offered at Langdon Park School

Individual Educational Plans (IEPs)

At least termly reviews as part of the assess, plan, do, review cycle and one bigger annual review. At least termly review meetings as part of the assess, plan, do, review cycle.

Strengths and needs are detailed in this document as well as strategies. Targets on the IEPs

are in accordance with those drawn from EHCPs and are written in conjunction with parents and the young person.

SEND Monitoring

Ongoing highlighting meetings appropriate strategies and interventions are discussed and agreed. Where there are SEND concerns, staff are required to complete a SEND referral form which will then be processed by the SENCo. This also highlights if the student whether the student should be added to the SEND Support/K register. If a teacher has a concern about a student's learning/behaviour or emotional wellbeing they are advised to follow the Graduated Approach with support from the Faculty SEND rep. Before assuming a child has SEND, different strategies must be used and a record kept. Parents/Carers must be informed and updated at every stage. In addition; if a parent has a concern about a possible additional need for a child they are advised to first speak to the child's teacher who will inform the SEND Faculty rep. Teachers will use the guidance shared on the Graduated Approach and further support strategies are easily accessed from the SEND Toolkit. The is expected to implement, monitor and evaluate one strategy at a time for a period of 3-6 weeks. Where a parent raises the concern with the SENCo, a request of information will be sent to staff followed by the graduated approach. The SENCo may observe the child. Depending on the outcome, the student may then be moved to SEND monitoring or SEND Support as appropriate. Parents as well as the student will be involved in this process.

Quality of Education over Time (QET)

The LPS OAP outlines and offers ideas and suggestions for inclusive teaching. This document aligns with the Tower Hamlets Special Educational Needs Inclusion Framework. Class teachers are responsible for ensuring all provision; targets and monitoring are put into place and kept up to date. The SENCo and is a part of RAP groups and Highlighting Panel.

SEND Records

Regularly updated records of students on the SEND register is kept on SIMS. Staff are able to identify the SEND status of students in their teaching groups. Parents will always be consulted from the referral stage and when their child moves from one stage of support to the next.

Statutory assessments/ Education Health and Care Plans

If a student does not meet adequate progress in line with their chronological age after exhausting the graduated approach the parent/carers may decide to request a statutory assessment from the local authority. This may result in a student gaining an Education Health and Care Plan. The SENCo is responsible for allocating specific support to children with Education Health and Care plans. When a student has an Education Health and Care plan, the parents/carers have more options in terms of educational provision and may wish to consider a special school or integrated resource setting. If the school feels that a child's needs can no longer be met by the school, they would meet with parents and discuss settings which may be appropriate but moving schools would be the parent/carers choice. The school would have gathered evidence of progress, access constraints which they would share at an annual review attended by a member of the local authority. The SENCo will always support parents with choosing an alternative provision if they would like help.

Assessment Policies

Faculty assessment Policies should state clearly that every pupil is entitled to fair assessment including those with SEND and how this will be applied. It must reflect the SEND policy's view that "every Leader is a Leader of SEND". Assessment policies must also be read in conjunction with the Exams Access Arrangements Policy which outlines in detail reasonable adjustments.

Continuous monitoring of individual progress

Individual pupil's progress is monitored rigorously by staff and SLT; this feeds in to all pupil progress meetings. The SENCo monitors the progress of students with SEND through the SEND monitoring procedures and data analysis.

Provision of appropriate curriculum

This is monitored regularly by members of SLT. All other subject leaders alongside support from the SENCo are responsible for ensuring that the requirements of the National Curriculum are met for those students with special educational needs.

Criteria for exiting the SEN register/record

For many pupils who may display gaps in their learning and are placed on SEND Support/K register this may only be for a short time. With early identification and timed intervention (Wave 2), the pupil may overcome their difficulties. Where specific planned intervention has

been successful and accelerated progress has been made so that the student is working within the national expectations academically and within their social and emotional development they may be removed from the register completely. Support will also be offered to students when exiting the register. This acts as a safety net and ensures students making good progress with special educational needs are more closely monitored by teachers and the SEND team to ensure this progress continues.

Medical conditions list or register for students with EHCPs

This must be read in conjunction with the medical policy.

- a) Schools admissions forms request information on pre-existing medical conditions.
- b) Parents are able to inform the school at any point in the school year if a condition develops or 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) HCPs are reviewed at least annually or when a child's medical circumstances change, whichever is sooner.

Transport arrangements

- a) 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.
- b) For some medical conditions the driver/ escort will require adequate training.

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 student are required to complete and sign a parental consent to administration of medicine form.
- c) No student 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.
- k) Written records will be kept of any medication administered to children.
- l) Pupils will never be prevented from accessing their medication.
- n) General posters about medical conditions (diabetes, asthma, epilepsy etc.) are recommended to be visible in the staff room

CDD

- a) Staff that accompany students on trips are trained to deal with the medical needs of the young people they have.
- b) Unambiguous arrangements are made to ensure pupils with medical conditions can participate in school trips

- c) 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.
- d) Consultation with parents, healthcare professionals etc. on trips and visits will be separate to the normal day to day requirements for the school day.

The Local Offer

Under the new SEN legislation Local Authorities are required to publish detailed information of the support available in their area. This is known as the local offer and provision may vary according to local need. For more information on the local area follow the link below:

<https://www.localoffertowerhamlets.co.uk/pages/local-offer>

Conclusion

This school policy reflects the consensus of opinion of the whole teaching staff, and has the full agreement of the governing body and school staff.

- Every Leader is a Leader of SEND. The implementation of this policy is the responsibility of all the staff.
- The school's SEND Information Report is an appendix to this policy and outlines the school's practice in great depth.
- The school's provision map is an appendix to the policy and outlines the school's provision in greater depth.

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.

Policy Reviewed by:

Date agreed by the Governing Body:	Signature of Chair or Vice chair
Date	Signature
Responsibility to review	
SENCO, SEND Governor and Parent Committee	