



Shropshire  
Gateway  
Educational Trust



LACON  
CHILDE  
SCHOOL

...more than just a school

# SEN POLICY AND INFORMATION REPORT

September 2023

Review Date: September 2024

*“Lacon Childe is an inclusive provider of 11-16 education, passionate about enabling every student to achieve their very best with support tailored to individual needs. The school caters for students of all abilities unless this is incompatible with the efficient education of other students.”*

## Contents

|  |   |
|--|---|
| 1. Aims .....                                    | 2 |
| 2. Legislation and guidance .....                | 2 |
| 3. Definitions.....                              | 2 |
| 4. Roles and responsibilities .....              | 2 |
| 5. SEN information report.....                   | 3 |
| 6. Monitoring arrangements .....                 | 7 |
| 7. Links with other policies and documents ..... | 7 |

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### 1. Aims

Our SEN Policy and Information Report 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 and information report 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

### 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 the 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.

### 4. Roles and responsibilities

#### 4.1 The SENCO

The SENCO is Tim Stiles ([tim.stiles@laconchildeschool.co.uk](mailto:tim.stiles@laconchildeschool.co.uk)).

He will:

- Work with the headteacher 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 pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' 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 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 pupils with SEN up to date

## 4.2 The SEN governor

The SEN governor ([samantha.wenlock@laconchilleschool.co.uk](mailto:samantha.wenlock@laconchilleschool.co.uk)) 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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

## 4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or 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 pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

# 5. SEN information report

## 5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, sensory processing difficulties

## 5.2 Identifying pupils with SEN and assessing their needs

Each pupil's current skills and levels of attainment are assessed when they join the school, building on knowledge from parents and previous settings. Each year, each KS3 child's attainment and progress in reading comprehension, spelling and numeracy skills are assessed. Students receiving interventions are assessed more frequently, and throughout KS4. Alongside feedback from class teachers this data identifies students whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in non-academic areas, for example, social skills.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. External advice and support may be sought at any time during the process.

Students on the SEN register may have an EHCP if the Local Authority recognises that the student's needs are greater than can be managed by the normal resources available to school. Students whose needs can be managed by the resources available in school but whose needs require additional provision are identified as SEN Support (K). Students whose needs can be met by Quality First Teaching are identified as Monitoring (M) so that staff understand that there is an identified need.

## 5.3 Consulting and involving pupils and parents

A key member of staff will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support and we invite parents into school 3 times per academic year to discuss the progress of their child and next steps.

## 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The SENCO will carry out a variety of tests and observations to determine a clear picture of the pupil's needs. This will draw on:

- Assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## 5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents

and pupils which information will be shared as part of this.

## 5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils.

We will also provide the following interventions:

- Catch Up literacy
- Toe by Toe
- SNIP
- Power of Two
- Catch Up numeracy
- Horse-riding
- Talk About for Teenagers
- Specific Unit Award Scheme awards

## 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### 5.7.1 Exam Access Arrangements.

A number of arrangements are available to students who need support in their exams. These arrangements need to be a student's normal way of working and include (among others): extra time, rest breaks, prompts, use of technology (such as a laptop), a reader and a scribe.

At the end of Year 9, following staff feedback, students' processing ability is tested as this helps us to identify if a student may benefit from, and be entitled to extra time. Students reading ability has been assessed throughout their time in Key Stage 3 and this information identifies those who are entitled to and benefit from a reader.

## 5.8 Additional support for learning

The net benefit of providing a student with a specific intervention is judged prior to an intervention starting and discussed with parents/carers. Interventions are delivered by experienced members of staff within the team in small groups. To best support students, Teaching Assistants work with individuals and small groups across the curriculum. Teaching Assistants normally support within one of the four curriculum faculty areas but on occasion and according to student need students may be supported by just one or two teaching assistants across their entire timetable.

We work with the following agencies to provide support for pupils with SEN:

- Woodlands Outreach <http://www.woodlandscentre.org/woodlands-outreach/> 01939 236181
- Shropshire Educational Psychology Service <https://www.shropshirelg.net/services/sla-contract-schedules2015-16/educational-psychology-service/> 01743 258414
- SPECTRA [spectraautisminclusionservice](http://spectraautisminclusionservice.com)
- Sensory Inclusion Service Shropshire [Sensory Inclusion Service | Shropshire Council](http://sensoryinclusion.org.uk/shropshire-council)

## 5.9 Expertise and training of staff

Our SENCO has 9 years experience in this role and has previously worked as Pupil Premium Co-Ordinator, Alternative Provision Co-Ordinator, Head of Year and Head of Subject.

We have a team of 22 teaching assistants, including Higher Level Teaching Assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Autism Spectrum Disorders (ASD) Awareness, MAPAA Training, Behaviour Management Techniques, Specific Learning Difficulties (SpLD) Awareness, ADHD awareness and

Processing difficulties.

We use specialist staff for various interventions, including Catch Up Numeracy, Catch Up Literacy, Toe by Toe, SNIP and TalkAbout for Teenagers.

## **5.10 Securing equipment and facilities**

Resources available to support students accessing the curriculum and the school environment include laptops, overlays, spellcheckers and reading pens. A safe space within school is available for identified students who require such provision as well as staffed spaces that are available to students during non-curriculum time.

## **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly and annually
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

## **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

We endeavour to offer all curriculum opportunities and activities to all pupils and make reasonable adjustments where necessary to ensure the school's ethos of being an inclusive environment is sustained.

For further information please see the school Accessibility Plan.

## **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are supported by the Talkabout for Teenagers programme, and provision during non-curriculum time.
- Safe accessible spaces during free time with adults to manage and model appropriate interactions.
- All pupils on the SEN register at K and E level have an identified key worker who meets with them regularly.

We take all instances of bullying very seriously.

## **5.14 Complaints about SEN provision**

Complaints about SEN provision in our school should be discussed with the SENCO in the first instance and then referred to the Headteacher. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **5.15 Contact details of support services for parents of pupils with SEN**

The following agencies have provided support for pupils and families

Information, Advice and Support Service [Shropshire Information Advice and Support Service – Citizens Advice Shropshire \(cabshropshire.org.uk\)](http://Shropshire Information Advice and Support Service – Citizens Advice Shropshire (cabshropshire.org.uk))

Autism West Midlands [Autism West Midlands | Supporting the Autistic Community](http://Autism West Midlands | Supporting the Autistic Community)

## 5.16 Contact details for raising concerns

SENCo – Tim Stiles [tim.stiles@laconchilleschool.co.uk](mailto:tim.stiles@laconchilleschool.co.uk)

Headteacher – Noah Turner [noah.turner@laconchilleschool.co.uk](mailto:noah.turner@laconchilleschool.co.uk)

## 5.17 The local authority local offer

Shropshire local authority's local offer is published here: [The SEND local offer | Shropshire Council](#)

Worcestershire local authority's local offer is published here: [SEND Local Offer | Worcestershire County Council](#)

## 6. Monitoring arrangements

This policy and information report will be reviewed by SENCo, Tim Stiles **every year**. It will also be updated if any changes to the information are made during the year.

It was reviewed for 2022 – 23 by the SEN Parent Steering group.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions