

# Lydiard Park Academy



**The Park Academies Trust  
SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

Planned review Date: Jan 2022

Version number: 3

Reviewer: Mr D Williams

Ratified By Governors: 25.01.2021

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2015)

This policy should be read in conjunction with the school's Safeguarding Policy, Equalities policy and the school's SEND Information Report 2018-19.

### **Responsibilities for SEND within Lydiard Park School:**

Operational SENDCo; Mrs Mills  
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### **Contextual information:**

Lydiard Park Academy is part of the Park Academies Trust, Lydiard is an 11-18 years mainstream with a local authority funded specialist Autism resource provision for 15 students on site (SRP). This policy acknowledges the obligation to provide a broad, balanced and challenging curriculum for all students. The Governors value the abilities and achievements of all students and are committed to providing, for each student, the best possible environment for learning.

### **Definition of Special Educational Needs and Disabilities (SEND):**

The Special Educational Needs and Disabilities (SEND) Code of Practice for 0 to 25 years states that:

*'Special Educational Needs (SEN): 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.'*

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition:

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.

*Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is:*

*"a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities."*

*This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.*

### **SEND Curriculum Intent**

To have high aspirations and expectations for all pupils with Special Educational Needs and Disabilities and to focus on outcomes for children with SEND **as all teachers are teachers of children with Special Educational Needs and Disabilities and teaching such children is therefore a whole school responsibility.** Every pupil with SEND has their own unique educational needs, and at Lydiard Park we are committed to providing a tailored curriculum where adaptations and support are provided without limiting the breadth of students' curricular experience. Lydiard Park is ambitious for all pupils with SEND and we believe that appropriate assessment of need and then appropriate planning with parents and carers leads to effective support and interventions for: Communication and interaction; Cognition and learning; Physical health and development; and Social, emotional and mental health. Regular review and re-assessment means that we are able to ensure there is a focus on preparedness for the next stage of their lives and this drives high aspirations for the future, which in turn ensures that students with SEND achieve exceptionally well when they leave the Trust in year 13 or the school in year 11.

### **SEND Curriculum Objectives:**

- To identify and monitor the needs of pupils with SEND as early as possible so that appropriate provision can be made and their attainment raised.

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- To enable students who have Special Educational Needs and Disabilities to reach their full potential through the identification and provision of successful interventions.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To work towards successful outcomes through a whole-school approach in the management and provision of support for SEND.
- To provide advice and support for all staff working with students with SEND.
- To provide a broad, balanced, and relevant curriculum, and ensure access to extra-curricular activities and school trips.
- To involve children and their parents/carers in the identification, planning, and reviewing of objectives and outcomes.
- To work in co-operative and productive partnership, where appropriate, with outside agencies.
- To involve and listen to each student's voice in all matters concerning them.
- To record, monitor, and assess outcomes that inform the 'assess, plan, do and review' cycle for each individual student, and those that inform the planning of the school development plan.
- To provide an education that enables all children and young people to make progress so that they achieve the best possible outcomes, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education, or training.
- To ensure all pupils are able to achieve exceptionally means achievement across the board that is at least similar to that of non-SEND counterparts, that matches or betters the child's previous rate of progress, and that closes the attainment gap between the child and their peers. All students can and should achieve their very best.
- To ensure that all students are able to share in all aspects of the life of the school.
- To enable the enhancement of pupils' self-perception as learners.
- To ensure that all students are inspired and motivated, fostering a curiosity to learn.

These objectives are evaluated in the SEND annual SEND information report.

**Admission Arrangements**

If a child is transferring into the school with an Education Health and Care Plan or has been receiving additional funding from the Local Authority in their previous school, the continuation of this support will be negotiated with the appropriate officer of the Local Authority to ensure that their needs can be met. Any variation to the above will need to be agreed by the full governing body. Educational Needs Resource and Assessment Panel (SENRAP).

**SEND Implementation****Identifying Special Educational Needs:**

Four broad areas of special educational need are expected and planned for:

Communication and Interaction	Some children have difficulties with speech, language and interaction: Speech, Language and Communication Needs (SLCN) Autistic Spectrum Continuum (ASC)
Cognition and Learning	Some children have difficulties with acquiring and retaining skills and knowledge and understanding concepts: Moderate Learning Difficulties (MLD) Specific Learning Difficulties such as dyslexia (SpLD) Severe Learning Difficulties (SLD) Complex Learning and Profound and Multiple Learning Difficulties (PMLD)
Social, Emotional and Mental Health Difficulties	Some children have difficulties which result in challenging or withdrawn behaviours: Social Emotional and Mental Health (SEMH) Attention Deficit and Hyperactivity Disorder (ADHD) Attention Deficit Disorder (ADD)
Sensory and Physical Difficulties	Some children have sensory and/or physical impairments: Visually Impaired (VI) Hearing Impaired (HI) Physical Disability (PD)

**The following are NOT SEND but may impact on progress and attainment:**

- Persistent disruptive behaviour where there are no causal factors such as undiagnosed learning difficulties or difficulties with communication or mental health issues.
- Problems with attendance and punctuality.
- Child Protection Plans and Early Help Records raised through social services and the National Health Service.
- Issues with general physical health and student pastoral welfare.
- English as an Additional Language (EAL).
- Being in receipt of the Pupil Premium Grant.
- Being a Child Looked After (CLA) or previously in care.
- Asylum Seeker status.
- Being a young Carer

**To comply with the legal obligations of the Equality Act 2010:**

- Disabled children and young people are not discriminated against, harassed, or victimised.
- Reasonable adjustments are made, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- Discrimination is eliminated, equality of opportunity is promoted and good relations are fostered between disabled and non-disabled children and young people.

**We aim to achieve these objectives through:**

- Being fully committed to the inclusion of pupils with special educational needs and disabilities into mainstream lessons.
- Promoting a supportive and caring learning environment.
- Using an approach to learning which allows pupils to make progress and achieve success through small, well-defined steps.
- Ensuring decisions are informed by the insights of parents/carers and those of children and young people themselves.
- Tracking progress of pupils towards targets and keeping under review the additional or different provision that is made for them.
- Providing a variety of teaching strategies and materials to enhance learning.
- Liaising with other members of staff to ensure that SEND pupils have a high profile in school. This is done through formal and informal channels, through subject faculty and tutor team meetings, and through support and everyday contact with colleagues.

**A Graduated Approach to SEND: Assess, Plan, Do, Review**

**Every Teacher is a Teacher of SEND**

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of Quality First Teaching.
- When children or young people have significant gaps in terms of their actual progress or access to learning and when this deficit can be ascribed to an identifiable *learning* need (as stated in the SEND definition above), the child or young person will be placed on the SEND register so that they are able to make greater progress with SEND support, rather than struggling without it.

The School operates a graduated response to SEND provision:

Wave 1 – Quality First Teaching by all teaching staff (Universal provision).

Wave 2 – Interventions in addition to classroom based differentiation.  
(Targeted Support)

Wave 3 – Interventions that include support and advice from, and interaction with, outside agencies that may lead to and include a Swindon Borough Council Early Help Record, an Education Health and Care Plan and or High needs SEND funding. (Targeted Support and Specialist Support)

A SEND register and a Schools Information database are kept and regularly updated to record individual support, record advice and information, and inform staff of students at each wave on the graduated response. Students at Wave 2

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and above have an individual 'Pen Portrait' outlining their needs and providing classroom teachers with strategies for in-class provision through the use of the Student Information Database (SID).

The highest category of need is represented by pupils who have an Education, Health and Care Plan (EHCP). These pupils require additional resource, provided either out of the school's own funding or via a combination of the school's funding plus 'top-up' funding provided by the Local Authority.

We also identify groups of children who may require extra support but who do not appear on the SEND register (monitoring category). These pupils will receive targeted support in the classroom from their teachers.

The **SEND Impact**, details of special needs interventions, staffing, staff training and procedures can be found in the school's SEND Information Report on the school website. This information is updated annually.

The Local Offer provided by Swindon Borough Council can be found on their website at '[localoffer.swindon.gov.uk](http://localoffer.swindon.gov.uk)'. This includes a link to the school website.

## **Assess**

### **Identification, Information Gathering and Review:**

The identification of SEND is built into the overall approach to monitoring the progress and development of all our pupils.

Assessment consists of:

- Reading and spelling ages are taken annually
- CATS testing on entry to the school
- Key stage 2 test results
- Specialist
- Exam Access arrangements testing
- Observation by specialist teachers/teaching assistants.
- Readiness for Learning scores are used to provide an overall indication of well-being

In addition to the above, teachers make regular assessments of progress for all pupils, and pupil progress is regularly recorded in the school monitoring systems. During lesson observations, the progress of SEND students is assessed and recorded.

**Determining the Level of Support Required:** The Swindon Core Standards are used as part of the graduated approach

- Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

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- The subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- Parents are encouraged to contact the SENDCo if they are concerned about SEND.
- If a child is then still not able to make expected progress they should be referred to the SENDCo.

Adequate progress is progress which:

- is similar to that of peers nationally starting from the same baseline;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

Monitoring/reviewing of the SEND register will take place at least three times a year in line with whole school data collection.

***Plan***

When it is decided to provide a pupil with SEND support, parents will be informed. The SENDCo will decide which category or categories of need the child needs fall into and this will be recorded on the SEND register. Planning will involve consultation between the teacher, Head of Year/ Head of Department, SENDCo, and parents to agree the adjustments, interventions and support that are required; the impact on progress and development that is expected; and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or to contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed, and the outcomes that are being sought.

***Do***

The tutor, Head of Year/Head of Department, and subject teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving, and advice on the implementation of effective support will be provided by the SENDCo.



### **Review**

Reviewing pupil progress will be carried out through termly academic data checks. The review process will evaluate the impact and quality of the support and interventions. Teachers and support staff will revise the support in light of pupil progress and development, making any necessary amendments going forward in consultation with parents and subject teachers. In addition, a rolling review of the students on the SEND register takes place within SEND department meetings using current progress data.

### **External Agencies**

The SENDCo liaise with a number of external agencies. These may include:

- Educational Psychology Service (EPS)
- Community Paediatric Department, Great Western Hospital
- Advisory Teachers e.g. Physical Disability, Specific Learning Difficulties (SpLD), Autistic Spectrum Conditions (ASC), ICT and Alternative and Augmentative Communication (ACC), Visual Impairment (VI) , Hearing Support Team (HST)
- Occupational Therapy (OT)
- Speech and Language Therapy (SALT)
- Targeted Mental Health Service (TaMHs)
- Education Welfare Service
- Children Services
- Disabled Children Team
- Swindon Ten to Eighteen Project (STEP)
- National Society for the Prevention of Cruelty to Children (NSPCC)
- Paediatric Audiology Services
- West of England Cochlear Implant Program
- Paediatric Physiotherapy

### **Criteria for exiting the SEND register:**

All pupils with an EHCP will remain on the register. If a child at Wave one or two is making good progress (please see previous section on expected progress) then they may move from additional needs to monitoring, or completely exit the register. This will be marked with an 'N' on the database.

The SENDCo has responsibility for the SEND register and will make this decision.

### **Arrangements for coordinating SEND provision:**

The SENDCo will hold details of all SEND support records such as the SEND register, annual reviews etc.

All staff can access the following documents:

- SEND register
- Individual pen portraits (pupil passport)
- Suggested strategies
- Outside agency interventions

- Annual Reviews
- Referrals for an Education, Health and Care Plan:

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need, or the lack of clarity around the needs of the pupil, is such that a multi-agency approach to assessing that need, and to planning provision and identifying resources, is required.

The decision to make a request for an Education, Health and Care Plan and or funding will be taken at a progress review involving parents, the SENDCo, the Head of Year and other relevant professionals.

### **Parent/Carer Consultation:**

A key element of the 2015 legislation is to ensure that children, young people, and their families and carers are central in the process of creating plans. This means that we have a process whereby students' thoughts and feelings about their own learning and needs are carefully gathered. Similarly, the views and feelings of parents/carers, and where appropriate the young person's wider family are also collected.

Parental involvement is actively encouraged. Annual Reviews are organised around parental availability so they have the opportunity to discuss progress and be part of the planning for the year ahead. The SENDCo is also available on Consultation Days and Parents Evenings for either scheduled appointments or as a drop-in. Teaching staff can also have support from the team if they have SEND concerns they wish to raise with parents.

There is also effective communication through phone, emails, and letters between staff and parents. Where appropriate pupils will have a key worker who can be a useful point of contact between home and school.

Contact between prospective parents and the SENDCo is also welcome. Staff are available on Open Evenings and via phone/email to answer any questions about provision within the school.

### **Student consultation:**

Pupils are actively encouraged to attend and be part of the review process. This includes discussing strengths and difficulties so that meaningful targets can be set. There will also be a discussion with the pupils about the best way teaching and support staff can support them in lessons. As part of this discussion we also consider how the pupil can develop strategies to improve independence and take responsibility for their own learning.

### **Supporting pupils at school with medical conditions:**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be

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disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs and disabilities (SEND) and may have a Statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision, following the multi-agency working protocols set out in the SEND Code of Practice (2015).

### **Training:**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

All teachers and support staff undertake induction on taking up a post, this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provisions and practice and to discuss the needs of individual pupils. The SENDCo attends relevant SEND courses locally and nationally and facilitates or signposts relevant SEND training opportunities to all staff. We recognise the need to train all our staff on SEND issues and we have funding available to support this through professional development. The Senior Leadership Team, ensure that training opportunities are matched to School Development priorities and are identified through staff Performance Management processes.

### **Resources:**

The Governing Body allocates resources from the school budget to pay for a SENDCo. Money from the school budget and from delegated funds (notional SEND funding) is used to pay for Teaching Assistants so that they are able to support pupils within the classroom. The allocation of Teaching Assistant support and resources for individual children is managed primarily by the SENDCo and the Head teacher within the constraints of the Special Educational Needs budget allocated and agreed by the Governing Body. The Local Authority may allocate additional funding to support named individuals whose needs cannot be met from the school budget.

### **The Role of the SENDCo:**

The Special Educational Needs and Disabilities is responsible for co-ordinating the provision of special educational needs throughout the school. This involves:

- Day to day operation of the SEND policy.
- Co-ordinating provision for children with SEND.
- Providing advice to staff on the graduated approach; supporting and liaising with them.
- Working alongside staff to assist them in identifying, assessing and planning for children's needs using the Swindon Core Standards for SEND.
- Overseeing and maintaining specific resources for Special Educational Needs and Disabilities.
- Liaising with outside agencies.
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff.

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- Monitoring, evaluating and reporting on the provision for children with SEND to the governing body.
- In conjunction with Class Teachers liaising with parents/carers of children with SEND.
- Monitoring and auditing the school's SEND records and overseeing the records of all children with SEND.
- Liaising with professionals for SEND transition.
- Liaise with the Principal/Senior Management to determine the strategic development of the SEND policy and provision for students with SEND.
- Liaise with the relevant Designated Teacher where a Child Looked After (CLA) has SEND.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Work with the Principal and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Monitor and regularly review the progress of pupils with SEND to ensure they are correctly placed on the SEND register.
- Liaise with parents/carers of pupils with SEND.
- Collaborate with Curriculum Area Leaders, and classroom staff to ensure equality of learning for all SEND pupils.
- Provide the Local Authority with necessary documents as requested.
- Special exam arrangements support.

**The Role of the Class Teacher:**

- Provide quality first teaching (prepare appropriately differentiated methods to allow access to the curriculum for students with SEND ) and adhere to the school's Assessment Policy
- Document on-going discussions with parents
- Implement recommendations from outside agencies and training attended
- Complete all necessary paperwork, assessments and write supporting reports for outside agencies or TACs/Annual Reviews.
- Use the Core standards materials and processes, share with the SENDCo if concerns continue.
- Pay due regard to SEND student pen portraits available for all staff on the schools database, employing the strategies provided for classroom differentiation in lesson planning, monitoring and assessment.
- Evaluate progress of students with SEND against agreed targets and objectives and amend planning if necessary.
- Be fully aware of the school's procedures for SEND and the graduated response.
- Revisit the SEND list and access arrangement list via SID.

**The Role of Support Staff:**

- Staff are deployed to both work specifically with pupils with SEND and or as a class TA dependent on the needs of the pupils in the school.
- All Support Staff are expected to be actively involved in ensuring daily teaching is as inclusive as possible.

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- Support Staff are expected to modify interventions to ensure that they meet the needs of the pupils as specified in Individual Plans
- Support Staff are expected to be proactive in seeking guidance and support about resources and information regarding specific SEND needs
- At times Support Staff may be asked to attend meetings or contribute to appropriate applications/referrals.

**Monitoring and Evaluation of SEND:**

The school regularly and carefully monitors SEND through analysing progress data each term. Work scrutinies, lesson observations, and collection of stakeholder views also take place during the school year. Within the Trust we seek support and challenge from other senior SEND staff.

The SEND link Governor monitors the SEND annual report before it is taken to the Governing Body.

**Storing and Managing Information:**

Information regarding students with special educational needs and disabilities is stored on the student database and a SEND needs list available to all school staff. Information is passed on to further educational establishments and professionals either by password protected documents or without identification of the child's name. Data on past students are archived until the student is 25 years of age, in compliance with national policy.

**Dealing with complaints:**

Complaints with regard to special educational needs and disabilities should be addressed to the SENDCO and then to the Head Teacher and/or the Special Needs Governor if appropriate. Arrangements for dealing with SEND complaints and the SEND policy review process are given in the SEND School Information Report.