

SEND (Special Educational Needs and Disabilities) Policy

Compliance

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

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (January 2015)
- Schools SEND Information Report Regulations (2014) (www.sendgateway.org.uk Hampshire's illustrative Regulations as a guide for schools completing SEN Information Report)
- Safeguarding policy
- Teachers Standards 2012
- Using the Mental Health Standards

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that: *"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 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions"*

A large percentage of students at Lapwing have SEND (often severe and/or complex) and many have an Education Health Care Plan.

Aims and Objectives of this Policy

The aims of this policy and our inclusive practice at Lapwing are:

- To ensure that students with SEND are perceived positively by all members of the Lapwing community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers
- To include the voice of the young person
- To involve parents/carers at every stage in plans to meet their child's additional needs
- To identify needs as they arise and to provide support as early as possible
- To reach high levels of achievement and ensure curriculum access for all
- To monitor the progress of all students
- To work in productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To promote children's Emotional Health and Well-Being (EHWB) and Mental Health (MH).
- To work within the guidance provided in the SEND Code of Practice, 2015.

Identification and Assessment of SEND

As an educational provision, we aim to identify our students with special educational needs as early as possible in order for them to receive the support they require. This may be as a result of discussions with other professionals who have previously known the child or young person,

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information from parents/carers, observations in sessions, results from assessments or from testing.

It is widely accepted that there is a graduated approach of provision for children and young people who are suspected of having special educational needs/disabilities:

1. Concern – Universal Provision
2. SEN Support
3. Education, Health and Care Plan (EHCP)

Universal Provision - Concern

If a tutor, coach or parents have concerns around a child or young person possibly having SEND that has not previously been identified, they should discuss these with the relevant programme manager who will liaise with the Head of Education as required. Relevant staff and parent/carers will be included in these discussions. It may be suggested that the student is monitored for a period of time. During this monitoring period, the student's area of difficulty will be targeted with differentiated activities. The tutor/coach will closely monitor the progress made and provide evidence of progress or lack of.

SEN Support

It is typical that most, if not all, students enrolled with Lapwing (who do not have an Education, Health and Care Plan) will already have identified special educational needs. The possible triggers for a child/young person to move to SEN Support:

- Despite differentiated learning opportunities at the universal level receiving Quality First Teaching, the student makes little or no progress
- A student showing signs of difficulty in developing literacy/numeracy skills which result in attainment significantly below their age-related expectation
- Is working at a level substantially below that expected of young people of a similar age.
- Has Social, Mental and Emotional Health (SMEH) difficulties, which substantially and regularly interferes with the student's own learning, despite having an individualised programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

The relevant programme manager, with the support of the Head of Education, will then liaise with the staff on the programme about the best form of interventions.

Education, Health and Care Plan (EHCP)

If after advice from key professionals the student is still not making progress, and help is needed from outside Lapwing's resources, the Head of Education, alongside the relevant programme manager, will, with consent from the parents/carers, start the process of applying for an EHCP from the Local Authority.

The EHCP replaced the Statement of Special Needs from Sept 2014. It provides the same statutory protection as the Statement of SEN. However, because it covers children and young people from birth to the age of 25, it extends the rights and protections to young people in further education and training. The EHCP is reviewed at least annually to maintain its relevance to the student. The only students who may still have a Statement of Special Needs are those that have not been in education for some time to enable a transfer review to take place.

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Provision

Once a student's difficulties have been identified, a decision will be made between the relevant programme manager at Lapwing in consultation with parents, as to the best intervention(s) and programme required to help support that individual. There must be clear evidence from tutors and coaches on session plans/Individual Learning Plan of when progress has been reviewed and the outcome of that review, including which targets have been met and the new targets which have been set. Where required students may undergo assessments to track start point and progress.

Some SEND students need extra time for examinations. If this is the case tutors will record evidence and request an application be made for this before the administration of examinations.

Effectiveness of SEND Provision

Interventions/programmes are assessed and monitored for their effectiveness and impact on the student. The tutor/coaches will keep a running record of progress at the direction of the relevant programme manager. Records will identify specific targets within an intervention and the progress of individuals linked to these specific targets.

Overall progress may be recorded in the form of in-house assessments such as Thrive assessments, Outcome Star, progress through Entry Level qualifications and higher.

The effectiveness of provision, together with any statistical analysis will be shared with the Senior Leadership Team and the Board of Trustees.

Progress will be communicated to parents/carers verbally, as appropriate.

Emotional Health and Well-Being (EHWB) and Mental Health (MH)

Lapwing has an inclusive ethos and a therapeutic approach to delivery which enables the support of students' individual social and emotional needs. Many of the sessions include coaching, mentoring, specific therapeutic interventions, Thrive activities, etc. which are tailored to meet the EHWB and MH needs of the individual students. In addition to this, all Lapwing delivery staff are trained as Youth Mental Health First Aid Champions within a year of taking up their post.

Training in SEND

A number of management staff and delivery staff hold the NASENCo award (National Award for SEN).

Lapwing works closely with local authorities, including SEND managers, Education Health & Care Plan co-ordinators and social workers. We also work with a range of outside agencies, partner providers, health provision, care homes, the Virtual School for Children in Care and Education, as well as referrers such as schools, colleges and Pupil Referral Units. Specific staff training in the area of SEND is delivered as required.

Involvement of Parents/Carers

We work closely with our students' parents/carers and often see them face to face when picking up/dropping off students from home and/or liaise over the phone. On the Lapwing website we have a section where policies are included.

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Involvement of Students

A student identified as having SEND will be asked what people admire/like about them, what makes them happy and how they like to be supported and communicated with. This information can be used to create a One Page Profile and Emotional Wellbeing Plan which supports their EHCP and/or programme of study.

As staff work closely with our pupils on a 1:1 or 2:1 basis they are constantly reviewing pupil perceptions on their programmes and during their sessions.

Transition

A transition of any sort can be a difficult time for any child or young person. Support will be identified and put into the bespoke learning programme proposal to ensure the student's specific needs are met. Lapwing will endeavour to work with any future or previous education provision related to a particular student as may be required by a local authority or funder.

Accessibility

Lapwing's office base is fully accessible for students, parents/carers and visitors with a disability. Most of Lapwing's work is carried out in the community – in both public and private venues. Delivery venues are specifically chosen based on appropriateness and accessibility for each particular student.

Complaints procedure

If there are any complaints related to the provision for our students, there is a Complaints Procedure available on the website.

Local Offer

Lapwing is part of the Local Offer and listed in both Suffolk and Norfolk's Alternative Provision Directories.

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