

SEN Policy & Information Report

1. 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. The Code of Practice identifies the following classifications of SEN and provision will be made for students who are in one of these categories.

- Communication and Interaction: Autism Spectrum Disorder (ASD)

Children and young people with ASD are likely to have difficulty with social interaction and/or difficulties with language, communication and imagination.

- Communication and Interaction: Speech, Language and Communication Need (SLCN)

Children and young people with SLCN have difficulty communicating with others. This may be because they have difficulty talking to others or understanding what is said to them.

- Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

- Social, Emotional and Mental Health (SEMH)

Children may experience a wide range of SEMH difficulties which may manifest as difficulties such as problems of mood, problems of conduct, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained or other recognised disorders.

- Sensory/Physical needs

Children and young people require special educational provision because they have a disability which prevents them from making use of the educational facilities generally provided.

2. Identification of SEN.

Concern might be raised by: academic progress data review, staff observation, parental concern, previous placement data or extraordinary circumstances.

External advice and support may be sought at any time during this process.

A graduated approach to addressing SEN through an 'Assess, Plan, Do, Review' cycle includes the following steps:

- Clear assessment of the child's needs and current strengths are a core part of the process
- Plans for interventions and support to address areas of needs linked to specific targets, shared with the child and parents
- Planned interventions and support delivered by well qualified staff
- Regular review of progress shared with the child and parents
- A focus on developing independence in learning while still providing appropriate support to remove barriers
- Effective use of external advice and guidance in targeting intervention

The student and family are an integral part of the process and their input is sought and appreciated.

3. A. All interventions are evaluated as well as each individual's progress within an intervention.
B. The school aims to identify SEN through initial screening, positive relationships with all stakeholders and regular reviews. The progress of students, with an identified SEN, will be closely monitored at each data capture, during and post each intervention.
C. Teachers set high expectations for every student whatever their prior attainment. At Lacon Childe, teachers use assessment data to set individual targets that are challenging and plan lessons to address potential areas of difficulty and remove barriers to achievement.
D. All students are entitled to access a full, broad and balanced curriculum where practicable and compatible with individual needs and the effective education of others. Intervention groups, courses with alternative accreditation and outcomes are used where appropriate, depending upon the needs of individuals.
E. Additional support may include the following:

- In class support
- Small group intervention
- Alternative curriculum
- Specialist external agency support

F. The school considers inclusive education to be socially, educationally and emotionally advantageous. Occasional withdrawal may be appropriate for some students.

G. Support for social, emotional and mental health may include the following:

- Pastoral behaviour support
- Mentoring
- Alternative curriculum
- Small group intervention
- External agency support

4. SENCo: Mr T Stiles, 01299 270312, stiles.t@lacon-childe.org.uk
5. Specialist support is secured from Shropshire Educational Psychology Service, Shropshire Local Authority and the Woodlands Centre. Training on SEN is an on-going part of the school's CPD programme.
6. Most of the resources used by students with SEN are available within the classroom. Support and intervention is timetabled according to need and is outcome focussed.
7. Parents and Carers are important partners and their knowledge, understanding and opinions are valued by the school. They are involved in the identification, assessment and decision making process in the school. Parents of students with an identified SEN will be invited in to school at least three times per year.
8. We encourage students to share concerns, discuss strategies and see themselves as equal partners in the school with a right to share their views on their education and support. We encourage them to identify and review their own targets and seek their views regularly.
9. Any complaints should be directed to the Head Teacher in the first instance.
10. Lacon Childe works with a variety of external agencies that provide support and additional opportunities for our students including Woodlands Outreach <http://www.woodlandscentre.org/woodlands-outreach/> 01939 236181 and Shropshire Educational Psychology Service <https://www.shropshirelg.net/services/sla-contract-schedules-2015-16/educational-psychology-service/> 01743 258414
11. The pastoral team, of which the SENCo is part, will liaise with feeder primary schools to identify students and assess their needs. For some students an extended induction programme is organised to facilitate a smooth transition. Post 16 transitions for SEN students are supported by a Careers Advice worker from Year 9 onwards as well as communication and transition visits when required with the next school.
12. The Shropshire Local Offer is available from the Shropshire website: www.shropshire.gov.uk/local-offer

Review date: 05/10/19