

# SEND Policy

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## Introduction

This policy, regarding provision for students with special educational needs, is firmly rooted in the central mission of the Lighthouse Learning Trust ***'To offer outstanding career focused education, training and opportunity for everyone to unlock their potential'***. The Lighthouse Learning Trust values and respects the personal qualities and needs of individual students and is committed to providing a secure but challenging learning environment in which all may develop as confident young adults, regardless of their special needs or differences. The Special Educational Needs and Disabilities Policy reflects the curriculum which is one of entitlement, and the purpose is to inform and direct practice, allowing the maximum access and achievement for all those students who have a special educational need.

There is a cohesive approach to children with special educational needs. The students are included and supported for both their educational and emotional needs. There are high expectations for all students who are supported in line with the SEND Code of Practice (2014) with regards to early identification and working in partnership with the child, parent/carer and outside agencies.

The SEND Code of Practice (2014) provides an overview of the range of needs which is divided into four areas:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health Difficulty
- Sensory and/or Physical Needs

## Definition

A child is defined as having SEND if they have a learning difficulty or disability which calls for a Special Educational Provision, namely provision different from or additional to that normally available to students of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability which, hinders them from making use of educational facilities from those generally provided by schools for children of the same age.

**All teachers in The Lighthouse Learning Trust are teachers of children with Special Educational Needs**

## Aims

- To ensure students with learning difficulties make good or better progress due to the well-targeted support they receive; that they are fully integrated into the other aspects of college life through active involvement in in all Study Programme and extra-curricular activities
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- To make early identification of students who need extra provision by ensuring a smooth and detailed transition between schools and key

stages.

- Ensuring there are good communication systems within the college to refer students who may be in need.
- To ensure all staff are aware of each individual student's needs and how best to support them in class using college systems, staff briefings, team meetings and training so that they are confident in responding to students of all abilities and needs.
- To keep parents/carers fully informed and to actively seek the involvement of them in the education of their children.
- To ensure students are involved in all decisions.
- To create strong partnerships with outside agencies.

## Provision

Students' needs are outlined on their Class Profile and ILP pages. Students who are designated SEN support will have different support packages based on their needs. This starts with differentiation by curriculum staff in the classroom and could involve many other types of intervention including, time out cards, specialist exams access arrangements and in or out of class support. Students with an EHCP or with High Needs will have the support arranged around the requirements in their EHCP or identified support plan. This will be reviewed annually through the annual review process.

## Identification

In line with the SEND Code of Practice (2014), to help identify and assess students who may have Special Educational Needs, one or more of the following may apply:

- a) Disclosure through the application process
- b) Information, such as an EHCP, provided by the Local Authority or previous education provider
- c) Evidence from teacher observation and assessment.
- d) Current performance against expected attainment may be causing concern.
- e) Self-referral or identification
- f) Behaviour tracking
- g) Standardised screening or assessments.
- h) Parental concern.
- i) Medical diagnosis – including multi-agency assessments.

## Basic Entitlement and Quality First Teaching

At the Lighthouse Learning Trust, we adopt a graduated response to meeting the special educational needs that require the initial use of classroom and college resources before bringing expertise to help address the difficulties that a student is experiencing.

All teachers are responsible and accountable for the progress and development of the students in class and as such will provide quality first teaching within their classroom, differentiated as appropriate relating to a broad and balanced curriculum.

Certain students may have significant difficulties and will require a greater level of support and intervention. These students are classed as High Needs and appropriate funding may be sought for this purpose.

Students with a significant level of need will require an application to the local authority for High Needs Funding and or an Educational Health and Care Plan

## **Staff Development**

Staff will receive appropriate training on how best to support SEND students and their specific areas of need. Class Profiles, Class Cards, information on ProMonitor, ProSolutions and CPOMs are all updated on an annual basis and updated regularly when required

## **Facilities for Students with SEND**

- 1) In class support.
- 2) Targeted interventions.
- 3) Lifts access at all sites
- 4) Ramped access in certain areas.
- 5) Designated Medical Rooms with hoists, adjustable bed, and toilet at St Vincent College.
- 6) Accessible toilets.
- 7) Interventions for Literacy, Numeracy and Emotional Literacy.

## **Access to the Curriculum**

All students are encouraged to be fully integrated into every aspect of college life as possible, both academically and socially.

Teachers will respond to student's special educational needs by using a range of strategies. Lessons will have clear learning objectives; work will be differentiated appropriately, and assessment used to inform the next stage of learning.

Extra support for students in classes is provided, where necessary, by a member of the Learning Support team. On occasions, a student may be withdrawn from a lesson so that they can receive more intensive support from a member of the team or visiting specialist although wherever possible taking a student out of class is avoided.

## **Parents and Carers**

The Lighthouse Learning Trust recognises and values the importance of parental involvement in all aspects of special educational needs and is

committed to an effective Home/College Partnership. The College/Trust is always pleased to meet with parents and the Additional Learning Support Manager is available by appointment.

Where students are under the age of 18 and the College has consent to share, parents are consulted in the identification assessment and provision for special educational needs. This is triggered by students achieving below expectations – despite quality first teaching interventions or through parental concern or request. Parents are encouraged to take an active role in the planning and review of their child's support. Parents of students identified as requiring SEND support will be invited to meetings as and when required to review their child's needs.

**Links to other policies:**

**Document History**

Version	Approved by	Date Approved



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