



Arden Multi-Academy Trust
Lode Heath School is an academy maintained by Arden Multi-Academy Trust.

Name of Policy	SEND Policy	
Lead	Amer Mohammed	
Governor Committee	Behaviour, Safety, Inclusion & Intervention Committee	
Policy Status	Governor Approved	Yes
Governors	Link Governor	Gillian Short
	Link Staff Governor	Charlie Dunbar
Next Review	Autumn 2026	
Reviewed	January 2018	
	August 2018	
	May 2019	
	September 2020	
	March 2022	
	October 2023	
	October 2024	
Version No	9	

Lode Heath School Special Educational Needs and Disability (SEND) Policy

In Solihull all schools are encouraged to provide appropriate support for those children with special educational needs and disabilities (SEND) who live in their area. In this school we support all children to achieve well throughout their school life. Every student with SEN and disability in this inclusive school has an entitlement to fulfil his/her potential. This is achieved by ensuring the health and well-being of all students as well as supporting them to make academic progress. We work in partnership with parent/ carers and carers, other schools, the local community and external support services and providers. These outcomes are embraced in every aspect of school life; personalised teaching and learning approaches; access to technology across the curriculum; flexible learning pathways and out of hours learning activities; support for emotional well-being; flexible timetables; assessment systems that engage students in having a say about their progress and additional provision.

Our specific aims and aspirations for children with special educational needs are:-

- Be treated as individuals where their individual needs, interests and aptitudes are recognised.
- Be entitled to have an emerging or evident special educational need identified and assessed.
- Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident
- Receive a balanced curriculum in both content and style of delivery which allow them to make informed choices as they progress beyond the school.
- Be encouraged to achieve their full potential, whatever their abilities.
- Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.
- Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.
- Be encouraged to see education as a life-long process to the benefit of all aspects of their life.

Special Educational Needs and Disability (SEND) Policy

Aims of the SEND Policy:

- (1) To ensure that children and young people with SEND engage in the full range of activities offered by the school alongside students who do not have SEND.
- (2) To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment
- (3) To make every effort to secure special educational provision for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum.
- (4) To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.
- (5) To work in partnership with the Local Authority and outside agencies included health professionals.
- (6) To work in partnership with parent/ carers/carers and children in order to help them to be the best they can be.

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:-

“SEN: A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: 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 includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

How does our school know if children have special educational needs and need extra help?

We know children need help if:-

Concerns are raised by parent/ carers/carers, teachers or the child’s previous school or setting, or from information from the Local Authority or outside support agency regarding a child’s level of progress or inclusion.

Observation of the student indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND:-

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

Whole school tracking of outcomes indicates concern about progress or general well-being.

What should a parent/ carer do if they think their child may have special educational needs?

If parent/ carers have concerns relating to their child's learning then please discuss these initially with your child's teacher/subject teacher/form tutor. This then may result in a referral to the school SENCO whose name is Mr A Mohammed and whose contact details are 0121 704 1421 amohammed@lodeheath.org.uk.

All parent/ carers will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

The kinds of special educational needs for which provision is made at the school:

Children and young people with SEN have different needs, but all children with SEND are welcomed at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parent/ carers, to make the provision required to meet the SEND of students at this school.

For children with an Education, Health and Care Plan (EHCP) or a statement of special educational need, parent/ carers have the right to request a particular school and the Local Authority must comply with that preference and name of the school or college in the Education, Health and Care Plan unless:- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the Local Authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parent/ carers of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

How will the school support a child with SEND?

All students will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to students with SEND is monitored through a number of processes that includes:-

- (1) Classroom observations by the senior leadership team, the SENCO, external verifiers;
- (2) Ongoing assessment of progress made by students with SEND;
- (3) Work sampling and scrutiny of planning to ensure effective matching of work to student need;
- (4) Teacher meetings with the SENCO to provide advice and guidance on meeting the needs of students with SEND;
- (5) Student and parent/ carer feedback on the quality and effectiveness of interventions provided;
- (6) Attendance and behaviour records

All students have individual curriculum targets set in line with national outcomes to ensure ambition. Parent/ carers are informed of these via the reporting system and also at events such as Parent/ carers' Evenings.

Students' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified. These students are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the student themselves.

Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the student.

If we consider at this stage that special educational provision is required, we will contact parent/ carers to discuss this.

Action relating to SEN support will follow an assess, plan, do and review model:

1. **Assess:** Data on the student held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the student's needs. Parent/ carers will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parent/ carers and

the student, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.

3. **Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people targets around preparing for adulthood) that take into account parent/ carers' aspirations for their child. Parent/ carers and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parent/ carers and the student.

As a result of the review process we may decide to involve outside agencies for specialist support. The range of agencies that come into school can be found in the school's local offer (SEND information report). The school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of students with SEND and in further supporting families.

For a very small percentage of students, whose needs are significant and complex and the SEND support required to meet their needs cannot be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being created.

How will the curriculum be matched to each child's needs?

Teachers plan using students' achievement levels, differentiating tasks to ensure progress for every student in the classroom. When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENCO and/or external specialists. In addition, if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parent/ carers.

How will parent/ carers know how their child is doing?

Synergy and Lode Heath School's SEND information Report. The school will communicate each child's progress three times a year to parent/ carers/carers via Synergy. This will show your child's current and target levels as well as reporting on their Learning P.R.I.D.E. and Behaviour for Learning. Heads of Faculty & Subjects, Heads of Year and the SEND department will monitor and review your child's data and identify any subjects where your child is not making the right amount of progress. We will then put an intervention in place. At the next reporting time we will check whether acceptable progress has been made. We give reports to the governors who check and review the work of all departments, including SEND.

We welcome the involvement of parent/ carers/carers and want to keep you up to date and involved with your child's progress. We do this through consultation evenings; email; telephone calls; appointments made with individual teachers; Annual Reviews/termly reviews (for those on the SEND register). The school provides information for parent/ carers through newsletters, information on the website and Synergy; Open/Information days; Consultation Evenings and letters home. Curriculum topics and resources are published on the website and Synergy for parent/ carers to access.

Attainments towards the identified outcomes will be shared with parent/ carers termly through feedback regarding SEND support reviews but also through the school reporting system and Consultation Evenings.

Parent/ carers may also find the home-school planner a useful tool to use to communicate with school staff on a more regular basis.

Parent/ carers are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCO, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 0121 704 1421.

How will parent/ carers be helped to support their child's learning?

Please look at the school website. It can be found at www.lodeheathschool.co.uk and includes links to websites and resources that we have found useful in supporting parent/ carers to help their child learn at home. The class/subject teacher or SENCO may also suggest additional ways of supporting your child's learning.

What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for children. These include:-

An evaluated Character and Personal Development (CPD) programme that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.

Student and Parent/ carer voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.

Small group evidence-led interventions to support student's well-being are delivered to targeted students and groups. This aims to support and improve interaction skills, emotional resilience and well-being.

Students who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

The school has gained Healthy School status which evidences the work undertaken within the school to support students' well-being and mental health.

What training do the staff supporting children and young people with SEND undertake?

This may be covered in your school's information report and will be school specific. In the last two years school staff have received a range of training at three levels awareness, enhanced and specialist. Awareness training has been provided to all staff on:-

- How to support students with behavioural difficulties
- How to work with visually impaired students
- How to support students with Autism
- Level 1 AET training to all staff
- How to support students with Dyslexia
- Selective Mutism
- Physical disabilities
- The school has regular visits from SEND specialist teachers who provide advice to staff to support the success and progress of individual students

- The Governor with specific responsibility for SEND has completed the SEND Governor training

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How accessible is the school environment?

In the last three years the following adaptations have been made to the school environment:-

- Disabled parking spots marked and located next to the school reception and in the rear car park
- Ramps have replaced the steps into school to ensure the site is accessible to all
- Three toilets have been adapted to ensure accessibility for visitors with a disability
- A medical room has been provided in order to enable a safe place for insulin testing/injections
- Platform lifts for wheelchairs
- Wet room with specialist toilet, changing table and hoist lift has been constructed
- Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and printed information is available via the school website.

How will the school prepare/support my child when moving classes or joining or transferring to a new school?

A number of strategies are in place to enable effective students' transition. These include:-

On entry:

- A planned induction programme is delivered in the Summer term to support transfer for students starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCO will meet with new parent/ carers of students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry on parent/ carers' request.

- If students are transferring from another setting, the previous school records will be requested immediately.
- A “More Vulnerable” day will be offered to a small number of SEND students before the official taster day.

Transition to the next school, preparation for adulthood and independent living.

For our Primary students moving to secondary school:

- The transition programme in place for students provides a number of opportunities for students and parent/ carers to meet staff in the new school.
- These opportunities are further enhanced for students with SEND.
- The annual review in Y5 for students with an EHCP begins the process where parent/ carers are supported to make decisions regarding secondary school choice.
- Parent/ carers will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For students transferring to local schools, the SENCOs of both schools will meet to discuss the needs of students with SEND in order to ensure a smooth transition.
- The records of students who leave the school mid-phase will be transferred within five working days of the parent/ carers notifying their child has been enrolled at another school.

After school:

- The school adheres to the guidance in Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff April 2014. <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>. This places a duty on schools to secure independent careers guidance for all Y8-Y13 students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways. In this school, careers education is organised by Gareth Davies.
- Parent/ carers may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the Local Authority which sets out details of SEND provision – including the full range of post-16 options – and support available to children and young people with SEND to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that plan from Year 9 at the latest and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

In Solihull all young people with Education Health and Care Plans will receive support from the Solihull Specialist Careers Service.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of students with SEND from a number of sources that includes:-

(1) A proportion of the funds allocated per student to the school to provide for their education called the Age Weighted Student Unit.

(2) The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of students with SEND.

(3) The Student Premium funding provides additional funding for students who are claiming Free School Meals, who are in the care of the Local Authority or whose parent/ carers are in the Armed Services.

(4) For those students with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation. This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities. These target the broad areas of need:-

- Cognition and learning
- Behavioural, emotional and social
- Communication and interaction
- Sensory and/or physical

How is the decision made about how much support each child will receive?

- For students with SEND but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCO, class teacher and parent/ carer.
- For students with an EHCP, this decision will be reached in agreement with parent/ carers when the EHCP is being produced or at an annual review.

How will I be involved in discussions about and planning for my child's education?

This will be through:-

- discussions with the class teacher, SENCO or Senior Leadership Team member;

- during parent/ carers' evenings;
- meetings with support and external agencies.
- SEND Reviews conducted via Synergy

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:-

- Your child's class teacher;
- The SENCO – A Mohammed
- The Headteacher – L Suddon

Information on where the Local Authority's Local Offer can be found;

Solihull's Local Offer can be found via this link:- <https://www.solihull.gov.uk/children-and-family-support/localoffer>

The Special Educational Needs and Disability Regulations 201

Schedule 1: Information to be included in the SEND information report – in Solihull this is also known as the school's SEN Offer.

The kinds of special educational needs for which provision is made at the school.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of students with special educational needs.

3. Information about the school's policies for making provision for students with special educational needs whether or not students have EHC Plans, including:-

- (a) how the school evaluates the effectiveness of its provision for such students;
- (b) the school's arrangements for assessing and reviewing the progress of students with special educational needs;
- (c) the school's approach to teaching students with special educational needs;
- (d) how the school adapts the curriculum and learning environment for students with special educational needs;
- (e) additional support for learning that is available to students with special educational needs;
- (f) how the school enables students with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and

(g) support that is available for improving the emotional, mental and social development of students with special educational needs.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN Coordinator.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

7. The arrangements for consulting parent/ carers of children with special educational needs about, and involving such parent/ carers in, the education of their child.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parent/ carers of students with special educational needs concerning the provision made at the school.

10. How the governing body involves other bodies, including health and social services bodies, Local Authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students.

11. The contact details of support services for the parent/ carers of students with special educational needs, including those for arrangements made in accordance with Section 32. (Section 32 refers to the Local Authority's duty to provide information on mediation).

12. The school's arrangements for supporting students with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

13. Information on where the Local Authority's local offer is published.

Glossary

(A glossary of terms is included in the appendices of the SEND Code of Practice)

- DfE: Department for Education
- EHCP: Education, Health and Care Plan
- LA: Local Authority
- SS: School Support
- SEN: Special Educational Needs
- SEND: Special Educational Needs and/or Disability
- SENCO: Special Educational Needs Coordinator

- SENDIAS: Parent/ carer Partnership Services