

LALEHAM GAP SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY AND INFORMATION REPORT

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Owner: Deputy Headteacher



United Nations Convention on the Rights of the Child

Laleham Gap School is a Rights Respecting School thereby this policy ensures that the following rights are acknowledged:

Article 3 (Best interests of the child). The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 5 (Parental guidance and a child's evolving capacities). Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

Article 12 (Respect for the views of the child). Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 23 (Children with a disability). A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Article 29 (Goals of Education): Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31 (Leisure, Play and Culture): Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Special Educational Needs and Disability [SEND] Policy

This policy is written in line with the requirements of:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0 — 25 Years 2015, (revised 2024)
- Equality Act 2010 (Amendment) Regulations 2023
- Schools Admissions Code 2021
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015

- The Children and Families Act 2014 (Transitional and Saving Provisions) (No 2) Order 2014
- Supporting Pupils at School with Medical Conditions 2015 (in conjunction with SEND Code of Practice)

This policy should be read in conjunction with the following school policies:

- KsENT Special Schools Admissions Guidance/Admissions Policy
- Child protection policy/Anti-bullying policy
- Relationships Policy
- Complaints Procedure and Policy

Definition of SEN and Disability

- 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 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
 (SEN and D Code of Practice O — 25 Years 2015)

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 SEN definition.” 1.3 The school provides special educational provision for pupils who require “provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the school or require the involvement of specialist staff or support services.”

Key Principles

- Laleham Gap School is dedicated to providing a broad, relevant and balanced curriculum based on the special educational needs of individual pupils
- Laleham Gap’s provision ensures maximum access and attainment, within and beyond the National Curriculum, by deploying available resources such that pupils receive the support, and have the opportunities required, to foster their personal, social, behavioural, cultural, moral and educational development.
It is the aim of Laleham Gap School to ensure that pupils realise their full potential and therefore leave the school best equipped to succeed in the next stage of their lives.
- Laleham Gap’s ethos and culture effectively provides pupils with an environment that allows them to realise their academic, moral and social potential in a way that individual pupil support in the mainstream is not able to do.
- It is Laleham Gap’s aim to work in partnership with pupils’ parents/carers and other external agencies to provide for its pupils’ special educational needs.

The Governors

The Governing Body of Laleham Gap School is committed to the principle of ensuring that the school may continue to provide an excellent level of service to its community and shows an interest in all aspects of its work.

The governors, in co-operation with the Head Teacher determine the school's general policy and approach to the provision for pupils with an EHCP, establish the appropriate staff and funding arrangements and maintain a monitoring oversight of the school's work.

The Governors are particularly keen to ensure that the pupils are provided with the highest standards of accommodation and resourcing that can be made available.

To ensure the welfare- pastoral, social, behavioural, physical and educational needs of the pupils are met

- By providing continuing professional development of all staff to meet the pupils' needs
- By ensuring that appropriate resources enable the school to serve the needs of its pupils, parents, staff and community effectively and provide good value for money.

Objectives of this Policy

This policy describes;

- The provision made by the school to meet the needs of pupils with Special Educational Needs
- The means whereby these needs are identified, monitored and met.

The policy also identifies;

- Other school policies and documents that detail relevant aspects of the school, its provision, organisation and development.
- The procedure for considering complaints about the school's SEN provision.
- The criteria for its evaluation.

Meeting objectives

Laleham Gap School undertakes a process of continuous review and improvement, and ensures that this is channelled into the achievement of its objectives by;

- The creation of development plans containing goals.
- Producing an annual School Development Plan (SDP), with clear targets and clearly defined responsibilities.
- Maintaining a range of policies with periodic review dates, ensuring that the school can respond effectively to changes in the needs of its pupils and staff.

Laleham Gap School is an essential part of the County's special needs provision, providing a service not only to the community and its pupils, but also filling a part of the County's continuum of service

to children with SEN. By effectively meeting needs for a core of pupils, the school supports the County, in meeting its responsibilities to include all children.

The provision made at Laleham Gap School

Laleham Gap School is dedicated to the provision of a broad, balanced and relevant education for pupils whose needs are best met by;

- A structured and adapted curriculum with carefully established and regularly reviewed teaching plans and attainable targets to provide maximum possible access to the National Curriculum.
- Frequent opportunities to learn and develop basic skills across the whole curriculum.
- The continuous development of independence skills.
- Carefully structured and supported opportunities to develop access skills to enable integration into the group, the class, the school and the community.
- The provision of EHCP clear, achievable and frequently reviewed targets which reflect the concerns and needs of the pupil, parents and other agencies.
- Building of self-esteem through the recognition of pupils' achievements.
- A high level of tutorial and pastoral support and guidance within a clearly defined framework of expectations, rewards and sanctions.

Admission Criteria

Recommendation for a school place by the Local Authority usually based upon recognition that the pupil will make greater progress and speedier development within the curriculum and resource structures of the school.

All pupils admitted to Laleham Gap School must have an EHCP that specifies the need for special school placement due to communication and interaction needs. In addition to the Local Authority's recommendation, the school will ensure that placement decisions consider all of the pupil's needs and that the school's provision can meet these effectively. The school will publish clear, accessible admission guidance on its website and review this annually in consultation with KCC and KsENT partners.

Please see our website for more information.

Assessment

The Code of Practice emphasises the need to identify pupils at the earliest possible time. Before a pupil comes to Laleham Gap School a member of staff will usually visit pupils at their school or nursery to discuss the pupil's needs and observe the pupil in situ.

Pupils are assessed on admission, and arrive at Laleham Gap School with;

- An Education Health and Care Plan with its outcomes
- Reports from other agencies if applicable.
- A pupil record from a feeder school, which provides an account of the pupil's attainments and needs, including National Curriculum details.

This information provides a basis for making initial plans for the pupil.

A profile of need is established, which indicates the range identified for the pupil. This includes:

- Where possible, a pupil's view of their needs.
- The parent/carer's view of their child's needs.
- A summary of outside agency involvement.
- The school's view of the pupil's needs.

This is updated at a review procedure such as the annual review, individual education plans, outside agency reports and involvement. The school is committed to meaningful engagement with parents and pupils in all aspects of SEND provision. This includes co-producing EHCP targets, involving pupils in decision-making about their learning and support, and providing accessible information and regular opportunities for dialogue, such as termly meetings and workshops.

Allocation of the resources is the responsibility of the class teacher/form teacher or Key Stage/Phase leader according to the availability of resources, e.g. If the requirement is for structured observation of behaviour that is beyond the time capacity of the class teacher:

- The teacher can deploy a TA to carry out the observation.
- If this is not possible an approach must be made to the leadership team.

Pupils' behaviours are logged via CPOMs with detailed accounts by the staff involved in the incident. Whenever possible the behaviour observations include antecedents, locations, people involved and witnesses. The logs are reviewed daily or weekly, according to the needs of the pupil by the form tutors/class teachers and are passed onto Key Stage/Phase Leads or Senior Leadership if required. Termly reports are produced to support this procedure.

Frequency, intensity and persistence may all trigger interventions, which include:

- Well Being meetings/support from Wellbeing team
- Contact with parents.
- Individual support plans (ISP's) negotiated management plans with: pupils, parents and outside agencies may all be included.
- Additional curriculum interventions.
- Risk Assessments.
- Pastoral support plans.
- Wellbeing Caseworker/Play Therapy/Art Therapy/Speech and Language interventions
- Lead Clinical Therapist (EP)
- Part time Curriculum.
- The involvement of agencies (Early Help, Social Services, CAMHS, Health Authority) to establish causes and/or recommend responses.

The Curriculum:

It is the entitlement of all pupils, regardless of disabilities, gender or race, to have access to the national curriculum, its subjects, themes, dimensions and skills.

All pupils have access to a broad, balanced and relevant curriculum, comprising a fully adapted National Curriculum, pupils work at the level appropriate to their attainments and achievements, plus a wider curriculum in line with individual need. The curriculum will explicitly integrate

communication strategies tailored to pupils' needs, including augmentative and alternative communication (AAC) methods where appropriate. Regular training will ensure all staff are skilled in these strategies. Additionally, the wider curriculum will embed opportunities for real-life social interaction and community engagement to support pupils' transition skills.

This flexible approach to curriculum planning alters its balance depending on the changing needs of the child at different times and allows a greater emphasis on:

- Therapeutic and other specialised support
- Inclusion activities
- Vocational and work related activities.

Pupils are supported by a highly structured pastoral system which enables them to develop socially and emotionally as they progress through school.

Transition planning is integral to our provision. The school provides personalised transition support from early years through to post-16 pathways, working closely with families, external agencies, and receiving settings to ensure smooth transitions that support continuity of learning and wellbeing.

Monitoring Pupil Progress

Laleham Gap School incorporates review as an essential theme of all its activity.

- Curriculum Programmes of Study and Schemes of Work are reviewed regularly.
- Pastoral records are reviewed regularly and patterns of behaviour identified which may trigger a range of interventions, including behaviour logging, involvement of parents, referral to outside agencies, individual support plans with carefully negotiated rewards and sanctions.
- Pupils are actively involved, wherever possible in lessons, in reviewing their progress.
- Annual reviews and transition planning meetings involving parents, pupils and outside agencies where appropriate.
- Targets are shared with parents and pupils at parents' evenings as well as Annual reviews.

The results of these reviews are available to all staff.

Strategic review takes place through the regular review of the school development and budget maintenance plans.

Staffing Policies and Partnership

Working with other agencies;

- Laleham Gap School maintains good working relationships with outside agencies, and incorporates their work in the actions and objectives defined in each pupil's EHCP
- Representatives of the school attend multi-agency meetings at every practical opportunity, sending apologies and requesting minutes if representation is not possible.

Facilities are made available to visiting specialists;

- Consultation rooms
- TA and other resources to apply individual programmes
- Where common needs are identified for groups or numbers of pupils, the school “buys in” training for staff to facilitate the delivery of agreed programmes to suit such groups.

Staffing and Staff Development

Laleham Gap School recognises that;

- Special education experience is of value, but mainstream school experience is also important for staff supporting pupils in these provisions
- The role of Teaching Assistants is maximised to allow increased intervention against specific targets.

School Leadership is made up of senior and middle leadership teams, who in turn support the management roles of all staff.

Professional Development

Laleham Gap’s staff development ensures that staff are supported in the development of skills, understanding and expertise, such that they may both better provide for the needs of pupils, and enhance their personal professional development. Performance management and the SDP inform the allocation of staff training resources in response to need.

All staff have a right to in service training. This is supported within the context of the SDP and the need for personal/ professional development.

Personal and professional development is available through a referral system, whereby staff may make application for training. Courses/ training which furthers the expertise of staff as applied to pupils with SEN are favoured in this case.

Whole school issues are addressed through staff development days and a range of twilight training sessions throughout the year.

Staff new to school are given a range of 10 training sessions after school as part of their induction and introduction to LGS and strategies used here.

Support Staff

Support staff are highly valued. They are deployed with the following priorities:

- Academic and wellbeing support.
- To support medical requirements.
- Additional support in “high risk” practical subjects, to ensure access for all.
- Support individual pupil programmes, OT, speech therapy, physio etc.

Complaints

Parents and carers who have concerns about SEND provision should initially discuss these with the child's class teacher or form tutor. If unresolved, concerns can be escalated to the Leadership team. The school's full Complaints Procedure, including timelines and escalation routes, is available on the school website or can be obtained from the school office.

Laleham Gap School Equality Statement

Laleham Gap School is committed to ensuring equality of opportunity to all pupils, staff and visitors. Our Core Values are at the forefront of everything we do and we ensure all at Laleham Gap School are treated equally regardless of age, disability, race, colour, ethnicity, nationality, religious belief, gender, gender identity, transgender, sexual orientation or marital status.

Laleham Gap School strives to be an all-inclusive environment and is always looking for opportunities to broaden the knowledge and experiences of everyone who is involved.

Our aims are to ensure there are more equal opportunities for pupils, staff, their families and the wider community, regardless of their disability and this forms an integral part of our School Development Plan.