



LINWOOD SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Re-written June 2022 (Teresa Brennan)

Rationale:

Linwood is a School for children with Special Needs, catering for pupils between the ages of 2 and 19 with an EHCP. Our children and young people's learning difficulties are likely to have been assessed within the Categories of Need from the revised SEND Code of Practice (DfE,2014) as

- Cognition & Learning Needs
- Communication & Interaction Needs (incl. Autism)
- Sensory and/or physical needs:

Many children and young people at Linwood have special educational needs that arise from a combination of learning difficulties (e.g. MLD with a SpLD (e.g. dyslexia), or SLD with an SLCN). More recently, Complex Learning Difficulties and Disabilities (CLDD) has been recognised in law.

We believe that everyone should have the chance to thrive, and that Linwood can make this belief a reality. We believe that with the right environment and personalised support everyone can grow, learn and achieve. The organisation of our campuses, curriculum and assessment pathways and individual approaches ensure that learning is person-centred and has a real focus on upholding our school values of respect and harmony, inclusivity, support, responsibility, excellence, trust and positivity. We celebrate diversity and value the contribution that every child and young person makes.

Policy Introduction:

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Intent:

- To discuss with parents the needs of their child, and seek to obtain their trust, support and help in the education of their child.
- Promote parent partnerships by enabling parents to share their child's learning journey at Linwood
- To identify effectively in consultation with other agencies that have a legitimate interest in the child's welfare, the needs of each pupil and endeavour to ensure that the school provides appropriate provision to meet those needs.
- To develop curriculum planning, in a variety of time scales, so that an effective and appropriate curriculum may be delivered. To provide access to a broad, balanced and relevant curriculum to include the EYFS Curriculum, the revised National Curriculum, Post 16 Curriculum, the VITA curriculum, the ALMA curriculum and the Literacy and Numeracy Frameworks. In addition, pupils aged 14 – 19 have

opportunities for Work Related Learning and Business Enterprise. A range of external accreditation opportunities are available to support individual learning pathways. Statutory provision for guidance for students' future options is provided by the school's Information Advice & Guidance (IAG) Team.

- To further develop personalising learning throughout the school and to develop individual programmes of study which reflect the complexities and variety of individual need.
- To ensure appropriate differentiation in all curriculum areas. Individual Education Plan (IEPs) formats have recently been replaced with learning plans to better support pupils' personalised learning needs. In addition, Functional Skills Targets are written for some senior students which show targets for achievement in the core areas Literacy, Numeracy and ICT.
- To generate Communication Passports, integral to the school's ethos of Total Communication, for those pupils who need targeted support to develop their receptive and expressive language skills
- To monitor pupil's progress and revise plans and programmes as necessary.
- To support both teaching and teaching assistants, through appropriate continuing professional development, including whole school and personal INSET.
- To continue to develop and maintain a range of appropriate resources and materials including information technology to meet both individual needs and curriculum requirements.
- To maintain accurate and up-to date records of assessments relating to pupils' progress, both quantitatively and qualitatively.
- To liaise effectively with all appropriate outside agencies, and to work towards achieving better outcomes for pupils and their families.
- To formally review each pupil's Education Health and Care Plans (EHCPs) on an annual basis. To invite parents, and all agencies who have a legitimate interest in the pupil's welfare to attend such reviews in line with the revised SEND Code of Practice.
- To undertake Person Centred Transitional Reviews in line with the SEND Code of Practice on the first Annual Review.
- To maintain links with other establishments and continue to review and develop the school's Policy for Inclusion and to address the Government and LA developments towards inclusion. Class groups in Key Stages 1 & 2 are expected to make links with neighbouring mainstream Primary schools. In addition, students

groups in Key Stage 3 & 4 have opportunities for inclusion projects with neighbouring mainstream Secondary schools.

Implementation:

- We ensure that our curriculum content is appropriately differentiated to match what individual pupils can do. We will ensure that staff use a range of appropriate teaching and learning styles to foster self-esteem and facilitate progress, irrespective of an individual pupil's special need.
- Each curriculum has a nominated member of the SLT team as a lead for its development & implementation. There is a curriculum handbook for each curriculum on the school website. Curriculum development, as a dynamic process in which monitoring and evaluation play an integral part, is orchestrated by Curriculum Co-ordinators with support from the Curriculum leaders.
- We maintain high expectations of our pupils in terms of both their behaviour and their academic progress; expectations which are achievable, realistic and appropriate to each individual (see our agreed Aims, Personal Social and Health Education, Regulation & Engagement plans, Anti-Bullying, Assessment, Recording and Reporting policies).
- Our children are made aware that all staff will make time to listen to them.
- Parents and carers are, similarly, encouraged to raise any issue with regard to the individual needs of their son or daughter with the appropriate class teacher or tutor in the first instance. This will resolve the majority of concerns. Should any parent wish to take a particular matter up with the Executive Headteacher or Head of campuses they are able to do so.
- We welcome parental involvement in the life and work of our school and encourage two-way communication with our parents through regular use of homeschool books, e-mails, Evidence for Learning, newsletters and other letters. The provision which we offer our pupils relies to a large extent on the effective partnership which we are able to forge with parents.

Assessment:

- All of our Governors are de facto interested in the area of special educational needs. Since we are expected to have a designated Governor responsible for Special Educational Needs, this role is invested in the Chair of our Governing Body in recognition of the particular importance of this area at a special school.
- The Executive Headteacher and Head of Campuses fulfil the role of school SENCO.

Identification of SEN:

Pupils are subject to an annual review of their progress and needs. At such times their EHCPs are reviewed and amended as appropriate, in the light of any further needs that may have become apparent.

Particular concerns regarding factors other than learning difficulties, such as medical conditions, health and safety issues, or behavioural matters are identified, and consideration given to what further provision may be needed. Support may be sought from the Local Authority to ensure appropriate or enhanced provision in the light of identified needs. An expression of concern in any area of a child's development be it educational, social or emotional will trigger the calling of a Case Conference to discuss the issue, integrate a variety of perspectives regarding the concern, and draw up a set of recommendations designed to address the concerns.

Other Documentation:

The following college documents should be read in conjunction with this policy:

- Mission Statement and School Aims
- Prospectus
- Admissions Policy
- Single Equality Policy
- Inclusion Policy
- Relationships, Sex and Health Education (RSHE) Policy
 - Behaviour Policy
- Anti-Bullying Policy
- Assessment, Recording and Reporting Policy
- Partnership with Parents Policy