



**LINWOOD**  
TRAINING, SUPPORT & ADVICE

# Linwood School

## Special Educational Needs & Disabilities (SEND) Policy

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## 1. School Vision and Aims of this Policy

“Our vision is to create a community where everyone achieves and thrives so that all our students succeed through their education years and beyond. Everyone is valued within a safe and nurturing environment. All our students have full and equal access to an ambitious curriculum, rich learning experiences and high-quality personalised support.” All our policies, processes and practices are reflective of this vision.

Linwood is a School for children with Special Needs, catering for students between the ages of 3 and 19 with an EHCP. Our student's learning difficulties 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.

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 students 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



### SEND Policy Objectives

- To discuss with parents and families the needs of their child, and seek to obtain their trust, support and help in the education of their child.
- Promote family partnerships by enabling families 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, so that an effective and appropriate curriculum is delivered. To provide access to a broad, balanced and relevant curriculum across the different curriculum pathways.
- 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 personalisation in all curriculum areas. All students have a Personalised Learning Plan.
- To monitor pupil's progress and revise plans and programmes as necessary.
- To support both teachers and teaching assistants, through appropriate continuing professional development, to enhance their skills and knowledge with the aim of ensuring they are well equipped for their role and support the students effectively.
- 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 students' progress, both quantitatively and qualitatively.
- To liaise effectively with all appropriate outside agencies, and to work towards achieving better outcomes for students and their families.
- To formally review each pupil's Education Health and Care Plans (EHCPs) on an annual basis. To invite families, and all agencies who have a legitimate interest in the student'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.
- The Executive Headteacher and Head of Campuses fulfil the role of school SENCO although we have a number of colleagues on the leadership and wider teaching teams who hold a SENCO qualification.



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### How the Special Educational Needs of Students are met

- We ensure that our curriculum content is appropriately differentiated to match what individual students 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 students 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.
- Families 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 family involvement in the life and work of our school and encourage two-way communication with our families through regular use of home-school books, e-mails, Evidence for Learning, newsletters and other letters. The provision which we offer our students relies to a large extent on the effective partnership which we are able to forge with families.

### Governors' Monitoring and Scrutiny of Provision

- 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.
- Governors scrutinise the School Development & Improvement Plan reviewing the extent to which objectives have been achieved.
- Governors review the curriculum pathways, receiving reports and feedback from pathway leads and also using visits to the school to see the curriculum and student progress in action.
- Governors monitor and ratify statutory policies.



### Identification of SEN:

All students have an annual review of their progress and needs during which their EHCPs are reviewed and amended as appropriate.

Particular concerns regarding factors other than learning difficulties, such as medical conditions, health and safety issues, or regulation and engagement support needs 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.

### Additional Documentation:

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

- Prospectus
- Admissions Policy
- Single Equality Policy
- Inclusion Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Regulation & Engagement Policy
- Anti-Bullying Policy
- Assessment, Recording and Reporting Policy