

Special Educational Needs and Disability Policy



The Lionwood
Schools Federation

Life-long Learning

Across the Lionwood Federation, we believe that all children should have equal access to the curriculum and this is underpinned by the following principles:

- We are committed to an inclusive approach so that all children regardless of need are supported to reach their full potential.
- We have effective management systems and procedures for SEND, taking into account the current Code of Practice.
- We have successful communication between teachers, children with SEND, parents of SEND children, intervention group leaders and outside agencies.
- We work to develop our successful cluster work with the North Norwich Cluster to develop provision and practice.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school.
- We have an effective review cycle that allows us to monitor, review and plan for next steps of development.

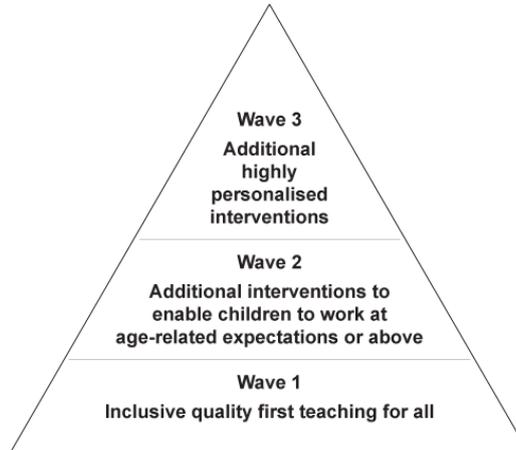
In practice this means:

- There is identification and monitoring of a child's needs at the earliest possible stage.
- All procedures of identifying SEND are known by all personnel on site;
- There is involvement with parents at an early stage and that parents are encouraged to be involved with their children's education.
- Adequate records follow the child through the school which are clear, factual, up-to-date and reliable.
- There is equal access to the curriculum and equal opportunities for all children with SEND - differentiated provision.
- That the needs of all SEND children are catered for and that they are given a positive image.

Provision

Provision for Children with Special Educational Needs at Lionwood is made up of 3 waves:

Each child is assessed individually and decisions are made about what kind of intervention, or combination of interventions, will best meet the needs of the individual.



Wave 1

The primary type of intervention is Quality First Teaching within Inclusive classrooms drawing on the knowledge and understanding of how teaching can be improved for all children by incorporating strategies used to help children with a variety of Special Needs e.g. Visual Timetables, clear instructions, tasks divided into manageable chunks. This will include children with SEN support.

Wave 2

Alongside wave 1 we run intervention groups that are targeted to improve specific skills or deal with specific barriers to learning which can best be successful if children work with an adult in a quiet space. These groups are run by TA's working alongside teachers. This will include children with SEN support. If the child is still failing to make adequate progress with this level of SEN support, a more in-depth assessment may take place to find out what the child's special educational needs are and what special help the child needs. People involved in this process may include parents, school members, doctors, educational psychologists & social services.

Wave 3

If the children needs an individualised programme of support then the school or parents may apply for an Education and Healthcare Plan (EHCP). The children will receive individualised support whether or not they receive an EHCP. Children with Statements of Special Educational Need remain with the normal system of targets and review until they are converted to an EHCP.

The Heads of School are Maria Cornish, Becky Adcock

The SEND Coordinator is Lucy Finnie

The Assistant SENCO is Rachel Read

The SEND Co-ordinator (SENCO) at The Lionwood Schools Federation is responsible for:

- Identifying in partnership with staff and outside agencies, a pupil's special educational needs.
- The day-to-day operation of the school's SEND policy;

- Liaising with and advising staff members.
 - Co-ordinating provision for children with SEND and monitoring the effectiveness of special educational provision for the pupil which meets those needs.
 - Maintaining the school's SEND register and contributing to the records of all pupils with SEND.
 - Contributing to the in-service training of staff and advising them about differentiated teaching methods appropriate for individual pupils with SEN.
 - Liaising with external agencies, including the Special Educational Needs and Psychology Service and voluntary bodies;
 - Ensuring that there is effective communication between staff and parents – in relation to each of the registered pupils progress, attainment and provision.
 - Ensuring that the records of the pupil's special educational needs and the special educational provision made to meet those needs are maintained and kept up to date.
 - Ensure that the progress and attainment of all children is recorded, monitored, analysed and any problems are addressed.
 - Ensuring that an effective, knowledgeable and smooth transition takes place for children with SEND, when they move to another educational establishment.
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The Governor Responsible for SEND is Patrick Neale

The Governors of The Lionwood Schools Federation have statutory duties towards pupils with SEND.

They must:

- Do their best to secure that necessary provision is made for any child who has SEND.
- Secure that where the school has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach him or her.
- Secure that adults in the school are aware of the importance of identifying and providing for pupils with SEND;
- Report annually to parents on the school's policy for pupils with SEND.
- Ensure that children with SEND join in the activities of the school with pupils who do not have SEND.
- Have regard to the Code of Practice
- Ensure that the SENCO appointed meets the requirements of statute.
- Must determine the role of the SENCO in relation to the leadership and management of school.
- Determine the key responsibilities of the SENCO and monitor the effectiveness of the SENCO

Headteacher's signature:.....

Senco Signature:.....

Chair of Governors signature:.....

Date of Review: January 2017