

THE LION WORKS SCHOOL POLICY



SEND and Inclusion Policy

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1. Context

The Lion Works School is an Independent special school. We are part of an ethical and progressive organisation that believes it can achieve real change for children, young people and their families.

The Lion Works School is situated within the BCP local authority. We offer an academic and vocational specialist learning provision across KS3, KS4 and Post 16 aiming to reduce barriers to learning to enable successful learning experiences and outcomes. There are a variety of routes a student can take, which include GCSEs, BTECs and other accredited qualifications whilst building confidence, improving wellbeing, enabling self-regulation and increasing attendance. Our school is full of life and has a wealth of resources to spark interest and ignite that passion to achieve, equipping our students for everyday life and the opportunities that await them.

We adhere to the values of **ARC**:

Ambition

Resilience

Community

The Lion Works School operates within the SPELL framework. SPELL is The National Autistic Society's framework for understanding and responding to the needs of children and adults on the autism spectrum. It focuses on five principles that have been identified as vital elements of best practice in autism and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

SPELL stands for Structure, Positive approaches and expectations, Empathy, Low arousal, Links:

Structure	Structure makes the world a more predictable, accessible and safer place. We can support people on the autism spectrum in creating structured environments using visual information.
Positive (approaches and expectations)	We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.
Empathy	We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them.
Low arousal	Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration.
Links	Autistic people, their parents or advocates should be seen as partners. Open links and communication will reduce the risk of misunderstanding, confusion or the adoption of fragmented, piecemeal approaches.

2. Aims

This policy aims to:

- Set out how our school will support and make provision for all our students, working within the guidance set out in the SEND Code of Practice 0-25 (2014)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

To achieve this, we will:

- Liaise effectively with all appropriate outside agencies to ensure the safeguarding of our students and promote the Fundamental British Values
- Maintain student records detailing individual needs, interventions and progress
- Make information available to staff for their planning regarding students' individual SEND
- Work with the whole school community to demonstrate a positive attitude towards SEND
- Ensure that the students have a voice in this process and are fully involved in their setting of targets and in the review process
- Liaise with relevant schools, organisations and outside agencies
- Provide inspirational and individualised learning experiences, placing students at the centre of their learning
- Provide a nurturing, ambitious and mindful environment, where students develop their self-esteem, academic skills and natural talents
- Promote a strong sense of community through kindness and compassion
- Encourage mindful practice in order to support students with self-regulation
- Promote a curiosity for lifelong learning through a broad and balanced curriculum, supported by therapeutic approaches and intervention, which encourages and empowers students to reach their full academic potential
- Promote strong home and school relationships through regular communication and reporting on academic and social progress
- Implement APDRs (Assess-Plan-Do-Review cycle) for each student, taking in to account their needs, learning styles and EHCP outcomes and carefully monitor progress
- Promote personal development through positive behaviour support, time for personal reflection, a robust rewards system and dedicated SMSC, Citizenship, Life Skills and Enrichment lessons
- Prepare students for opportunities, responsibilities and experiences in later life through Preparation for Adulthood outcomes
- Promote opportunities for outdoor learning and links with nature, in order to develop an appreciation for our school community and the world's environment
- Ensure a robust and effective staff programme for continuing professional development is in place to ensure our provision and practice is at the forefront of thought-leading specialist education

The Special Educational Needs and Disabilities Co-ordinator (SENCO) is a member of the Senior Leadership Team and is responsible for leading SEND provision for students at The Lion Works School.

The SENCO and Inclusion Lead is: Mrs Tracey Lockwood, Assistant Headteacher

3. Legislation

As an independent school, we are free to determine our own arrangements. This policy is based on the following DfE guidance:

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- *Although not subject to the PSED, the school remains mindful of the principles of:* The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- [The Independent School Standards Regulations 2014](#)

4. Vision and Values

All our students who attend The Lion Works School have an Education, Health and Care Plan (EHCP). A student's EHCP identifies their strengths and difficulties under the four broad areas of need. Each student will have an Annual Review of their EHCP and following this, an APDR (Assess-Plan-Do-Review cycle) will be drawn up to support school in effectively achieving the outcomes as laid out on each student's EHCP.

To meet the needs of all our students, we deliver a personalised approach to education, in recognition that our students each have unique talents and learning profiles. We place emphasis on mindfulness and adopt this approach at the forefront of our provision. We provide a nurturing and holistic environment, promoting self-awareness, positive mental health and wellbeing and a curiosity for lifelong learning, alongside a dedicated ambition for academic success. Through individualised wrap-around learning, pastoral and therapeutic support, coupled with mindful approaches, we ensure all students have a conducive learning environment and the tools they need

to be self-aware and self-regulated in order to make excellent academic progress, at their personal level.

We offer a specialist learning provision which emphasises the development of core academic understanding, encourages creativity, celebrates outdoor learning and promotes the growth of essential life skills. Our dedicated academic focus is balanced with consistent and specialist pastoral and therapeutic support, in order to nurture self-esteem and social and emotional development. We are committed to each student's holistic development for them to reach their true academic potential in preparation for adulthood.

5. Definition of Special Educational Needs and Disability (SEND)

As outlined in the Special Educational Needs and Disability Code of Practice (2014):

A student has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them if they have:

- a significantly greater difficulty in learning than the majority of the others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other students of the same age by mainstream schools.

6. The Four Broad Areas of SEND

The needs of students with SEND are grouped into four broad areas. Students can have needs across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time. These will be monitored regularly and reviewed at each Annual Review.

The four broad areas of need and support defined in the SEND Code of Practice (2014) are listed as follows:

AREA OF NEED	DESCRIPTION
Communication and interaction	This will include students who have speech, language and communication needs and have difficulty in communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.

AREA OF NEED	DESCRIPTION
Cognition and learning	This includes pupils who demonstrate features of moderate, severe or profound learning difficulties or who have specific learning difficulties such as dyslexia and dyspraxia.
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> - Mental health difficulties such as anxiety, depression or an eating disorder - Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder - Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> - A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment - A physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

7. The Graduated Response to SEND Support

We deliver a broad and balanced curriculum through high quality teaching that is adapted to meet the needs of our pupils. We implement the four-stage graduated response cycle to meet a student's needs:

APDR Provision

Assess - Regular and rigorous assessment of progress and needs by staff, including information discussed with the student's family about progress, barriers to learning or other needs and including a student's EHCP outcomes, will then enable us to target particular learning needs. Where external professionals are involved, we will work together to assess needs.

Plan - This will list the student's outcomes from their EHCP. The overall view of the student's needs from the assessment information will be used to help us plan what we want to achieve.

Do – This will include shorter term targets to help us meet the student's longer term EHCP outcome. We will also explain the intervention or technique that will be used to support the student in order

to meet their target. We may highlight who will be involved in supporting this to happen, or how it will be implemented, or how often and we will detail any particular strategies or resources that will be used.

Review - Teaching teams along with the SENCO, will continually monitor, revise and review this cycle/provision and assess the impact. Next steps will then be considered. Reviews are held as required but will take place half termly. A student's EHCP outcomes will be discussed at their Annual Review and new outcomes may then be written.

8. Roles and responsibilities

The SENCO and Inclusion Lead

The SENCO and Inclusion lead is Tracey Lockwood. The Inclusion Lead will:

- Work with the Headteacher and School Board to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students up to date
- Ensure that staff are fully supported in identifying the strengths and developing those areas required to provide a curriculum that ensures pupils learn and make progress

The Board

The Board will:

- Act effectively to ensure school leaders are equipped to make sure that every student with SEND gets the support they need
- Monitor the quality and effectiveness of SEND provision within the school and provide challenge to school leaders on this
- Work with the Headteacher to determine the strategic development of the SEND policy and provision in the school
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report

- Determine their approach to using their resources to support the progress of students with SEND
- Hold school leaders to account in their duty to make sure that all students from year 8 until year 13 are provided with independent careers advice

The Headteacher

The Headteacher will:

- Work with the SENCO and Board to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of all our students
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development

Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet student needs through a graduated approach
- The progress and development of every student in their class
- Using assessment to understand progress and inform planning and teaching to meet the needs of all of their students
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the leadership to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

9. SEND Information Report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

10. Inclusion

We celebrate and champion inclusion in all aspects of our school. Inclusion is about creating a sense of belonging for all teachers and students. For a child to feel included, they have to feel that they are an integral and important part of the school. There is a requirement to feel wanted, valued, successful and happy. At The Lion Works School, we celebrate diversity not just within our own

school but also with other schools in the local area. We are a cohesive school, actively teaching our children how to work together as a team through our PSHE and Mindfulness curriculum. All students receive RSE education as part of the curriculum, students can be withdrawn from aspects of this according to parental preference (see RSE policy) but needs and diagnoses have no impact on whether school delivers RSE to students.

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students or those with specific talents
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with a range of SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving. Teacher lesson plans include details of adaptation for SEND. This can take many forms including:

- Differentiated learning objectives and success criteria
- Hands on equipment
- Multi-sensory learning opportunities
- Extra adult support
- Additional visual cues
- Learning opportunities which reflect Personalised Learning targets
- Specialised targets which are reflected in planning
- Carefully adapted homework

To ensure a fully inclusive learning environment and that all students' needs in the classroom are met, all teachers take into account the individual learning styles of our students. The learning styles are calculated from the diagnostic GL Assessment CAT4 reports and identify if a student has a bias towards visual or written learning. Teachers then differentiate their tasks and resources accordingly. By also recording students' targets, staff can take measures throughout their teaching to support students to meet their end of year target. For example, if a student's target is 'to become more confident with my reading', opportunities for class reading aloud would be given to that student.

11. Reasonable Adjustments

The school accepts and manages student placements with most placing authorities via a National Association of Independent Schools and Non-Maintained Special Schools schedule 2. This agreement specifies the nature of the provision the student receives and the resource requirement to provide this. The school will make reasonable adjustments wherever possible to support students with accessing all aspects of the curriculum, but it should be noted that the [Equalities Act 2010](#) defines a disability as an 'impairment that has a long-term and substantial adverse effect on his or her ability

to carry out normal day-to-day activities'. The Equality and [Human Rights Commission](#) guidance specifies that 'the financial and other costs of making the adjustment...the resources of the school and the availability of financial or other assistance,' directly affect what could be considered reasonable. As a small independent special school we make adjustments wherever possible to meet the educational needs of students, but significant redirection of one-to-one resources is beyond the cost ability of the school in most instances. As such, early and proactive communication with the relevant Local Authority to secure the required support will be key in the school meeting the needs of a student where their diagnosed needs are not being met through the curriculum.

12. Links with External Professional Agencies

There are times when the school will need to work with external support services to meet a student's needs. The school may work with external support services such as:

- Occupational therapists, speech and language therapists or physiotherapists
- Educational psychologists
- General practitioners or Paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services

13. Monitoring Arrangements

This policy and SEND information report will be reviewed by the Headteacher. It will also be updated if any changes to the information are made during the year. It will be approved by the CEO with support and guidance from the School Board.

14. Links with other Policies

This policy links to the following documents:

- Accessibility Plan
- Admissions Policy
- Positive Behaviour Support Policy
- Curriculum Policy
- Assessment Policy
- Teaching and Learning Policy
- Safeguarding policy