



**LIFE MAT SEN INFORMATION REPORT  
2019**

<b>Documentation Information</b>			
<b>Reviewed By</b>	SENDCO	<b>Responsibility</b>	Directors
<b>Last Reviewed</b>	2010, April 2013, November 2014, Spring Term 2016, Spring Term 2018, Feb 2019	<b>Next Review</b>	Spring Term 2020
<b>Review Cycle</b>	Bi-Annual	<b>Ratified by Directors</b>	June 2018

<b>Vision and Values</b>
<p><b>We have a compelling desire to provide high quality, personalised and rounded education for everyone, right in the heart of our local community. We believe that no school can be deemed successful unless all those around it are also successful, popular and flourishing. Hence we believe that dynamic, mutually accountable collaboration and challenge between local schools as members of the LiFE MAT is the cornerstone of our future success.</b></p> <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Ensuring that every student achieves positive, life changing outcomes</li> <li>● Providing a whole education: academic excellence co-existing with an exceptional commitment to activity beyond</li> <li>● The relentless pursuit of excellence by; expecting this of every person, every day; recognising and celebrating behaviours that lead to great progress and promoting and celebrating elite performance inside school and in the wider world</li> <li>● Valuing the diversity and qualities of our staff and students</li> <li>● Ensuring that all students and staff feel known, appreciated and supported</li> <li>● Committing whole-heartedly to collaboration within, between and beyond our academies.</li> </ul>

<b>Type of SEND and provision</b>
<p>Schools in the LIFE MAT currently provides additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none"> <li>· Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties</li> </ul>



- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **Policies for identifying pupils with SEND and assessing needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Arrangements for consulting parents/students of children with SEND and involving them in their child's education**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEN support.



**Arrangements for assessing and reviewing pupils' progress towards outcomes.**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

**Arrangements for supporting pupils moving between phases of education and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

**The approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Mentoring (group/1:1)
- Social and Emotional Groups
- Homework clubs
- Lunchtime clubs
- Reading groups
- Speech and Language (W)



**How adaptations are made to the curriculum and the learning environment of pupils with SEND**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

**Please refer to accessibility policy**

**Additional support for learning that is available for pupils with SEND**

We have teaching assistants and Learning Support Assistants who are trained to deliver interventions and general classroom support.

Teaching assistants and Learning Support Assistants will support pupils on a 1:1 basis when a student has a specific issue that needs to be addressed or their EHCP states that specific support needs to be put in place e.g. handwriting practice.

Teaching assistants and Learning Support Assistants will support pupils in small groups when the teacher feels that students would benefit from a smaller environment or a small group of students have an issue that needs to be addressed.

We work with the following agencies to provide support for pupils with SEND:

Educational Psychology Service  
Child Adolescent Mental Health Service  
Speech and Language Therapy Service  
Hinckley and Bosworth Behaviour Partnership (HBEP)  
Special Needs Teaching Service

- Visually Impaired Service
- Hearing Impaired Service
- Autism Outreach Service

Careers Advisors  
Medical Services  
ADHD Solutions



**Expertise and training of staff to support students with SEND (including specialist services)**

We have a SENDCo who works across both schools in the LIFE MAT and at The Winstanley School there is an Additional Needs Manager and at Bosworth Academy an Assistant SENDCo.

We have a team of learning support assistants, teaching assistants, and higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in ADHD, Attachment and Autism.

We used specialised staff to deliver other aspects of our SEND provision e.g. Anger Management sessions run by an external Educational Psychologist.

**How equipment and facilities to support children and young people will be secured**

If specialist equipment is required for a student to help them learn, we can purchase items within reason e.g. a keyboard for an ipad, coloured exercise books or more specialised items. We consider these on a person by person basis.

**How the effectiveness of the provision made for pupils with SEN is evaluated**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions by assessing ability before and after.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

**How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN**

We ensure there are no barriers to pupils with SEN enjoying the same activities as other pupils in your school.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) throughout the year.

All pupils are encouraged to take part in sports day/school plays/workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.



**Disabled pupils:**

Risk assessments are carried out to prevent disabled pupils from being treated less favourably than other pupils but to ensure they are kept safe.

- We provide ramps, coloured railings, lifts or use downstairs classrooms, to help disabled pupils access the schools
- Please see the accessibility plan on website

**Support for improving emotional and social development, pastoral care and measures to prevent bullying.**

We have teams of pastoral staff to help support our students. Heads of Year will listen to the views of pupils with SEN and measures to prevent bullying.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of lunchtime clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

**Contact details of support services for parents of pupils with SEN**

The Local Offer gives children and young people with special educational needs or disabilities (SEND) and their families information about help and services in Leicester City and Leicestershire.

The Local Offer brings together in one place information about health, education and social care for:

Children and young people from birth to 25 years old who have a special educational need or disability (SEND)

- parents and carers of children with SEND
- professionals working in health, care and education



- providers of services for children and young people

If you live in a Leicester City postcode, information about what is available locally for you can be found here:

<https://families.leicester.gov.uk/send-local-offer/>

If you live in a Leicestershire postcode, information about what is available locally for you can be found here:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer>

Other helpful websites:

<http://www.sendiasleicester.org.uk/> – an independent service that offers free, confidential and impartial information, advice and support to parents and carers of young people aged 0-25 with special educational needs or disabilities (SEND)

[www.sendgateway.org.uk](http://www.sendgateway.org.uk) – for information on SEN and new legislation changes

[www.kids.org.uk](http://www.kids.org.uk) – support for families of children with SEN, including financial advice

[www.councilfordisabledchildren.org.uk](http://www.councilfordisabledchildren.org.uk) – advice on supporting children and families with a variety of needs.

[www.preparingforadulthood.org.uk](http://www.preparingforadulthood.org.uk) – advice on moving into further education, employment and social support.

[www.ipsea.org.uk](http://www.ipsea.org.uk) – independent advice for parents and families of children with SEN, including advocates who can support you during multi agency meetings or legal processes.

**Arrangements for handling complaints**



Please follow the complaints policy on the individual school website.