



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

This policy, which applies to the whole school, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

The Policy is available to the school staff on the 'Staff Share'

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (pupil protection). Our fundamental priority is our pupils and their wellbeing; this is first and foremost.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force.

Scope: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force.

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Proprietor and Advisory Board will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Signed Mr Javier de la Fuente
Headteacher

Ms Katie Thompson
Proprietor's Agent

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Aim: To outline Landon School approach in identifying and responding to SEND and in order to support effective inclusion in our schools and communities. This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of our pupils, all of whom have SEND.

Introduction: Landon School follows the Quality of life (QoL) Framework created by the National Autistic Society (NAS). In implementing this framework, we listen to pupils, parents and the child's keyworker to understand what is important to them in relation to their quality of life. We then work as a transdisciplinary team to ensure we plan each child's education carefully and cohesively, shape each pupil's provision around their EHCP and agreed developmental goals in order to develop pupils' knowledge and skills now and for the future.

Ethos and Vision: We encourage a respect for every individual, regardless of background, belief, or ability. Our aim is to

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develop a loving, caring and welcoming community in which all may grow as children of God. In partnership with parents and the wider community we seek to respond to God's invitation to faith, mercy and love. To develop skills for life in an ever-changing world, we cherish integrity, compassion, openness, forgiveness and reconciliation, co-operation and courage. We work in partnership with parents, encouraging their involvement and offering support as their children grow and prosper. Learning support is a central commitment which goes to the core of the educational provision at Landon School encompassing all educational activities, academic, pastoral and wider curriculum-related.

Approach: The United Nations (UN) states that education is a fundamental human right. However, autistic pupils continue to experience high rates of school exclusion. Landon School believes all children, including those with autism, have the right to education.

Our schools have high ambitions for all pupils to fulfil their potential and have a clear ethos of respecting each pupil, developing their strengths, as well as equipping them with effective supports to help thrive in the face of challenges. Our schools put emphasis on opportunities for community-based learning to generalize and rehearse functional skills in real-life settings, enabling pupils to participate in their local community.

We focus on developing a broad curriculum that covers, but not exclusively, academic skills, social skills, wellbeing, and independent living skills to support pupils in making a successful transition into adulthood with the necessary skills to live independently, gain paid employment (when possible and appropriate), and participate in their local community. We recognize that each pupil with autism has unique needs and unique approaches to learning, and therefore, provide education strategies tailored to meet the individual needs of each pupil.

All pupils have the right to an inclusive education. In delivering on that entitlement, we promote the rights endowed by the Equality Act 2010 for each of the protected characteristics and prejudice against none. All of our pupils will be respected, supported to achieve beyond what is expected, and be empowered to make positive choices about their own lives. Expectations for all pupils will always be high and realistic.

Our planned provision will support pupils to make a positive inclusive contribution to their community, and through equipping pupils with the 'tools' and skills they need for different stages in their life. We will seek to improve the current and future lives of the pupils, their families, and members of the local community.

The school have an Accessibility Plan (as defined by the Equality Act 2010, Para 3 of Schedule 10) that details specific arrangements to improve accessibility for pupils with disabilities. The school will ensure it has appropriate disabled access, toilets, and changing facilities, considering the pupils' need for dignity and privacy. Furthermore, reasonable adjustments will be made according to the Equality Act 2010 to support pupils' individual sensory differences.

We will ensure that there are clear and effective systems in place to meet the needs of all pupils to make the necessary progress to fulfil their potential. In doing so, we will:

- Provide all children with their legal entitlement to a broad, balanced, and relevant curriculum that is differentiated according to their individual needs, within Landon School Quality of Life Framework;
- Provide an education that enables pupils to achieve their best and develop in confidence as individuals;
- Ensure the teaching and learning environment is effective by implementing autism-specific practices, which will have a positive impact and improve the educational outcomes for all pupils;
- Ensure that there are planned, robust, and transparent systems in place, understood by everyone, to support an efficient and consistent approach to the identification and assessment of all pupils' special educational needs;
- Ensure we work in partnership with parents and maintain close links with external support services and professionals where appropriate;
- Ensure the school environment and expectations of staff are designed to promote independence and provide an appropriate level of challenge and support;
- Provide effective assessment procedures to ensure early identification of any areas of difficulty and inform interventions;
- Nurture self-esteem and celebrate the success of all pupils;

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- Prepare pupils to make a successful transition into adulthood, whether into employment, further or higher education, training, or supported living.

Operational delivery: Landon School has local procedures that outline specific arrangements and approaches:

- All pupils attending Landon School schools will have an Education, Health & Care Plan and a diagnosis of autism / ASD as the primary diagnosis.
- All pupils are funded by their Local Authority, although private funding is also accepted.
- High-quality teaching, differentiated for individual pupils, is the first step in our school's response to students.
- On entry, the young person's strengths and areas for development will be assessed and identified and used to plan support and provision.
- Pupils' views will be sought and considered from the beginning as a core part of the QoL framework. This may involve a range of differentiated support tools.
- Families have a vital role to play in supporting their child's education, and as such, their views will be sought and they will be included in decision-making.
- Our pupils will be offered full access to a broad, balanced, and relevant education, including an appropriately individualized and differentiated curriculum.
- The school will manage its resources to ensure all pupils' needs are met.
- The school will have a transdisciplinary team that will work with all staff, parents, and pupils to ensure all pupils' needs are met.
- Provision and progress for our pupils will be monitored and reviewed regularly.
- Each curriculum pathway will have its own assessment procedures that support the Quality of Life framework (QoL). They will be support the understanding of individual differences and how best to facilitate access to their learning and development.
- The school will collaborate with education, health, and social care services to provide support.
- The responsibility for Education, Health & Care Plans will be reviewed regularly in line with statute and children's needs, and this lies with the local authority.
- Transition planning will lead to a successful entry into the school and successful preparation for adulthood, including independent living and employment.
- Pupils will be encouraged to participate in group, class, whole school, and community activities.
- Where schools receive pupil premium, they will publish their strategy for planned use and impact.
- The school will evaluate the success of its provision, considering:
 - The level of support pupils received and the amount of progress they make (including against EHCP outcomes).
 - The progress data of pupils.
 - The success of pupil premium strategies.
 - The impact of training and new approaches to meeting needs.
 - The views of pupils and parents.
 - The views of outside agencies.
- Staff person specifications will include appropriate qualifications, and training will be provided for those involved in the implementation of the policy, including where appropriate e.g., Safeguarding, Autism (Children) PGCert/MA/MEd, Ask Autism modules, Team Teach, SCERTS.
- Staff performance management processes will support the development of knowledge, skills, and attitudes that support effective provision for our pupils.
- Training will cover the cognitive, social, emotional, communication, sensory, health, and physical needs of pupils with SEND.
- Arrangements for the fair admissions of pupils are outlined in the school's admissions policy and will be published on the school website.
- The school will adhere to the Data Protection Regulation 2018 and GDPR requirements, with regard to sharing and storage of information.
- Schools will use a range of autism specialist approaches as detailed in the school's Local offer. All approaches will be evidence-based, ethical, and individualized to each pupil.

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Children with special circumstances

LAC: Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA (LAC).

- The school recognises that children that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.
- The school has a designated member of staff for coordinating the support for LAC.
- Where that role is carried out by a person other than the SENCO, designated teachers should work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

EAL: The school gives particular care to the identification and assessment of the SEND of pupils whose first language is not English:

- It is necessary to consider the pupil within the context of their home, culture, and community.
- Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.
- The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.
- The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English that is used there or arise from SEND.
- The school will ensure appropriate strategies, support, and intervention are put in place to support pupils with EAL.
- The school will seek, where necessary, the support of the local authority.

Pupils with Medical needs: Section 100 of the Children and Families Act 2014 places a duty on schools to make arrangements for supporting pupils at their school with medical conditions. Without effective support, pupils with both medical conditions and SEND are at risk of being significantly disadvantaged. Schools will ensure the impact of any medical condition is understood by all staff in addition to their SEND. Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

BAME: There are limited studies into the area of BAME and SEN (see Skibe et al, 2008, Strand and Lindsay 2012, Strand and Lindorff 2018). However, the studies available indicate strongly that this is an area that should be prioritized for understanding and consideration within policy and planning and indicate that there is a disproportionate number of Black pupils with SEN. Landon School will consider all aspects of provision to ensure it is effective for this group. Our organization is committed to taking action to prevent discrimination and to support equality. This includes, but is not limited to, procedures for assessment and interventions, training of staff, curriculum, wellbeing, and parent support.

Roles and responsibilities

The Proprietor is responsible for:

- The Proprietor is responsible for this policy. They will ratify and regularly review this policy to ensure it conforms to relevant law and guidance.

The Advisory Board is responsible for:

- Ensure local procedures are in place to effectively implement this policy within the school.
- Keep themselves informed through regular meetings with staff and visits to the school.
- Monitor the effectiveness of the policy and advise of any necessary amendments.
- Appoint a member who will review the effectiveness of implementation and report back to the AB on a regular basis.
- Ensure that any issue that may be perceived as a potential reputational risk is referred to the board of trustees.

The Headteacher is responsible for:

- Ensure all relevant staff are aware of this policy, receive appropriate professional development, and local procedures are followed.
- Assign a member of the leadership team to act as SEN coordinator (SENco) and ensure the code of practice is

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effectively implemented, as well as effective liaison with external agencies and coordination of annual reviews and appropriate training to meet individual need.

- All staff are responsible for providing all pupils with appropriate support and challenge to maximize their learning and independence through appropriate differentiation.
- Ensure the school produces and publishes an annual SEN Information report.
- Ensure the school contributes to the local authority's Local Offer on their website in line with this policy.

Therapists are responsible for:

- Providing clinical and professional leadership to the service in line with professional standards.
- Contributing to the development of a strategy for SALT/OT services at school.
- Being jointly responsible in collaboration with senior leadership team for the operational oversight of the delivery of SALT/ OT services.
- Working with school Principal on embedding a transdisciplinary intervention model across the whole school team to provide integrated therapeutic services for CYP.
- Providing professional advice and guidance to Principal on workforce planning and recruitment of clinical/therapeutic staff and assistant roles.
- Providing specialist advice, guidance, second opinions, and case consultation regarding assessment for admissions and interventions/treatment where relevant.
- Contributing to the clinical governance strategy for the continuation and future development of therapeutic services.

Class teachers are responsible for:

- Knowing pupils and their needs really well. This starts through forming effective relationships with pupils and their families.
- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the member of leadership team responsible for SEN, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils they are working with.
- Keeping the leadership team up-to-date with any changes in behaviour, academic developments, and causes of concern.

The SENCO / or Identified member(s) of the Leadership team is responsible for:

- Determining the strategic development of SEN policy and provision in the school with the principal and the Advisory Board.
- Day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Providing professional guidance to colleagues and will work closely with staff, parents, and other agencies.
- Being aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Liaising with the relevant Designated Teacher where a pupil is a looked after child.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's budget and other resources to meet pupils' needs effectively.
- Liaising with therapists, other early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Is a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Works with the Principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

- Ensures that the school keeps the records of all pupils up to date.
- Coordinate access to appropriate therapy services.

Evaluation of Policy: The policy will be evaluated in light of whether it is effective in eliminating discrimination and promoting equal opportunities and inclusion. This policy will be reviewed annually. Evaluations will be passed to the SSG for review and integration into any revised policy.

Equality impact assessment: In the design of this policy, we have considered the complex inter-relating elements that impact on the effective support and identification of those with SEN. This policy seeks to promote the rights of people who have one or more of the protected characteristics (of which everyone does). This policy also seeks to focus on the impact of factors such as EAL and particularly the impact on staff, children, and families.

We alert users of this policy to the need to consider these specific factors alongside SEND. This policy aims to support equality and inclusion both within our schools and communities. Effective SEND provision will ensure any adverse impacts are identified and actions are taken to remove or mitigate.

Through the implementation of this policy, we seek to lessen some of the known inequalities that exist in society, including, but not limited to race, disability, and gender, through carefully designed provision and support that affords opportunities for people with those protected characteristics to excel.

Considering the Pupil's Views and Opinions: At Landon School the pupil's views will be sought whenever possible, by asking, listening and observing the pupil's reaction to activities and resources. A judgement is made and discussed with colleagues and parents. Though we accept that a pupil's perceptions and experiences can be invaluable, as a school, we recognise that this may not always be easy and may need to consult parents and other colleagues for further information.

Partnership with parents: We encourage an active partnership through an on-going dialogue with parents. The Home-School Agreement is central to this. Parents have much to contribute to our support for pupils with special educational needs. Teachers have meetings to share the progress of special needs pupils with their parents. We inform the parents of any intervention, and we share the process of decision-making by providing clear information relating to the education of pupils with special educational needs. We will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and our school. We will feedback formally to parents via Parent's evenings and written reports.

These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings. The views of the pupil will be included in these discussions. This could be through involving the pupil in all or part of the discussion itself or gathering their views as part of the preparation. A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. This record will be given to the pupil's parents. The school's management information system will be updated as appropriate. All discussions are dealt with confidentially and in a sensitive manner. Parents are aware that they can make an appointment to meet members of staff at anytime, or communicate via post, e-mail or telephone. A record is kept of any communication with parents, and all notes and action plans arising from these meetings are kept in a secure place in order to maintain confidentiality.

Network Meetings: These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil's needs. These discussions will be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment.

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Complaints: Parents are encouraged to follow the school complaints procedure, as published on the school's website. The Local Authority can be contacted for disagreements between parents/children and the LA or where the school is not meeting the requirements of an EHC Plan Complaints may also be referred to OFSTED or the Independent Schools Inspectorate (ISI) where the school/Local Authority has not resolved the complaint.