



**LIGHT YEARS SCHOOL**

**SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY AND INFORMATION REPORT**

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### **Safeguarding at Light Years School**

At Light Years School, we are committed to providing an environment in which students feel safe and secure to access their education. All stakeholders are responsible for ensuring the safety and well-being of children. Safeguarding is everyone's responsibility and all staff are encouraged to maintain an "it could happen here" attitude. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. Light Years School are dedicated to creating a strong safeguarding culture, and that the safety and well-being of children is the central thread that embeds itself through all aspects of the school. If a person is concerned about anything they read, witness or hear with regards to the school, they should contact the school's designated safeguarding lead immediately or Headteacher. Safeguarding, and the safety and well-being of all pupils at Light Years School is carefully considered and a central theme through all school policies.

### **Special Educational Needs & Disabilities (SEND) at Light Years School**

At Light Years School, we are passionate about providing an inclusive education to children with special educational needs. We recognise and celebrate the individuality of our pupils and use personalised approaches, allowing pupils with SEND to feel supported during the school day. We strive to provide pupils with the same opportunities and experiences that pupils would have received at a mainstream school, believing passionately that in the right environment, with the right support, pupils will flourish in education. We do this by focusing on providing a SEND friendly environment, a differentiated curriculum and a strong focus on developing pupils' personal, social and emotional development. The special educational needs and disabilities of all pupils at Light Years School is carefully considered and a central theme through all school policies. For more information, please read the school's SEND Information Report.

The **SEND Policy and Information Report** should be read in collaboration with the following policies:

Safeguarding Policy  
Behaviour Policy  
Curriculum Policy  
Assessment Policy  
SEND Code of Practice

## Policy Aims

Light Years School SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Provide a caring, nurturing and empowering environment that recognizes the individuality of every child and supports their cognitive, communicative and emotional needs.
- Provide high-quality tuition to all our pupils delivered by specialist trained staff with a thorough understanding of autism and SEND
- Enable previously disengaged children and young people to rediscover a love of learning and a belief in their own abilities so that they achieve academic qualifications within their abilities and are able to move on to further education and future employment.
- Provide holistic, co-operative support to the individual needs of every child, drawing on the expertise of teaching staff, learning support staff, therapists, pastoral support staff, external agencies, local authorities, and parents.

## Legislation and Guidance

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 pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHCP) plans, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

## Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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 children or young people of the same age by mainstream schools.

## Roles and Responsibilities

### The Special Needs Coordinator (SENCO)

The SENCO at Light Years School is:

#### **Sarah Alden**

Deputy Headteacher

[Sarah.alden@lightyearseducation.co.uk](mailto:Sarah.alden@lightyearseducation.co.uk)

Sarah has completed the National SENCO Award qualification.

It is the SENCO's responsibility to:

- Oversee and maintain this policy in cooperation with the headteacher at Light Years School and the board of directors to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils.
- Provide professional guidance to colleagues and work with staff and other agencies to ensure that pupils receive appropriate support and high-quality teaching and learning.
- Ensure that parents are fully involved in supporting their child's needs by maintaining good communication channels and play an active role in the review process.
- Contribute to the professional development of all education, therapy and care staff as necessary in order for all staff to take responsibility for meeting the needs of students at Light Years School.
- Liaise with therapy staff and inclusion team to ensure that pupils get the additional support they need.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with the assistant headteacher responsible for personal development and with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher, senior leadership team and board of directors 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 pupils with SEND up to date.

### **The Headteacher**

The Headteacher will:

- Work closely with the SENCO and directors to oversee and monitor the implementation of all aspects of the policy and its impact on provision in the school.
- Ensure that the curriculum for those identified with SEND is adapted to accommodate pupils' individual needs as identified in EHCPs.
- Establish clear links other school policies, such as the exclusions policy and safeguarding policy cross-refer to the SEND policy where appropriate.

### **Classroom Teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Creating and maintaining individual student learning profiles, Individual education plans and risk assessments.
- 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.
- Ensure that the curriculum for pupils with SEND is ambitious, engaging and adequality prepares pupils for the next stages of their lives.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision. Contribute to annual review reports.
- Ensuring they implement this SEND policy.

### **The Governing Body**

The Governing Body will:

- Hold the Headteacher and the SENCO to account for the effective implementation of the SEND Policy and Information Report.

## The SEND Information Report

Light Years School is a non-maintained independent specialist school with primary provision. We cater for pupils with special educational needs including Autism and associated difficulties, including communication and interaction difficulties, social, emotional and mental health needs. All of our pupils and students have an Education, Health and Care Plan.

### SEND Provision

Our school currently provides additional and/or different provision for a range of needs associated with or in addition to high functioning Autism. These include:

- Communication and interaction, for example speech and language difficulties
- Cognition and learning, for example, short term memory or sequencing deficits (auditory or visual), moderate learning difficulties
- Specific learning difficulties such as dyslexia, dyspraxia, dyscalculia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) or pathological demand avoidance (PDA)
- Sensory and/or physical needs, for example visual impairments, hearing impairments, processing difficulties, hypermobility, cystic fibrosis

### Consulting Pupils and Parents

The SENCO liaises closely with the Headteacher and the Designated Safeguarding Lead at Light Years School, to ensure;

- A smooth transition into Light Years School, developing a personalised transition plan in cooperation with parents, where necessary.
- Considering the parents' views through meetings upon admission or on demand, and through the annual review of the student's EHCP.
- Everyone understands the agreed outcomes sought for the child.
- Informing parents if there is a need to call an interim EHCP review because their special educational needs have changed. In such cases, parents will be required to attend the interim review and provide information indicating their views on the next steps in meeting their child's needs.
- In the rare event of an extended, fixed term exclusion, to consider alternative provision for their child, parents will be required to attend the emergency review of the EHCP to share their views.

### Assessing and Reviewing Pupils' Progress Towards Outcomes

We will assess each pupil's current skills and levels of attainment on entry. This will build on records from previous settings, observation and assessment by class teachers and baseline testing.

We measure and review achievement and additional support needs through:

- Ongoing teaching staff observation.
- Formative and summative assessment.
- Creating and evaluating termly SMART targets in Individual Education Plans based on identified outcomes in the student's EHCP.
- Mid-year reports.
- The views and experience of parents.
- Scrutiny of pupils' work across all subjects showing the gains they are making in learning more and remembering more as part of sequencing in their learning.
- The pupil's own views.
- Advice from external support services, where relevant

The assessment strategy 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. The SENCO will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **Supporting Pupils with Transitions**

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. This will then lead to a written transition plan. The Assistant Headteacher works closely with the Deputy Headteacher and SENCO to:

- Arrange suitable work experience placement for KS3 and KS4.
- Help students develop their independence through providing essential experiences through their curriculum.
- Support pupils access reading and improve their reading ages.
- Liaise with local authorities' planning coordinators secondary placements.
- Undertake annual reviews of the child's EHCP focusing on transition will take place at the end of Year 5, where the emerging changing needs will be discussed by all stakeholders including parents to ensure a smooth transition to the next phase of education.

### **Our approach to SEND teaching at Light Years School**

At Light Years School we endeavour to encourage a love for learning for all pupils, including through:

- The delivery of an ambitious curriculum through high quality teaching and learning support where reasonable adjustments will be made as necessary through the involvement of therapists in planning, support, assessment, and review as appropriate.
- Low-arousal, autism friendly and trauma informed classroom environments with access to sensory rooms, time-out cards, fiddle toys, visual timetables, quiet spaces and outside areas.
- Small groups and individual support where needed.
- Differentiated teaching, for example, giving longer processing times, pre-teaching of key vocabulary, etc. including access arrangements and reasonable adjustments such as access to reader/scribe, laptops, coloured overlays, larger font etc.
- A broad and balanced curriculum, considering the needs and aptitudes of pupils with autism and associated difficulties.

### **Our Therapy Offer and Support for Emotional and Social Development**

We provide the following therapeutic and support input, upon referral with timings and frequency agreed with the SENCO consistent with the provision specified in each pupil's EHCP:

- Individual, group based and universal Speech and Language therapy input
- Individual, group based and universal Occupational Therapy input
- Emotional Literacy support
- Individual literacy and numeracy intervention
- School council, school trips, sports fixtures, personal development and SMSC plans
- Strict anti-bullying policy
- Trauma informed learning spaces

### **Staff Qualifications and Training**

The SENCO is a qualified SENCO and has completed the National SENCO Award.

The Headteacher is a qualified SENCO and has also completed the National SENCO Award.

All Classroom Teachers will be trained in Read Write Inc Phonics, as part of their induction.

Additional Learning Support Assistants will be trained as Emotional Literacy Support Assistants as part of the ongoing professional development.

All staff receive specialist SEND training for Autism and other SEND needs through in-house training and online training modules.

The school uses an external Speech and Language Therapist and an Occupational Therapist.



## Evaluating the Effectiveness of SEN Provision

We evaluate the effectiveness of provision for pupils by:

- Reviewing pupils' individual progress towards their goals each term through creating and evaluation individual education plans
- Reviewing the impact of interventions through before/after or assess-plan-do-review reports
- Consulting parents through discussions and use of parent and pupil questionnaires
- Using feedback questionnaires from external agencies such as social workers, virtual schools and local authority officers
- Monitoring of SEND provision by Senior Leaders through termly learning walks, specific child focused learning walks by the SENCO prior to annual reviews, agreed psychometric testing to advise on learning input by SENCO, termly observation cycles, book trawls and data check.
- Holding annual reviews for pupils EHC plans

## Complaints about SEN Provision

We believe that good and continuous communication between home and school is key for the success and wellbeing of the child and parents should always, where possible, contact the child's class teacher as first point of call. Parents who wish to make a complaint should contact the Headteacher about any concerns regarding teaching and learning in general and the SENCO regarding any concerns about SEND provision not being met. The complaints policy and procedure is available on the school's website.

## Contact details for raising concerns about safeguarding

Our Designated Safeguarding Lead is Sarah Alden.

Email: [sarah.alden@lightyearseducation.co.uk](mailto:sarah.alden@lightyearseducation.co.uk)

## The local authorities' local offer

Our local authorities' local offer is published here:

West Sussex <https://westsussex.local-offer.org/>

Surrey: <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

Hampshire <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

## Monitoring Arrangements

The impact of the implementation of this policy will be monitored annually by the SENCO, who will focus on how effectively teachers are adapting the curriculum for pupils with different SEND needs and how LSAs are supporting those needs. The SENCO will also look at the overall effectiveness of SEND interventions by staff and the support provided by the multi-disciplinary team including SALT and OT. The outcomes of this monitoring will be reported to the Headteacher and be reported to the Governing Board annually.

It will also be updated if any changes to the information are made during the year. The Headteacher will monitor the work of the SENCO in implementing this policy and will consider changing demands on SEND provision reporting this to the governing board. It will be approved by the Headteacher who will also evaluate its impact as part of the school's self-evaluation process and changes to this policy will be agreed by the Headteacher and be ratified by the Governing Body.