

The Lawnswood Offer

Welcome to Inclusion and SEND at Lawnswood School. We hope that this information provides you with the details you need, but please do not hesitate to contact us if you require further information.

We are a truly inclusive school, reflecting the diverse cultures and needs within our city. We welcome and look to support and include students with a wide range of needs as fully as possible within our school.

The SEND code of practice: what is a Special Educational Need (SEND)?

The SEND code of practice defines SEND as:

“...where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

The Code of Practice categorises SEND under the 4 following areas of need:

- Cognition and Learning: this can include specific learning difficulties, e.g.: Dyslexia / Dyscalculia, and moderate learning difficulties.
- Social, Emotional and Mental Health (SEMH).
- Communication and Interaction: these include ASC (Autism Spectrum Condition) and speech and language needs (SLCN).
- Physical and sensory, e.g.: hearing or visual impairments.

Who's who at Lawnswood in Inclusion and SEND?

- Assistant Headteacher SEND/Inclusion: Mrs. Nicola Goodwill
- SENDCo: Ms. Victoria Pearson
- SEND administration and support: Mrs. Jennifer Staniforth
- Inclusion lead teacher: Mrs. Dilara Stanley
- SEMH co-ordinator: Mrs Clare Goodchild

We are also supported by brilliant team of TAs and HLTAs, who work with young people across the school.

Transition

We start this process early, with school staff contacting SENDCos at our primaries, and visiting young people in their settings. This may then lead to contact with parents/carers, which allows us to build up as full as picture of a student as possible. Young people with additional needs are also invited to extra transition days, to help them settle in with us here.

The SEND register and pupil passports

Students identified as having SEND are placed on our SEND register. This is a working document, and students may be added to / removed if they are seen to not be needing additional support. Further guidance for teaching staff is provided through a pupil passport, which has the following sections:

- **I would like you to know that:** information about the young person (needs).
- **I find it difficult to:** how the identified need works in practice, e.g.: hard to read out loud.
- **My interests/strengths:** personal things, e.g.: sports they may like.
- **It would help me if you could:** strategies teachers can use with the student.
- **I will help myself by:** things the student can do to help their learning.
- **Additional support I receive:** lunchtime clubs / homework club etc.

We value both parent/carer and student input into these to help make them as accurate and meaningful as possible.

How are young people supported at Lawnswood?

We use three 'waves' of support for young people with SEND at Lawnswood (in line with national guidance):

Wave 1: inclusive, 'Quality First' teaching for all. Aided by pupil passports, all teachers are teachers of SEND. Most support and provision for students is provided by in-class resources and modifications made by our staff. This is supported by further training in areas of need, e.g. ASC

Wave 2: these are additional interventions, which are put in place to support students in reaching age-related expectations. At Lawnswood we offer the following Wave 2 interventions:

Year 7	Access Group: aimed at students working well below age related expectations. It is a smaller group (around 15 students) and aims to support these students in accessing the secondary curriculum. Currently, students are taught English, Maths, DT and Key Skills in this group.
Year 8 and 9	Access Group: we also have Access provision for English and Maths in Year 8 and 9 - students may move in or out of this class depending on progress made in Year 7.
Years 10 and 11	Targeted students are taught GCSE English and Maths in very small groups, with the further option of Functional Skills English and Entry Level Maths, if needed. ASDAN COPE will also be available for targeted Y10 students from 2020-21 onwards.

A very small number of students who it is felt need further curricular modifications may, as deemed necessary, receive further support from the Inclusion team.

Wave 3: these are highly personalised interventions for young people whose needs are more profound. We offer the following wave 3 interventions:

- **Counselling:** we have access to support through the Headingley-Kirkstall Partnership, who can offer counselling for students. We also have an in-school counsellor and a SEMH worker, who offers 1:1 support for students.
- **The Link:** our SEMH provision is led by a specialist staff team, who offer 1:1 interventions and support in lessons. They work closely with external providers and pastoral teams to help students develop life skills and support them when dysregulated.
- Where deemed necessary, we work with external providers to offer alternative provision for a very small number of our students.

The Equality Act 2010: reasonable adjustments

The 2010 Equality Act states that schools must make reasonable adjustments for young people with additional needs. With this in mind, we look to ensure that both physical and other needs are accommodated as fully as possible to prevent any unfair disadvantage for our young people.

Health Care Plans

The 2014 Children and Families Act states that schools must make arrangements to support young people with medical needs. Year Managers (Pastoral) oversee these, working with parents to create Health Care Plans, which are shared with staff.

Review meetings: EHCP and FFI students

Annual reviews are held with the SENDCo and SEND support, but we are available at any point should you have queries.

Parents' Evenings

The SENDCo is available at all parents' evenings for any queries you have.

SEND governor:

Our SEND governor is Sylvia Lunn. She can be contacted via the main school website.

Complaints

We aim to resolve any queries, but should you wish to raise a complaint, please contact Mrs. Goodwill, Assistant Headteacher (SEND), in the first instance.

Key terms and meanings:

- **ASC:** Autism Spectrum Condition
- **Code of Practice:** Key document relating to provision for young people aged 0-25 with additional needs.
- **SLT:** speech and language therapist.

