SEND and Inclusion Policy

Incorporating Special Educational Needs information, in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)

Date last reviewed: August 2026

Date to be reviewed: September 2027

Glossary of terms / key groups / people

- **AIO: Attendance Improvement Officer**
- **CLA:** Child(ren) Looked After
- **EAL:** English as Additional Language
- **EHP**: Early Help Plan
- **EHC Plan/EHCP**: Education, Health and Care plan
- **FFI** – Funding for Inclusion. **Please note that Leeds City Council are in the process of a phased removal of FFI - https://www.leedslocaloffer.org.uk/education/send-and-inclusion-transformation**
- **HQT:** High Quality Teaching (formerly known as Quality First Teaching)
- **IBP:** Individual Behaviour Plan
- **Inclusion team:** SEND team at Lawnswood
- **Leeds Local Offer:** services and support for children and young people in Leeds, age 0 – 25 https://www.leedslocaloffer.org.uk/
- **KCSIE:** Keeping Children Safe in Education 2026- https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- **OAP:** Ordinarily Available Provision (formerly known as Wave 1 provision)
- **PREVENT:** https://www.gov.uk/government/publications/prevent-duty-guidance
- **SEMH:** Social, Emotional & Mental Health needs
- **SEND**: Special Educational Needs and/or Disability
- **SENDIASS:** Leeds City Council Parent/Carer support https://sendiass.leeds.gov.uk/
- **SENSAP**: Leeds City Council SEND team - https://www.leeds.gov.uk/one-minute-guides/sensap

Vulnerable students:

• groups of students whose prior attainment may be different from that of other groups
• those who are academically more or less able
• students for whom English is an additional language
• minority ethnic students
• Gypsy, Roma and Traveller children
• children looked after, or care experienced
• students known to be eligible for free school meals
• lesbian, gay and bisexual students
• transgender students
• young carers
• students from low-income backgrounds
• students who suffer from mental health needs

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1. Aims

Our SEND policy and information report aims to:

- set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND)
- explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- we endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.

Teachers provide appropriate learning opportunities for all the children / young people within the school and provide materials appropriate to children's interests and abilities. This ensures that all children / young people have full access to the school curriculum. We make every effort to diminish the difference in attainment between vulnerable groups of learners and others.

English as an Additional Language (EAL) is not considered a Special Educational Need. Adapted work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners. We focus on individual progress as the main indicator of success. We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs. Where we feel that a student may be both EAL and SEND, the EAL coordinator and Inclusion team will work together to further explore this and agree on ways to support the student.

Some students in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these students catch up. Other students will genuinely have special educational needs and this may lead to lower attainment (though not necessarily to underachievement). It is our responsibility to ensure that students with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need(s) and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these students. These will be provided, initially, through additional support funded from the devolved schools' budget.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk) 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 (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report
- School SEND Information Report regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Equality Act 2010
- Education Bill 2011
- Accessibility Plan

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision *which is different to or separate from peers* to be made for them.

They may have a learning difficulty or disability 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 children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCo team:

- SENDCo - Victoria Pearson (victoria.pearson@elawnswood.co.uk)
- Assistant SENDCo - Sophie Sumpter (sophie.sumpter@elawnswood.co.uk)

They will:

- work with the headteacher, deputy headteacher (SEND) and SEND governor 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 pupils with SEND, including those who have EHC plans
- provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- advise on the graduated approach to providing SEND support
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- be the point of contact for external agencies, especially the local authority 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 access arrangements. In addition, Inclusion staff support transition through liaison between families and potential new settings to ensure they are fully aware of student needs
- ensure the school keeps the records of all pupils with SEND up to date
- work with pastoral teams to review pupil Data Collection outcomes and offer advice and guidance in supporting students, reviewing progress of all students as needed
- regularly (half-termly) meet with Subject Leaders (EAL, English and Maths) via our Provision Review meetings, reviewing progress of students in our Access provision and identify students who may benefit from moving out of this / moving in to secure further targeted small group teaching for English, Maths and Key Skills (Key Skills is being delivered to Years 8 and 9 only for the 2026-2027 academic year, replacing a Modern Foreign Language).

4.2 The SEND governor

The SEND governor will:

- help to raise awareness of SEND issues at governing board meetings
- monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- work with the headteacher and SENDCo/Assistant SENDCo to determine the strategic development of the SEND policy and provision in the school.

4.3 The headteacher

The headteacher will:

- work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- have overall responsibility for the provision and progress of learners with SEND.

4.4 Class teachers

Each class teacher is responsible for:

- the progress and development of every pupil in their class, in line with the SEND Code of Practice, 6.36
- working closely with any Teaching 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 SENDCo to review each pupil's progress and development and decide on any changes to provision ensuring they follow this SEND policy.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, Autism, speech and language difficulties
- **Cognition and learning,** for example, Dyslexia, Developmental Coordination Disorder (formerly known as Dyspraxia)
- **Sensory and/or physical needs,** for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- **Social, emotional and mental health** difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stage attainment data, where appropriate and available. We use a range of baseline assessment and prior phase information including, but not limited to:

- Year 6 teacher assessment
- Year 6 SATs external data
- NGRT Reading Tests (all students complete these twice a year)
- CATS tests (carried out at the start of Year 7)
- EAL proficiency tests
- a range of commercially available assessments to provide more detailed information around a particular area of need.

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.

Inclusion team members may also assess students in areas other than attainment, e.g. social communication needs, personal organisation, improvement in Class Charts Data.

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

We have a referral system in school (submitted by Pastoral, Inclusion and other key staff, e.g.: Attendance Officer), to the 'Guidance and Support Team', which includes a range of professionals - AHT DSL, AHT SEND and Transition, AHT Behaviour and Attitudes, SENDCO, SEND Assessor. This can help lead to further referrals being made for support, e.g.: Speech and Language assessment.

The team meet bi-weekly and will consider further actions as part of the 'Assess-Plan-Do-Review' cycle, alongside consideration of new referrals for SEND screening, e.g. Speech and Language assessment.

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.

5.3 Consulting and involving pupils and parents / carers

We (Inclusion team and/or Pastoral teams) will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the student's areas of strength and difficulty
- we take into account the parent/carer views
- 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 student's record and can be shared with parents/carers.

We will formally notify parents when it is decided that a pupil will receive SEND support and will review students' SEND provision on a regular basis, liaising with Heads of Year, Heads of Department and Pastoral Teams.

Furthermore, at Lawnswood School we commit to:

- **listening to student voice**
- working effectively with all other agencies supporting children and their parents/carers
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- following a strength, not deficit-focused view of the young person as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all students, in particular, those not making expected progress and, for some students identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services.

- providing all information in an accessible way including, where necessary, translated information for parents/carers with English as an Additional Language or who may need extra support such as BSL interpreting support
- We also recognise that all students have the right to be involved in making decisions and exercising choice.
- In most lessons, all students are involved in monitoring and reviewing their progress through the use of layered targets.

We (Inclusion, Pastoral teams and class teachers) endeavour to fully involve all students by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets (for some students with special educational needs)
- monitor their success at achieving the targets on their Pupil Passports, Individual Behaviour Plans, Individual Language Plans and the agreed outcomes on their SEND Student Passport (support plan) or EHCP
- giving them the chance to review Pupil Passports with form tutors annually to provide them with the opportunity to share their views and what works well to help them succeed.

5.4 Assessing and reviewing students' progress towards outcomes: academic and SEND-focused

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

Class teacher assessment / raising concerns:

The subject teacher will work with Faculty Leader, SENDCO team and Heads of Year to carry out a clear analysis of students' needs and attainment, both as part of our standard Data Collection process (reports are issued regularly throughout the year for all year groups) and if they have concerns. This will draw on:

- the teacher's assessment and experience of the student
- their previous progress and attainment or behaviour
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- the views and experience of parents/carers
- the student's own views
- advice from external support services, if relevant
- the assessment will be reviewed regularly.

Furthermore, there is an expectation that all staff can contribute to the APDR cycle and information will be sought (e.g. via Provision Map Round Robin) from all relevant colleagues prior to formal reviews of students' progress, as this is not limited strictly to the classroom

environment, as assessment needs to be considered in the widest terms (for example, assessment of progress around personal development, or social skills).

This could include information from form tutors, pastoral colleagues or other trusted adults who work directly with students.

All teachers and support staff who work with the student 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.

Meetings also take place between Heads of Year and the SENDCo to review whole year group Data Collections and discuss student progress / identify students who may need further support.

As noted in section 4.1, half-termly Provision Review meetings with Subject Leaders (EAL, English and Maths) to review progress of students in our Access provision and identify students who may benefit from moving out of this / moving in to secure further targeted small group teaching for English, Maths and Key Skills.

5.5 Supporting students moving between phases and preparing for adulthood

Moving into Y7:

- We also aim to visit students in their current setting and will meet (via phone/email/Teams) with their current teacher, the SENDCo and parents/carers, where possible.
- Where students have EHCPs, further extended planning takes place between the primary and Lawnswood.
- Targeted students are invited in for a further small transition day ahead of the two main transition days in June of the year they join us.
- All students and parents/carers are invited to bring their child in for a further 1:1 tour with a member of Senior, Pastoral or Inclusion staff to discuss any issues.
- We seek advice and feedback from families and students to help inform the pupil passport prepared for SEND students is as detailed as relevant as possible.

Moving to post-16 provision:

- All students in KS4 receive an initial appointment with Mrs. Gill, our Careers advisor, who liaises with providers and parents/carers. Further appointments are available if needed.
- Mrs. Gill works with Pastoral and Inclusion staff to further discuss student needs and to help guide support.
- We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this.
- We will ensure early and timely planning for transfer to a student's next phase of education and, in the year before the year in which they leave, will offer transition

meetings to all students in receipt of additional SEND support and all those with Educational Health Care Plans and students with Funding for Inclusion (FFI).

Please note that Leeds City Council are in the process of phasing out FFI funding. Following a phased timetable over 3-6 years, students with FFI will be considered for EHCPs instead: https://www.leedslocaloffer.org.uk/education/send-and-inclusion-transformation

- Students with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator, which are shared with SENSAP (Leeds City Council's SEND team) by November of Year 11 (in line with their requirements for transition processes) to allow for timely consultations with post-16 providers in the Spring term of Year 11.
- A transition timeline will be produced, with specific responsibilities identified.
- If needed, support for the students in coming to terms with moving on will be carefully planned and will include familiarisation visits and an additional transition day, where they are able to visit their new setting in a smaller group.
- Students and parents/carers will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.
- Parents will be given a reliable named contact at the next phase provider with whom the SEND team will liaise to share pertinent information.

5.6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in supporting our SEND students. This will be adapted for individual students. All SEND students have a pupil passport (which may be known elsewhere as a support plan or individual learning plan / ILP) which is shared with teachers and support staff. It includes:

- information that students and parents would like teachers to know
- Things students may find difficult
- interests and strengths; self-help strategies
- things that teachers or support staff can do in the classroom to adapt the curriculum and/or environment
- Targets.

Pupil passports are reviewed by Inclusion team colleagues and the student's form tutor, and updated should there be further assessments, e.g.: Speech and Language assessment. We welcome parent/carer feedback to help make these as relevant and meaningful as possible.

5.7 Adaptations to the curriculum and learning environment

Adaptations to the curriculum and learning environment include, but are not limited to:

- planning adaptive teaching of our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work at appropriate times and where possible, teaching style, content of the lesson.
- adapting our resources and staffing
- using recommended aids, such as radio aids, laptops, coloured overlays where recommended by an optician / suitably qualified professional (we are unable to assess this in school), visual timetables, larger font, etc.
- using adaptive teaching strategies, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud
- ensuring that students are seated in an appropriate place to learn for their needs (e.g. with direct line visibility, close to the front for hearing and/or visually impaired students)
- ensuring that the layout of the classroom is appropriate, where possible, for students.

5.8 Additional support for learning

In line with the graduated response, we offer a tiered approach to additional support for learning that enables students to access the curriculum.

In addition to Wave 1 or Ordinarily Available Provision/high quality teaching, we offer:

Targeted (or Wave 2) interventions:

- Academic mentoring: introduced in 2025, this provides targeted subject support for Y11 SEND students, mostly in CORE (English/Maths/Science) subjects, delivered by TAs with support from the Access subject leader. Students are identified through data analysis by the Head of Year and SENDCo
- Access provision in English/Maths and Key Skills (Key Skills for Years 8 and 9 only, 2026-2027) for students who are working significantly below age related expectations, as identified by both SATS and primary teacher feedback. We employ two experienced primary trained colleagues to support the delivery of this provision at KS3, along with subject specialist secondary teachers for English at Y8 and above. We also have a highly experienced HLTA who provides further teaching and support in Maths.
- Dyslexia support programmes: small group support lessons delivered by Access subject leader and Assistant SENDCo
- LEGO Club, with training provided by our Autism Lead Practitioner and delivered by TAs / Acccess subject leader
- Small group Maths support at KS4, delivered by Maths HLTA
- Paired reading: a peer mentoring programme, delivered by Sixth Formers, who are trained by our Access Subject Lead and Literacy Coordinator
- Phonics: for students working substantially below peers, delivered by Access subject leader and Assistant SENDCo in Years 7 and 8
- Reciprocal Reading (for readers meeting age related expectations in fluency but not comprehension), delivered by trained teachers
- SEMH support and therapeutic intervention 1-2-1 and small group, delivered by Inclusion and Pastoral staff

- Speech and Language interventions: guided by assessments carried out by NHS SALT and carried out by both SALT and some TA colleagues
- At KS4, we also offer the ASDAN PEQ course for a small group of students with a focus on employability and life skills, delivered by the SENDCo.

Bespoke (or Wave 3) interventions:

Some students may require a highly bespoke offer that involve our own internal provision and alternative providers:

- Internal SEMH provision (The Link) for students with significant SEMH needs for KS3 and KS4 with their own bespoke classrooms and sensory areas. We employ a dedicated SEMH Teacher and Link Lead Teacher, alongside a Learning Mentor and specialist SEMH TAs to support these provisions. This sits alongside a bespoke curriculum offer with subject specialists. Students may also attend mainstream lessons as part of their Link offer
- KS3 Reset programme: this is run by both the Link and key Pastoral staff, aimed at a small number of students with emerging SEMH needs. This provides a CORE subject offer alongside small-group work aimed at developing anger management, emotional regulation etc.
- Some students also access part of their education through our Link offer and part through vocational and alternative providers
- Hub provision: aimed at students experiencing SEMH (anxiety/EBSA) needs, this is run by our experienced HLTA who liaises with subject teachers to provide both a therapeutic and subject offer. The aim of the Hub is always to support students in re-engaging more fully with a mainstream curriculum. <u>All sessions are timetabled, rather than providing a 'drop-in' provision, which we do not offer as a school.</u>
- Occasionally, it may be necessary to provide individual tuition for students.

5.9 Expertise and training of staff

We aim to keep all staff up to date with relevant training and developments to deliver high quality teaching and interventions to meet the needs of SEND students.

We are continually refreshing practice, examples of staff training including Red Kite SENDCo Cluster meetings, Leeds' annual SENDCo conference, Masters' qualification in Leadership (successfully completed Summer 2026 by our Access subject leader), regular Leeds' SENDCo networks and Autism Lead Practitioner meetings. TAs receive regular training, through The National College, the Access subject leader / SENDCo team, and external providers such as the DAHIT team.

All staff attend mandatory safeguarding, KCSIE and PREVENT training annually. During the Autumn term 2026 all staff will complete further training on allergies via the National College alongside EpiPen training.

Our SENDCO has 27 years' teaching experience, including 10 years as a Head of Year / Director of Learning and several years as the leader of an Enhanced Resource Provision

(Autism) before qualifying as a SENDCo. The SENDCo is also a member of the Extended Leadership Team.

Our SENDCo is supported by an Assistant SENDCo and Deputy Headteacher, the latter also acts as the strategic lead for SEND and Inclusion.

Both the SENDCo and Assistant SENDCo have the NASENCO award, which is mandatory for all SENDCos.

In addition to the SENDCO, we also have:

- Access Subject Leader, who manages Wave 2 provision within Inclusion and leads the TA team and oversees their timetable and interventions.
- Assistant SENDCo / Access and Inclusion Teacher. Both of these colleagues are highly experienced practitioners, having worked across a range of primary settings and now at Lawnswood.
- 7 (currently) Curriculum TAs
- 2 HLTAs: Maths and Hub provision
- Link Lead Teacher
- SEMH support worker: 1:1 support with targeted students
- SEMH Teacher: Link
- SEMH TAs: Link provision
- SEND Assessor (Exam Access Assessor and SEND screening) and Operations Lead.

5.10 Securing equipment and facilities

When specialist equipment or a high level of staffing support is required to support a student with special educational needs, our school will fund this as additional SEND support up to £6,000 per annum for each individual student. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding. We may also consider applying for an EHCP to help secure further support and funding.

- Specialist equipment and expertise in relation to its use will be purchased, hired and/or commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

5.11 Evaluating the effectiveness of SEND provision

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Annual reviews for Education Health Care Plans and High Needs pupils with FFI
- Form and Inclusion team members' reviews of Pupil Passports with students to review progress
- Targeted (one year group is focused on at a time) Quality assurance checks half termly - involving Learning Walks and book scrutiny/work sampling, carried out by Inclusion, SLT and other middle leader teams
- Classroom observation by the SENDCO, subject leaders, SLT
- Ongoing assessment of progress made by intervention groups
- Scrutiny of planning
- Informal feedback from all staff
- Liaison between SENDCo and key school support staff: Attendance officer, Careers advisor and Children and Family Support workers.
- Student progress tracking using assessment data (whole-school processes) and regular meetings between Heads of Year and SENDCo to review progress and identify concerns
- Attendance records and liaison with AIO
- Regular consultation and review meetings with outside agencies
- Bi-weekly Guidance and Support team meetings with SENDCo, AHTs and SEND operations lead.
- Half termly progress review meetings with EAL/English/Maths staff and the Inclusion team
- Weekly meetings with Deputy Headteacher and SENDCo to review SEND
- Bi-weekly meetings with SENDCo and Inclusion Leads to review SEND
- Bi-weekly supervision meetings between SENDCo and Assistant SENDCo/Access Subject Leader and HLTA Hub)
- Headteacher's report to parents and governors
- SENDCo liaison and meetings with SEND governor.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We aim to create a school community that promotes inclusion in the widest sense: inside and outside the classroom and students' academic and personal development, ensuring that no student is treated differently because of their SEND or disability.

- Students have opportunities for social interaction with their peers; this can be supported by TAs at mealtimes if necessary and capacity permits this, taking place in an appropriate environment (e.g. a quieter space)
- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after school clubs. Students can be supported to attend these and participate in these with a TA
- All pupils are encouraged to go on our residential trips and support is provided.

- No pupil is ever excluded from taking part in these activities because of their SEND needs
- The Inclusion team is working to further extend and cement the range of visits and activities led by our team and open to SEND students, e.g.: annual York trip for KS3 students.

Admission arrangements

Lawnswood is a fully inclusive school and remains committed to this.

- No child will be refused admission to school on the basis of their special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.
- Our Accessibility Plan outlines how the physical environment enables disabled students to take better advantage of the education, benefits, facilities and services provided. It also outlines how we improve the availability of accessible information to disabled students.

Our Accessibility Plan can be found here:

https://www.lawnswoodschool.co.uk/key-information/our-policies/

5.13 Support for improving emotional and social development

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

- all students have a form tutor and some students with SEND will also be allocated a key worker for daily or periodic check ins: this could be a TA or Pastoral Support Worker
- each year team is supported by Head of Year, Year Manager and Pastoral Support Worker to promote emotional and social development. Pastoral Support Workers also offer some targeted interventions for students
- we also have 2 Family Support Workers and an Attendance Improvement Officer who liaise closely with families
- we also have our own in school SEMH worker, school counsellors and can access cluster support, as well as our own bespoke SEMH provisions (the Link and the Hub) for students who experience SEMH difficulties as a primary need.
- Our PSHE curriculum promotes the social and emotional development of all students and we also offer bespoke and additional PSHE sessions to meet the needs of students with SEND.
- We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

We also work closely with the following agencies to provide appropriate support for SEND students:

- AIP (Area Inclusion Partnership)

- CAMHS (Child and Adolescent Mental Health Services)
- DAHIT (Deaf and Hearing Impaired team)
- Educational Psychology (via Leeds City Council Team and currently further school-commissioned support via Oakspace Psychology, https://www.oakspacepsychology.co.uk/)
- Headingley and Kirkstall Cluster Partnership
- NHS Speech and Language (SALT)
- Occupational Health
- SENIT (complex needs)
- IAT (Inclusion Advisory Team): these cover several areas, including:
  - Cognition and Learning
  - Communication and Interaction including Autism (formerly STARS- Autism-team)
  - SEMH (formerly LCC SEMH team) https://www.leedsforlearning.co.uk/Article/182191
- Social Services
- VIT (Visually Impaired team)

5.15 Wider Inclusion

Inclusion of Students with English as an Additional Language

Definition

A student who has English as an Additional Language is a student whose first language is not English and who uses that language on a regular basis inside or outside of school. EAL students are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all students regardless of ethnic, cultural or linguistic heritage. We aim to include all students and parents/carers in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

• The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

• Under-achieving students and students with EAL who do not have SEND will not be placed on the list of students being offered additional SEN support.

Admissions

No student will be refused admission on the basis of ethnicity or EAL. Students who have EAL will be admitted under the same criteria as any other student applying for a school place. Where parents/carers do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide

key information about our school. On admission, the student will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Students with EAL will have full access to mainstream provision regardless of their proficiency in English.

Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1/Ordinarily Available Provision and, where appropriate, Wave 2 teaching.

The following provision can be expected:

• There is an initial assessment of EAL

• Home language assessments are carried out

• We use a combination of QCA and NASSEA steps to assess levels

• Individual language Plans are created for all EAL students and progressed monitored regularly by the EAL Coordinator

• New starter meetings are held for parents/ carers after students have been in school for 6 weeks.

• A further mother tongue assessment may be applicable where SEND is known or where further information needs to be gathered in the student's first language

• Students will be placed in sets and groups which match their academic ability, where students are in sets. If the class is mixed ability, careful consideration will be given to the 'best fit' class. Initially this may be in a middle-ability set until the student's academic strengths can be more fully assessed. Students will not be placed with SEND students unless SEND is indicated.

• Work in class will be differentiated for the students to lessen linguistic difficulties without significantly reducing academic challenge. Adapted home learning will be provided to enable the student to improve their knowledge and use of English and to participate in home learning activities on an equal basis with their peers.

• Additional support for students may be given through: first language resources and translation facilities; teaching support on a one-to-one or small group basis, peer group support; pre-teaching of key concepts and vocabulary.

• Any withdrawal is in line with curriculum needs and reviewed at regular intervals.

• Where necessary, catch-up work will be provided for students arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where students are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.

• Progress of EAL students will be monitored against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made an agreement between the class teacher and the EAL Coordinator. Provision will be

recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The student will not be placed on the SEND register for reasons of EAL.

Parental support

We recognise that some parents / carers who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format. This also applies during the meeting to review new starters' progress after 6 weeks.

English as an Additional Language Coordinator (EAL): roles and responsibilities

The EAL Coordinator will oversee the day-to-day operation of this policy in the following ways:

• maintenance of a list of students with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map, with an individual language plan shared with all staff

• in collaboration with the SENDCo and Assistant Headteacher SEND and Inclusion, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds

• advising on and coordinating provision for children with additional needs relating to ethnic or linguistic background

• working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice

• managing other classroom staff involved in supporting ethnic/linguistic minorities

• overseeing the initial and ongoing assessment records on all children with EAL

• liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.

• meeting at least termly to review the linguistic progress of children learning EAL and establish next steps in learning

• in collaboration with the SENDCo and the Assistant Headteacher, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds, attending half-termly provision review meetings with Heads of English, Maths, SENDCo and Head of Access Curriculum

• in collaboration with the SENDCo **team** ~~/Assistant SENDCo and~~ the Assistant Headteacher SEND and Inclusion, overseeing the smooth running of transition arrangements and transfer of information for Year 6 students with EAL

• liaising with the SENDCo team to identify EAL students with potential SEND, providing a detailed summary and supporting the SENDCo team in further work, e.g.: meetings with parents/carers, contributing to EHCP applications

• contributing to the in-service training of staff

• supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school

• advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum

• advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information

• attending EAL Coordinator network meetings and training as appropriate.

• liaising with the school's SEND and Inclusion Governor, via the Senior Leadership Team and SENDCO, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities

• liaising closely with a range of outside agencies to support ethnic and linguistic minority learners.

• Specialist equipment and expertise in relation to its use will be purchased, hired and/or commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

• All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Inclusion of Students who are Looked After in Local Authority Care

Our school recognises that children/young people who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development. There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school:

- placement instability
- unsatisfactory educational experiences of many carers
- too much time out of school
- insufficient help if they fall behind
- unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (the name of the current designated teacher at our school is given at the end of this inclusion policy).

The responsibilities of our designated teacher include:

• monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school

• ensuring that children who are 'looked after' have access to the appropriate network of support

• checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months

• ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals

• preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)

• discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.

• liaising with the child's social worker to ensure that there is effective communication at all times

• celebrating the child's successes and acknowledge the progress they are making.

• reporting to school governors

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance and suspensions.

5.16 Complaints about SEND provision

If there are any complaints relating to the provision for children with SEN or EAL, these will be dealt with in the first instance by the SENDCO or EAL Coordinator; if unresolved, by the Assistant Headteacher SEND and Inclusion. The governor with specific responsibility for SEN/inclusion may be involved if necessary.

In the case of an unresolved complaint, the issue should be taken through the general complaints procedure (see separate Complaints Policy)

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- suspensions
- provision of education and associated services
- making reasonable adjustments, including the provision of auxiliary aids and services.

Further details can be found on the school website: https://www.lawnswoodschool.co.uk/key-information/our-policies/

5.17 Contact details of support services for parents of pupils with SEND

Support services can be found here:

https://www.leeds.gov.uk/schools-and-education/support-for-pupils-with-send

https://www.leedslocaloffer.org.uk/advice-and-support

https://sendiass.leeds.gov.uk/parents-and-carers

5.18 Contact details for raising concerns

- Victoria Pearson, SENDCo: victoria.pearson@elawnswood.co.uk
- Sophie Sumpter, Assistant SENDCo: sophie.sumpter@elawnswood.co.uk
- Michelle Harris, Assistant Headteacher and Looked after Children Designated Teacher): michelle.harris@elawnswood.co.uk
- Martin Truscott, Deputy Headteacher with responsibility for SEND and Inclusion: martin.truscott@elawnswood.co.uk

5.19 The local authority local offer

The local offer can be found here: https://www.leedslocaloffer.org.uk/

6. Monitoring arrangements

- This policy and information report will be reviewed by the Deputy Headteacher for SEND and Inclusion and SENDCo annually. It will also be updated if any changes to the information are made during the year.
- It will be approved by the governing board.

7. Links with other policies and documents

The following policies can be found here: https://www.lawnswoodschool.co.uk/key-information/our-policies/

- Accessibility plan
- Behaviour Relationship policy
- Equality and Diversity policy and objectives
- Health and Safety Policy