



Lady Margaret School

POLICY TO PROVIDE FOR THE INCLUSION OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS, LEARNING DIFFICULTIES AND DISABILITIES (SEND POLICY)

**Reviewed: March 2021
Next Review: March 2022**

Lady Margaret School is a Christian community. We believe that every student is made in the image of God, that we will provide opportunities for all our students to develop their 'goodly heritage'.

Lady Margaret School is committed to offering an inclusive curriculum to ensure the best possible progress for all our students whatever their needs or abilities within the constraints of our site and budget. We use the following definitions of SEND:

- Students have SEND if they have a learning difficulty which calls for special educational provision to be made for them.
- Students with a disability have SEND if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school.

1. AIMS OF THIS POLICY

Through this policy we will:

- a) Ensure that the SEND Code of Practice guidelines are adhered to
- b) Identify, assess and meet the needs of students with special educational needs
- c) Provide an appropriate curriculum for students with special educational needs, ensuring that it is broad and balanced
- d) Liaise with outside agencies and other professionals to enhance our provision
- e) Track and monitor student progress effectively
- f) Support staff in the creation of appropriate resources and the delivery of differentiated lessons and to raise awareness and understanding of students' special educational needs
- g) Support the inclusion of SEND students in mainstream classes, wherever possible
- h) Drive a whole school commitment to raising the attainment and achievement of students with special educational needs

- i) Identify students requiring exam access arrangements and ensure that the appropriate arrangements are put in place
- j) Support the Hammersmith and Fulham SEND offer

2. LEGISLATION AND GUIDANCE

This policy 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 (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement.

3. PROCEDURES

SEN Co-ordinator (SENCo)

The SENCo leads on SEND provision under the leadership of the Deputy Headteacher (Pupil Progress). We have a named SEND Link Governor.

Specific responsibilities of SEND leadership include:

- overseeing the day-to-day operation of the school's SEND policy
- overseeing the assessment of students who have been identified as having special educational needs, developing IEPs and implementing support as necessary
- co-ordinating provision for all students with SEND
- liaising with and advising teachers
- managing Learning Support Assistants
- overseeing the records of all students with SEND
- liaising with parents
- contributing to professional development for staff
- liaising with H&F support services and other external agencies
- assessment and implementation of access arrangements for public examinations

Admission Arrangements

Places are given to students with EHCPs which name Lady Margaret School, unless the school is unsuited to the child's age, ability, aptitude or special needs, or the placement would be incompatible with the efficient education of the other students or with the efficient use of resources. The decision to admit or not to admit will be taken after consideration of any reasonable steps which the school could take to prevent the incompatibility.

Specialised Provision

The school has a small team of Learning Support Assistants co-ordinated by the SENCo. The caring atmosphere of the school, and the commitment and dedication of all the staff to the progress of each individual further enhance this specialist support. This gives students with SEND

the emotional stability and confidence to overcome many difficulties and to realise their full potential in every area of school life.

Details of the provision may be found within our Local Offer.

Identification and Observation of Students with SEND

A student has SEND if she has a learning difficulty or condition that calls for special educational provision to be made for her. This might cover a range of need or concern. For example:

Cognitive:	literacy numeracy specific learning difficulty short concentration span difficulty in sequencing difficulty in following instructions difficulty in memorising moderate learning difficulty organisational difficulties
Physical	hearing impairment sight impairment speech/language impairment poor motor skills difficulties with co-ordination illness
Emotional	behaviour problems anxiety lack of self esteem a tendency to withdraw social isolation difficulty in making relationships

When a student is identified as potentially having a special educational need the SENCo determines what provision, further support and assessment is necessary. The SENCo will liaise with teaching staff, parents, and all external professionals involved to assess the level of need and make recommendations for provision.

The SENCo will oversee the development of an Individual Education Plan for that student. An Individual Education Plan (IEP) is reviewed annually for each student of SEND. This contains agreed targets and strategies for students which all relevant members of staff must implement to meet the needs of the student. It may also include support with the differentiation or modification of teaching and learning materials, in-class support and/or withdrawal for more targeted support or support with study skills.

The SENCo and SEND staff are available to give advice to teachers in helping all students on the SEND register.

Parental Involvement

Every effort is made to enlist the active involvement of parents of students with SEND in the education of their children. Parents' views contribute to SEND provision at all the stages of

assessment and they receive IEPs and review information regularly throughout the school year. They may also contact the school to request information from or a meeting with the SENCo or SEND staff.

Application for an Education, Health and Care Plan (EHCP)

If it is considered at a review meeting that a student's difficulties are so severe that her needs cannot be met within the school-based stages, the SENCo or parent may apply to the Local Authority (LA) for an EHCP assessment. If the LA decides not to grant an EHCP, the student is moved to the status of SEND support. This is handled through the school. If a student is granted an EHCP the LA will be involved in funding the resources to meet the student's needs and monitoring the progress of the student and the effectiveness of the provision. The EHCP is reviewed annually.

Students' Spiritual, Moral, Social and Cultural Development

Students with SEND are valued and learn to value each other. They learn that everyone is given talents and the SEND policy of the school, in line with other policies, aims to find each child's potential in order to develop it. Talents can be discovered and encouraged in a small SEND group when students have the opportunity to talk and there is time to listen and nurture potential.

Reviews

Students are involved in our Review cycle. This involves:

- Identifying concerns and plan an appropriate strategy, taking into account how the student learns the best
- Carrying out the plan and then reviewing how it's working.
- Seeking alternative educational provision, where a mainstream setting is unsuitable.

4. MONITORING AND REVIEW

Monitoring

The SENCo is responsible for monitoring the implementation of the policy and will supply on-going information to the Leadership Group on the following:

- a) A termly updated SEND register and monitoring list
- b) IEPs
- c) The Departmental Reports and Development Plans for the SEND department
- d) The use of resources to meet the needs of students with SEND
- e) Opportunities for staff development
- f) The regular meetings of the SENCo with the Deputy Headteacher

Review

This policy is reviewed annually and the following success criteria are applied:

- a) Are the identification, assessment, provision and review procedures understood and implemented by the staff?
- b) Is there effective involvement and liaison with SEND staff, outside agencies, other departments, form tutors, subject teachers and Leadership Group and parents?
- c) Is there effective resourcing for students with SEND within the constraints of the school budget?
- d) Are there any areas of the policy that need modification, change or development?

Access for Students with Physical Disabilities

There is full disabled access to the Olivier Centre and limited access to A, B and C Block via lifts. However, there are stairs in some parts of the listed building.

Use of Financial Resources

Resources for the SEND department are provided by a) the SEND allowance for students with EHCPs and b) notional funding, part of which provides the salary for the Learning Support Assistants and budget for SEND materials.

The Induction of Members of Staff

The SENCo highlights and explains the most relevant sections to ensure that members of staff understand the procedures for identification, assessment, provision and review of students with SEND. He/she also gives guidance and support to new Learning Support Assistants and carries out their performance management.

The Governors' Role

The governors are responsible for ensuring that the necessary provision is made for those students on the SEND register and that the SEND policy is fully implemented.

The link governor, on behalf of the governors, monitors the implementation and development of the SEND policy and the funding and staff arrangements. He/she ensures that students with SEND participate in school activities and checks that parents are kept informed of the policy and procedures, where necessary.

5. REPORTING

Reporting to Governors

The school reports to the governors on the following:

- a) The number of students with EHCP plans applying to the school
- b) The range of need in the school
- c) The provision made for those needs
- d) Any significant changes in the procedures
- e) How resources have been allocated to and among students with SEND
- f) Staff development
- g) The monitoring and implementation of the policy

Reporting to Hammersmith and Fulham

The school reports to Hammersmith and Fulham on the following:

- a) The number of students at different stages on the EHCP/SEND Support stage
- b) The use of resources allocated through an EHCP and its impact on the student
- c) The progress of students with an EHCP

6. CONTINUING PROFESSIONAL DEVELOPMENT

All members of staff receive training on Special Educational Needs through the School's In Service Training Days and staff are made aware of any SEND courses held inside and outside the Borough. Courses are also made available for those teachers and Learning Support Assistants seeking

specialist information and training in the teaching of students with particular disabilities. The SENCo also provides any specialist information needed by teachers and Teaching Assistants or arranges for them to see relevant specialists in addressing the needs of students with particular disabilities. He/she also contributes to in-service training on the Code of Practice and the SEND policy and any new developments in the area of SEND.

7. COMPLAINTS

Any parent wishing to make a complaint about the SEND provision made for their child at Lady Margaret School should put their complaint in writing to the Headteacher who will consult the relevant teachers. An initial reply will be sent within a week and further action taken as appropriate. If a parent has further concerns they must follow the same procedure as set out in the School's Complaints Policy.

A separate statutory procedure is in place for children with EHC plans which is co-ordinated by their Local Authority.