



Lakeside  
School  
Learning for life

Special Educational Needs (SEN)  
POLICY DOCUMENT

Approved by: **Lynnette Johnson** Date: 12 February 2021

Last reviewed on: **February 2024**

Next review due by: **February 2026**

## Introduction

This policy is currently based on the DfE's statutory guidance 'Special educational needs and disability code of practice 0 to 25 years' (January 2015), which gives practical guidance to schools on how to implement their statutory responsibilities in relation to pupils with SEN, in Part IV of the Education Act 1996. During 2011, the government conducted a consultation on provision for pupils with SEN, Support and aspiration: a new approach to special educational needs and disability, the outcomes of which will probably lead to changes in legislation. The governing body will review this policy in the light of any new legislation.

## Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2015, p 15)

## Definition of disability

Many pupils and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more pupils than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEN Code of Practice (2015, p16).

All pupils at Lakeside School have severe learning difficulties that are defined in an Education, Health and Care Plan (EHCP). Lakeside School provides a broad and balanced curriculum for all pupils, which meets the specific needs of individuals and groups of pupils. When planning, teachers set suitable learning challenges and respond to pupils' diverse learning needs. Lakeside School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, multi sensory impairments, processing difficulties, epilepsy
- Profound and multiple learning difficulties

## Aims and objectives

In making provision for pupils with complex SEN, our aims and objectives are:

- to create a learning environment that meets the special educational needs of each child;
- to ensure that the special educational needs of pupils are identified, assessed and provided for from the earliest possible age; to ensure that all partners in the process of meeting a child's individual needs understand and fulfil their responsibilities;
- to ensure, in particular, that all school staff understand and fulfil their roles and responsibilities in providing for pupils's complex special educational needs; to have the highest expectations of the progress in learning which can be achieved by all individual pupils, regardless of their individual needs;
- to enable all pupils, including those with complex SEN, to have full access to all elements of the school curriculum, and to maximise their learning and achievement;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that, wherever possible and appropriate, pupils with complex SEN have a voice in deciding how their individual needs might best be met;
- to ensure that all necessary resources are made available to meet pupils' individual needs.

### Educational inclusion

At Lakeside School, we aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations of all our pupils and strive to put these into practice through the removal of barriers to learning and participation. We want all our pupils to feel that they are a valued part of our school and the wider community.

Through appropriate curricular provision, we respect the fact that pupils:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to pupils' needs by:

- planning to meet pupils' individual learning needs by recognising a range of learning styles - particularly the visual and kinaesthetic approaches to learning – and using a wide range of teaching and learning strategies;
- planning for pupils' full participation in learning, and in physical and practical activities;
- helping pupils to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly during trauma or stress, so that they are able to participate fully in the learning opportunities which the school offers.

### Assessment of need and the 'graduated response

At Lakeside School we assess and identify individual needs at an early stage to formulate an individual education plan, through:

- Baseline assessment

- Target setting with the multi disciplinary team and parents/carers
- Monitoring and evaluating progress using Lakeside Levels/EYFS Steps/SCERTS/Routes for learning/Engagement Model and AQA Unit Award assessments

Collaborate with other professionals to provide a multi-disciplinary approach in addressing the individual needs of all pupils through:

- The target setting process
- The annual review process
- Transition planning
- Teacher assessment
- Joint planning with other professionals including Speech & Language Therapists, Physiotherapists, Occupational Therapists, Whole Child Therapists, Advisory Teachers for VI/HI and MSI.

### The role of the Headteacher

The Headteacher is the named 'responsible person' for ensuring that the needs of pupils with special educational needs are met.

The Headteacher oversees and line manages the work of the Assessment Manager, liaises with the LA, monitors and evaluates this Special Educational Needs Policy and reports to the Governing Body

### The role of the Governing Body

The governing body has due regard to the SEN Code of Practice when carrying out its duties toward all pupils with complex special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having complex special educational needs. The governors ensure that all teachers are aware of the importance of providing for these pupils. The governing body ensures that parents or carers are notified of any decision by the school that additional SEN provision is to be made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with complex special educational needs. The 'responsible person' in this school is the Headteacher. The Headteacher ensures that all those who teach a pupil with an Education, Health and Care Plan are aware of the nature of the plan.

The SEN governor liaises closely with the Curriculum & Assessment Manager and ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel, and the effectiveness of this policy.

### The role of the Curriculum & Assessment Manager

The Assessment Manager (Deputy Headteacher) manages the day-to-day operation of our SEN Policy, supports and advises colleagues, oversees all assessments of the progress made by all pupils with SEN and arranges review meetings.

### Allocation of resources

The Headteacher, in partnership with the Curriculum & Assessment Manager, is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school.

The Headteacher informs the governing body of how the funding is allocated to support complex special educational needs.

### Staffing

Classrooms have a high staffing ratio. The minimum ratio is 5 staff (LSAs and Nursery Nurses) to 10 pupils plus a teacher.

The Head Teacher leads the Autism/Behaviour Team.

The Deputy Head Teacher leads the Extended Learning Department, Sensory Provision and has responsibility for Assessment/Children Looked After.

Lakeside School has:

- MOVE Co-ordinator
- Intensive Interaction Trainer
- Specialist Swimming Teacher
- Four Designated Teachers for Child Protection
- Moving & Handling Trainer
- School Nurses on site at all times
- Two Signalong Tutors
- Four Therapeutic Thinking Tutors

Lakeside provides facilities for the Community Paediatric Consultant to hold clinics twice a month. Orthotic clinics are provided on a regular basis. The school has regular consultations with the dietician, audiologist, advisory teachers for HI and VI/MSI.

Physiotherapy is provided for all pupils who have the need for this service.

The Local Authority provides Speech Therapy services through the Trust.

### Partnership with parents and carers

The school works closely with all parents and carers in the support of their children. We encourage an active partnership through:

- An open door policy
- Annual Reviews
- Target Setting
- Parents' Evenings
- Parents groups
- Workshops with therapists
- Home School Books

- The PTA
- Social Events

### Monitoring and Review

The Headteacher and Deputy Headteacher monitor the progress of all pupils at Lakeside.

The Headteacher and Deputy Headteacher are involved in supporting teachers to assess achievement and set targets for the pupils in their classes.

The Governing Body will review this policy every two years, or sooner if necessary, or in response to changes in National SEN policy.