



LWS Academy

Montefiore Drive, Sarisbury Green, Southampton SO31 7NL

Email: enquiries@lws.gfmat.org

Tel: (01489) 582 684

<https://lordwilson.org.uk>

Special Educational Needs Policy

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1. Aims

Our SEN policy and information report aims to:

- Set out how our academy will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The primary learning need for the students who are referred to LWS Academy has been identified under the SEN category of Social, Emotional, and Mental Health (SEMH). This is a school, so our approach is from an educational perspective, and its role is to facilitate learning, personal and social development. Some emotional problems result from frustrations associated with other learning difficulties. Other problems may only become apparent once the students' behaviour has settled and they begin to be motivated to learn. Most students have other associated difficulties identified on their Education, Health and Care plans and may include, ADHD, Autistic Spectrum Condition, learning difficulties, conduct disorders, sensory impairment, trauma related difficulties, etc.

Our primary aims are:

- To organise the academy in such a way that students with SEMH difficulties are motivated, given opportunity, and encouraged to achieve success.
- To help students manage their emotions through co-regulation leading to self regulation.
- To identify and address other learning difficulties, in particular literacy and numeracy difficulties.



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HOW WE ADDRESS SPECIAL NEEDS

Within the Academy, students' Special Educational Needs most commonly manifest themselves as either, a conduct disorder, a mental health difficulty, and/or emotional wellbeing, often accompanied by additional learning difficulties either general or specific.

Often behaviour difficulties are learnt responses to cope with stressful and painful occurrences in the student's past. Unfortunately behaviours once learnt may continue long after the issues, which caused them, in the first place have gone. The first stage in helping the students learn more appropriate patterns of behaviour and enabling their limbic systems is to co-regulate with staff. LWS uses a whole system trauma informed approach, which has been developed and is supported by a commissioned psychotherapist.

Students may be gradually integrated in to the academy over a period of weeks in an effort to help them re-adjust into the routine and expectations of full-time education. The needs of students are of paramount importance and to this end some are offered flexible packages which allow them access to schooling on a part-time basis in order to achieve success.

Once settled into the academy, students are assisted to produce work which they can feel proud of, in order to motivate them. Students are offered ICT assistance, work is photographed, videoed, and mounted to display. Through individual mentoring, staff facilitates students to better manage their relationships; emphasis is placed on social skills training, in particular through PSHE, and the ethos of the school.

All staff are trained in positive behaviour management and members of staff have specialist training including autism –PAATHS, dyslexia, emotional literacy, precision teaching, working memory, ELKLAN Language for Vulnerable Learners, whole service trauma informed approach, physical de-escalation, counselling, mental health first aid, therapeutic story writing, mindfulness, DNA-V for Adolescents, and bereavement counselling.

Within the GFMAT, there are shared resources such as staff trained to assess for dyslexia, and special access arrangements for exams. Where there may an identified need to assess this is arranged with those colleagues.

At LWS we have a sensory room which may be beneficial to some students. Students are supported to access this with staff. Students can be referred to the FEIPS practitioner (Framework for Enhanced Individual Support). Within these sessions students can participate in Mindfulness support. Students who have an identified speech and language difficulty are supported by our attached therapist. LWS commissions an independent educational psychologist for cognitive assessments, and specific work with identified students. All Year 7 students participate in a 10 week Friends Resilience programme in their first term. Therapeutic story writing groups are run each term for identified small groups of students.

2. 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 \(updated 2015\)](#), 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.
- [Equality Act 2010](#)

Disabled pupils are treated equally with their peers and all reasonable steps will be taken to ensure that disadvantages that these pupils experience in schools are overcome. (Equality Act 2010).

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



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3. Definitions

A pupil has SEN 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.

4. Roles and responsibilities

As LWS is a special school for secondary aged boys with their primary learning identified a Social, Emotional and Mental Health, there is no legal requirement for a SENCO. Primary need is already identified and being addressed. Where there are concerns regarding possible additional needs, staff liaise with colleagues to arrange for further assessments as appropriate.

4.1 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN 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 Leadership team to determine the strategic development of the SEN policy and provision in the school.

4.3 The Leadership Team

The Leadership Team will:

- Work with the SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Teachers

Each teacher is responsible for:

- The progress and development of every pupil in their class
- 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 Leadership Team to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy



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5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a primary need of social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), trauma related developmental difficulties:

In addition, students may have

- Sensory needs, for example processing difficulties.
- Cognition and learning, for example, dyslexia, dyscalculia,
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

5.2 Consulting and involving pupils and parents

LWS works in partnership with parents/carers, and ensure there is regular supportive and effective dialogue to achieve the best outcomes for students. The school has an open door policy with regards to communication with parents/carers and all staff can be contacted to discuss students, either by telephone or the school website.

We provide user-friendly information and procedures, and offer help in completing relevant required documentation.

- Parents are able to access policies, events, and procedures via the website, Twitter and text.
- Parents are kept fully informed of their child's behaviour and academic achievements focusing on strengths as well as areas of need through telephone calls, texts and face to face communication.
- Parents are an integral part of the Annual Meeting to review the Educational Statement/EHC plan, and where possible every effort will be made to ensure parents/carers are able to attend.
- Invitations to the meeting and to give their views are sent with a copy of a draft Review Statement/EHC plan not less than two weeks prior to the meeting
- Parents are advised and welcome to contact staff if they have any concerns.
- Where children are looked after by the Local Authority, Pupil Education Plan meetings are held termly. In these cases it may be appropriate to hold the Annual Review and Pupil Education Plan at the same time.
- Parents are invited to meet with teachers and support staff as necessary to discuss their child's work and progress.
- All parents/carers and significant others are invited to termly discussion in order to meet staff to discuss their child with staff and view their work.
- LWS's complaint procedure is available for all parents/carers on the website. Parents/carers are encouraged to discuss their complaint with the student's tutor in the first instance. If the situation is not resolved, they may write to the Governors. All letters of complaint will be acknowledged within five working days of receipt and a response will usually be provided within ten school days. Beyond the governing body the matter may be referred to the Trust CEO.
- Parental permission and input is always sought prior to referring their child to outside agencies for support.
- Parents are encouraged to link with our Home School Link Worker including attending regular coffee and chat mornings.

5.3 Assessing and reviewing pupils' progress towards outcomes

In school students' progress is monitored through a points system which focuses on their IEP targets, SEAL points and lesson target achievement. Students' academic progress is assessed by mastery scales and this is complemented by a tracking system (SISRA). The school uses CPOMS to record student journals and for child protection/safeguarding. Students joining the school are baseline tested in numeracy and literacy. This knowledge allows for tasks to be differentiated to suit individual needs. Educational achievement in itself can be a very powerful therapy. Opportunities are engineered for success and progress is generously acknowledged. Students with specific literacy and numeracy problems



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receive additional support from the learning support assistants. Chromebooks and alternative means of recording are available to all students.

As part of the EHCP Annual Review cycle, curriculum, behavioural and social targets are reviewed frequently and individual Education Plans are devised to help students achieve their targets. Student, parents/guardians, teachers, support assistants and other professionals all contribute to these plans. In addition to the legal requirement, there are discussions held with parents/carers and students on a termly basis with regard to curriculum and personal targets.

Academic, sporting and personal achievements are celebrated within the school's reward and sanctions system and in the annual award ceremony.

5.4 Supporting pupils moving between phases and preparing for adulthood

Students are able to integrate into mainstream/MLD education if deemed appropriate. LWS will liaise with an appropriate educational provision to arrange trails and share all relevant information with parents' permission.

Students moving onto post 16 provisions, the school will begin to liaise with relevant provisions at the point of application.

If LWS is no longer able to meet a student's complex needs, this will be reflected in his EHCP review, to which all involved agencies will be invited. Once an alternative provision has been identified, where possible, LWS will share information and the student's file.

All additional supporting agencies involved with students will be included in any transition process if appropriate.

5.5 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Option to work in an alternative space.

The school is on one level, and currently comprises 7 teaching groups. Within each KS, there is a teaching group for those students identified as having additional learning needs. The timetable is structured to provide regular movement breaks.

5.6 Additional support for learning

We have Learning Support Assistant supporting in all classes. There are Learning Support Assistants who are trained to deliver interventions such as Therapeutic Story writing, and Mindfulness.

We work partner agencies to provide support for pupils with SEN, including

:

- Hampshire Speech and Language Therapy Services
- Kerry Jackson Educational Psychologist Services
- GFM SEN colleagues



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- Home and Away Therapy Service
- YOT
- Children's Services
- Online education providers such as Academy 21
- Local college with programmes for 14-16.
- Oarsome Chance
- Edmunds Construction Skills
- CAMHS/Forensic CAMHS

5.7 Expertise and training of staff

All staff access regular CPD to meet learning needs of students.

Further CPD to support specific learning needs can be arranged/delivered when a need has been identified.

All staff are trained in positive behaviour management and members of staff have specialist training including autism –PAATHS, dyslexia, emotional literacy, precision teaching, working memory, ELKLAN Language for Vulnerable Learners, whole service trauma informed approach, physical de-escalation, counselling, mental health first aid, therapeutic story writing, mindfulness, DNA-V for Adolescents, and bereavement counselling.

Staff have been trained in Physical Intervention through Securicare and Team Teach.

Staff have been trained and continue to be supported to deliver a whole school trauma informed approach. This training and regular reflective space is delivered by a commissioned Psychotherapist.

5.8 Securing equipment and facilities

The school funds specialist equipment such IT, overlays, writing slopes and sensory equipment.

Where a student identified as additional needs which would normally be met from the funding for their SEMH, the school will request additional support from the Local Authority.

5.9 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards the outcomes identified in their EHCP on a termly basis.
- Using pupil questionnaires.
- Monitoring by the staff team and shared discussion.

5.10 Support for improving emotional and social development

The school specifically provide support for students for SEMH as their primary need. This includes support such as:

Friends Resilience Programme

Framework for Enhanced Individual Support

Therapeutic story writing

GOSPORT & FAREHAM
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Counselling

Cultural experiences

Access to two Mental Health First Aiders

Referrals to CAMHs/Support agencies

School Council

External sports fixtures

Trips

Support at 14-16 college placement

Work experience.

5.11 Working with other agencies

The school works in collaboration with a number of partner agencies including:

- Hampshire Speech and Language Therapy Services
- Kerry Jackson Educational Psychologist Services
- GFM SEN colleagues
- External support and advisory services
- Home and Away Therapy Service
- YOT
- Children's Services
- Online education providers such as Academy 21
- Local college with programmes for 14-16.
- Oarsome Chance
- Edmunds Construction Skills
- CAMHS/Forensic CAMHS
- Health Service
- Police
- MOTIV8
- Family Support Service
- Sleep Service
- School Nurse

5.12 Complaints about SEN provision

We welcome parents/carers to raise any concerns with tutors in the first instance. If it felt the concern has not been resolved, it can be passed to the Leadership team.

They will then be referred to the school's 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

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- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.13 Contact details of support services for parents of pupils with SEN

Parents/carers can access support from a number of services, some of which are listed on our website.

Information is also available from -

Hampshire County Council SEN Service

Hampshire Parent Carer Network

Hampshire SENDIASS

Advisory Centre for Education (ACE)

Provides advice and information to parents and carers on a wide range of school-based issues.

0808 800 5793 (Mon – Fri 10am to 5pm)

5.14 Contact details for raising concerns

Any member of staff can be contacted with by both parents/carers and staff. Names of all staff member are on the school website. Clicking on staff members' pictures will enable a direct email to them.

5.15 The local authority local offer

Our contribution to the local offer can be found here:

<http://lordwilson.org.uk/about-us/lws-local-offer/>

Our local authority's local offer is published here: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

6. Monitoring arrangements

This policy and information report will be reviewed by the Leadership Team 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

This policy links to our policies on:

- Accessibility plan
- Admissions
- Positive Behaviour Management
- Equality information and objectives
- Supporting pupils with medical conditions



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- Home/Academy agreement.