

 Lime Academy Ravensbourne <i>Putting Children First</i>	Name of School	Lime Academy Ravensbourne
	Start Date	September 2021
	Next Review Date	September 2022
	Reviewed by	V Fackler

Special Educational Needs Policy

Lime Academy Ravensbourne supports the General Principles of the United Nations Convention on the Rights of the Child. We will put the best interests of the child at the centre of all we do and actively promote the key rights respecting values of non-discrimination, participation, safety and personal development. We believe that every child has the right to say what they think in all matters affecting them and to have their views taken seriously.

Equality Impact Assessment

Lime Academy Ravensbourne aims to design and implement services, policies and procedures that meet the diverse needs of our service, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. In the development of this policy, the school has considered its impact with regard to equality legislation.

Guiding Principles

All our pupils have the right to an education which is appropriate to them as individuals, therefore it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Three principles for inclusion

- Setting suitable learning challenges - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
- Responding to pupils' diverse learning needs - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils – We recognise that pupils with learning difficulties will have particular learning and assessment requirements that will create barriers to learning if we do not address them through individualised, special arrangements.

In making provision for pupils with special educational needs and disabilities our policy objectives are:

- to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with a diverse range of special educational needs and disabilities to join in as fully as possible with the normal activities of the school
- to ensure the school has an accessibility plan in line with statutory guidelines.
- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- to identify the needs of pupils with disabilities and/or special educational needs and disabilities (SEND) as early as possible and ensure a personalised learning programme;
- to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the ascertainable wishes of the children and young people concerned and, involve them in decision making in order to provide more effectively for them;
- to make reasonable adjustments to enable children and young people with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning.
- to ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities;
- to ensure that all staff are aware of their responsibilities towards children and young people with special educational needs and are able to exercise them; to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children and young people we are seeking to help

School Aims and Ethos

We aim to provide a safe, supportive and challenging environment that enables pupils to achieve personal growth in an atmosphere of mutual respect, energy and enthusiasm. This is achieved by education, medical and therapy staff working as a team, in partnership with pupils, their families/carers, the Academy Council and the LA.

Admissions

Admission can be sought at any time during the academic year. All pupils who attend Lime Academy Ravensbourne have an Education Health Care Plan or are on an assessment placement. All pupils are admitted via the LA SEN department who will send an initial consultation request. On receipt of this the pupil and their parents/carers will be invited in to visit and where possible we visit the pupil in their current setting. The Headteacher/ Deputy Headteacher/ Family Support Worker will consider all relevant reports and use information obtained during the visit to decide if Lime Academy Ravensbourne would be a suitable placement for the pupil in accordance with LA guidelines and will inform the LA accordingly. For some children there may be a gradual transition to ensure a smooth, happy integration into school.

Person Centred Reviews/ Educational Health Care Plans

All pupils have an annual person-centred review of their Educational Health Care Plan to ensure progress is monitored, provision is appropriate and targets are set. The views and

input of the pupil and his/her parents/carers are an integral part of this process. All professionals working with the child are invited to attend the meeting.

Reviews taking place after a pupil is in Year 13 are Person Centred Transition Reviews and are attended by a representative of the local authority's advice and guidance team (Prospects). This facilitates preparation for the next phase of a pupil's education.

Leaving School

When a pupil leaves the school, we will forward relevant information about the pupil's needs to the next placement. Where a pupil is moving to another local school or college this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above. We maintain good links with local colleges, to ensure transition and familiarisation opportunities take place.

Provision

The Academy Council, the Leadership Team and the School Staff strive to ensure that all pupils receive a broad and balanced curriculum which is relevant, differentiated, progressive and coherent. It is our intention for pupils to learn and make the best progress they can and to encourage maximum independence in learning.

The school follows a bespoke curriculum which is carefully planned to meet statutory requirements but is modified to meet individual pupil need. We endeavour to give each child the opportunity to reach his/her full potential in every area of the curriculum. This is carried out by getting to know the pupil's individual needs e.g. academic, social, personal and cultural. The school is all through from Nursery-KS5. Pupils are classed according to ability and need and not by age or year groups. This allows us to provide a bespoke, personalised and child centred learning environment for our pupils. Classes are small and have a high adult: pupil ratio.

Inclusion

We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable pupils with a range of SEND to be an integral part of our school community.

Regardless of the stage pupils have reached all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupils to participate in them.

Assessment Recording and Reporting

These procedures are well established within the school. Our main aims are to establish a clear picture of the child using a multi-disciplinary approach which demonstrates what he/she knows, understands and can do based on recorded observations and evidence. Progress is closely linked to long term EHCP outcomes. It is personalised and based on the child's starting point and level of need. Progress reports are sent home to parents at the end of each term.

Resources

The school provides access to medical, nursing, physiotherapy, occupational therapy, SaLT, HI and VI advisory teachers. The school is well resourced with equipment to allow children with physical disabilities to access the curriculum. Every class has access to a range of ICT.

Parents

The school recognises the importance of working in partnership with parents and their knowledge, views and experience are highly valued. Regular contact with parents is maintained through class emails. We hold 3 whole school parents' evenings and parental input at the annual review is essential. Parents are also encouraged to make contact with the school if they have any concerns and arrangements will always be made to meet with staff at a mutually convenient time. Parents and families are invited to transition days, special events, religious and festive occasions. A weekly newsletter is sent home via Parentmail. Each half term we hold a themed shared learning session where parents/ carers are invited into school to work in class with their child.

The views of parents will be sought at all stages of assessment and provision. The views of the pupil will be ascertained and the pupil will be directly involved in the process.

Staff will try to get to know the parents of all of their pupils and build positive partnerships with them. They will provide homework activities of an appropriate level and nature to encourage them to work with the school in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We hope that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise.

We have a family support worker who works closely with parents to offer support and guidance about a range of issues.

Parent Partnership Services

The LA has made arrangements to provide impartial information and advice on SEND matters to the parents/carers of pupils with special educational needs and disabilities. The overall aim of the service is to empower parents to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service on their website www.havering.gov.uk/pips. Parents will be informed of the availability of this service, which includes access to an independent parent supporter. In Havering this is done through the Parent Partnership Co-ordinator. Details of the service and contact information is available from the Parent Partnership Service.

In Service Training

All staff should be fully aware of the contents of this policy. The school is committed to the training of all staff to meet a wide range of needs. Training needs are identified through the Whole School Development Plan and analysis of individual Performance Review targets

Working with Outside Agencies

The Headteacher, will oversee partnerships with Health Services, Social Care and other relevant professionals working with pupils in the school. Health Care planning will follow the protocol agreed by Health and Education. The Headteacher, or nominated person, will ensure that staff have relevant training and there are procedures in place to support pupils.

SEN Information Report

The school will publish an annual report on SEN on its website containing the information required by the Special Educational Needs (Information) Regulations 2014. This will include information on where the Local Offer can be found at www.havering.gov.uk/directory

The Headteacher has overall responsibility for the day to day management of SEND provision and the Accessibility Plan. S/he will work closely with the leadership team and all class teachers and will keep the Academy Council fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools

This policy reflects the opinions of the teaching staff and it has the full agreement of the Academy Council, who take a full and active role in the school and will ensure the policy is evaluated regularly.