



Name of School	Lime Academy Forest Approach
Start Date	September 2022
Next Review Date	September 2023
Reviewed by	James Power– Headteacher

Special Educational Needs Policy

Equality Impact Assessment

The school 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 equalities legislation. Lime Academy Forest Approach 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.

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 (SEN) 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 governing body and the LA.

Admissions

Admission can be sought at any time during the academic year. All pupils who Lime Academy Forest Approach have either a statement of Special Education Needs, an Education Health Care Plan or are on an assessment placement. All pupils are admitted via the LA SEN department which. The LA SEN department will send a 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 will consider all relevant reports and use information obtained during the visit to decide if Lime Academy Forest Approach 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.

Educational Health Care Plans

Statements/ EHCP's are reviewed annually to ensure progress is monitored, provision is appropriate and targets are set. This meeting is child centred and the views and input of the pupil and their parents/carers are an integral part of this process. All professionals working with the child are invited to attend the meeting. At the meeting we will all say what we like and admire about the child or young person first of all before discussing what is working well and what could be better. Targets are set/ reviewed and general progress towards these is discussed.

Annual Review Meeting

- 1) The Headteacher will be responsible for implementing the recommendations
- 2) Medium and Short-term targets will be set
- 3) Progress will be formally reviewed by holding an annual review meeting (Person Centred review).
- 4) The Headteacher will work in partnership with Family Support and class teachers to seek;
 - written advice from parents and professionals
 - ascertain the views of the pupil
 - convene the review meeting
 - prepare a review report for the LA
- 5) Those to be invited at least two weeks before the meeting are;
 - the pupil's parent/carer



Lime Academy Forest Approach

Putting Learners First

- Family Support



- relevant teacher/s and TA/s
- representative of the LA
- the pupil
- where appropriate representatives of health and social services, other professionals closely involved and, in the year of transfer to further education, SENCo or representatives from colleges/sixth form colleges etc.

6) The review report will be copied to parents, LA and other relevant professional's no later than 2 weeks after the meeting or at the end of term, whichever is the earliest.

The Annual Review in Year Nine - Transition Plan Review

The annual review of the statement in Y9, and subsequent years, will consider all the same issues as at other reviews but will specifically;

- transfer the young person's statement to Education and Health Care Plan or review the young person's Education and Health Care Plan.
- draw up and subsequently review the Transition Plan
- be person centred

The annual review procedure as described above applies with the following additions;

- An advisor from Prospects will be invited to attend to provide written advice and attend the review meeting. This will enable all options for continuing education, careers and vocational training to be considered.
- parents and other professionals such as social care and health are made aware of the Y9 review procedures and invited to attend where appropriate
- a Transition Plan is drawn up in conjunction with Prospects and school's Education Psychologist following individual meetings and assessment of the child's needs.
- the Transition Plan will be reviewed each year until the pupil leaves school.
- the young person will be fully involved with this process and their views will be sought and recorded ideally through a person centred plan.

Prospects provides support for all young people aged 13-19. It has a particular focus of supporting pupils with special educational needs. The school will consult with this service, as appropriate, to ensure that any pupil with special educational needs receives support with regards to their further education. The pupil and parents will be fully involved in this process.

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 school 6th form providers and the 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 the national 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 organised into Foundation Stage, KS1, KS2, KS3 and KS4. Pupils are classed according to ability and need and not by year groups. 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 SEN 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 pupil to participate in them. Pupils will only be withdrawn when:

- 1) They will benefit from some intensive individual work on a cross curricular skill
- 2) It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has been arranged.

Assessment Recording and Reporting

These procedures are well established within the school and are detailed in our Assessment Policy. 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 observation and evidence

Resources

The school provides access to medical, nursing, physiotherapy, occupational therapy, Music therapy, Animal therapy, Speech and Language Therapy, HI, VI and Braille advisory teachers. The school is well resourced with specialised 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 Home/School books. Parents' evening take place twice a year and parental input at the annual review is essential. Parents are also encouraged to make contact with the school Family Support Worker 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. Our website is updated weekly and a weekly newsletter is sent home.

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 intend 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/support 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.

Parent Partnership Services

The LA has made arrangements to provide impartial information and advice on SEN 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 SEN provision and the Accessibility Plan. They 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.