

SEN policy and information report 2022-2023

Approved by: PBurley

Date: 20/04/2022

Last reviewed on:

Next review due by: April 2023

Contents

		Page
1	Aims	3
2	Legislation and guidance	3
3	Definitions	3
4	Roles and responsibilities	3
5	SEN information report	5
6	Monitoring arrangements	7
7	Links with other policies and documents	7

1. Aims

The LAMP Learning SEN policy and information report aims to:

- Set out how LAMP supports and makes provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

LAMP Learning provides opportunities to students for whom mainstream settings are not suitable by putting them at the centre of their provision with a personalised approach to their education.

Our vision is to re-engage and motivate students back into learning at their pace thus allowing them to make successful progress towards further and higher education, employment and independent living.

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](#), which sets out schools' responsibilities for students 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

3. Definitions

A student 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

4.1 The SENCO/s;

- Has/have day-to-day responsibility for the operation of the SEN policy
- co-ordinates the specific provision made to support individual students with SEN, including those who have EHC plans
- is/are the point of contact for external agencies, especially the local authority and its support services
- works with the directors, exams officer and teaching staff to ensure that LAMP meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements and that it mirrors a student's normal way of working and any provision required in their EHCP
- ensures that the records of all students with SEN are up to date
- provides information that feeds into student progress reviews and annual reviews of EHCPs and end of year reports to parents.

4.2 The directors

The directors will:

- Work with the SENCO/s to determine the strategic development of the SEN policy and provision at LAMP
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensure that the reviews and Annual reviews cycle is completed in a timely manner

4.3 Teachers

The teachers will;

- ensure that there is progression and development of every student in their class and that this is recorded.
- liaise with the SENCO/s and Quality Manager to review each student's progress and development and decide on any changes to provision or interventions that might be necessary.
- follow this SEN policy
- have read the relevant parts of the students SENCo file, including their EHCP, in order to ensure their specific needs are met in their teaching and learning.
- make sure any teaching assistants are aware of the needs of the students in the class they are supporting in.

- liaise with the Exams Officer and SENCo/s regarding any access arrangements that may be required for their students, ensuring that these are the students normal way of working in the classroom.

5. SEN information report

5.1 The kinds of SEN that are provided for

LAMP provides individualised teaching and learning for students with a range of SEN needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), OCD, high anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

Students referred to LAMP via the local authority will, in the majority of instances, have an EHCP in place, one in draft or in very rare instances an application in process.

Students referred to LAMP via their school will most likely have an EHCP but this is not always the case.

All teachers and support staff who work with students are made aware of their needs, the outcomes sought, the support to be provided, and any teaching strategies or approaches that are required. This information is contained in the SENCo file which all staff know to read before a new student starts at LAMP. The effectiveness of the support and interventions and their impact on the student's progress is reviewed through half termly progress reviews.

5.2 Supporting students moving between phases and preparing for adulthood

LAMP will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Where students are not ready to access another setting, students can access LAMP's Progression programme which prepares them for life after LAMP.

5.3 Adaptations to the curriculum and learning environment

LAMP make the following adaptations to ensure all student's needs are met;

- Differentiating the curriculum to ensure all students are able to access it, e.g. small groups, 1:1 work, teaching style, content of the lesson, etc.

- Adapting resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Altering teaching style, e.g. giving longer processing times
- Ensuring Access Arrangements are processed for examinations

5.4 Additional support for learning

There are;

- teaching assistants to support students on; a 1:1 basis or in small groups.
- specialist staff for Speech & Language therapy.

5.5 Evaluating the effectiveness of SEN provision

The effectiveness of provision for students with SEN is evaluated by:

- Reviewing student's individual progress towards their goals each half term
- Using student questionnaires
- Holding annual reviews for pupils with EHC plans
- Termly progress tracking by the IQA and Quality Manager
- Termly lesson observations by the IQA and Quality Manager

5.6 Enabling students with SEN to engage in activities available to those at LAMP who do not have SEN

No student is ever excluded from taking part in activities because of their SEN or disability.

- extra-curricular activities are available to all students.
- students are encouraged and supported to go on trips.
- students are encouraged to take part in workshops with outside speakers
- Work with other agencies

5.7 To support our students we work with the following agencies;

- **Specialist Teaching Service**
- **Rise (formally CAHMS)**
- **Referral schools**
- **SENDAR**
- **Compass**
- **Education Psychology Service**

5.8 Complaints about SEN provision

Complaints about SEN provision at LAMP should be made to the directors. They will then be referred to LAMP's complaints policy.

5.9 Contact details of support services for parents of students with SEN

The Family Information Service

<https://www.warwickshire.gov.uk/contactusfamilyinformationservice>

Targeted Youth <https://www.warwickshire.gov.uk/youthservice>

Social Care Services <https://www.warwickshire.gov.uk/socialcareandhealth>

Other services may be available to request as needed from the SENCO/s. These services will be offered to parents as required, through six weekly review meetings.

5.10 Contact details for raising concerns

The contact for raising concerns at LAMP are the directors.

5.11 The local authority local offer

Our contribution to the local offer is:

<https://directory.warwickshire.gov.uk/service.php?key=leamington-lamp>

Our local authority's local offer is published here: <https://www.warwickshire.gov.uk/send>

6. Monitoring arrangements

This policy and information report will be reviewed by the Senior Leadership Team **every year**. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Curriculum Policy