



# **Special Educational Needs and Disabilities**

## **2018 - 2019**

# Our Mission at London Nautical

## Leading

**N**autical ethos of mutual respect, hard work, self-discipline and care for others leading to learning to become a self-disciplined leader

## Navigating

**A**chievement: learn and achieve beyond my expectations within an internationally-enriched and expansive curriculum, using world-class technology, with people who care

## Succeeding

**U**nderstanding of me as an individual: staff who know me by name and help make my experience of school rich and happy

**T**eaching that inspires me, that challenges me, that gives me a lifelong love of learning

**I**nteract with our local community and develop strong partnerships between it, school and home.

**C**are and value my education and to be challenged, engaged and excited about learning

**A**spire to make a difference through our academic, moral and social formation

**L**earn and prepare for life beyond school and learn to respect the world around us displaying tolerance and an open attitude of mind.



## The London Nautical School SEND policy

### Compliance

This policy complies with the statutory requirements laid out in the SEND code of practice 0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Code of Practice 0-25 years (September 2014)
- The Children and Families Act 2014
- Equality Act 2010: Advice for schools (February 2013)
- The Special Educational Needs and Disability Regulations (2014)
- Statutory Guidance on Supporting pupils at School with medical conditions (April 2014)
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, sections 49
- The Order setting out Transitional Arrangements, section 137
- The National Curriculum in England (September 2013)
- The London Nautical School Safeguarding Policy
- The London Nautical School Accessibility Plan
- The London Nautical School Medical Needs Policy
- The London Nautical School Equality Statement
- The London Nautical School Positive Attitude to Learning Policy
- Teachers Standards (2012)

Admissions Arrangements are managed by the London Borough of Lambeth using the PAN London Admission Arrangements. All applications for pupils with Education, Health & Care Plans (EHCPs) need to be made via the Local Authority. The London Nautical School (LNS) offer places to pupils with EHCPs providing the school is compatible for the pupil's age, ability and aptitude; the child's attendance is compatible with the efficient education of other pupils and is an efficient use of the Local Authority's resources.

**This policy has been updated by Emily Robertson, SENDCO. Consultation has taken place with the SEN Governor, pupils with SEND and their parents/carers prior to ratification.**

### Definition of SEND

A child or young person has SEND 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 or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age

or

- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream colleges or mainstream post-16 institutions

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 colleges, maintained nursery colleges, mainstream post-16 institutions or by relevant early years providers.

### **Disabled Pupils**

Many children and young people who have SEN may have a disability - 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.

There is a significant overlap between disabled young people and those with special educational needs. Where a young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

LNS recognises that many pupils, at some point in their school career, have special educational needs or disabilities which may require support. We have high aspirations for all our pupils and do not consider SEND an excuse for any underachievement. Our focus is on outcomes. Every teacher is a teacher of every child, including those with SEND, and we celebrate diversity. The school encourages a culture of peer support and inclusion which facilitates strong friendship groups for pupils with SEND. There is disabled access to all communal parts of the school building.

### **Aim**

LNS fully endorses the core principles of the SEND Code of Practice (2014).

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their potential
- Develop confidence and independence
- Make a successful transition into adulthood, whether into employment, further education or training

### **Objectives of this policy**

- To identify and provide for pupils who have special educational needs
- To work within the guidance provided in the SEND code of practice 2014

- To operate a 'whole school' approach to the management and provision of support for special educational needs
- To guide the Special Educational Needs & Disabilities Co-ordinator (SENDCO)
- To ensure access to the curriculum for all pupils
- To provide support and guidance for all staff working with pupils with SEND
- To develop and maintain partnership and high levels of engagement with parents/carers

## Partnership and Families

The school works in partnership with parents and carers to enable pupils with SEND to achieve good or better outcomes. The school recognises that families have a unique overview of their child's needs and how best to support them; this gives families a key role in the partnership.

We ascribe to the principles of Person Centred Planning; the views of pupils with SEND are integral to the decision-making processes affecting them. We provide information and support to help pupils achieve the best possible outcomes; developing their independence and preparing them effectively for adulthood. This is especially important when transferring to post- 16 education or training as some rights to participate in decision-making transfer from the parent to the young person.

## Understanding SEND

The SEND Code of Practice 2014 recognises children's needs and requirements fall into four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We recognise pupils often have needs that fit into more than one of these areas and their needs may change over time.

We acknowledge other factors impacting on progress and attainment, for example:

- Attendance and punctuality
- Health and welfare
- Family circumstances including eligibility for pupil premium funding and bilingualism/multilingualism

Behaviour is not a special educational need in itself. In line with the SEND Code of Practice, challenging behaviour is viewed as a response to an underlying unmet need. The school, in partnership with parents and the young person, investigate and address challenging behaviour following the procedures outlined in the Positive Attitude to Learning policy.

The school has a clear approach to identifying and responding to SEND. All teachers and Learning Support Assistants (LSAs) are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that a pupil's needs are identified at an early stage.

The SENDCO, Assistant SENDCO/Head of ASC Base, SEN Teacher and Higher Level Teaching Assistants (HLTAs) liaise with all primary schools during the KS2 to KS3 transition process. Pupils are assessed in a number of ways based on the following:

- Key Stage 2 data
- Reading and Spelling Age
- Primary school staff feedback
- Assessments and reports from external agencies
- CAT data and standardised scores

Further diagnostic testing is put in place for some pupils to gain a more forensic analysis of their individual needs. The results of these assessments are shared with parents/carers and used to inform the pupil's individual Support Plan.

Mid-term Admissions also undertake similar rigorous procedures with, in some cases, a more in-depth look at bilingual learners.

Where it is decided a pupil has a special educational need (SEND), this decision is recorded in the school records and parents are informed. Parents of pupils identified on entry with SEND will have the opportunity to discuss the best approach to their child's learning in secondary school.

For Y6 pupils with EHCPs preparing to join LNS, a SEND colleague will attend their Y6 annual review and facilitate visits to LNS during the summer term. The SENDCO will meet with all parents/carers of the pupils with EHCPs to produce a Pupil Profile to be disseminated to all staff and an individual Support Plan to ensure the educational provision is in place to meet the objectives of the EHCP. Support Plans are reviewed termly.

### **Monitoring and investigation**

The school regularly gathers information about every pupil's attainment and progress, alongside national data and expectations of progress. Academic data is updated four times a year and shared with pupils and parents. Progress is a crucial factor in identifying pupils who may have special educational needs. Pupils each have an end of year and end of Year 11 target based on four levels of progress. Pupils who arrive at levels below national age-appropriate expectations (specifically 3b or below) will be initially set a target of three levels of progress but this will be increased to four level if these pupils are on track. Expectations of progress of a pupil with SEND's progress are not capped.

Less than expected progress can include progress in areas other than attainment – for instance, where a pupil needs to make additional progress with their wider development in order to make a successful transition to adult life.

Where teachers decide that a pupil is making less than expected progress despite verified high quality teaching, they will refer the pupil to the SENDCO for investigation and further support. The SENDCO works with Heads of Department to improve teaching and learning of pupils with SEND across the curriculum.

The identification and assessment of SEND involves early discussion with the pupil, and their parents/carers whose consent is required for any assessments from external agencies. We expect pupils and parents to participate fully in the assessment, planning and reviewing process.

## High quality teaching

Teachers are responsible and accountable for the progress of the pupils in their class, including where pupils access support from Learning Support Assistants. High quality teaching involves knowing the needs of all the pupils and differentiating practice accordingly. Intervention programmes and support from LSAs and external agencies is provision additional to high quality teaching.

- All pupils at The London Nautical School have access to a broad and balanced curriculum. We adopt a blended approach to classes with a mixture of setting, streaming and mixed ability and have high aspirations for all pupils.
- At Key Stage 3, the school delivers a range of intervention programmes focusing on different areas of development. These programmes are evaluated each term.
- At Key Stage 4, pupils are expected to take a broad range of qualifications and supported in their choice of appropriate courses (courses which interest the pupil, enable them to make expected progress or better, develop key skills and prepare them for their post-16 pathway).
- The school regularly reviews the quality of teaching and learning for all pupils. This includes formal lesson observations, department reviews and learning walks and regular feedback regarding the deployment of support staff.
- There is regular advice and training delivered by the SENDCO and Assistant SENDCO for colleagues at all levels. Staff are encouraged to use online training materials to support their professional development. Where necessary, outside agencies deliver bespoke training.
- All teachers and support staff who work with pupils with SEND are made aware of their individual needs and the provision in place to support them and any specific teaching strategies and approaches required. This information is disseminated via the SEND register, SIMS, Class Charts, Pupil Profiles, Support Plans, emails and briefings.
- The School has a dedicated counsellor and a HLTA for SEMH. These colleagues provide therapeutic support for students struggling to manage emotional and mental health difficulties and/or who have suffered tragedy.
- Staff share excellent practice as part of the school's staff development programme.

## Increased levels of provision

Some pupils will require a higher level of support to make their expected progress.

- In consultation with pupils, parents/carers and teachers, the desired outcomes, including expected progress and attainment, are agreed. In line with the SEND Code of Practice 2014, all decisions about provision will be based on desired outcomes.
- A decision is then made as to whether this provision can be provided by adapting the school's core offer or whether different or additional measures are required
- Teachers are expected to work closely with any Learning Support Assistants or specialist staff involved in withdrawal intervention programmes, to plan and assess the impact of support and interventions and how these can be linked to classroom teaching. Teachers are reminded that LSAs can work in a number of flexible ways to promote independent learning and increase the time teachers spend with pupils with SEND.

- The SENDCO, Assistant SENDCO and SEN teacher will support subject teachers in the further assessment of the pupils' particular strengths and weaknesses in problem solving, joint planning and in advising on the effective implementation of support.

## Review

- In addition to Annual Reviews for pupils with EHCPs, the SENDCO will review the progress of all pupils with SEND three times a year, after each data drop. Additional review dates may also be agreed with individual pupils, parents and teachers, with clear actions and outcomes agreed.
- During these reviews, the SENDCO will evaluate the effectiveness of the existing provision and its impact on the pupil's progress. The views of the pupil and their parents are integral to this process. LNS follows the 'Graduated Approach: Plan, Do, Review'.
- The SENDCO, working with subject teachers, may revise the provision in light of the pupils progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.
- A record of the outcomes, action and provision agreed through the discussion will be kept and shared with appropriate school staff and a record given to the pupil's parents. Information for staff will be updated electronically.
- If a pupil continues to make less than expected progress, despite support and intervention, the school may involve specialists, both in-house and from outside agencies.
- The school provides an annual report for parents of their child's progress in all subjects.

For pupils with the highest level of need it may be appropriate for the SENDCO to initiate a request for statutory assessment (the application process for an EHCP). Pupils and their parents are strongly encouraged and supported to be active participants throughout this process.

The school will request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

## The Designated Special Provision for Autistic Spectrum Condition (ASC Base)

The ASC Base is for pupils whose primary need is autism and their EHCP stipulates the need for a place in a mainstream DSP. The majority of the pupils are working between Level 1 and Level 3 of the National Curriculum. **Pupils working at P Levels at the end of Key Stage 2 would struggle to access mainstream lessons.**

All pupils in the ASC Base will access an appropriately differentiated curriculum within mainstream lessons, with additional sessions in the Base designed to pre-teach or consolidate learning. In addition, the ASC Base will provide:

- Individualised or small-group work personalised to the needs of each pupil
- An individual behaviour support plan for each pupil, to enable them to work towards managing their own learning behaviour

- Supported opportunities for social and emotional development to ensure that pupils thrive in a mainstream environment
- Additional accredited courses at Key Stage 4, where these are more appropriate for pupils needs than GCSE courses
- Support for planning the next stage in education, employment or training
- Access to external agencies, including regular Speech and Language Therapy and support from an Educational Psychologist and an Occupational Therapist
- Access to the Whitefield's Outreach Service to support staff and pupils
- Links with Special Schools to ensure that appropriate curriculum opportunities are maximised

The ASC Base is managed by the Assistant SENDCO.

### **The Local Offer**

Provision for pupils with SEND at LNS is detailed in the school's Local Offer.

The above provisions are reviewed regularly by the SENDCO to evaluate their efficiency and effectiveness in meeting the needs of the pupils with SEND.

The SENDCO is responsible for provision mapping for each pupil with SEND. This document clearly outlines the additional support put in place for pupils with SEND across the school and demonstrates how additional funding is used.

LNS works closely with Lambeth Local Authority in the development and review of its Local Offer, outlining provision available to meet the range of special educational needs and disabilities. The Local Offer is published on the school's website [www.lns.org.uk/SEN](http://www.lns.org.uk/SEN)

### **Transition to new stages of learning (education, employment and training)**

LNS SEND colleagues place pupils and their families at the centre of planning for transitions to new stages of learning. The SENDCO arranges for, subject to availability, a Careers Adviser to attend all Y9, Y11 and Y13 Annual Reviews.

SEND colleagues provide additional guidance to Y11 and Y13 pupils with SEND to ensure they and their families are aware of the range of post-16 options available and are supported with application and interview processes. SEND colleagues organise individual and group visits to local sixth form schools and colleges where necessary.

### **Supporting pupils with medical conditions**

Pupils with medical conditions receive support to enable their participation in all areas of school life, including trips, extra-curricular activities and physical education. Some pupils may also have SEN and an EHCP. All staff are made aware of a pupil's medical needs and support required.

The SEND policy should be read in conjunction with the Medical Needs Policy and the Accessibility policy.

### **Pupils with SEND and Bullying**

Our Policy Equality Statement outlines the school's zero tolerance approach to bullying. Staff are aware pupils with SEND may be more vulnerable to difficulties with their peers and are alert to interactions between pupils. Staff model and praise respectful behaviour across the school day. Pastoral colleagues (via registrations, PSHE lessons and assemblies) promote and celebrate diversity, kindness, tolerance and respect. SEND colleagues staff indoor, small group activities during unstructured times and deliver targeted intervention programmes (e.g. Social Skills, social communication and behaviour mentoring). SEND colleagues work closely with Pastoral colleagues to address any tensions between pupils or misconceptions.

### **Pupils with SEND and Exclusions**

As per government guidance (June 2012), LNS try every practicable means to support a pupil with SEND at risk of exclusion, including exhausting all avenues of appropriate support in-house, seeking advice from the pupil's LA and other external agencies. A SEND colleague attends reintegration meetings and helps facilitate any restorative meetings required.

**For the roles and responsibilities of the SEND faculty, please refer to the Local Offer 2018-19.**

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