This is a statutory policy as required by the Department of Education

Special Educational Needs and Disability Policy

This policy reflects the school values and philosophy in relation to Special Educational Needs.

Policy Connections

This policy should be read in conjunction with all Curriculum Documentation (Curriculum Planning, Assessment Recording & Reporting Policy & Faculty Guides) and the Supplementary Guidance for Policies (covering Philosophy, Ethos, Policy Connections, Audience, Monitoring & Evaluation and Supporting Learning beyond the School)

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 pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care plan (EHCP), SEND co-ordinators (SENCOs) and the SEND information report.

This policy is also guided by the advice and guidelines published by the Lancashire Education Authority and any subsequent changes to the statute or advice.

Definition

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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.

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

Aims of the School

The Loyne Specialist School is about '**Working together……Valuing achievement'** and more specifically we aim:

For our pupils

a. To recognise potential and celebrate success
b. To value each individual's contribution to school life.
c. To equip pupils with the skills and necessary knowledge to live as independent a life as possible.

d. To prepare and equip pupils to be members of a social group, community and to uphold British Values
e. To enable all pupil's maximum opportunity to extend lifelong learning.
f. To encourage respect for themselves and others.
g. To promote healthy choices leading to a healthy life style
h. To encourage pupils to be self-motivated and as far as possible to develop a responsibility for their own learning and wellbeing.
i. To promote a positive and an enquiring attitude to learning.
j. To promote pride and a sense of ownership in their school.
k. To promote lifelong emotional health and well-being

For our Parents, Carers and Families

a. To encourage a partnership between home and school.
b. To encourage parental involvement and supporting families in advocating for their child.
c. To have excellent methods of communication between home and school.
d. To provide high quality extra-curricular and after school activities.

Of our Holistic Curriculum

a. To provide a stimulating curriculum that places the individual as focus and that recognises the development of the whole child.
b. To provide a curriculum that engages learners in meaningful learning tasks and develops knowledge and understanding where appropriate
c. To engage positively with the local and wider community and utilise this as part of the learning experience
d. To enable pupils to gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people
e. To endeavour to provide integrated provision across a range of specialisms to maximise access for all
f. To advocate for a tailored approach to learning which creates possibilities for the individual.
g. To provide extra-curricular activities that will extend pupils' experiences.
h. To seek out innovative ways of improving the quality of teaching and learning.
i. To promote learning for life which includes experiences that promote and sustain emotional health and well-being
j. To continually identify opportunities for inclusion across the curriculum in its broadest sense.
k. To use research to develop and extend the holistic curriculum

Of our Staff and Governors

a. To promote the school as a local, regional and national centre of excellence.
b. To effectively monitor, assess and evaluate pupil outcomes.
c. To communicate effectively and with purpose to ensure the pupils needs are placed at the heart of decision making
d. To ensure there are opportunities for all staff to develop their skills and expertise to ensure high standards of teaching that is matched to need
e. To share skills, enthusiasm, subject knowledge and research findings within the school and wider learning community.
f. To provide a secure, nurturing and supportive environment that encourages holistic learning.
g. To strive for the highest possible standards.
h. To have the highest personal expectations of each pupil.
i. To maintain excellent practice through self-evaluation and professional review.
j. To promote an inclusive approach in all aspects of school and community life.

k. All teaching staff in school are responsible for the co-ordination of SEND provision within their class. As a specialist school, we do not require a SENCO, however we see the need to co-ordinate whole school provision.

Roles and responsibilities

The SENCO, Headteacher will:

a. Work with the SEND governor to determine the strategic development of school provision
b. Ensure that the detail of this policy is fully implemented alongside co-ordination of any specific provision required to support individual pupils
c. Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
d. Be a point of contact for external agencies, especially the local authority and its support services
e. Liaise with the Assistant Headteachers for lower and upper school to ensure that transition is effective within and external of the school setting to ensure pupils and their parents are informed about options and a smooth transition is planned
f. Work with the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

The named governor with responsibility for SEND provision will:

a. Help to raise awareness of the changing pattern of SEND issues at governing board meetings
b. Monitor the quality and effectiveness of provision within the school and update the governing board on this
c. Work with the Headteacher and SENCO to determine the strategic development of the provision in the school

The Headteacher will:

- Work with the SEND governor to determine the strategic development of provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers

Each class teacher is responsible for:

a. The assessment, monitoring, progress and holistic development of every pupil in their class which includes:
b. Devising, writing and monitoring all paperwork connected to the SEND of each pupil in their class but is not exhausted to:
    - Annual Review
    - Personalised Learning Plan (PLP)
    - Personalised Learning Objectives (PLO's)
    - Positive Behaviour Support Plan (PBS plan)
    - Pupil Assessment Profile (PAP)

Other paperwork pertaining to the SEND of the pupil as requested by outside agencies

a. 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
b. Attend meetings pertaining to the pupil's SEND and related issues as directed by the headteacher
c. Work with the SENCO/SLT to review each pupil's progress and development and decide on any changes to provision
d. Managing their class team to maximise the effectiveness of the support and provision
e. Follow PEOC (Proactive Environmental Observatory Checklist) to ensure their classroom addresses best proactive practice and all staff who work in the room are aware of this and their responsibilities.
f. Organising their classroom to best meet the needs of the pupils within the group
g. Ensuring that all pupils have the correct equipment and that resources meet the needs of the pupils collectively and individually.
h. Ensuring all communication within the classroom and the wider school follows the Total Communication ethos of the school
i. Ensuring all the pupil's identified needs are met including those that can be addressed outside the classroom
j. Liaising with parents, carers and family to ensure they are involved in their child's education and feel supported
k. Signposting parents and carers to professionals and specialist staff where they feel additional support is required by the pupil and/or family
l. Following the aims of the school
m. Ensuring they follow this SEND policy

SEND provision

The Loyne Specialist School is a Local Authority Maintained Day School for pupils with Severe or Profound and Multiple Learning Difficulties. The school provides, wholly for pupils, between the ages of 4 and 19 years, who have a range of severe and profound learning difficulties including autistic spectrum disorder. Some pupils have more complex learning needs and/or sensory disabilities alongside their learning difficulty. Many pupils have additional medical needs, which have direct implications on their ability to access the curriculum and the learning opportunities, which are provided within the school. Some pupils who transition into FE at Year 12 have Moderate Learning Difficulties (MLD) with a co-morbidity that prevent access to a local college. All pupils have and Education and Health Care Plan (EHCP).

Admission

As a local authority maintained special school, places at The Loyne can only be agreed by the Inclusion Service (Lancashire County Council). All eligible pupils must have an EHCP and a learning difficulty. The Loyne does not meet the needs of pupils who have Social, Emotional and Mental Health needs (SEMH) as a primary category of need or SEMH without a severe or profound learning difficulty.

Due to the increasing number of requests for without prejudice visits (WPVs) and the impact this this has on the teaching and learning in our classes we have instigated a supportive system for those wishing to view the school, in action.

EYFS

The school will visit local Early Years' settings from September to observe children identified as requiring a special school placement. This forms part of the without prejudice visit (WPV)

process. When parents/carers contact the school, following this process, they will be offered a tour of the primary department and be offered a brief overview of the school and its provision and ethos. Due to the nature of this part of the process prospective pupils will not be invited to the tour.
Once the EHCP has been agreed (except section I) the Inclusion team will send a consultation document to relevant special schools. This consultation may state school preference made by the parents/carers. This is optional.

Once the consult is received by school, in addition to the observation notes from the WPV process, we will ascertain if we can offer the support outlined in section F, G and H of the EHCP. If we can meet the needs of the potential pupil, we will contact parents/carers and invite them (along with their child) to a further visit (after the school day) to discuss more individual requirements together with answering any specific questions. We may already know the pupil via Outreach and general support offered to nurseries.

Post 16

The FE Department will host an Open Morning in the autumn term, inviting parents and carers to view the provision prior to the Year 11 Annual Reviews. Once The Loyne is consulted, and we can meet the needs identified in Section F, G and H the young person will be invited to a further tour of the FE department with their parent/carer. Liaison between the local SEN school and The Loyne will include an observation of the young person in their setting and, if named, supportive visits prior to transition.

Placement

A WPV does not guarantee a place at The Loyne, nor does it mean a parent/carer must choose The Loyne. Please note that in line with current inclusion advice WPV's will not take place for those year groups where the school is at capacity. However, all pupils seeking a place in EYFS or Yr12 will be afforded a WPV for the following year as noted above.
For pupils who are currently in a school setting and parents/carers are seeking a change of placement this should be first discussed with their child's SENCO/Headteacher and at the Annual Review meeting.

Supporting pupils moving between phases and preparing for adulthood

For pupils/students who are joining our sessions a carefully planned transition programme is organised. This may involve an observation at their current setting, a meeting with parents and relevant professionals, phased transition visits and resources such as photographs of the school environment and key staff being provided for home and current school. When a pupil or student changes placement we will share information with the school, college, or other setting the pupil is moving to.

Facilities

The school is situated in Lancaster and caters for pupils with an EHCP mainly from the Lancaster and Morecambe areas.

Transport -The local authority special education transport department at County Hall Preston plans for the transport of pupils to and from school, for those pupils who meet the criteria set by the local authority. This is not staffed or led by The Loyne. Details of School Transport Services will be shared when a place is agreed.

Building - The school buildings comprise of 15 class bases in the main school, 4 of which are used for further education. The school building is attractive and well maintained and has been further improved by recent building projects. It has large classrooms; several of these having their own art/craft and well-equipped kitchen areas. There is a multi-purpose hall

suitable for physical education, drama and music sessions, a Hydrotherapy pool, a multi-sensory environment, a separate library area and a meeting space (the conservatory).

Toilets and hygiene areas are designed to accommodate the safe moving and handling of pupils. There is a large comfortable staff room comprising a relaxation area and a well-appointed kitchen area. There is also a staff office equipped with computer facilities, All classrooms have direct access to the outdoors. School has well maintained and attractive grounds, discrete and safe playing areas for different age phases, a playing field, woodland area, 2 outdoor horticultural areas (one for lower and one for upper school) with 2 polytunnels. A Multi Use Games Arena (MUGA) is also available alongside a Gross Motor Skills area complete with trampoline, climbing frame and adapted swings.

Vehicles- We have 2 minibuses, an eight-seater vehicle used for community visits and a hybrid car. There is garage on site.

Resources

The main resource of the school is the staff, and this is set to a high ratio to ensure full access to educational provision and care of the highest order for each pupil. Each class has a teacher and at least two teaching assistants with clearly defined roles and responsibilities. This team plans and works together to meet the individual learning, care and behavioural support needs of all the pupils in the class.

High staff commitment to the school's philosophy and ethos is expected, and staffing appointments are made with this as an essential criterion in mind.

The school is well resourced. The future planning will always consider the needs of current and future pupil cohorts. All adaptions to resources and buildings will focus on equity and enrichment.

All pupils have access to all areas and all facilities outlined above.

The curriculum resourcing is funded through budget allocations and priorities for funding are identified in the School's Improvement/ Development Plan.

Recommendations for all specialised seating, equipment and mobility/ communication aids are made by therapists and some of these requests are passed to the SEND case officer for central funding from the Exceptional Needs Budget via the annual review.

The school occasionally receives contributions from the local community, and fund-raising activities also enhance the school's ability to be resourced appropriately, as well as the charitable arm 'Friends of the Loyne'.

Professional Development

Opportunities are available for all staff relating to curriculum subject areas or other identified areas of personal and professional development. All staff have access to extensive Continuing Professional Development and Learning (CPDL). Statutory training is provided according to specific renewal periods and additional training for The Loyne forms part of an annual refresher timetable. Training includes Safe Moving and Handling of pupils, Proact-Scipr, Makaton, ELKLAN, Safe Administration of Medication, Safeguarding (including briefings across the year), First Aid Training and Lifesaving Training, where appropriate. All support staff have access to 20 minutes training sessions on specialist skills and knowledge required to enhance their practice across the week. Staff have access to a course of instruction on safe driving of the minibus (MIDAS). Staff are encouraged to gain additional qualifications including the National Professional Qualifications (NPQ's) introduced by the government.

Support staff and working with other agencies

The school seeks to ensure appropriate involvement from colleagues in relation to the provision on each pupil's EHCP. This support is delivered both within and outside of the class base. The following professionals support the school:

a. Community children's nursing team
b. Educational psychologists
c. Children's Social Care
d. Adult Social Care
e. Part-time in-house SALT (Speech and Language Therapist)
f. Advisory support from the teacher of the hearing impaired/deaf
g. Advisory support from the teacher of the visually impaired
h. Education welfare support from Integrated Services
i. SEND Inclusion Team
j. Community paediatrician
k. NHS community physiotherapy team
l. NHS occupational therapy team
m. NHS speech and language therapy team
n. Transitions team
o. Dietician
p. Mental Health in Schools Team (MHIST)
q. Learning Disability and Autism Team
r. Wheelchair Services

The school has established links with other schools; mainstream and special, local industries, businesses and organisations and colleges. On occasions, it may be appropriate to seek advice, guidance and support from Specialist Leaders in Education who are highly qualified and experienced mainstream primary and special school practitioners.

Parents & carers involvement

Parents/carers are encouraged to be closely involved with all aspects of the education of their child. If a parent/carer would like to request a meeting with school staff, we request that an appointment is made via the school office. Regular home school communication is facilitated using Class Dojo (a free online app available for download on devices). Where parents do not have appropriate device to utilise the app, school will support parents/cares on an individual basis.

A detailed Annual Review is prepared each year, and parents are invited to a meeting to discuss their child's progress. Personalised Learning Outcomes are shared termly with parents. Parent workshops provide a supportive network of topical advice and guidance throughout the school year examples of workshops include (behaviour support, toilet training, sleep and online safety. There is also an extensive Parent Portal section on the school website that includes information about the school day, curriculum, class timetables and resources for supporting learning at home (including videos, webinars and signposts to other agencies). In addition, our Facebook page and school communication app (Class Dojo) us used to keep parents/cares up to date with activities which are occurring around school and community events that may be of benefit to them and their families.

Identification of pupil needs and organisation of access to the curriculum

Pupils have a baseline assessment within the first 6 weeks of starting school. A meeting to share pupil's learning maps with parents/carers is held to ensure collaborative working and understanding. Progress is measured against Personalised Learning Outcomes which are derived from the annual review targets. Progress made across a pupil's holistic curriculum is

captured on 'Evidence for Learning' which is done in an accumulative qualitative manner where staff record in detail assessment information using annotations supported by photographs and / or video.

B Squared is also used to support teachers in assessing progress across the formal curriculum. For pupils in Reception Year (Early Years Foundation Stage) this will be against the strands of Development Matters, for pupils in Key Stages 1-4 this will be in either Engagement or Progression steps and for students in FE this will be against the expectations set in Steps for Life. Data is analysed by curriculum leaders and members of the senior management team to support the processes of monitoring and tracking of progress and target setting and school improvement.

Pupils are allocated to class groups depending on the approach needed to best support their learning needs and access to the curriculum is then carefully planned by the class teacher who sets tailored tasks in order to scaffold learning.

Curriculum Policy Statement.

The curriculum offered within The Loyne Specialist School is developed in accordance with the requirements of the ***Education Acts*** in that we seek to address the individual learning needs of all the school's pupils and acknowledge our responsibility to provide a broad, balanced and relevant curriculum which:

'…prepares pupils for the opportunities, responsibilities and experiences of adult life.'

Curriculum Provision

The Loyne School offers a holistic curriculum which offers 3 access routes Lake, River and Ocean.

Lake

Pupils at very early levels of development who may have profound or complex learning difficulties access a curriculum which provides engaging opportunities and promotes and enables early skill development focusing upon functionality of movement, communication and purposeful interactions within their environment (also known as non-subject specific learning) through a rolling programme of topics.

Pupils will be working within Engagement Steps (B Squared) and will be assessed using a menu of assessments tailored to their curriculum needs. For end of key stage statutory assessment pupils in key stages 1 and 2 will be assessed using engagement model.

River

Pupils who have severe and complex learning difficulties access a curriculum that builds upon their established learning to learn skills and extends their learning through subject-specific opportunities. These are meaningful and relevant and enable pupils to continue to develop life-long functional skills (subject specific learning) through a rolling programme of topics Pupils will be working within Progression Steps 1 2 or 3 (B Squared) and will be assessed using a menu of assessments tailored to their particular curriculum needs. For end of key stage statutory assessment pupils in key stages 1 and 2 will be assessed using the pre-key stage standards.

Ocean

Pupils working within the expectations of the National Curriculum access 'Ocean' which is broad and balanced scheme of work through which pupils access a rolling programme of topics which are tailored to ensure meaningfulness and functionality for the individual both

within school, their home and in the community (subject specific learning). Pupils will be working within Progression Steps 4 and above (B Squared) and will be assessed using a menu of assessments tailored to their curriculum needs. For end of key stage statutory assessment pupils in key stages 1 and 2 will be assessed using the End of Key Stage Standards.

Pupils with Severe and Profound Learning Disabilities require a curriculum which is designed to fit their very special and individual needs. The school considers the content of the National Curriculum in all aspects but, additionally, where our pupils require a more refined and appropriate developmental curriculum, this will be reflected in the outcomes of the EHCP.

Throughout the holistic curriculum we endeavour to meet the needs of each child and young adult, and our overarching aim is to meet outcomes that are identified as priority learning areas as specified in the EHCP. Pupils' Personalised Learning Outcomes (PLOs) which are derived from their Annual Review Targets are incorporated into their Learning Maps and highlighted for ease of reference. Within the timetable, for some pupils, there is a discrete allocation of lessons for the delivering of PLOs know as Personalised Learning Outcome Time or PLOT as these tend to be pupil specific rather than thematic in nature.

In addition, pupils with an EHCP may have identified health outcomes and will require therapy incorporated into their curriculum and learning time. Medical needs must also be taken into consideration for some pupils and care plans are in place for those pupils requiring medical care. Staff are trained in specific medical procedures (with regular updates). 24-hour Postural Management Plans are in place were needed and guidance from the NHS in delivering therapeutic interventions is sought from the physiotherapists and occupational therapist. School will alert named therapists of concerns with equipment or changes in the pupil's presentation in a timely manner but cannot influence the response time nor availability of NHS resources. School will hold regular meetings with the therapy teams to maintain a working relationship that ultimately benefits the postural development of the pupils.

Named pupils benefit from the NHS SALT team and programs and advice are built into their holistic curriculum. All pupils benefit from our in-house SALT therapist who works with the whole staff team on enhancing our Total Communication Approach. Specialist training is delivered to staff, parents and the wider community which impacts positively upon pupil progress.

Where possible, the curriculum will also be delivered through out-of-school experiences and activities, shared learning opportunities with mainstream peers within the mainstream school or at The Loyne Specialist School.For older pupils, work experience placements and courses at colleges of Further Education, are provided where appropriate. Visitors are invited into school to enhance provision and may include artists in residence and external providers such as More Music Morecambe or Ludas Dance.

All pupils and students at the Loyne have access to our careers curriculum which is underpinned by the Preparing for Adulthood framework. As part of the whole school journey through careers the content enables pupils and students to be as fully equipped as possible for life beyond the Loyne.
Careers education is documented within the Key Stage 1-4 Faculty Guide for Contributing and the FE Faculty Guide for Employment. The Gatsby benchmarks are used as an evaluation tool to monitor and develop the careers education against national standards.

Relationship and Sex Education (RSE) is carefully planned and delivered, taking into account pupil's life experiences in order to ensure that teaching content is both appropriate and relevant (for further information see the RSE policy).

The planning of lessons and assessment and recording of progress will differ according to the method of delivery for the subject or area and is outlined the curriculum overview document.

Curriculum Delivery

- **Classes** - presently 15 classes organised, as far as possible, into Early Years Foundation Stage/Year 1 (two classes), Key Stage 1/2 (four classes); Key Stage 2 (one class); Key Stage 3 & 4 (four classes) and 16+ (four classes).
- **Groups** - These are based on developmental level or need in other areas. For example: a P.E. lesson organised by ability/needs criteria, across classes, with appropriate resources (particularly staffing levels) and target planning.
- **Small Intervention Groups** - two or three pupils, with similar specific needs who will benefit from a more intense staffing ratio. This will include pupils who need management of the environment in order to access a particular activity and pupils whose attention span may be very short or who have not, as yet, developed skills of continuing an activity without prompts from adults.
- **Individual - 1:1** (and sometimes 2:1+) attention from staff for very specific programmes to be implemented.

Extra-curricular activities

- Residential Experiences
- Learning for leisure- outdoor pursuits activities, bowling, restaurant visits etc
- Educational outings- theatre, museums, sensory environments, community visits etc
- Community links- nurseries, schools, local colleges. Etc
- Aesthetic and creative experiences within school- performers, shows, workshops bought in by school. Etc

The local authority local offer

Our contribution to the local offer is available at https://www.loyneschool.org.uk/statutory-information/

Our local authority's local offer is also published here: Lancashire County Council Local Offer

Monitoring arrangements

Reviewed by Susan Campbell	October 2024
Date of Next Review	October 2025
Reviewed by Susan Campbell	October 2025
Date of Next review	October 2026
Reviewed by Susan Campbell	October 2026
Date of Next Review	October 2027