



Lammas School learners with Special Educational Needs and disability

1.0 Introduction

Lammas School has students with a range of abilities, interests and aptitudes, and the great majority of them are successful in learning and progressing without any special educational provision being made for them. However, some of our students do not learn so easily and may have difficulties in making progress for some or all of their time and such learners may have Special Educational Needs.

1.1 Definition of Special Educational Needs

Lammas learners have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. (Appendix 1 provides a more comprehensive definition of Special Educational Needs).

1.2 Aims and Objectives

- To ensure children with Special Educational Needs know they are valued, by negotiating support, discussing difficulties, mediating, fostering the development of an enquiring mind, praising and encouraging the learner and helping the learner enjoy his/her work.
- To give children with Special Educational Needs the greatest possible access to a broad, balanced curriculum, including the National Curriculum so that they may achieve their potential academically and socially by setting suitable learning challenges and overcoming potential barriers to learning and assessment.

1.3 Roles and Responsibilities

Headteacher and Senior Leadership Team

The Headteacher and SLT are responsible for this policy and will:

- Ensure that the necessary provision is made for any learner who has Special Educational Needs.
- Ensure that all learning practitioners are aware of the importance of identifying, and providing for, those learners who have Special Educational Needs using their skills as teachers to deliver this provision.
- Ensure that a learner with Special Educational Needs joins in the activities of Lammas School together with learners who do not have Special



Educational Needs, so far as is reasonably practical and compatible with the student receiving the special educational provision.

- Have regard to the Code of Practice and Disability Equality Scheme when carrying out its duties toward all learners with Special Educational Needs
- Ensure that all parents are notified of a decision by the school that Special Educational Needs provision is being made for their Learner.
- Seek to develop effective ways of overcoming barriers to learning for Special Educational Needs learners.
- Sustain effective teaching for Special Educational Needs learners through close analysis and assessment of pupils' needs, by monitoring the quality of teaching and standards of learners' achievements and by setting targets for improvement.
- Oversee the records on all learners with Special Educational Needs

2.0 Identification, Assessment and Provision for Lammas Learners with Special Educational Needs

2.1 Identification and Assessment Arrangements

Lammas School is using the Graduated Approach, following the stages outlined in 2.2a in order to identify and assess those students with Special Educational Needs. Students joining Lammas from another school whose Special Educational Needs have already been identified, are assessed when they join.

2.2 Review Procedures

The headteacher in consultation with parents and the LA, will determine the frequency of the reviews of learners.

3.0 Curriculum Delivery

- Lammas will provide access for students with Special Educational Needs to a balanced and broadly-based curriculum. Lammas teachers take responsibility for enabling all children full access to all aspects of the curriculum and extra-curricular activities.
- When Lammas identifies that a learner has SEN, teachers, in consultation with the headteacher and SLT, devise interventions additional to or different from those provided as part of Lammas School's usual differentiated curriculum.
- Subject and pastoral teachers remain responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme using the Personalised Wellbeing plan to facilitate this.



- At Lammas, students with Special Educational Needs are integrated within the school as a whole, as each child has the same curriculum entitlement (see above). Those students with an EHCP or those needing further support may be taught individually or in small groups in order to carry out specific programmes.
- Regular assessment of students with Special Educational Needs is used to monitor the improvement in terms of the "value added" to each learner.

4.0 Evaluating the Success of this Policy

Lammas School has a procedure of monitoring and evaluating the quality of teaching and learning practice. The Headteacher and SLT have a particular responsibility for monitoring the success of the Special Educational Needs policy. The Headteacher with the SLT negotiates targets for the development of Special Educational Needs Education, which form part of the Development Plan.

4.1 Arrangements for considering complaints related to Special Educational Provision

In the first instance, particular problems will be referred to the Headteacher who will endeavor to achieve a satisfactory outcome by informal means.

If the issue cannot be resolved in this way, it may be referred to the CEO of Lammas School, Daniel Khan who may invite appropriately qualified external advisors to assist in resolving the problem.

Lammas will ensure that all information concerning learners with Special Educational Needs is readily available and up to date and that all parents are aware that they may contact the school at any time to arrange an appointment in order to discuss with the Headteacher or SLT.

5.0 Partnership within and beyond the School

6.1 Staff Development and Performance Management

Where appropriate Lammas School will support teachers and support staff in developing their skills in relation to Special Educational Needs through staff development and training.

The Headteacher will advise staff, through training and development sessions and staff meetings.

Where appropriate Lammas will work with outside agencies to enable more effective support of SEN Learners. (e.g. Educational Psychologists, Advisor for children with Hearing



Impairment, Advisor for children with Visual Impairment, Speech and Language Therapist, Behavioral Support Specialist)

Lammas will liaise with other education and training providers before transfer from and to Lammas

The headteacher has the responsibility for ensuring that Special Educational Needs are discussed, information is exchanged and arrangements are made for the transfer of other relevant documentation.

Key Responsibility	Headteacher – Lammas School
	Senior Leadership Team – Lammas School
	Lammas School Teachers
Others Responsible	Lammas School – CEO



Appendix 1

Definition of Special Educational Needs

Lammas School students have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Lammas learners will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Learners have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of learners the same age.
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for learners of the same age.
- c) Are disabled, if they are blind, deaf or dumb or suffer from a mental disorder of any kind or are substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. (Section 17[11], Children Act 2004).
- d) Have a disability, for the purposes of this Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. (The SEN and Disability Act 2014).

Special Education Provision

Special education provision means - educational provision which is additional to, or otherwise different from, the educational provision made generally for learners of their age.