

Lawnswood Campus



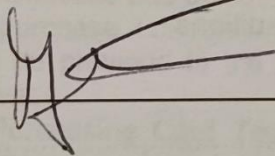
Special Educational Needs & Disability (SEND) Policy

Review Date:

Please read

Managers as Management Committee

Heads of Centre as PRUs

BOB STEPHENSON


Signed by the Chair of the Management Committee: Date:

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Section 1: Introduction and Purpose

The Lawnswood Campus comprises of three Pupil Referral Units: The Braybrook Centre, The Midpoint Centre and The Orchard Centre and The Nightingale Home and Hospital Service which is a medical provision. Each service is unique in the type of provision that it offers.

Lawnswood Campus is committed to excellence. We enable learning by providing a rich and meaningful curriculum targeting young people's personalised needs. We aim to help our young people overcome emotional and social difficulties in order to manage their behaviour and make considered choices. Every teacher is a teacher of SEND and is at the forefront of their pedagogical approach here at Lawnswood Campus.

Our curriculum is the way in which we encourage our young people to become:

- Confident and successful individuals who enjoy learning, make ambitious progress and achieve high quality and meaningful qualifications.
- Responsible citizens who make a positive contribution to society including their local community and the wider international world in which they exist.

We believe that in order to succeed, all young people need to be confident in the use of basic skills; reading, writing, communication and mathematics are always given the highest priority. Good progress leads to outstanding achievement and our curriculum mirrors that of mainstream schools, with the addition of vocational opportunities, and includes interventions and strategies to enable individuals to meet their full potential.

Lawnswood Campus is underpinned by shared values:

- | | |
|--------------|------------------|
| • Kindness | • Curiosity |
| • Empathy | • Resilience |
| • Honesty | • Commitment |
| • Positivity | • Responsibility |

The purpose of this policy is to outline and indeed detail our approach to SEND across Lawnswood Campus and how we, on a daily basis, address and consider how we meet the needs of all young people with SEND.

1.1 Development of the Policy

This policy is regularly reviewed to ensure that our practices and commitment to those with SEND are held in the highest regard. When developing this policy we took into account the important legislature and emphasis which the DfE places on SEND (1.4 see below) and crucially the thoughts of our young people, staff, parents / carers and our managers. We are committed to SEND and ensuring that all young people's needs are supported and constantly reviewed in our desire to be the leading light in Alternative Provision.

1.2 Aims

Our SEND Policy at Lawnswood Campus aims to:

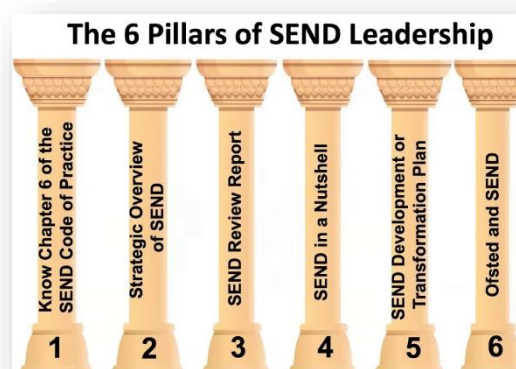
- Set out how we will support and make provision for young people with Special Educational Needs and Disabilities (SEND);
- Explain the roles and responsibilities of everyone involved in providing for young people with SEND;
- How we approach SEND on a daily basis and to detail the measures / resources / skills that we utilise in working to meeting the needs of all of our young people.

The wide range and high frequency of those young people with SEND across the campus means that individual Centres / Services will often have different interventions for example. They will all promote the importance of SEND within their respective environments in line with this policy.

As a Campus we all aim to:

- Ensure that young people have access to a broad and balanced curriculum, including extra curriculum activities;
- Ensure SEND needs, through effective communication, are known and understood;
- Ensure that a differentiated curriculum and targeted interventions are appropriate to individual needs and ability;
- Create an environment where young people feel safe, listened to and make progress;
- Ensure that parents / carers are kept well informed of their child's progress and attainment.

We consider SEND to be of the highest priority across campus and utilize the '6 Pillars of SEND Leadership' to help elevate and amplify our desire for SEND to be recognised in this way.



1.3 Legislation and guidance

This policy and information of this policy 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 young people with SEND;
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care plans (EHCPs), SEND Co-ordinators (SENDCos) and the SEND Information Report

This policy also complies with our funding agreement and articles of association.

1.4 Definitions

A young person has SEND if they have a learning difficulty or disability, which calls for special educational interventions or 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 the 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.

Section 2: People - Roles and Responsibilities

Everyone has a part to play in the delivery and support of young people with SEND and the understanding and implementation of this policy is everyone's responsibility. **We are all responsible for young people with SEND.**

2.1 Lawnswood Campus SEND Coordinator

The Lawnswood Campus SEND Coordinator will:

- Review this policy on an annual basis;
- Ensure that systems and processes effectively support those young people with SEND;
- Complete quality assurance checks to ensure that SEND systems and processes are up-to-date and being effectively deployed;
- Work with Executive Headteacher and SEND Management Committee Member to determine the strategic development of the SEND policy and provision across Campus;
- Organise and lead regular SEND meetings in developing cross campus collaboration;

2.3 SENDCos:

The SENDCos will:

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual young people with SEND, including those who have EHCPs;
- Attend annual review meetings and manage all Local Authority SENSTART Hub communications;
- Work closely with the Head of Centre / Service to establish responses to Hub consultations and those young people in need of an EHCP;
- Provide professional guidance to colleagues and work with staff, parents / carers, and other agencies to ensure that young people with SEND receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the Centre's / Service's delegated budget and other resources to meet young people's needs effectively;

- Be the point of contact for external agencies, especially the Local Authority and its support services;
- Liaise with potential next providers of education to ensure that the Centre / Service meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the Centre / Service keeps the records of all young people with SEND up to date.

2.4 The SEND Management Committee Member:

The SEND Management Committee Member will:

- Help to raise awareness of SEND issues at Management Committee meetings;
- Monitor the quality and effectiveness of SEND and disability provision within the Centre / Service and update the Management Committee on this;
- Work with the Executive Headteacher, Heads of Centre / Service, Campus SEND Coordinator to determine the strategic development of the SEND policy and provision across the campus.

2.5 The Executive Headteacher:

The Executive Headteacher will:

- Work with the Lawnswood Campus SEND Coordinator, Heads of Centre / Service and SEND Management Committee Member to determine the strategic development of the SEND policy and provision across the Campus;
- Have overall responsibility for the provision and progress of young people with SEND and/or a disability.

2.6 Head of Centre / Service:

The Head of Centre / Service will:

- Work with the Lawnswood Campus SEND Coordinator, Executive Headteacher, SENDCo, Teachers / Teaching Assistants and SEND Management Committee member to effectively deploy the SEND policy and provision within the Centre / Service;
- Develop a curriculum framework that caters for and enhances the opportunities of those young people with SEND;
- Have responsibility for the provision and progress of young people with SEND.

2.7 Class Teachers

Each class teacher will:

- Be responsible for the progress and development of every young person in their class;
- Work 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;
- Work with the SENDCo to review each young person's progress and development and decide on any changes to provision;

- Ensure they follow this SEND policy;
- Implement outcomes and steps from EHCPs throughout the young person's curriculum.

Section 3: Lawnswood Campus SEND Ethos and Practice

Our focus is on the young person and ensuring that they are able to regain their rightful place in society and the wider world. Teachers and teaching assistants are well qualified and have experience of teaching within specialist settings as well as in mainstream schools.

Young people have access to a range of academic and vocational qualifications, as well as a creative curriculum. We are supported by specialist teachers and teaching assistants, Lawnswood Integrated Therapy Service, and other agencies such as CAMHS and Wolverhampton Connexions.

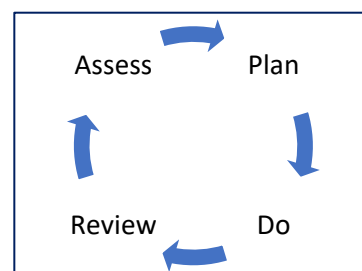
We have internal processes for monitoring quality of provision and assessment of need. These include reviewing young people's progress toward their goals on a termly basis, reviewing the impact of interventions on a regular basis, using young people questionnaires, monitoring by the SENDCo including the holding of annual reviews. All young people will be assessed upon entry to the Campus and then set personalised targets and be provided with an appropriate curriculum/learning journey.

High quality first teaching and additional interventions are defined through our annual dialogue across the Campus contributing to our provision management approach. These documents help us to regularly review and record what we offer every young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our young people.

Underpinning all of our provision in school is the **graduated approach** cycle of Assess, Plan Do, Review

All teachers are responsible for every young person in their care, including those with SEND.

Assess: Young people are identified in a number of ways; this can be through the induction process that takes place when they join the service or through the rigorous assessment and tracking process that is carried out within Centre / Service. When a young person is failing to make progress or has been identified as a concern, views will be taken from the young person, parents/carers, staff and any professionals that are working with the young person.



Plan: The teacher, SENDCo, parent / carer and young person agree intervention, support and intended outcome. At this point it will be recorded on the Centre / Service provision

map and all staff who have contact with the young person will be informed. The plan will have specific time measured outcomes.

Do: Implement plan. Subject teacher/Intervention specialist remains responsible for working with the young person and carrying out the plan as detailed in the planning section. The plan will be continually assessed and modified to ensure that the needs of the young person are being met.

Review: Impact assessment. Staff who have been involved in the implementation of the plan along with the SENDCo (where appropriate) will look at the impact of the intervention and consider the views of parents/carers and the young person to plan the next stage. At this point the needs of the individual may have been met or they may require to begin the cycle again with revised outcomes/plan.

Having consulted with young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

3.1 Our approach to teaching young people with SEND:

Throughout all centres across the Campus, we take a personalised approach to the educating of our young people. All young people who access the Campus are on the SEND register and consequently our teaching practices are focussed on the needs of individuals.

All young people have personalised timetables and curriculums that are designed to meet both their educational and social and emotional needs. The curriculum that is provided aims to help prepare young people for their lives beyond the campus by equipping them with the academic, independence and life skills that they need to succeed.

Our teachers have high expectations of all young people and will set challenging targets and objectives to challenge individuals to reach their full potential. All staff that work with young people will be told about their individual needs and will adapt their lessons to meet these requirements. A young person may be offered additional help and support within lesson or given the opportunity to work on a one-to-one basis.

There are a range of interventions and additional subject support which are available and should a young person need this, it would be discussed with parents / carers. All additional interventions are recorded as part of a provision map; these enable effective tracking and monitoring of both the impact of any interventions and the associated costs involved.

When a young person is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.

3.2 Identifying young people with SEND and assessing their needs:

All young people who join Lawnswood Campus have an identified additional need. We will assess each young person's current skills and levels of attainment on entry, which will build

on previous settings and Key Stages, where appropriate. Subject teachers will make regular assessments of progress for all young people and identify those whose progress:

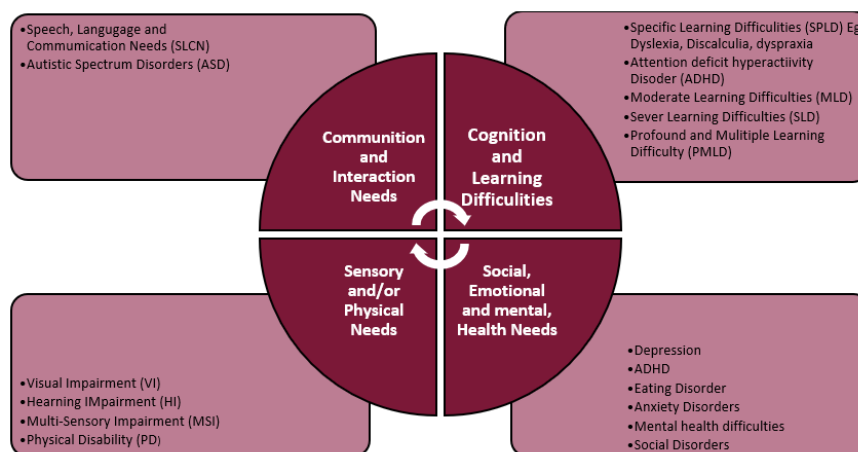
- Is significantly slower than that of their peers starting from the same baseline;
- Is below the young person's previous rate of progress;
- Is unable to close the attainment gap between the individual and their peers;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a young person is recorded as having SEND. When deciding whether additional special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the young person and their parents / carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3.3 The SEND Areas of Need:

Our Centres / Services currently provide additional and/or different provision for a range of needs, including:

- Communication and Interaction Needs**
- Cognition and Learning Needs**
- Social, Emotional and Mental Health Needs**
- Sensory and/or Physical Needs**



a) Communication and Interaction

Young people with identified communication and interaction needs may receive the following interventions/provisions:

- Access to small group and/or individualised interventions;
- Access to low stimulus areas;
- Flexible approaches to timetable;
- Modifications to break/lunch times;

- Enhanced access to additional aids, such as sensory snack boxes, visual timetables, ear defenders and workstations;
- Access to technology- Laptops and specialist software;
- Social and emotional stories;
- Careful planning of transitions;
- Mentoring with key adult and buddy system;
- Access to Speech and Language Therapist;
- Access to Educational Psychologist;
- Access to Sensory Inclusion Service.

b) Cognition and Learning

Young people with identified cognition and learning needs may receive the following interventions/provisions:

- Personalised/specialist teaching and interventions;
- Practical aids for learning, working memory boards, task cards, overlays etc;
- Increased adult support and 1:1 support where necessary;
- Phonic/reading development programmes including Reading Recovery and Accelerated Reader;
- Maths programmes including Mathswatch, White Rose, Star Maths and Numicon;
- Increased access to ICT e.g. laptops, dictation and reading tools;
- Adaptions to assessments to enable access including formal access arrangements from Yr10 onwards (readers, scribes, extra time etc);
- Curriculum adaption to meet the needs of the individual;
- Differentiation and scaffolding;
- Pre and post teaching;
- Frequent repetition and reinforcement;

c) Social, Emotional and Mental Health

Young people with identified social, emotional and mental health needs may receive the following interventions/provisions:

- Access to time out/chill out space;
- Mentoring with key adult;
- Individual rewards system;
- Behaviour support plans;
- Emotion coaching;
- Increased access to additional adults in the classroom;
- Alternative curriculum opportunities, including reduced timetables and teaching offsite;
- Forest School;
- Visual timetables;
- 5-point scale;
- Social Stories;
- Transition programmes in place;

- Access to CAMHS and internal LITs Service (Lawnswood Integrated Therapy);
- Access to Educational Psychologist;
- Outreach Services to support SEMH – Catch 22, 360 etc.
- THRIVE approach
- Staff adopt a trauma informed approach

d) Sensory and/or Physical

Young people with identified sensory and physical needs may receive the following interventions/provisions:

- Zoom text;
- Radio Aids;
- PECs/ Makaton;
- Access to Speech and Language Services;
- Access to a specialist teacher/LSA for the hearing/visually impaired;
- Concrete apparatus to support learning;
- Access to support for personal care;
- Therapy programmes delivered in Centre / Service, designed by specialists e.g Occupational Therapists, Physiotherapists;
- Cool Kidz intervention programme;
- Adapted curriculum to enable full access.

3.4 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all young people's needs are met:

- Differentiating our curriculum to ensure all young people are able to access it, for example, by grouping, 1:1 work/support, teaching style, content of the lesson etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, screening pens, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

3.5 Additional support for learning:

We are conscious that not all interventions will be effective and through the graduated response and continual monitoring of young people will actively seek to find and develop the best strategies to support learning. Through a combination of expertise, experience, resources and contacts we are confident at the Campus that any additional support for learning can be met successfully.

3.6 Support for improving emotional and social development:

We provide support for young people to improve their emotional and social development in the following ways:

- LITS team support;

- Specialist Teaching Assistants working alongside the classroom teacher in supporting ALL young people;
- Mindfulness approach within the Centre / Service and specific sessions carried out to increase young people's resilience and individual toolkit;
- Young people with SEND are encouraged to be part of the Centre's / Service's Community & Young People's Council;
- Young people with SEND are also encouraged to be part of any extra-curricular clubs to promote teamwork/building friendships etc.
- THRIVE approach trained staff

3.7 Securing equipment and facilities:

Young people with SEND may, from time to time, require access to different equipment or facilities. We will aim to support these needs following an evidence-based approach utilising internal and external resources.

As a Campus we can access a range of services including Sensory Inclusion, Speech and Language Therapy and Disability Team. These services are contacted when necessary and appropriate, according to young people's needs. If a young person needs specialist equipment or other facilities, contact with the SENDCo should be made to discuss by the parent / carer.

Our Campus is a safe and accessible site, and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help young people throughout our school including disabled toilets; ramps; wide corridors and equipment to help with reading and writing.

How the Centre's / Service's SEND funding is allocated and spent

- Staffing;
- Interventions – small group tuition/one to one;
- Development of resources;
- Additional curriculum;
- Extra-curricular activities;
- Staff CPD;
- Educational visits;
- Outward Bound course (some residential);
- Duke of Edinburgh Award and Outdoor Education.

3.8 Assessing and reviewing young people's progress towards outcomes:

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENDCo to carry out a clear analysis of the young person's needs. This will draw on:

- The teacher's assessment and experience of the young person, including both academic progress and progress with their soft skills (social, wellbeing, self-esteem, self-awareness and regulation and engagement);
- Their previous progress and attainment and behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents / carers;
- The young person's own views;
- Advice from external support services, if relevant;
- Educational Psychologist reports.

The assessment will be reviewed regularly.

All teachers and support staff who work with the young person will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the young people's progress.

Young people with EHCPs

All young people with EHCPs will have their progress towards the objectives within their EHCP formally reviewed at least annually. Objectives and the steps that young people need to achieve in order to satisfy the objective are used in the everyday planning of their lessons. All staff have overviews of young people's EHCP objectives within their planning file and these are regularly annotated so that evidence can be collated on the progress that young people are making.

Termly meetings are carried out between staff members and young people so that progress towards EHCP objectives can be measured and next steps can be considered and prioritised as appropriate.

3.9 Supporting young people moving between phases and preparing for adulthood:

The nature of the service at Lawnswood Campus means that young people join us at varying points in their educational journey. The transition of young people both into and out of the service is vital to its success.

Prior to young people joining us at the Campus, a referral form containing detailed information will have been completed, this is typically accompanied with supporting evidence such as Educational Psychologist reports, individual provision maps and any other relevant information from external agencies.

If the young person is then awarded a placement in one of the Centres / Services, parent / carer meetings will be held, and further discussion will take place between the Centre / Service and the home school to ensure that we have all relevant information.

The pace at which a young person is integrated into the Centre / Service will be very much dependent upon individual needs with bespoke timetables being created to ensure that needs are met.

All young people will complete transition work where they will explore a range of topics such as their hopes, dreams and aspirations, likes and dislikes and how they like to learn.

A review meeting to discuss next steps will be held once the young person has been in centre for four weeks, both parents/carers, home schools and relevant professionals will be invited to contribute.

For all young people who remain in Key Stage 4 there is a strong relationship with Connexions, workplace providers, colleges and other post 16 links as these are essential partners in our curriculum. The vast majority of the young people leave with a confirmed offer of a post 16 placement, and many are successful in maintaining these after leaving the service. The role of the Connexions Advisor is crucial to this, and much work takes place during holidays and through home visits to ensure that everything is in place for the young people. There are a number of transition coaches in each Centre / Service that work to ensure that young people moving into POST 16 provision are supported on their journey.

We will ensure information is passed onto the school, college, or other setting the young person is moving to. We will agree with parents / carers and young people which information will be shared as part of this.

We closely monitor young people's destination data.

3.10 Consulting and involving young people and Parents / Carers:

Parents / carers are communicated with on a regular and often daily basis. We understand the value and impact that effective frequent dialogue can have on all parties.

Involving parents / carers and young people in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency per year
Initial parental induction meeting	Head of Centre / Service, Young Person, Parents / Carers	x1
Transition Review Meeting following panel allocation	Heads of Centre / Service, Young Person, Parents/carers	x1
Keyworker allocation	Named staff member, Young Person, Parents/Carers	Contact details provided and regular contact made
Completion of transition pack	Keyworker and Young Person	x1 but young person profiles are regularly updated.

Reviews	Head of Centre / Service, Young Person, Parents/carers	Every 6-8 weeks
Parental Questionnaire	Head of Centre / Service	x3
Student Questionnaire	Head of Centre / Service	x3
Reports issued	Head of Centre / Service, Teachers	x2
Annual Review	Head of Centre / Service, SENDCo, Parents/Carers	x1
Parents Evening	Teachers	x2

3.11 Expertise and training of staff:

We are committed to developing the ongoing expertise of our staff and we recognise that ongoing CPD particularly around SEND is vital in offering and working towards the highest standards. The areas of expertise below are indicative, yet not exhaustive of the types of skills and qualification areas you will find on campus:

- SENDCo accreditation;
- Access Arrangements;
- Autism;
- Mindfulness;
- Counselling;
- Behaviour.

Considerable thought, planning and preparation goes into utilising our support staff to ensure young people achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Within the service we are fortunate to have a wealth of knowledge and experience amongst our staff. The high ratio of staffing that we have within the service allows us to offer a combination of both small group and 1:1 teaching. The high staffing level ensures that individuals receive the personalised curriculum offer that they require. Young people are also provided with the opportunity to complete a variety of intervention programmes, some of these are completed in small groups but again many are completed on a 1:1 basis.

3.12 Evaluating the effectiveness of SEND provision:

We evaluate the effectiveness of provision for young people with SEND by:

- Reviewing young people's individual progress towards their outcomes each term;
- Reviewing the impact of interventions each half term;
- Using questionnaires with young people;
- Monitoring by the SENDCo;
- Using provision maps to measure progress;
- Holding annual reviews for young people with EHCPs;
- Reviewing our whole campus SEND on a termly basis, ensuring that we are honest and rigorous in our assessments/evaluations of the service that is available;

- Annually disseminating in a SEND Information Report the statistics and outcomes of our young people with SEND;

Where the Centre / Service needs additional support or expertise to meet the needs of a young person with SEND, it may be necessary to call upon support from external agencies (e.g. Educational Psychologists, Speech & Language Therapists, other Local Authority services, Occupational Therapists etc). Our approach in such situations is to ensure that we have a transparent conversation with both the young person and their parents/carers so that the reason and purpose of the referral is shared. As a service, we feel it is vital to seek the views of both parents/carers and the young person and that they are at the centre of the decision-making process. Parents/carers consent will be sought (where required) and they will be part of any feedback process once work has been completed.

3.13 Working with other agencies

The Centres / Services work with several external partners including:

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| • Autism Outreach Service; | • Physiotherapy; |
| • SENSTART; | • Information, Advice and Support |
| • Educational Psychology Service; | Service (support families through the |
| • Sensory Inclusion Service for | SEND processes and procedures); |
| children with visual or hearing | • Social Care; |
| needs; | • Young Offenders Team; |
| • Speech and Language Therapy; | • NHS – Nursing Team; |
| • Occupational Therapy; | • Catch 22, Base 25; |

Extending our Campus approach, we commission using an outcomes-based method. This enables us to hold our partners and ourselves to account. We believe this has benefited our young people and their families in the following ways:

- Allows young people to receive specialised support/advice that is not possible to be delivered by educators;
- Allows the Centres / Services to further develop their young people's individualised approach to learning by ensuring that objectives/targets are using an evidence-based approach;
- Allows strategies to be developed and incorporated into young people's everyday lives;
- Ensures that young people and their families are offered additional support and have independent advice available to them;

The Campus works closely with the Local Authority which retains a strategic role across its area to support SEND provision. Details of that support are set out in the Local Authority's local offer which can be found at: [Wolverhampton Local Offer | Wolverhampton Information Network](#)

3.14 Contact details of support services for parents of young people with SEND:

There are external support services available for parents of young people with SEND. The contact details for these services are set out below:

Wolverhampton City Council Special Educational Needs

<http://www.wolverhampton.gov.uk/article/2391/Special-Educational-Needs-SEND-and-Inclusion>

Child and Adolescent Mental Health Service (CAMHS)

<http://www.bcpft.nhs.uk/services/children-young-people-and-families/84-camhs/525-wolverhampton-specialist-camhs-services>

Wolverhampton Autism Support Group

<http://www.autismlinks.co.uk/support-groups/group-support-west-midlands/wolverhampton-asd-parent-support-group?region=>

Wolverhampton ADHD Family Support Group

<https://sendirect.org.uk/providers/parent-support-groups/my-services/wolverhampton-adhd-family-support-group/>

Young Minds

<http://www.youngminds.org.uk/>

SENDIASS- SEND Information, Advice Support Service

ias.service@wolverhampton.gov.uk/

3.15 Contact details for raising concerns

The SEND provision within our Centres / Services are co-ordinated by the SENDCo's. The Lawnswood Campus SEND Co-ordinator and Nightingale Home and Hospital SENDCo is Mrs Emma Rushton who can be contacted at the school by email

erushton@lawnswoodcampus.co.uk or by phone 01902 555194

The Midpoint SENDCo is Miss Mercy Akinyemi : MAkinyemi@lawnswoodcampus.co.uk
01902 551695

The Braybrook SENDCo is Ms Sarah Thompson: sthompson@lawnswoodcampus.co.uk
01902 558144

The Orchard SENDCo is Mrs Maria Mulvihill: mmulvihill@lawnswoodcampus.co.uk
01902 555947

Our complaints procedure is available on the website and enables parents of all young people at the Centre /Service to any raise concerns. Please note that appeals and complaints about decisions taken by the Local Authority should be made to that body. The Centre's / Service's complaints procedure cannot be accessed to resolve such complaints.

For parents / carers who require additional independent advice and support, there is a service available within Wolverhampton area. The Wolverhampton SENDIASS service can be contacted by phone on 01902 556945 or by email on ias.service@wolverhampton.gov.uk.

3.16 Monitoring arrangements

This policy will be reviewed by the Lawnswood Campus SEND Coordinator and Centre / Service SENDCo's **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Management Committee every year.

3.17 Challenges this year

The biggest challenge for the campus over the last two years has been the COVID pandemic as it has meant that we have had to adapt our usual methods of teaching and engaging young people. During periods of national lockdown, we have had to reduce numbers of young people on site and so have developed a blended learning approach, offering young people a combination of live online lessons and work packs. As always, the package that has been developed is bespoke and tailored to meet the needs of the individual. The majority of live lessons are delivered on a one-to-one basis with a small number of paired learning experiences. All young people who have not attended onsite have received weekly pastoral walks / safe and well checks where a keyworker has checked on their wellbeing and delivered/collected work.

3.18 Links with other policies and documents

- Accessibility Plan
- Accessibility Policy
- Access Arrangements Policy
- Positive Behaviour & Relationships Policy
- Supporting Young people with Medical Conditions
- Admissions and Charging Policy
- Single Equality Objectives Policy
- Teaching and Learning Policy

Legislation and guidance considered when compiling this report include:

- Children & Families Act 2014
- SEND Regulations 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

Amendments

Page 5- Removal of 2.1 Senior Leader in Charge of SEND- Role added to that of Lawnswood Campus SEND Coordinator and renamed to 2.1

2.1 Senior Leader in Charge of SEND:

The Lawnswood Campus Senior Leader responsible for SEND will:

- Work closely with the Campus SEND Coordinator in developing the SEND policy, campus vision and framework;
- Ensure that systems and processes effectively support those young people with SEND;
- Complete quality assurance checks to ensure that SEND systems and processes are up-to-date and being effectively deployed;

2.1 Lawnswood Campus SEND Coordinator

The Lawnswood Campus SEND Coordinator will:

- Review this policy on an annual basis;
- Ensure that systems and processes effectively support those young people with SEND;
- Complete quality assurance checks to ensure that SEND systems and processes are up-to-date and being effectively deployed;
- Work with Executive Headteacher and SEND Management Committee Member to determine the strategic development of the SEND policy and provision across Campus;
- Organise and lead regular SEND meetings in developing cross campus collaboration;

Page 10/11- Addition of Thrive and Trauma Informed approach

e) Social, Emotional and Mental Health

Young people with identified social, emotional and mental health needs may receive the following interventions/provisions:

- Access to time out/chill out space;
- Mentoring with key adult;
- Individual rewards system;
- Behaviour support plans;
- Emotion coaching;
- Increased access to additional adults in the classroom;
- Alternative curriculum opportunities, including reduced timetables and teaching offsite;

- Forest School;
- Visual timetables;
- 5-point scale;
- Social Stories;
- Transition programmes in place;
- Access to CAMHS and internal LITs Service (Lawnswood Integrated Therapy);
- Access to Educational Psychologist;
- Outreach Services to support SEMH – Catch 22, 360 etc.
- THRIVE approach
- Staff adopt a trauma informed approach

Page 17- Changing and updating of SENDCO details.

The Midpoint SENDCo is Miss Mercy Akinyemi : MAkinyemi@lawnswoodcampus.co.uk
01902 551695

The Braybrook SENDCo is Ms Sarah Thompson: sthompson@lawnswoodcampus.co.uk
01902 558144