



LANCASTER UNIVERSITY  
SCHOOL OF MATHEMATICS

# Lancaster University

# School of Mathematics

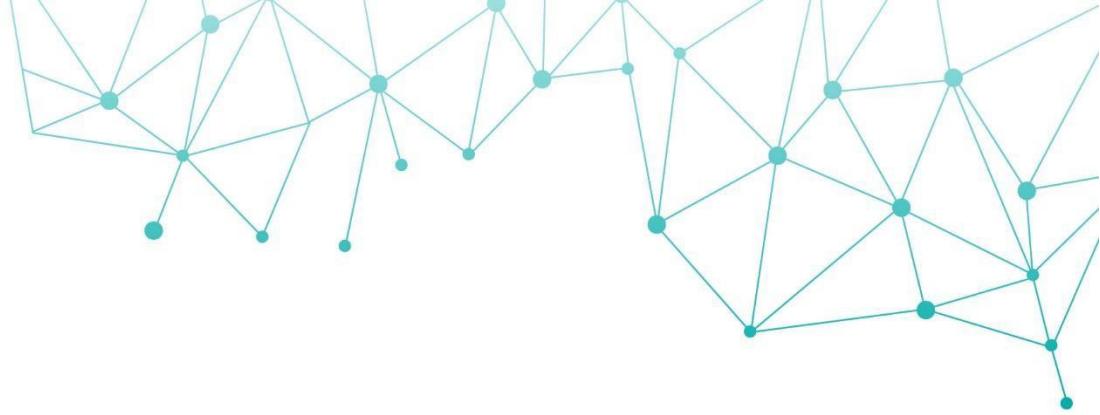
Special Educational Needs and Disability and Disability



<b>Title</b>	<b>Special Educational Needs and Disability (SEND) Policy</b>
<b>Document Owner</b>	Head of School
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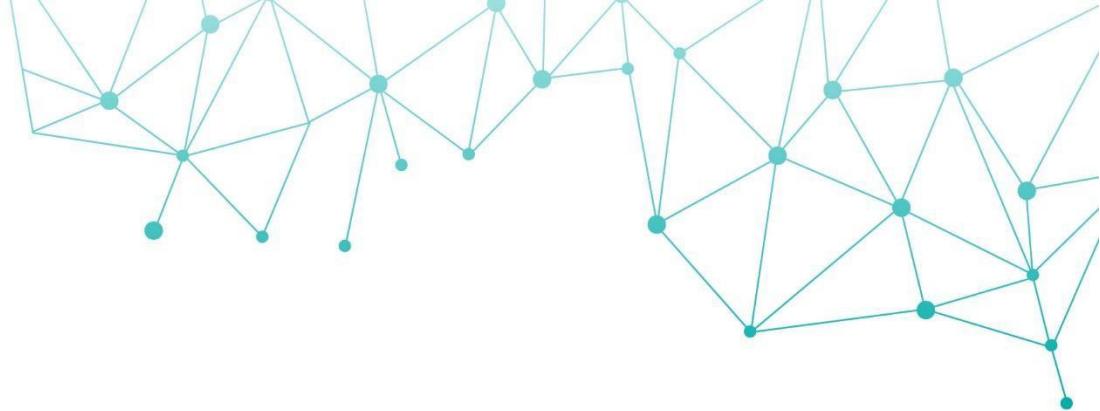
The Rigby Education Trust was set-up to operate and oversee the Lancaster University School of Mathematics.

The Rigby Education Trust is an academy trust and a charity. The Lancaster University School of Mathematics is the charitable activity of the academy trust. Therefore, in this document references to the Maths School apply to the Rigby Education Trust.



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## 1.0 Key Staff

'The SENCO' means the person who has been designated by the Trust Board of the Lancaster University School of Mathematics (henceforth known as LUSoM) to be the School's Special Educational Needs and Disability Co-ordinator.

The SENCO is Alison Hazlewood. She is the SENCO for Cardinal Newman College and there is a SLA in place for her to act in that capacity for LUSoM

Contact details: 01772 287 481

The SEND Governor is (Len Hampson).

The Designated Safeguarding Lead is Peter Tiltman.

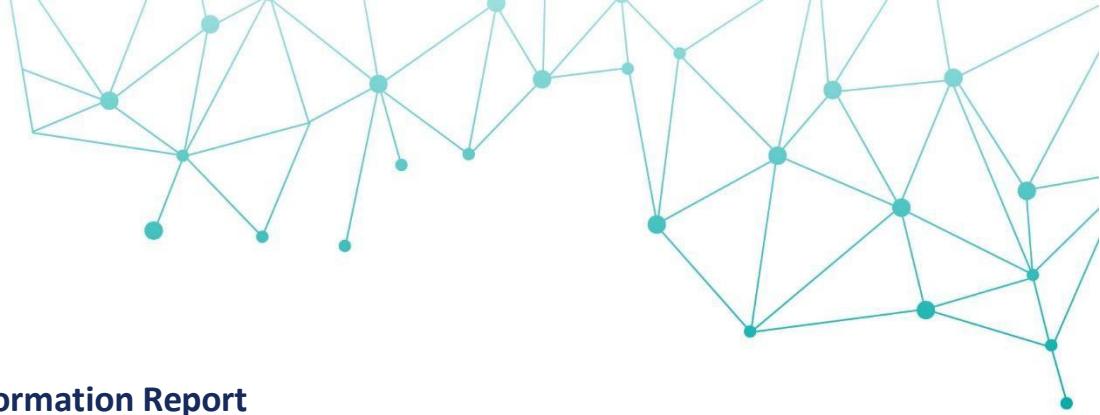
The member of staff responsible for managing the 16-19 Bursary Fund and LAC funding is Wendy Hull, School Finance Administrator.

The member of staff responsible for managing the school's responsibility for meeting the medical needs of students is Peter Tiltman.

## 2.0 Legal Framework

This policy complies with the statutory requirements laid out in the SEND Code of Practice: 0-25 Years (May 2015). Chapters 6 and 7 have been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE May 2014)
- Special Educational Needs and Disability and disability code of practice: 0-25 years (May 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Students at School with Medical Conditions (Dec 2015)
- The Lancaster University School of Mathematics Safeguarding Policy
- The Lancaster University School of Mathematics Accessibility Plan
- Teachers Standards (July 2011, updated July 2021)



### **3.0 SEND Information Report**

In accordance with the SEND Code of Practice: 0-25 Years, the Lancaster University School of Mathematics Information Report is available on the school website and by hard copy from the school office.

### **4.0 Aims of the SEND Policy**

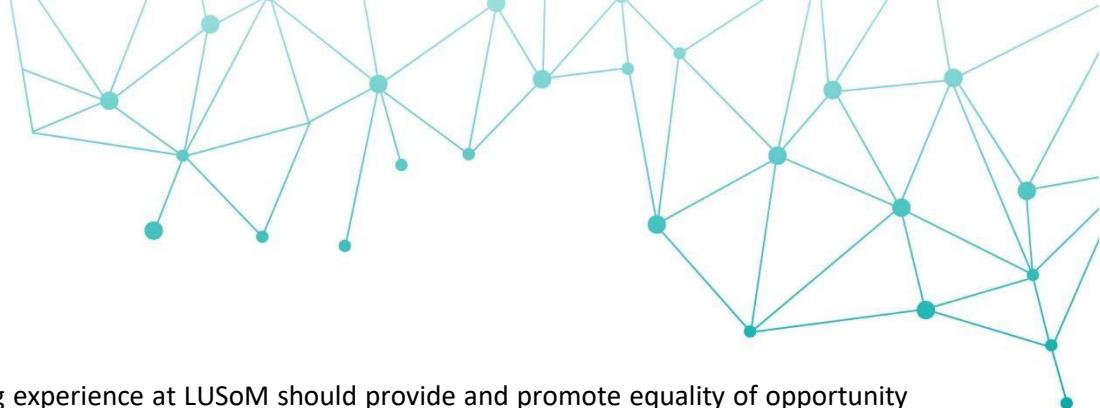
1. To identify and provide for students who have Special Educational Needs and Disability and additional needs
2. To work within the guidance provided in the SEND Code of Practice
3. To operate a 'whole student, whole school' approach to the management and provision of support for Special Educational Needs and Disability

The SEND Code of Practice (2015), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make successful transition into adulthood, whether into employment, further or higher education or training.

### **5.0 LUSoM's SEND Values**

- Every teacher at LUSoM is a teacher of every young person including those with SEND and should therefore support SEND students within the classroom.
- Students are responsible and intelligent individuals who sometimes need additional support to ensure their progress.
- No teacher should put a limit on what a student could potentially achieve.
- If students are involved in decisions about their learning environment and how SEND support is given, they are more likely to behave positively and learn productively.
- The learning experience at LUSoM should contribute positively to the self-esteem of all students.



- The learning experience at LUSoM should provide and promote equality of opportunity for all students.
- The learning experience at LUSoM should enable all students to grow and develop.
- Every student should have the opportunity to progress beyond school to higher education and/or the workplace and should be given the support to do so, including support for transition to independent living where necessary.

## 6.0 Context

A child is defined as having SEND if he or she has a learning difficulty which calls for a special educational provision, namely provision different from or additional to that normally available to students of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of students of the same age: or, that the child has a disability which hinders them from making use of educational facilities from those generally provided by schools for children of the same age within the same area.

### Policy Development and Implementation

The policy has been shared with all stakeholders including Trustees, parents and students on the school website and particularly those families with a son or daughter on LUSoM's Additional Needs register.

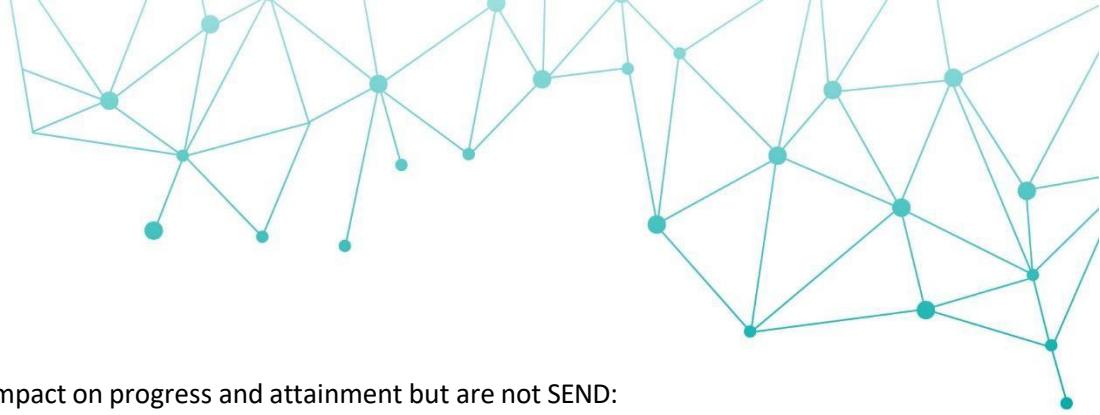
The SENCO is responsible for the review, development and implementation of this policy.

## 7.0 Identification of SEND

The purpose of identification is to decide what action the school needs to take for the needs of the student to be met. There are four broad areas of need, and these categories are detailed in the SEND Code of Practice as:

- Communication and administration
- Cognition and learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs

The school will identify the needs of students by considering their needs as a whole person, which will include not just the Special Educational Needs and Disability of the young person.



The following may impact on progress and attainment but are not SEND:

- Disability (the CoP outlines the ‘reasonable adjustments’ duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Being in receipt of a Bursary Fund Grant
- Being a Looked After Child
- Being the child of a Serviceman/woman

Students with additional needs are identified upon entry to LUSoM through several different methods including their application form, their enrolment form or additional information provided by their school. It is the responsibility of the SENCO in the summer term prior to formal enrolment and in the Autumn term to identify and collate information on incoming Year 12 students to update LUSoM’s Additional Needs register accordingly.

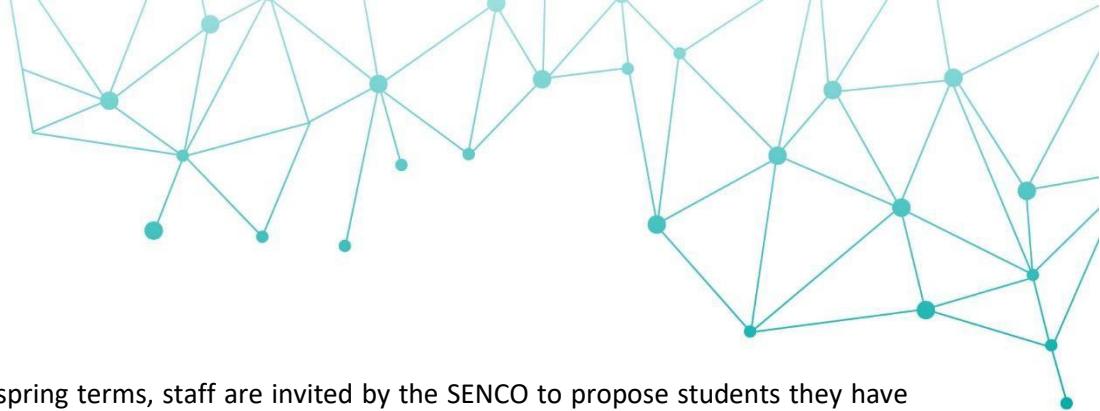
Each identified student has an Individual Education Plan (IEP) completed by the SENCO in consultation with the student and parents/carers. The IEP contains details of the need, the category of need, suggested strategies for support and exam access arrangements where required. All students identified with SEND are included in the Maths School Additional Needs register which also contains students with medical conditions and students with exam access arrangements. IEPs and the Additional Needs register are held on the Management Information System.

Further information on the process of identification can be found in LUSoM’s Information Report.

## 8.0 Staff Training

As part of LUSoM’s CPD programme there are dedicated sessions to help to inform, update and train staff in supporting students with SEND led by the SENCO. Where appropriate or required, the SENCO or an external specialist will lead further sessions for the assistance of students who demonstrate more complex needs.

The SENCO will gain the National Award for Special Education Needs Coordination within the first two years of their appointment to the role if they do not already possess this.



In the autumn and spring terms, staff are invited by the SENCO to propose students they have identified for additional support either for exam access arrangements or for inclusion within the Additional Needs register. If appropriate, external specialists will be consulted to support identification.

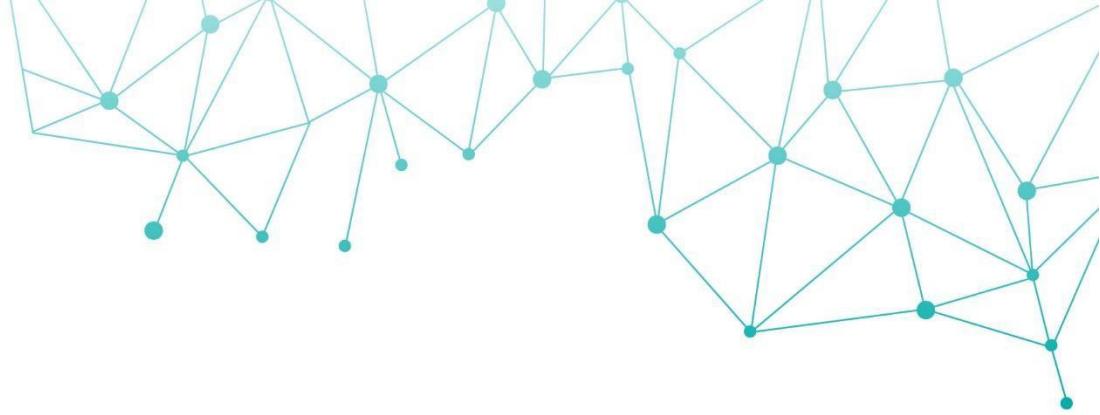
## Appendices

Appendix 1: Specific roles and responsibilities to support students with SEND

Appendix 2: The Graduated Response and EHC Plans

Appendix 3: Admission arrangements

Appendix 4: Access arrangements



## APPENDIX 1

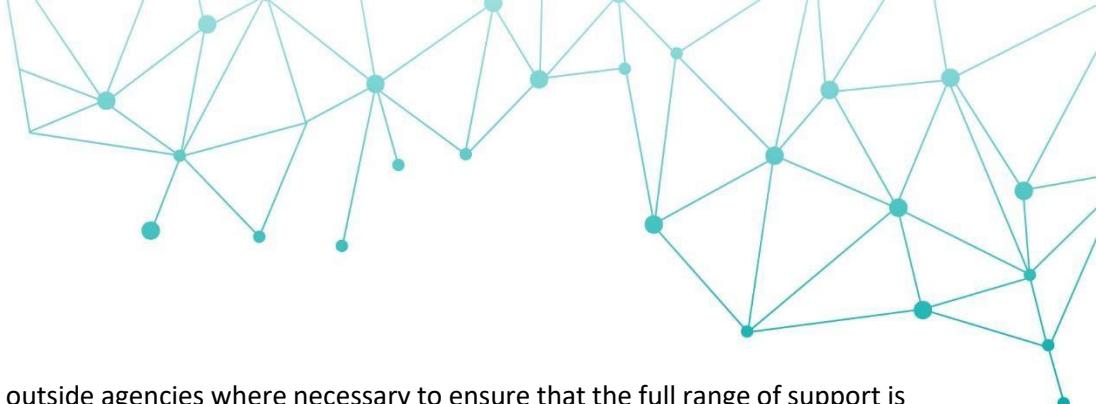
### Specific Roles and Responsibilities to support students with SEND

Under the Special Educational Needs and Disability and Disability Regulations 2014, the Board of Trustees must ensure that there is a qualified teacher designated as SENCO for the school. This teacher must also hold the postgraduate National SENCO award within 2 years of appointment to the role.

‘The SENCO’ means the person who has been designated by the Trust Board to be the Special Educational Needs and Disability Co-ordinator for LUSoM.

***The Special Educational Needs and Disability Coordinator (SENCO)*** is responsible for:

- Using data and information provided to identify and monitor all students with SEND
- Informing teaching staff of students with SEND and the provision needed
- Maintaining and updating LUSoM’s Additional Needs register
- Ensuring the correct provision is in place for all students with SEND through completion of Individual Education Plans with student and parent/carer input and staff input, where appropriate
- Monitoring, evaluating and reviewing the curriculum that is in place, including an SEND perspective, through learning walks and lesson observations
- Ensuring that access arrangements are in place, when required, for internal and external examinations
- Coordinating smooth transition to higher education establishments for students with SEND, initiating communication and organising meetings where appropriate
- Supporting smooth transition to the next stage of education, employment or training for students with SEND
- Conducting Annual Reviews and monitoring progress of those students with an Education Health Care plan and monitoring the process of transferring Statements over to EHC plans
- Liaising with parents of pupils with SEND at Open Days, Interview Evenings, Enrolment and Consultation Days.
- Initiating contact with new students and parents/carers with EHC plans prior to starting at LUSoM to ensure student needs are fully understood



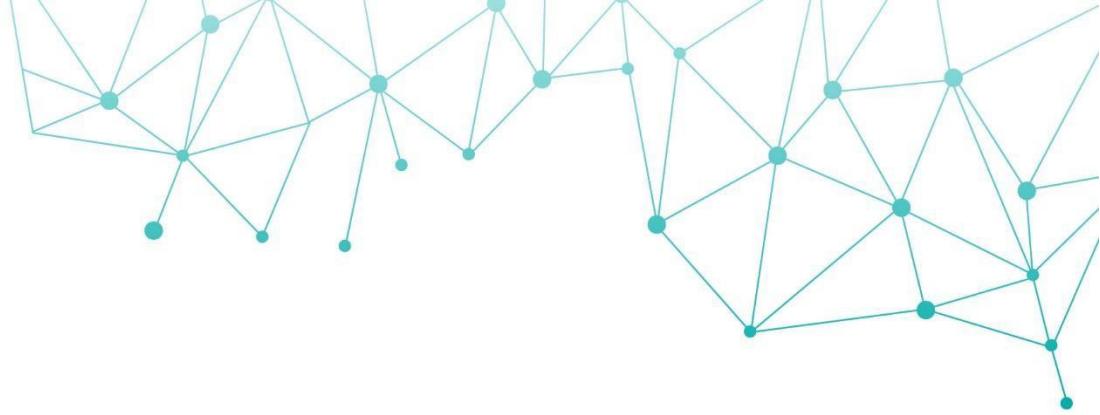
- Liaising with outside agencies where necessary to ensure that the full range of support is available to students. These include the Child and Adult Mental Health Service, Social Services, Health Services and counselling services

***Teaching staff*** are responsible for:

- Meeting the individual needs of the students in their classes by regularly checking and acting upon information provided by the SENCO
- Ensuring schemes of learning are appropriate for the needs of all students that they teach
- Attending training provided by the SENCO
- Using differentiation appropriately in all lessons and implementing advice and guidance from the SENCO and student IEPs
- Setting achievable but aspirational targets for all individual students and evaluating the success of these targets, considering these alongside any information in the IEP and/or EHCP
- Contributing to the Annual Review of Statemented students or those with EHC plans
- Referring students who are having difficulties to the SENCO and updating student progress on LUSoM's MIS system

***Senior Leadership Team and Board of Trustees***

- The Head of School and the Senior Leadership Team have the responsibility to ensure the implementation of the SEND Policy and the timely update of the SEND Information Report
- The Trustee for SEND plays a vital role in ensuring that SEND stays on LUSoM's agenda and should make every effort to ensure that the necessary special arrangements are made for students with SEND



## APPENDIX 2

### The Graduated Response and EHC Plans

#### *The Graduated Response Process*

Where a student is identified with SEND, LUSoM will take action to remove barriers to achievement and put effective SEND provision in place. This takes place in the form of a four-part cycle known as the Graduated Response of assessment, planning, doing and reviewing.

#### *Stage 1: Assessment*

LUSoM has a clear and structured approach to identifying and responding to Special Education Needs. The school recognises the importance of identifying students' additional education needs and strives to identify these at the earliest point possible, with consequent follow up of effective provision to improve long term outcomes. Additional needs will be identified through open days, applications, interview, enrolment, information from feeder schools, parents/carers, students, teachers and external agencies.

The SENCO and subject teachers will make regular assessments of progress for all students. They will seek to identify students making less than expected progress given their age and individual circumstance.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap.

It can also include measures of progress in areas other than attainment, such as behavioural, emotional and social skills. Identified students are referred to the SENCO for additional assessment of need.

Staff will use LUSoM's MIS system to record details of need, category of need, implications for teaching and support including target setting and exam access arrangements.

#### *Stage 2: Plan*

Once a student has been identified as requiring additional support, parents/carers will be formally notified of the intervention and support in place by the SENCO. Parents/carers will also be notified of a student being placed or removed from the Additional Needs register. All students who are placed on the SEND list within the Additional Needs register will have an Individual Educational Plan drawn up by the SENCO in consultation with the student to outline their specific



needs and to inform staff of how to differentiate their lessons to provide quality first teaching and inclusive education for the individual.

#### *Stage 3: Do*

All teachers are teachers of SEND and therefore will remain responsible for working with students on a daily basis, with support and advice from the SENCO. They have responsibility, as explained in Appendix 1 of the SEND policy, to ensure the IEPs are used to support students in the classroom and during assessments.

#### *Stage 4: Review*

The effectiveness of support and intervention is reviewed by the Assistant Head (Pastoral) throughout the year. Impact will be measured through academic progress, attendance and parental, student and staff feedback. Where a student continues to make less than expected progress, despite evidence-based support, the school will consider involving specialist agencies if required for diagnostic testing.

If at any time a parent/carer has concerns about their child, they are able to communicate with the SENCO by email or phone to discuss further.

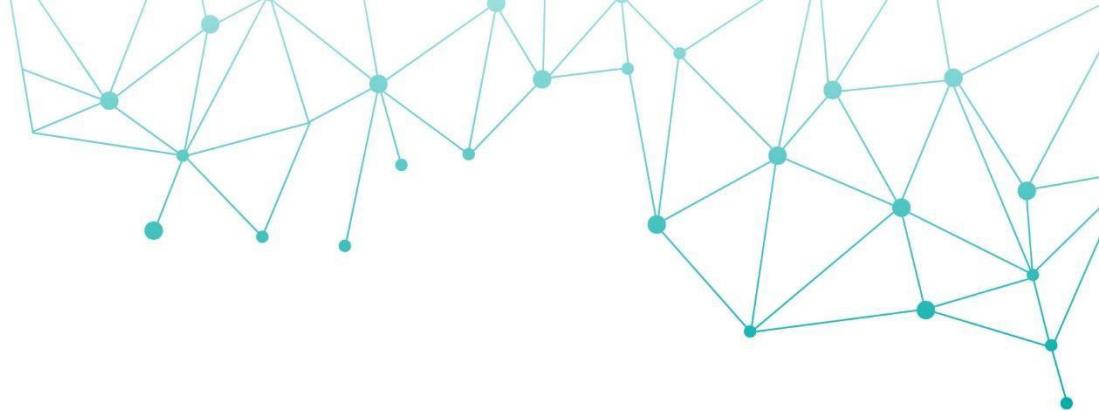
#### ***Education Health Care Plans***

Parents/guardians have the right to request an Education Health Care Needs Assessment if they believe that, despite LUSoM taking relevant and purposeful action in identifying, assessing and meeting the needs of their child, they still have not made expected progress.

Parents can request an Education Health Care Needs Assessment by contacting the SENCO to discuss this further.

The following people have the rights to ask the Local Authority to conduct an Education Health Care Needs Assessment for a young person aged between 0-25:

- The young person's parent or guardian
- The young person over the age of 16 but below the age of 25, and
- A person acting on behalf of a school or post 16 institution (preferably with the knowledge of the young person).



## APPENDIX 3

### **Admissions Arrangements**

For further information about LUSoM's admissions process, the Admissions Policy is available publicly on the school website or can be obtained via the school office.

### **Equality and Diversity**

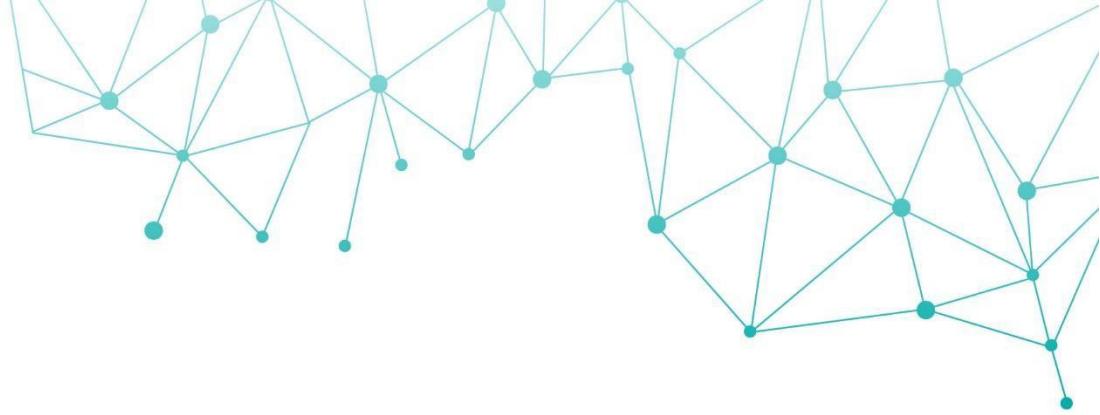
In operating admissions arrangements, LUSoM will do everything it reasonably can to enable every student to perform at their best, and in making acceptance decisions will not discriminate between students on the grounds of race, sexual orientation, sex, disability, faith, gender identity, marital/civil partner status or pregnancy/maternity provided they meet the criteria for entry. LUSoM's Equality Statement and objectives are available on the school's website.

### **Admissions and students with SEND**

LUSoM is keen to ensure that no applicant who has a learning or physical disability, or has a registered Special Educational Need, or has a Statement of Need or Education Health Care plan is dissuaded from making an application if they meet the admissions criteria. The school undertakes to fulfil its anticipatory duty to make reasonable adjustments to avoid substantial damage to any applicant.

If an applicant applying to the school requires particular arrangements to be made for the aptitude test or for the interview, the parents/carers or the applicant should contact the school at the time of the application.

Students with SEND and their parents/carers are invited to view the school along with all other prospective students and their parents at an Open Day, or on a private tour through appointment via the SENCO.



## APPENDIX 4

### Access Arrangements

Access arrangements are agreed for individuals before official examinations take place. They allow students with Special Educational Needs and Disability, disabilities and temporary injuries to:

- access assessments
- show what they know and can do without changing the demands of the assessment.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a student who is disabled within the meaning of the Equality Act 2010 would be at substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage.

The SENCO liaises with the Examinations Officer to consider which students require access arrangements, using external specialist support for key diagnostic testing where required. Students with a history of need are identified to apply to awarding bodies to enable individuals' access arrangements for external exams.

All exam access arrangements follow the regulations of the Joint Council for Qualifications and are applied for in conjunction with the JCQ Access Arrangements Online portal.

The SENCO will determine and implement appropriate access arrangements at LUSoM, with support from all teaching and support staff and members of the Senior Leadership Team.